


Key Stage 4

Guided Options

2022





**We are currently preparing
YOU for jobs that don't yet
exist**

**Using technologies that
haven't been invented**

**In order to solve problems
we don't even know are
problems yet**

INTRODUCTION

Dear Year 9 Student

Year 9 is an important year for you as it not only marks the end of Key Stage 3, but it is now the time for you to choose your subjects for Key Stage 4. The results of these decisions will take you into Years 10 and 11, Post 16, higher education and employment.

This is an exciting time and, although relatively straightforward for many, it can be both confusing and overwhelming. There is a vast range of guidance and support available to you if you become concerned about potential courses. This booklet is a good starting point.

Education continues to undergo a period of considerable change and reform. In putting together these choices we have worked hard to ensure that our curriculum addresses these changes, but at the same time offers a range of courses to suit individual needs, interests and abilities of our Year 9 students.

This booklet is intended to give you information about the opportunities available at Ormiston Rivers Academy. It includes an outline of the routes and pathways available to you and each subject page provides information on the relevant course and where it might lead to once you leave Ormiston Rivers Academy.

The success of students is based on them being guided onto the most appropriate subjects and qualifications in year 9 so the key question to discuss with your parents and your mentor are:

- What subjects can I achieve my best in?
- What subjects do I enjoy?
- What subjects will enable me to progress to my preferred further education courses?

Do not choose subjects just because your friends have chosen them or because of the teacher you like (they may not be teaching it in September).

In order that all students reach their full potential, each student will be given guidance on the most appropriate route best suited to their abilities and talents. A member of Academy staff will meet each student on a one to one basis to advise the student which route they should study.

To ensure that all students cover a broad and balanced curriculum, there are a number of key subjects (core subjects) which everyone will study including English, English Literature, Mathematics, Science and PD.

If you are unsure about your future career direction it is important to choose a wide range of subjects, so as not to close the door on a further academic course or employment. Please see the new website START (previously U-explore) careers resource [Start – Careers Information \(startprofile.com\)](http://startprofile.com). Parents will find this career link very useful: <http://www.parentalguidance.org.uk>

Please take time to do your research and discuss your thoughts and interests with your parents and teachers before reaching the final decision. Making the right choices will not only result in best outcomes at the end of your year 11 but also ensure that you have an enjoyable journey whilst in Key Stage 4.

Please do not hesitate to contact me if you have any further queries. Wishing you all the best in the next phase of your education.

Yours sincerely

Mr Radoslaw Madajczyk
Assistant Principal



GUIDE TO YOUR OPTION CHOICES

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OPTIONS PROCESS: KEY DATES

February 2022

- 10th 1-to-1 guided conversations with students begin
- 23rd Year 9 Options Assembly
Key Stage 4 Guided Options booklets issued to students
- 26th Subject Options videos on school website

March 2022

- 1st Parents' Consultation Evening
Selected Year 10 Students visit to Year 9 tutor groups to share 'top tips' on choosing options
- 3rd Options Taster Afternoon Showcase for students in the Main Hall
- 7th End of one to one interviews Re: Option Choices
- 10th Options Clinic
- 14th DEADLINE for return of choices form online (Google Form)

April 2022

Confirmation of options sent home



HOW DO I CHOOSE MY SUBJECTS?

GOOD REASONS FOR CHOOSING A SUBJECT

- I have discussed this with my parents and we agree it is a good choice for me
- I enjoy the subject
- I am good at it
- I want to get better at the type of skills used in the subject
- I have found out all about the subject by talking to my teachers and to students who have studied this – I think it will suit me
- I have done a lot of investigation into all of the subjects and this is the one that I think I will enjoy the most
- This subject will help me have a broad and balanced range of courses
- I know I will work hard at this subject
- It will be useful for future studies/career

BAD REASONS FOR CHOOSING A SUBJECT

- ∅ My friends are doing it (you will probably not be in the same group)
- ∅ I like the teacher (there is no guarantee that you will have that teacher next year)
- ∅ I dislike the teacher (you may have a different teacher in that subject next year)
- ∅ It is too much hard work (all subjects are hard work and there is little difference between them)
- ∅ It doesn't matter – I just chose any old subject (you will be doing this subject for two years, so it is worth getting it right now)
- ∅ I can always change to a different subject when I get into Year 10 (no, you cannot – groups may be full and you will have missed important work in the first few weeks)
- ∅ My friends want me to take this subject (but what do you want?)

