

ERASMUS DARWIN ACADEMY

**A Guide to the Curriculum  
for  
Years 9, 10 and 11  
  
2019 - 2022**

# Curriculum and Options Information

## 2019- 2022

### Introduction to the Qualifications Stage

This booklet explains the Qualifications Stage curriculum which current Year 8 students will follow for the next three academic years, from September 2019. It informs you about the group of subjects that students must study (the compulsory subjects) and the group of subjects which require an element of choice (the optional subjects). The current Year 8 students will be the sixth cohort to embark upon a three-year Qualifications Stage, which was introduced to replace the previous model of a two-year Key Stage 4. The purpose of this change was to provide the time and space that is necessary to prepare our learners as effectively as possible for the increasingly academic nature of GCSE studies.

### Compulsory Subjects

For the next three years, students have to study English Language, English Literature, Maths, Science, PE (Physical Education), ICT and RE (Religious Education) because they are so vital to a young person's future development and success. For example, English, Maths and Science cover an extensive range of key academic skills which are vitally in all career paths and in life generally. Furthermore, PE is important for a young person's health and well-being health and RE help to improve the awareness, understanding and appreciation of society and of the world in general. We are also making a commitment to ensure that all young people at Erasmus Darwin Academy are digitally literate.

### Optional Subjects

There is a wide range of optional subjects available and students are asked to choose a combination of three optional subjects or two optional subjects if you choose Triple Science, (plus reserve choices) in accordance with the recommended Options Pathway outlined on students' personalised Options Forms. The Options Pathway takes into account prior and current progress data and ensures that students follow a combination of appropriate optional subjects which will enhance future life-chances in terms of further education and career prospects. It is important to note that the offer of optional subjects is dependent upon staffing considerations, resources, popularity of the subject and the combination of subjects that students choose. Therefore, please note that reserve choices may have to be used, even though every effort is made to achieve a high level of satisfaction amongst students and parents.

Finally, regarding the optional subjects, it is important to find out as much information as possible by reading the information contained within this booklet carefully and by collecting further information from subject teachers on the Curriculum Information Evening. It is advised that you gather as much information about each subject's assessment, this will give you an indication of the number of examinations your child will be sitting.

### GCSE Courses

It is important to note that all of the GCSE courses that current Year 8 students will be following are commonly referred to as **Reformed GCSEs**. These are the GCSE qualifications which are the result of significant reforms which the current government introduced, in order to make GCSEs more academically rigorous and demanding. For example, in the Reformed GCSEs:

- Students will need demonstrate more accurate SPaG (Spelling Punctuation and Grammar)
- Students will need to use more advanced problem-solving skills on a more regular basis.
- There will be a need for students to read, understand and analyse longer and more demanding texts and sources.
- More extended writing will be required.
- The memorisation and recalling of facts, figures and formulae will be a higher priority.

It is also important to note that these reformed GCSEs have undergone important changes regarding the way that subjects are assessed and graded:

- There are no longer any Controlled Assessments for the vast majority of Reformed GCSEs.
- In the small number of subjects where Controlled Assessments remain, they will be worth a smaller percentage of the overall grade.
- All examinations can only be taken once, at the end of course (i.e. at the end of Year 11.)
- A new grading system of 1-9 replaces the old grading system of A\*-G. Please see the accompanying diagram below for further details on the new grading system.

### **The English Baccalaureate (EBacc)**

The English Baccalaureate is not a qualification but it is a way of formally recognising GCSE performance in a suite of subjects which employers, universities and colleges value highly and consider vitally important. The following advice for young people, which is taken off the "Apply to Uni" website (as used by Careers Advisers) reflects the importance of the EBacc and the likelihood that the EBacc will increasingly be used as a future measure for selecting the best candidates for university places and many careers:

*"By taking the subjects outlined in the English Baccalaureate, you will be...ensuring that you have the broad base of core academic subjects that universities, colleges and an increasing number of employers prefer. Also, it is a clear benchmark for universities to check that applicants have a solid academic foundation on which to build."*

To achieve the EBacc, a GCSE at Grade 5 or above is required in the following subjects:

- **English, Maths and two Sciences** (Combined Science or two of the triple sciences)
- A **Humanities** subject (History or Geography) and a **Modern Foreign Language** (French or German).

### **Technical Awards**

These courses lead to Level 2 qualifications (which are equivalent to GCSE Grades 9-4) and Level 1 qualifications (which are equivalent to GCSEs grades 3-1). Technical Awards are unit based studies, which comprise of 75% coursework and 25% examination.

As students work through the different units of study, there is a clear focus on students needing to work independently and to take ownership of their learning to ensure that the assessment requirements for every unit are met at the highest possible level. One of the units will be externally assessed via examination, whilst the other units are assessed via coursework tasks that are completed in examination conditions in the classroom and are then externally moderated. The examination is allowed to be re-taken. All technical awards enable students to progress to further and higher education.

### **Final Thoughts**

Please remember that students must choose optional subjects, in accordance with their recommended pathway, in a careful and thoughtful way. It is not possible to change courses after the start of September 2019 and so students must bear in mind that they will be committing to following all of their courses for the next three academic years.

Mr. P. Walklate  
Vice Principal  
January 2019

**2016****Current****The new Numerical Grading Structure**

<b>A*</b>		<b>9</b>
		<b>8</b>
<b>A</b>		<b>7</b>
<b>B</b>		<b>6</b>
		<b>5</b>
<b>C</b>		<b>4</b>
<b>D</b>		<b>3</b>
<b>E</b>		<b>2</b>
<b>F</b>		
<b>G</b>		<b>1</b>

In all reformed GCSE subject's students will no longer achieve an A\*-G grade. Instead, they will achieve a number from 9-1. The diagram indicates how these grades approximately align to the previous A\*-G grading system. As a guide, the following can be applied;

- Grade 7 is the equivalent of a grade A
- Grade 4 is the equivalent of
- a grade C
- Grade 1 is the equivalent of a grade G

**Government Benchmarks**

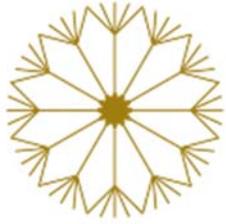
Previously, a grade C was the measure used to exemplify that a student had achieved an acceptable standard of education. This has now been replaced with 2 measures; a strong pass (Grade 5) and a standard pass (Grade 4).

**A Strong Pass (Grade 5 or above)**

The new 'strong pass' is positioned at a Grade 5. As you can see from the diagram this is the equivalent of a previous 'low grade B and a high grade C'. This is a new measure.

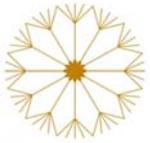
**A Standard Pass (Grade 4)**

The new 'standard pass' is positioned at a grade 4. As you can see from the diagram this is the equivalent of a previous 'mid to low grade C'. This replaces the previous measure of grade C and above.



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# Compulsory Subjects



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## GCSE English Language & English Literature

### Aims

- To draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.
- To develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
- To foster a love for a range of texts from Shakespeare and the 19<sup>th</sup> century novel to modern texts.

### The Course

All students will take AQA English Language and English Literature which will result in the award of two separate GCSEs in each subject.

Over the qualifications stage students will study:

- Creative writing and writing to present viewpoints
- A variety of extracts from challenging and engaging texts
- Shakespeare play: 'Macbeth'
- 19<sup>th</sup> Century Novel: 'The Strange Case of Dr Jekyll and Mr Hyde'
- Modern text: 'An Inspector Calls'
- A range of poetry.

In addition to this, students complete a non-examination assessment on spoken language.

### Assessment

For English Language, students sit two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as a stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

### Post 16 Opportunities and Careers

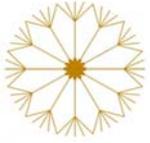
- English Language
- English Literature
- Drama and Theatre Studies

### Exam Board Information

AQA: <https://www.aqa.org.uk/subjects/english/gcse>

#### Contact

Mrs R Copestake - Director of English ✉ [r.copestake@eda.staffs.sch.uk](mailto:r.copestake@eda.staffs.sch.uk)



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## GCSE Mathematics

### Aims

The aim of the Qualification Stage course in Mathematics is to prepare students for their GCSE examinations whilst still promoting enjoyment, engagement and independence. We aim to provide a supportive and positive environment for the learning of mathematics and to prepare students for their next stage of their lives.

### The Course

The course will follow the new reformed GCSE, which sees an increase in demand and rigour. Students will be awarded a grades 1-9 with grade 9 being the top grade and 1 being the lowest grade. This linear GCSE course includes topics from Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, and Statistics and Probability. The GCSE has an emphasis on problem solving, with students needing to identify the maths needed to solve a problem and apply these skills effectively, as well as combining different skills across the course. The maths GCSE aims to equip students with the ability to reason, deduce and infer, as well as developing fluency with mathematical knowledge, skills and understanding. With an increase in rigour, more content and more formulae to memorise than the previous GCSE, the demands of students have significantly increased.

### Assessment

The course is assessed by examinations only and does not contain a coursework element. There are two tiers of entry available, Foundation Tier covering grades 1-5 and Higher Tier covering grades 4-9. Each tier will have three 1½ exams, one non-calculator and two calculator exams.

### Post 16 Opportunities and Careers

On completion of the GCSE students may continue their studies in Mathematics at the Academy Sixth Form. Mathematics is offered at A level, which is a challenging yet popular course and is in high demand with universities and helps students develop independence and problem solving skills that apply to a variety of careers. Mathematics is essential for careers in Engineering, Architecture, Actuarial Science, Accountancy and Physics. It will help any student who wishes to study Chemistry and Biology, as well as helping in careers involving statistical work such as Geography, Psychology, Economics and Business.

### Exam Board Information



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

### Contact

Miss N Thompson - Director of Maths ✉ [n.thompson@eda.staffs.sch.uk](mailto:n.thompson@eda.staffs.sch.uk)



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## GCSE Combined Science

### Aims

We aim to stimulate our students' curiosity and enjoyment of Science. Through the curriculum modules, the students are able to be familiar with a wide body of scientific knowledge, principles and vocabulary. This development of knowledge and skill will help them to understand and use scientific methods safely.

We encourage students to work individually and as part of a team, in order to develop an awareness of the implications of Science for the individual, the community and the environment.

### The Course

Students will be studying Biology, Chemistry and Physics topics that will join together to form the new Combined Science GCSE, which will be worth **two GCSEs**. Students will complete practical work as part of their lessons not only to support the learning but to also develop the students' skills. Students will follow the Pearson Edexcel course which builds upon the knowledge the students have gained at the Development Stage.

### Assessment

All of the examinations for Combined Science will be taken at the end of Year 11.

There are **six papers** in total which will result in 2 GCSEs for the combined Science:

2 for Biology, 2 for Chemistry and 2 for Physics.

Each paper is 1hr 10mins – 60 marks (16.7% of the GCSE)

Practical work is no longer externally assessed in the form of coursework.

Instead, knowledge of **Core Practicals** that are delivered during lessons are assessed as part of the final exam papers.

Questions based on practical activities will make up at least 15% of the final exam papers.

Two tiers of entry will be available, Foundation Tier covering grades 1-5 and Higher Tier covering grades 4-9.

### Post 16 Opportunities and Careers

The Academy currently runs A-level courses in Biology, Chemistry and Physics. Some colleges also provide other Science based courses which include a Level 3 BTEC in Applied Science.

### Exam Board Information

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science (1SC0)

**The specification can be found here:**

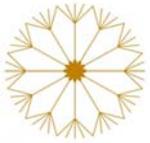
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-0>

**This documents explains how Edexcel writes the question papers:**

<http://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/Edexcel-GCSE-Science-Explaining-our-exams-guide.pdf>

### Contact

Mr A Hyden – Faculty Leader Science ✉ [a.hyden@eda.staffs.sch.uk](mailto:a.hyden@eda.staffs.sch.uk)  
Mr T Moseley – Faculty Leader Science ✉ [t.moseley@eda.staffs.sch.uk](mailto:t.moseley@eda.staffs.sch.uk)



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## GCSE Philosophy and Ethics

### Aims

GCSE Philosophy and Ethics provides a combination of the core requirement of Religious Studies, combined with relevant and mandatory Personal, Social, Health Education (PSHE) topics along with the opportunity to ask ultimate questions and engage in discussions on modern and historical issues. It enables students to develop vital personal skills of forming and evaluating arguments, debate and diplomacy. The course also ensures that students cover the appropriate, required lessons on careers and sex and relationships education. As a core subject, all students cover the course setted ability groups, with a range of differentiated opportunities including different resources, groupings and paced tasks.

### The Course

Students will follow the AQA Religious Education examination. The GCSE will require the students to know two religions in depth – Buddhism and Christianity, as well as discuss other major religions and their views on philosophical and ethical issues. The course will be split into two parts: ‘Study of Religions’ and ‘Philosophical and Ethical studies in the Modern World’ and gives students the opportunity to develop their own opinions and core skills in literacy and analysis.

Year 9	Religion and Life	Christian Beliefs	Relationships and Family	Christian Practices
Year 10	Crime and Punishment	War and Conflict	Buddhist Beliefs	Buddhist Practices
Year 11	Revision			

### Assessment

GCSE Philosophy and Ethics is assessed by an examination at the end of Year 11 with no controlled assessment. Throughout the course students are assessed both formatively (throughout a unit of work) and summatively (at the end of a unit of work) in lessons. Assessment is currently focused on part ‘4’ questions (assessing understanding) and on part ‘5’ questions (assessing discussion and evaluation skills), with one of each completed in each unit. Students are provided with written feedback on what went well (Medal) and what would make their answer even better (Mission). At each stage, peer and self-assessment are strongly encouraged, to enable students to familiarize themselves with the levels of assessment that are expected and the student-adapted mark schemes. Students will also sit mock examinations for both all aspects of the course in line with other subjects.