RAISING THE PARTICIPATION AGE (RPA)

Students now need to continue in education or training until their 18th birthday. This could be through:

Full-time study in a school, college or a training provider
Full-time work or volunteering combined with part-time education or training
An Apprenticeship
Self employment

“Should I really choose that subject just because my friend has even though I don’t enjoy it very much?”

Schools are responsible for securing independent and impartial careers guidance (IAG) for every student in Years 8-13 on the full range of post-16 education and training options, including Apprenticeships. You can talk to your teachers and careers advisor about what guidance is available. You can find out more information and advice see: www.parentalguidance.org.uk

WHAT TO DO NOW

1. Read through this booklet and discuss it with your parents, teachers and mentor before deciding.
2. If you have any questions, ASK. It is better to ask now than make the wrong choice.
3. Talk to Year 10 and Year 11 students, or those who have left the school, about what subjects they did and why they enjoyed them.
4. Make your choices using a blank piece of paper – then leave it a day and come back to it to see if the choices you made still make sense.
5. When you have finally decided on your choices, fill in Google Option Form. Submit Google Option Form by the 14th March

It is very important that this form is submitted on time so that the school can start to fit everyone's choices into the timetable. If you submit the Option Form after the 14th March 2022 you may find that your options have already been chosen for you, as we will have been required to allocate you to option subjects that have spaces.

If you want to change your options after submitting the form, then you have to ask your parents/carers to write to Mr Madajczyk, who will try his best, but nothing can be guaranteed. No changes will be considered without a letter from your parents/guardians.

Changes cannot be considered after the 20th April 2022

The school will try to let you study the options you have chosen, but please remember:

- ▶ Not all combinations of subjects are possible.
- ▶ There is a limit to the number of students in some subjects.
- ▶ If too few students select a subject then the course may not run.

See links below for more help choosing:

www.startprofile.com START is a new website which has replaced u-explore and is a great way for students to research career and subject options.
<https://nationalcareersservice.direct.gov.uk> The National Careers service has advice for young people aged 13-19.
<https://icould.com> Try the 'Buzz Quiz' which is a short personality test and suggests potential career areas that would suit you.
<https://www.careersadviceforparents.org>



English Language and English Literature

Syllabus: AQA English Literature 8702 AQA English Language 8700

Please consult: Ms J Smith

What we aim to do?

We aim to enable students to read, write, speak and listen effectively in a variety of contexts. We want to encourage students to be confident and creative in their use of language thus enabling them to participate with ease in all aspects of public, cultural, academic and working life.

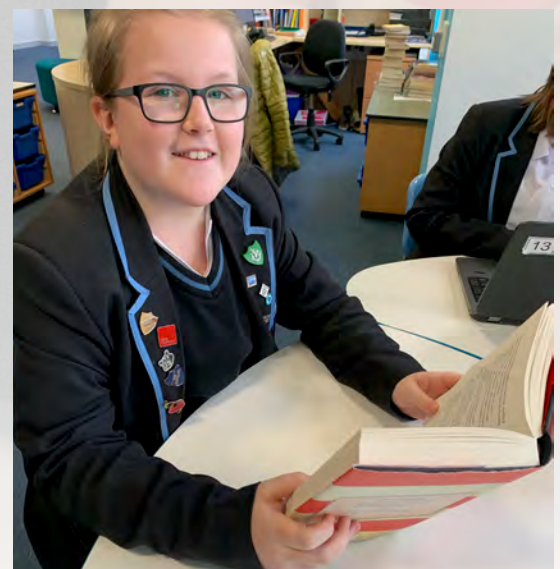
What will I study?

In English Literature, students will study a broad range of poetry, prose and drama from the twentieth century and other historical periods, as well as from varying cultures. 40% of the examination is available for the study of Shakespeare and a 19th century novel. A further 60% of the paper is available for the study of a modern text, anthology poetry and unseen poetry. Students will develop skills to maintain a critical style and informed personal response as well as develop comparison skills.

In English Language Paper 1, students will be asked to respond to unseen twentieth century fiction texts: analysing their structure and form and evaluating their impact. They will also complete a creative writing activity. In Paper 2, students will compare two non-fiction texts and analyse the impact, as well as writing their own text such as a newspaper or letter. They also complete the Speaking and Listening endorsement.

Skills needed

KS3 reading, writing, and speaking and listening skills are built on.



COMPULSORY

How will I be assessed?