### Post 16 Opportunities and Careers

The new A Level course compliments the new GCSE. A Level Philosophy and Ethics combines elements covered in the GCSE course but at an advanced level. More focus is given to ethical theories such as Utilitarianism, Situation Ethics and ancient Greek philosophy and ultimate questions such as whether an afterlife exists. Students are examined in three examinations at the end of the course. A Level Philosophy and Ethics is highly regarded by employers for its skills-based learning and is appropriate for any students looking to explore opportunities in the public sector, media, law and medicine.

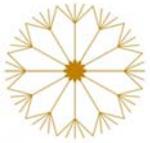
### Exam Board Information



<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

#### Contact

Mrs S Skingle - Lead Teacher of RE and coordinator of SMSC ✉ [s.skingle@eda.staffs.sch.uk](mailto:s.skingle@eda.staffs.sch.uk)



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## Cambridge Nationals Level 1/2 – CREATIVE iMEDIA

### Aims

This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

### The Course

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.

R081: Pre-production skills – Written paper – 1 hour 15minutes.

R082: Creating digital graphics – Centre assessed tasks and OCR moderated

R085: Create a multi-page website – Centre assessed tasks and OCR moderated

R087: Creating interactive multimedia products – Centre assessed tasks and OCR moderated

### Assessment

R081: Pre-production skills – 25%

R082: Creating digital graphics – 25%

R085: Create a multi-page website – 25%

R087: Creating interactive multimedia products – 25%

Grades awarded in this subject are based upon equivalencies to GCSE grades. Assignments will be assessed against the criteria set out by OCR and students have the possibility of achieving the following:

**Distinction\*** = GCSE Grade 8    **Distinction** = GCSE

Grade 7 **Merit** = GCSE Grade 6    **Pass** = GCSE Grade 5

**Level 1 Pass** = GCSE Grade 3/4

### Choose this course if.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

### Post 16 Opportunities and Careers

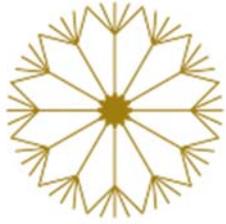
Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. Students completing this course will be given the key skills required to excel and go onto sixth form to complete a BTEC IT.

### Exam Board Information

OCR Cambridge Nationals

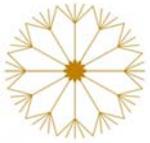
#### Contact

Mr Z Aslam Assistant Faculty Leader ✉ z.aslam@eda.staffs.sch.uk



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# Option Subjects



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## GCSE Art and Design

### Aims

- To provide a stimulating learning environment and positive working atmosphere in which the artistic development of each individual is encouraged.
- All students, regardless of their ability, should experience an enjoyable and rewarding range of opportunities whilst studying Art and Design.
- To support and nurture the development of students' self-confidence, use of initiative and creativity, and ability to self-review.

### The Course

GCSE Art and Design 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.

Assessment is as follows (Please note that these weightings may change slightly following the publication of the final specification):

Unit 1: Portfolio of Work (Controlled Assessment) 60 per cent

Unit 2: Externally Set Task 40 per cent

### Assessment

Performance will be assessed in response to the following criteria:

**Assessment objective 1** - Recording ideas through investigations of Artist Research

**Assessment objective 2** – Refine ideas through experimenting

**Assessment objective 3** – Record observations and intentions

**Assessment objective 4** – Personal, informed and meaningful response.

### Choose this course if..

You are creative and enjoy learning new practical skills. Choose this course if you would like to develop confidence in art and are prepared to persevere and be dedicated. This course is ideal if you wish to create artwork about a particular passion or interest you may have or you simply wish to explore new themes in exciting ways.

### Post 16 Opportunities and Careers

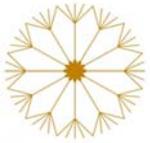
AQA A Level GCE Art & Design courses are offered in both ART AND DESIGN and PHOTOGRAPHY in the Sixth Form at Erasmus Darwin Academy. This GCSE course would help to lead to careers such as an art director, interior designer, illustrator, character designer, photographer, web designer, fashion designer, painter, set design artist, gallery owner, curator, animator, costume designer for film/tv, publishing, packaging design and many more. This course could lead to a Foundation studies diploma at college (following being studied at A level) or alternatively lend itself to a basis of skills you could build upon during a creative college course such as animation or fine art.

### Exam Board Information

We teach GCSE Art and design through AQA and under the umbrella of Art, Craft and Design allowing us to teach a broad range of skills across the course. <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206> (Art, craft and design 8201)

### Contact

Mrs S Moran – Lead Teacher of Art ✉ [s.moran@eda.staffs.sch.uk](mailto:s.moran@eda.staffs.sch.uk)



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## GCSE Business 9-1

### Aims

Business is an essential area that all students will need, to be part of a modern society; as such Business will give students the chance to study an exciting course, employing an analytical, evaluative and investigative approach. Despite being assessed through two written exams the GCSE Business course will provide students with ample opportunity to take part in practical based activities which will also focus on the development of key functional skills such as presenting and taking calculated risks. GCSE Business will encourage students to be inspired, moved and challenged by studying a broad, coherent, satisfying and up to date course of study which will allow students to gain an insight into related sectors such as economics, accounting and marketing. Studying GCSE Business makes young people aware of their roles as consumers, workers, citizens and ultimately as business owners, preparing them to make informed decisions about further learning opportunities and career choices.

### The Course

The Pearson Edexcel GCSE course in Business includes two themes:

#### Theme 1 – Introduction to Small Business

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

#### Theme 2 – Building a Business

Growing the business  
Making marketing decisions  
Making operational decisions  
Making financial decisions  
Making human resource decisions.

The course is designed to engage actively in the study of business in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course has practical elements and will allow the candidates to develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts. During their work they will use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.

### Assessment

The assessment is made up of two exams each worth 50% of the GCSE. Paper 1 will address Theme 1 content and paper 2 will address Theme 2 content (see above). Each paper is out of 90 marks and students will have 90 minutes to complete them. These two examinations will take place in the summer term of 2022.

### Choose this course if..

You

- Have an interest in setting up your own business
- Have an interest in understanding how large businesses operate
- Wish to actively engage in practical business projects in order to develop teamwork skills
- Wish to develop your ability to efficiently make sensible, logical and informed decisions

### Post 16 Opportunities and Careers

GCSE in Business can lead to the Level 3 Business qualifications. Currently as a school we offer the AQA A-level in Business. Careers that GCSE Business could lead to include: Accountant, Marketing Executive, Sales Executive, Supply Chain Manager, Project Manager, Retail Manager, Mortgage Advisor, Business Analyst, Investment Banker, etc...

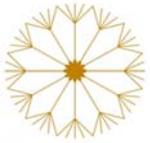
### Exam Board Information



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

#### Contact

Mr J Gregory – Lead Teacher of Business ✉ [J.Gregory@eda.staffs.sch.uk](mailto:J.Gregory@eda.staffs.sch.uk)



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## GCSE Computer Science

### Aims

Computer Science is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years.

GCSE specifications in Computer Science should encourage candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study. They should help candidates to gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

### The Course

GCSE specifications in Computer Science must enable candidates to develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts. They must apply their knowledge and skills to solve problems through the development of programs and evaluate the effectiveness of computer programs while developing the skills to work collaboratively. They will use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

### Assessment

Assessment overview for this course includes 2 written papers. Each paper contributes 40% towards the final GCSE. There is also a programming project that will test students programming and problem solving skills. This will be in the form of controlled assessment and contribute 20% towards the final GCSE. The exam will cover a range of computing topics and require a broad knowledge of computing to be successful. Topics that have been confirmed are programming and algorithms, data representation, Boolean logic, purpose of software, systems architecture, networks, cyber security, impacts on society of computing and characteristics of programming languages.

### Choose this course if..

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills.

You will do some in-depth research and practical work. You've got to be able to think logically, solve problems and be tenacious when the going gets tough. But it is also really creative and you'll get a real buzz out of getting something to work yourself, especially when programming.

### Post 16 Opportunities and Careers

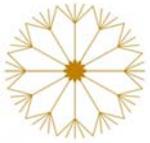
GCSE Computer Science can lead to A-Level Computer Science or the NEW Level 3 BTEC Information Technology qualification. A-Level Computer Science focuses on programming and computational thinking at its core. The BTEC National ICT award is part of a new suite of vocationally-focused BTECs. The Level 3 awards incorporate an extremely wide range of units equivalent to AS and A2 Level. These are flexibly structured to give candidates plenty of choice to form qualifications which can be highly individual to their personal aptitudes, interests and ambitions.

### Exam Board Information

OCR GCSE Computer Science (9-1) – Specification code: J276

#### Contact

Miss J Russon – Teacher of Computing ✉ J.Russon@eda.staffs.sch.uk



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## GCSE Design and Technology

### Aims

GCSE Design and Technology intends to develop students' understanding of their chosen specialist area by extending their knowledge and skills. We hope that the students will use creativity, imagination and flair to design and make high quality outcomes. We want students to be problem solvers who are not afraid to make mistakes, to solve real and relevant problems in a variety of contexts - understanding the processes involved from planning through making to evaluation and refinement.

### The Course

#### AQA Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

### Assessment

#### AQA Design and Technology

##### Component 1 – Written Exam

The paper covers areas of core technical, specialist technical, and designing & making principles.

##### Component 2 - Non-Exam Assessment (NEA)

For this component students will create a portfolio of work and a prototype that meets the needs of a user based on a specific context set by the exam board.

### Choose this course if..

You:

- are creative.
- are innovative.
- are a problem solver.
- enjoy designing products.
- enjoy making products.
- have an interest in how things work.
- have an interest in how things are made.
- are able to work in team.

### Post 16 Opportunities and Careers

These courses all require students to *apply* their skills and knowledge to problem solving and as such they are invaluable as preparation for the world of work and study post 16 at A Level, BTEC or Degree level. At Erasmus Darwin Academy we offer A Level in Design and Technology: Product Design as a progression from GCSE.

Careers that GCSE Design & Technology could lead to include: Engineer, Architect, Fashion Designer, Product Designer, Interior Designer, Stage Designer, Textiles Designer, Automotive, Packaging, Games Industry, Marketing, Aerospace, Sportswear Designer, Footwear Designer, Mechanical Engineer, Teacher, CAD Technician, Civil Engineer, Shop Fitter, Toy Designer, Illustrator, Product Developer, Graphic Designer...

### Exam Board Information

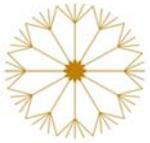
Students will be assessed on four Assessment Objectives across both their NEA and Written Exam. The four Assessment Objectives are:

- AO1 – Identify, investigate and outline design possibilities to address needs and wants (NEA).
- AO2 – Design and make prototypes that are fit for purpose (NEA).
- AO3 – Analyse and evaluate (NEA & Written Exam).
- AO4 – Demonstrate and apply knowledge and understanding (Written Exam).

Both components of the course are weighted at 100 marks, and each contribute to 50% of the student's overall mark.

#### Contact

Mr E Stock – Lead Teacher of Technology ✉ E.Stock@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## GCSE Food Preparation and Nutrition

### Aims

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### The Course

#### WJEC Eduqas Food Preparation and Nutrition

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and other affordably and nutritiously, now and later in life.

### Assessment

#### WJEC Eduqas Food Preparation and Nutrition

##### Component 1 – Written Exam

Principles of Food preparation and Nutrition is based on the subject knowledge that students will gain over the 3-year course.

##### Component 2 – Non-Exam Assessment (NEA)

For this component students will conduct 2 pieces of work; Assessment 1 Food Investigation and Assessment 2 Food Preparation.

### Choose this course if..

You:

- have an interest in food.
- have an interest in preparing and cooking food.
- have an interest in cooking programmes.
- have an interest in how food affects the body.
- have an interest in how food works.
- are a problem solver.
- are able to work in teams.
- have a passion for cooking.
- have an enquiring mind.
- enjoy science.

### Post 16 Opportunities and Careers

These courses all require students to *apply* their skills and knowledge to problem solving and as such they are invaluable as preparation for the world of work and study post 16 at A Level, BTEC or Degree level.

Careers that GCSE Food Preparation & Nutrition could lead to include: Chef, Caterer, Food technologist, Food Scientist, Food Journalist, Chocolatier, Food Tester, Food Writer, Food Photographer, Microbiologist, Teacher, Brewer, Baker, Butcher, Food Technologist...

### Exam Board Information

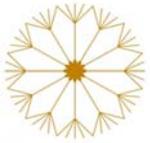
Students will be assessed on four Assessment Objectives across both their NEA and Written Exam. The four Assessment Objectives are:

- AO1 – Demonstrate knowledge and understanding of nutrition, food, cooking and preparation (Written Exam).
- AO2 – Apply knowledge and understanding of nutrition, food, cooking and preparation (NEA & Written Exam).
- AO3 – Plan, prepare, cook and present dishes, combining appropriate techniques (NEA).
- AO4 – Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others (NEA & Written Exam).

Both components of the course are weighted at 100 marks, and each contribute to 50% of the student's overall mark.

#### Contact

Mr E Stock – Lead Teacher of Technology ✉ E.Stock@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

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## GCSE French

### Aims

Learning a modern foreign language enables people to work with others, share opinions and ideas and appreciate other cultures and backgrounds, and develops personal skills that stand people in good stead for the future in an ever-changing world. France is the closest non-Anglophone country to England, and French is spoken by over 200 million people on 5 continents as a first or second language. It is the only other language apart from English to be taught in every country as a foreign language, and it is the official language in 32 languages and governments world-wide. It is highly desirable by UK businesses due to the trade that the UK does with France, Europe and French-speaking countries around the world.

### The Course

Students will follow the new AQA GCSE course (specification code 8658).

The specification covers three distinct themes. These themes apply to all four question papers.

- Theme 1 = Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in French-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; Jobs, career choices and ambitions

### Assessment

Your work will be assessed throughout the course with weekly homework (vocabulary, listening, reading, writing, speaking, or grammar) and with regular assessments. The style of these assessments is already familiar to you from your work in the Development Stage. You will have assessments in all four skills – listening, speaking, reading and writing. Each skill will be worth 25% of the GCSE, and all exams will take place in Year 11. There will be no coursework or controlled assessments.

### Choose this course if..

Many employers now require knowledge of languages, so that you can deal with foreign customers, represent your company abroad, and even work in a French-speaking country or for a French or international company here in the UK. Even if you don't think you'll directly use French in your work, learning languages develops a range of skills that employers desire, such as good communication, understanding and appreciation of other cultures, logic, memorisation, dedication and application of knowledge in a variety of situations.

### Post 16 Opportunities and Careers

There is an A-Level course in French which can lead to further study at university; many students now combine French with Business Studies, reflecting the increasing importance of foreign languages in business and commerce. (Other subjects which would complement French: History, Geography, English, German, Business Studies, Sociology, Politics, Law, Music, Media). Some potential careers using foreign language skills include: translator/interpreter, working for an intelligence agency or in the armed forces, becoming a teacher or a journalist and working in customer service or for a multinational company.

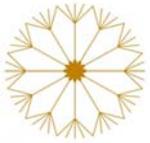
### Exam Board Information



<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

### Contact

Mrs S Kirkwood – Lead Teacher of MFL ✉ [S.Kirkwood@eda.staffs.sch.uk](mailto:S.Kirkwood@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE Geography

### Aims

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### The Course

Students at Erasmus Darwin Academy follow **AQA GCSE Geography**. Our programme of study for GCSE Geography is shown below:-

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<b><u>Urban Issues and Challenges</u></b> Topics included: world population growth, urban growth, urban opportunities and challenges, urban management and transport, examined in Unit 2.	<b><u>Urban Issues and Challenges</u></b> Topics included: world population growth, urban growth, urban opportunities and challenges, urban management and transport, examined in Unit 2.	<b><u>Physical Landscapes of the UK: Coasts</u></b> Topics included: UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK, examined in Unit 1.	<b><u>Physical Landscapes of the UK: Rivers</u></b> Topics included: UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK, examined in Unit 1.	<b><u>The Challenge of Resource Management</u></b> Topics included: basic resources, food, water and energy needed for human development, water specialism, examined in Unit 2.	<b><u>The Challenge of Resource Management</u></b> Topics included: basic resources, food, water and energy needed for human development, water specialism, examined in Unit 2.
Year 10	<b><u>The Challenge of Natural Hazards</u></b> Topics included: Natural hazards, tectonic hazards, weather hazards and climate change, examined in Unit 1.	<b><u>The Challenge of Natural Hazards</u></b> Topics included: Natural hazards, tectonic hazards, weather hazards and climate change examined in Unit 1.	<b><u>The Changing Economic World</u></b> Topics included: global variations in development, development gap, regional growth of the UK, examined in Unit 2.	<b><u>The Changing Economic World</u></b> Topics included: global variations in development, development gap, regional growth of the UK, examined in Unit 2.	<b><u>Fieldwork Investigation</u></b> Visiting two contrasting locations, including both human and physical geography, to collect primary data which will be examined as part of Unit 3.	<b><u>Fieldwork Investigation</u></b> Visiting two contrasting locations, including both human and physical geography, to collect primary data which will be examined as part of Unit 3.
Year 11	<b><u>The Living World</u></b> Topics included: ecosystems, tropical rainforests and hot deserts specialism, examined in Unit 1.	<b><u>The Living World</u></b> Topics included: ecosystems, tropical rainforests and hot deserts specialism, examined in Unit 1.	<b><u>Revision for GCSE Exams</u></b> Revisit previous topics, completing exam questions to practice exam technique and practice Unit 3 exams containing skills and fieldwork questions.	<b><u>Issue Evaluation Pre-release</u></b> Pre-release material for Issue Evaluation on Paper 3 released beginning of March. Students spend time familiarising themselves with issues on pre-release	<b><u>Revision for GCSE Exams</u></b> Revisit previous topics, completing exam questions to practice exam technique and practice Unit 3 exams containing skills and fieldwork questions.	<b><u>Revision for GCSE Exams</u></b> Revisit previous topics, completing exam questions to practice exam technique and practice Unit 3 exams containing skills and fieldwork questions.

### Assessment

- ✓ **Paper 1 – Living with the Physical Environment**  
1 Hour 30 minutes examination (35%)
- ✓ **Paper 2 – Challenges in the Human Environment**  
1 Hour 30 minutes examination (35%)
- ✓ **Paper 3 – Geographical Application**  
1 Hour 15 minutes examination (30%)

### Choose this course if..

- ✓ You like to travel and explore new places both in the UK and abroad as part of Geography fieldtrips.
- ✓ You have a passion for learning about the world we live in and the cultures and backgrounds of people from all over the world.
- ✓ You enjoy learning about current events from the local area to the global.

### Post 16 Opportunities and Careers

Geography is a popular post 16 option and students follow the AQA A Level Geography Course. Employers and top academic universities value the broad range of academic skills that Geography delivers. Geography graduates have excellent transferable skills which are attractive for employers in a range of sectors, including the public sector, education, commerce, industry, transport, tourism, business, law and finance.

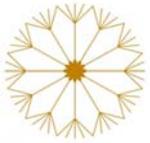
### Exam Board Information



<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

#### Contact

Miss L Fisher – Lead Teacher of Geography ✉ L.E.Fisher@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

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## GCSE German

### Aims

Learning a modern foreign language enables people to work with others, share opinions and ideas and appreciate other cultures and backgrounds, and develops personal skills that stand people in good stead for the future in an ever-changing world. German is the most widely spoken language in Europe, as there are 83 million inhabitants in Germany and it is the official language of Austria, Switzerland, Luxembourg, and Liechtenstein. Being able to communicate in German can connect you to 120 million native speakers, as well as 2<sup>nd</sup> language speakers. Germany is the 3<sup>rd</sup> strongest economy and #1 export nation in the world. Knowing German creates business opportunities, particularly with innovative German technology and science companies. German is less commonly taught in UK schools, but is highly desired by employers, so young people who gain a qualification in German really set themselves apart from other candidates for jobs.

### The Course

Students will follow the new AQA GCSE course (specification code 8668).

The specification covers three distinct themes. These themes apply to all four question papers.

- Theme 1 = Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in German-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; Jobs, career choices and ambitions

### Assessment

Your work will be assessed throughout the course with weekly homework (vocabulary, listening, reading, writing, speaking or grammar) and with regular assessments. The style of these assessments is already familiar to you from your work in the Development Stage. You will have assessments in all four skills – listening, speaking, reading and writing. Each skill will be worth 25% of the GCSE, and all exams will take place in Year 11. There will be no coursework or controlled assessments.

### Choose this course if..

Many employers now require knowledge of languages, so that you can deal with foreign customers, represent your company abroad, and even work in a German-speaking country or for a German or international company here in the UK. Even if you don't think you'll directly use German in your work, learning languages develops a range of skills that employers desire, such as good communication, understanding and appreciation of other cultures, logic, memorisation, dedication and application of knowledge in a variety of situations.

### Post 16 Opportunities and Careers

There is an A-Level course in German which can lead to further study at university; many students now combine German with Business Studies, reflecting the increasing importance of foreign languages in business and commerce. (Other subjects which would complement German: History, Geography, English, French, Business Studies, Sociology, Politics, Law, Music, Media). Some potential careers using foreign language skills include: translator/interpreter, working for an intelligence agency or in the armed forces, becoming a teacher or a journalist and working in customer service or for a multinational company.

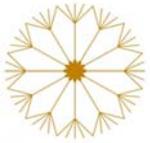
### Exam Board Information



<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

### Contact

Mrs S Kirkwood – Lead Teacher of MFL ✉ [S.Kirkwood@eda.staffs.sch.uk](mailto:S.Kirkwood@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE History

### Aims

History lends itself to much discussion and debate. Indeed, it is a subject in which you are not only investigating events from the past, but are regularly encouraged to put forward your own views on the causes and consequences of them. The GCSE course is a stimulating one which covers a broad range of themes and periods. Much of the subject matter and the skills required in GCSE History also offer excellent preparation for A-level and for future careers.

### The Course

**Unit 1: Britain, Health and the People** – This unit, formerly known as “Medicine Through The Ages”, allows students to learn about medical ideas, the role of doctors, deadly diseases, surgery, treatments and public health. The course is structured to look at these key areas from the year 1000 up to the current day!

**Unit 2: Germany 1890-1945** - This unit is extremely interesting looking at Germany under the Kaiser and how it was involved in the lead up to, and course of, the First World War. It also allows students to investigate the turbulent years of the Weimar Republic and eventually the rise and control of Hitler and his Nazi regime!

**Unit 3: Elizabethan England 1568-1603** – A unit which allows students to investigate the rule and reign of Elizabeth I, better known as Elizabeth Tudor. Various areas of her reign as queen are covered including court and parliament, everyday life and conflict both in England and abroad.

**Unit 4: Conflict and Tension between the East and West – 1945-1972** – This unit involves the students investigating the political and ideological struggle between the USSR and USA in the decades after World War II. Many events are studied such as the Berlin Blockade, the Korean War, the construction of the Berlin Wall, the Space Race and the Cuban Missile Crisis.

### Assessment

There are two exams at the end of the three years of study, each lasting for 1 hour 45 minutes. Each exam is worth 50% of the final grade. There are two units assessed on each paper. These are as follows:

**Paper 1** – *Germany 1890-1945 and Conflict and Tension between the East and West - 1945-1972*

**Paper 2** – *Britain, Health and the People from 1000AD to the present and Elizabethan England - 1568-1603*

### Choose this course if:

- You have consistently enjoyed studying History in Years 7 and 8.
- You know for sure that at least three or the four units you'll study for this course interest you.
- You feel you'd cope with the challenge of completing extended writing tasks when you're assessed.

### Post 16 Opportunities and Careers

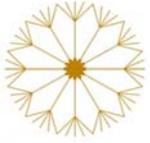
History is a subject which is very well valued and respected by colleges, universities and employers and its value has recently been recognized by its inclusion in the English Baccalaureate. It offers a broad range of transferable skills such as; analysing and interpreting evidence, looking at an issue from various perspectives, putting forward a persuasive argument, and considering the short and long-term ramifications of events. Such skills are very important in professional fields such as; law, accountancy, business, management, logistics, teaching and many others.

### Exam Board Information

AQA – Course 8145. Combination HC.

#### Contact

Mr C Shelton – Lead Teacher of History ✉ C.Shelton@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

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## GCSE Music

### Aims

To develop musical skills and interests, including the ability to make music individually and in groups.

To understand and appreciate a range of different kinds of music.

GCSE Music also helps you to work as a team, use your initiative, think creatively, express yourself, listen to others, work independently and rise to a challenge. These skills will be useful in any job.

### The Course

- ♪ The OCR GCSE Music course is based mainly on practical work.
- ♪ Performing: playing an instrument of your choice or singing, in both solo and group situations
- ♪ Unit 2: Composing: writing music – you will start in groups before progressing to individual work using the PCs.
- ♪ Unit 3: Listening to all kinds of music, including African music, classical music, pop songs, samba music, and film/game music and writing about what you hear

### Assessment

- ♪ 60% coursework: composing and performing.
- ♪ 2 performances of pieces of your choice
- ♪ 2 compositions written a genre suited to you
- ♪ 40% listening exam at the end of the course.
- ♪ Listen to a CD of the music you have studied and answer questions.

### Choose this course if..

- ♪ You play an instrument already (including singing)
- ♪ If you have an interest and commitment to learn an instrument
- ♪ Enjoy listening to varied types of music
- ♪ Want to explore music in a more interesting way with greater variety than before

### Post 16 Opportunities and Careers

- ♪ GCSE Music can lead to Level 3 qualifications in Music, Music Technology and Performing Arts.
- ♪ In the long term it can lead to a wide range of careers, e.g. performer (pop, jazz or classical music), DJ, film and TV music composer, computer games music composer, sound engineer (in a recording studio), piano tuner, music software developer, store manager (CDs, sheet music, etc.), music instrument maker or repairer, music therapist, music agent, roadie, theatre or concert hall manager, classroom music teacher, peripatetic instrument teacher, primary school teacher.

### Exam Board Information

- ♪ OCR, GCSE 9-1
- ♪ <https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

### Contact

Mr E Cruxton – Lead Teacher of Music ✉ [e.cruyton@eda.staffs.sch.uk](mailto:e.cruyton@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## GCSE PE

### Aims

The GCSE PE course is an excellent starting point for those students wanting to pursue their interest in PE and sport. It enhances student knowledge, understanding and appreciation in a wide variety of issues to do with sport and prepares them thoroughly for the A-Level PE or BTEC Sport in the 6<sup>th</sup> Form, and even university, should they choose to pursue their interest in this huge and diverse area.

### The Course

The course is divided into 3 main sections:

1. **The Theory of Physical Education** (which contributes **60%** towards the final grade achieved)
2. **Performance in Physical Education** (contributing **30%** towards the final grade)
3. **Personal Exercise Programme** (contributing **10%** towards the final grade)

The *Theory of Physical Education* is delivered through classroom sessions and through practical delivery of topics such as Anatomy and Physiology, Sports Psychology, Movement Analysis, Physical Training and Health, Fitness and Wellbeing.

For *Performance in Physical Education*, students will be assessed in 3 different sports which must include both a team and individual sport.

Students must also develop their ability to analyse sporting performance and produce a *Personal Exercise Programme* for their controlled assessment.

### Assessment

Assessment in this course takes place in the following ways:

1. **Practical assessments** in a variety of sports against GCSE grading criteria, with the results in each student's **best 3 sports being put forward** towards their final result. Students will need to perform in both individual and team sports.
2. Through the *creation, implementation and evaluation* of a *Personal Exercise Programme (P.E.P)* to improve their own level of fitness for their chosen sport.
3. The theory of PE is assessed through **two examinations** at the end of the course. Students will be challenged with short answer questions, as well as extended questions where the quality of their written communication is also important.

### Choose this course if..

- You are **competing regularly** in competitive sports, and also attending as many extra-curricular teams as possible.
- You are **confident in Science**, as the theoretical element of this course is heavily dependent upon Scientific knowledge.
- You are a good player/performer in **AT LEAST three sports**. This is a requirement to be successful on this course.
- You understand there will be **more theory-based** classroom lessons than practical.
- Please visit the exam board website to view the specification of acceptable sports for greater guidance on practical assessment.

### Post 16 Opportunities and Careers

The GCSE PE course provides an excellent foundation for students wanting to study PE at A-Level and go on to pursue careers in PE teaching, Physiotherapy, Sports Medicine, Sports Science and Sports Psychology.

This course also provides the option for students to progress onto the BTEC National in Sport course in the 6<sup>th</sup> form.

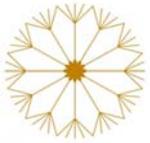
### Exam Board Information



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

### Contact

Mrs E Heighway- Lead Teacher of Physical Education ✉ E.Heighway@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

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## GCSE Photography

### Aims

- To provide a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.
- To support and nurture the development of students' self-confidence, use of initiative and creativity, and ability to self-review.

### The Course

GCSE 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 photography. Pupils will work in one or more areas of lens-based and light-based media

Assessment is as follows (Please note that these weightings may change slightly following the publication of the final specification:

Unit 1: Portfolio of Work (Controlled Assessment) 60 per cent

Unit 2: Externally Set Task 40 per cent

### Assessment

Performance will be assessed in response to the following criteria:

**Assessment objective 1** - Recording ideas through investigations of Artist Research

**Assessment objective 2** – Refine ideas through experimenting

**Assessment objective 3** – Record observations and intentions

**Assessment objective 4** – Personal, informed and meaningful response.

### Choose this course if..

You are creative and enjoy learning new practical skills. You wish to learn how to use a DSLR camera and Photoshop skills as well as practical manipulation skills. Choose this course if you would like to develop confidence in Photography and are prepared to persevere and be dedicated. This course is ideal if you wish to explore a particular passion or interest in photography or you simply wish to explore new themes in exciting ways using a new method of recording.

### Post 16 Opportunities and Careers

AQA A Level GCE Art & Design courses are offered in both ART AND DESIGN and PHOTOGRAPHY in the Sixth Form at Erasmus Darwin Academy. This GCSE course would help to lead to careers such as a photographer in fashion or journalism or even a food photographer. It could also lead to careers such as an art director, interior designer, illustrator, character designer, web designer, set design artist, gallery owner, curator, animator, costume designer for film/tv, publishing, packaging design and many more. This course could lead to a Foundation studies diploma at college (following being studied at A level) or alternatively lend itself to a basis of skills you could build upon during a creative college course such as animation or fine art.

### Exam Board Information

We teach GCSE Art and design through AQA and under the umbrella of Art and Design allowing us to teach a broad range of skills across the course. <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206> (Photography 8206)

### Contact

Mrs S Moran – Lead Teacher of Art and Photography ✉ [S.Moran@eda.staffs.sch.uk](mailto:S.Moran@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE Separate Science

### Aims

We aim to stimulate our students' curiosity and enjoyment of Science. Through the curriculum modules, the students are able to be familiar with a wide body of scientific knowledge, principles and vocabulary. This development of knowledge and skill will help them to understand and use scientific methods safely. We encourage students to work individually and as part of a team, in order to develop an awareness of the implications of Science for the individual, the community and the environment.

### The Course

Students will be studying Biology, Chemistry and Physics as part of the GCSE Separate Science course, which will be worth **three GCSEs**. In addition to the content taught in the Combined Science course, students will study extra content in each subject that will further develop their knowledge and understanding. Students will complete practical work as part of their lessons not only to support the learning but to also develop the students' skills. Due to the increased demand of the course there may be entry requirements based upon student's attainment in years 7 and 8 and also their mathematical ability.

### Assessment

All of the examinations for Separate Science will be taken at the end of Year 11. There are **six papers** in total: 2 for Biology, 2 for Chemistry and 2 for Physics, which will result in 3 separate GCSEs, one for each of the Sciences. Each paper is 1hr 45mins – 100 marks (50% of the GCSE for each Science). Practical work is no longer externally assessed in the form of coursework. Instead, knowledge of **Core Practicals** that are delivered during lessons are assessed as part of the final exam papers. Questions based on practical activities will make up at least 15% of the final exam papers. Two tiers of entry will be available, Foundation Tier covering grades 1-5 and Higher Tier covering grades 4-9.

### Choose this course if..

You enjoy Science, in particular practical activities. There are 6 more **Core Practicals** that are completed that are not part of the Combined Science course. In order to achieve this, you will have 5 additional Science lessons a fortnight compared to Combined Science. You are keen to learn more about how the world, body and chemical reactions work. Especially the topics of the brain, spinal cord and the eye, inheritance of genetic diseases, Space and the Solar System and how to make alcohol in the lab (in theory!). Separate Science also prepares you for the A level Science course many of the additional topics taught in the Separate Sciences directly feed into or cross over with A level content.

### Post 16 Opportunities and Careers

The Academy currently runs A-level courses in Biology, Chemistry and Physics. Some colleges also provide other Science based courses which include a Level 3 BTEC in Applied Science.

### Exam Board Information

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biology (1BI0) Specification:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE\\_Biology\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Biology_Spec.pdf)

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chemistry (1CH0) Specification:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE\\_Chemistry\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf)

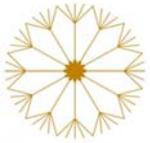
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physics (1PH0) Specification:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE\\_Physics\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf)

### Contact

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## GCSE Sociology

### Aims

Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting approaches and perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

### The Course

Students will follow the new AQA GCSE course (specification code 8192) and will study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline. Students will also learn how to apply various research methods to different sociological contexts. They will be introduced to sociological terms and concepts concerned with social structures, social processes and social issues. The specification covers the following areas: the sociological approach, social structures, social processes and social issues, Families, Education, Crime and Deviance, Social stratification and Sociological research methods.

### Assessment

Your work will be assessed throughout the course with weekly homework, completing regular research-based activities such as interviews and questionnaires and with regular assessments. The style of these assessments is already familiar to you from your work in the Development Stage. You will sit 2 exams at the end of Year 11. There will be no coursework or controlled assessments.

### Choose this course if..

Many employers now favour potential employees' knowledge of the world around them and the impact potential changes can have. Being able to pre-empt change and find solutions to issues is what being a sociologist entails every day and therefore you can discuss key ideas with evidence to support your points. Even if you don't think you'll directly use Sociology in your work, being aware of the world around you develops a range of skills that employers desire, such as good communication, understanding and appreciation of other cultures, logic, memorisation, dedication and application of knowledge in a variety of situations.

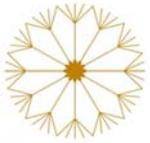
### Post 16 Opportunities and Careers

There is an A-Level course in Sociology which can lead to further study at university; many students now combine Sociology with Psychology, reflecting the increasing importance of society and people's interactions in the world around them. (Other subjects which would complement Sociology: History, Geography, English, Business Studies, Psychology, Politics, Law, Media). Some potential careers using sociological skills include: social work, working for an intelligence agency or in the armed forces, becoming a teacher or a journalist and working in customer service or for a multinational company.

### Exam Board Information



<https://www.aqa.org.uk/subjects/sociology/gcse/sociology->



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## Cambridge National in Enterprise and Marketing

### Aims

This course is for students who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to designing, marketing and pitching a business proposal as part of their Key Stage 4 learning. The course gives students the opportunity to develop practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement the study of their GCSEs.

### The Course

The course run at Erasmus Darwin Academy is the Level 2 Cambridge National in Enterprise and Marketing. In order to complete the course students will be required to complete 3 units of work. These units include: Unit R064: Enterprise and Marketing Concepts, Unit R065: Design a Business Proposal, Unit R066: Market and Pitch a Business Proposal. Grades awarded in a Cambridge Nationals are based upon equivalencies to GCSE grades. Assignments will be assessed against the criteria set out by OCR and students have the possibility of achieving the following:

**Level 2 Distinction\*** = GCSE - 8    **Level 2 Distinction** = GCSE - 7    **Level 2 Merit** = GCSE - 6    **Level 2 Pass** = GCSE - 4/5  
**Level 1 Distinction** = GCSE - 3                      **Level 1 Merit** = GCSE - 2                      **Level 1 Pass** = GCSE - 1

### Assessment

**Unit R064:** Enterprise and Marketing Concepts is assessed through a written exam which is worth 50% of the qualification. Students will sit this in year 10 and have the opportunity to complete one re-sit in year 11.

**Unit R065:** Design a Business Proposal is a coursework based unit assessed in school before being externally verified. It is worth 25% of the qualification.

**Unit R066:** Market and Pitch a Business Proposal is a coursework based unit assessed in school before being externally verified. It is worth 25% of the qualification.

### Choose this course if..

You

- Enjoy learning through practical based projects
- Have an interest in setting up your own business
- Have an interest in understanding how large businesses operate
- Have an interest in conducting your own market research to support your own Business Proposal
- Have an interest in improving key employability skills such as: decision making and problem solving, verbal communication and creative thinking

### Post 16 Opportunities and Careers

Students completing this course will be given the key skills required to excel and go onto sixth form to study A-level Business or complete a BTEC National Diploma in Business. Careers that Enterprise and Marketing could lead to include: Accountant, Marketing Manager, Product Marketing Manager, Marketing Executive, Sales Executive, Supply Chain Manager, Project Manager, Retail Manager etc...

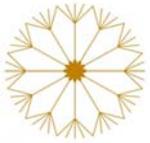
### Exam Board Information



<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/>

### Contact

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# ERASMUS DARWIN ACADEMY

*Excellence for All*

## Technical Award in Performing Arts (BTEC)

### Aims

- Develop key skills in performing arts such as reproducing repertoire or responding to stimuli.
- Work as part of a performing team to develop creative ideas, rehearsal and performance.
- Develop knowledge of the professional sector, understanding roles, responsibilities, performance disciplines and styles.

### The Course

The BTEC Tech Award in Performing Arts consists of two internally assessed units; Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts, designed to develop practice, rehearsal skills and techniques to understand the professional industry. These units will allow students to study a variety of disciplines ranging from solely acting to developing in dance and musical theatre. The final externally assessed unit will be Component 3: Performing to a Brief, where students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

### Assessment

75% of the assessment will be done through internal assessment through component 1 & 2 where work can be submitted at a Level 1 Pass, Level 1 Merit, Pass, Merit and Distinction Level.

- Component 1: Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.
- Component 2: Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire.

25% of the assessment will be externally assessed through Component 3: Performing to a Brief. Students will be awarded points that equate to Level 1 Pass, Level 1, Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

### Choose this course if..

- You have an interest in Acting, Singing or Dancing.
- You enjoy performing and want to develop a range of performance techniques that will develop life skills such as: public speaking, confidence and self-belief.
- Have an interest in working within the arts industry whether that be as a performer, director, drama therapist, lighting and sound technician or teaching. This course could also lead into a career within the film and TV industry.
- Enjoy working as a team to create inspiring and creative pieces of work.
- Take part in productions and have the opportunity to attend amazing educational trips.

### Post 16 Opportunities and Careers

The ability to work successfully as an individual and as part of a group using your practical, creative and critical skills is vital to your performing arts work. Many skills you learn and develop will be highly valued in your future even if you do not continue to study performing arts. If you do continue with performing arts, you will have an excellent foundation for BTEC Level 3 Performing Arts, GCE Drama and Theatre Studies or a Diploma in Creative and Media.

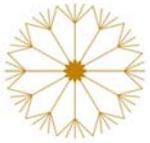
### Exam Board Information

Pearson BTEC Technical Award in Performing Arts

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

### Contact

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# ERASMUS DARWIN ACADEMY

*Excellence for All*

## BTEC Level 2 First Award in Sport

### Aims

The aims of this course are to allow students who are passionate about sport the opportunity to enhance their application and appreciation of the key skills required to thrive and excel in society and the work place. This fantastic vocational qualification will give students the tools they require to be able to perform well in many establishments and at the same time develop their knowledge, understanding and appreciation on a wide variety of important areas of sport. This course provides an excellent foundation to go on to study sport at college or university.

### The Course

The course run at Erasmus Darwin Academy is the Edexcel BTEC Level 2 First Award in Sport. In order to complete the course students will be required to complete 4 units of work. These units are likely to be:

**Unit 1:** Fitness for sport and Exercise    **Unit 2:** Practical Sports Performance    **Unit 5:** Training for Personal Fitness  
**Unit 6:** Leading Sports Activities

### Assessment

Unit 1 is assessed through an online exam.  
In the other units, work is all coursework based.  
Assessment will take many forms, varying from something as simple as being recorded in a sports match, carrying out fitness tests and exercise sessions, producing posters, giving presentations to a class, group discussions, as well as written assignments.

Grades awarded in a BTEC subject are based upon equivalencies to GCSE grades. Assignments will be assessed against the criteria set out by Edexcel and students have the possibility of achieving the following:

**Distinction\*** = GCSE Grade 8  
**Distinction** = GCSE Grade 7  
**Merit** = GCSE Grade 6  
**Pass** = GCSE Grade 5  
**Level 1 Pass** = GCSE Grade 3/4

### Choose this course if..

- You have an interest and passion for sport, but **do not compete regularly** either inside or outside of school.
- You do not compete in **at least three sports regularly** and at a good level.
- An **online exam** format would suit you better than a written exam.
- You would benefit from a **variety of assessment** methods completed as coursework units.
- You have an interest in **coaching or leadership** in sport.

### Post 16 Opportunities and Careers

Students completing this course will be given the key skills required to excel and go onto sixth form to complete a BTEC National Diploma in Sport. Completing this course will then open the doorway to college or university to complete degree courses in possibly Sports Studies, Sports Coaching, Sports Massage, Public Services, Personal Training and even Teaching.

### Exam Board Information

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>



### Contact

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