GCSE English Language

- ▶ Paper 1: Exploration in Creative Reading and Writing, 1hr 45 minutes (50%)
- ▶ Paper 2: Writer's viewpoints, 1hr 45 minutes (50%)

GCSE English Literature

- ▶ Paper 1: Shakespeare and 19th Century Novel, 1hr 45 minutes (40%)
- ▶ Paper 2: Modern Texts, Anthology Poetry and Unseen Poetry, 2hrs 15 minutes (60%)

Both GCSE's will be 100% examination

What this subject can lead to when I leave Ormiston Rivers Academy?

The English GCSE is essential in order to access higher level of education and learning. It is a requirement of almost all college courses and further education, e.g. A-levels, degree options and apprenticeship.

Possible Careers

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output.

Relevant website links for further information on the course / subject

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



English has given me the ability to deconstruct and analyse difficult texts across many of my subjects.



Mathematics

Syllabus: Pearson Edexcel GCSE (9-1) 1MA1

Please consult: Mrs K Coulson

What we aim to do?

Mathematics develops your numeracy and analysis skills. You will cover the GCSE syllabus at either Higher (grades 9-4) or Foundation (grades 5-1) tier. The GCSE course will deliver broader and deeper mathematical content within the higher tier including questions to stretch the most able, and the foundation tier focusing on core mathematical understanding and skills. There is a greater focus on problem solving which will not only be useful in Mathematics but will support learning in other subjects and provide valuable skills for life.

We aim to develop every student's mathematical ability. The Edexcel 1MA1 specification that we are offering is linear and will include 40% Application, 30% reasoning and 30% problem solving for the higher tier; 50% Application, 25% reasoning and 25% problem solving for the foundation tier.

What will I study?

Number: apply the four operations, use the concepts and vocabulary of prime numbers, factors, use conventional notation for priority of operations, including brackets, powers, roots and reciprocal.

Statistics and probability: This includes the data handling cycle, data collection, data presentation and analysis, data interpretation and probability.

Algebra: know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs.

Geometry and measures: This includes properties of angles and shapes; geometric reasoning and calculation; measures and construction; mensuration, graphical methods; solving problems with algebra.

Ratio and proportion and rate of change: change freely between related standard units and compound units in numerical and algebraic contexts; use scale factors, scale diagrams and maps.

Skills needed

Independence, critical thinking, analysis, problem solving.

COMPULSORY

How will I be assessed?

Three written papers, either Foundation or Higher, each contributes 33.3% of the final grade.

Each exam is 1 hour 30 mins

- ▶ Paper 1F and 1H: Non calculator
- ▶ Paper 2F and 2H: Calculator
- ▶ Paper 3F and 3H: Calculator

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

- ▶ Foundation tier: grades 1 to 5.
- ▶ Higher tier: grades 4 to 9.

What this subject can lead to when I leave Ormiston Rivers Academy?

The Mathematics GCSE is essential in order to access a higher level of education and learning. It is a requirement of almost all college courses and further education, e.g. GCE Mathematics Advanced Subsidiary in Core Maths or further study at Advanced level in Pure Mathematics or directly into apprenticeship, employment.

Possible Careers

Medicine, Accountancy, Banking (Investment/Retail), Computing and IT, Programming, Teaching, Nursing, Operational research, Engineering Sciences, Geography, Psychology and Sport Science all use advanced mathematics skills. Maths graduates can go into virtually any area due to their training in problem solving and analytical thinking.

Relevant website links for further information on the course / subject

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



Science

Syllabus: AQA Biology 8461; AQA Chemistry 8462 and AQA Physics 8463

Please consult: Miss L Spencer

What we aim to do?

We aim to broaden and deepen students knowledge and understanding of the world around them. Our students will be independent thinkers, who are scientifically literate and numerate so that they are empowered to apply their understanding to new problems and contexts.

What will I study?

Biology: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.

Chemistry: Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics: Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism, Space

Skills needed

Independence, critical thinking, analysis, problem solving.



COMPULSORY

How will I be assessed?

The course is assessed through 6 examinations, 2 for each of the sciences. All exams are sat at the end of Year 11.

What this subject can lead to when I leave Ormiston Rivers Academy?

GCSE's in the Sciences provide an essential foundation for further scientific studies, such as A-levels in Biology, Chemistry and Physics, as well as a broad range of skills suitable for the majority of courses, especially Engineering, Health and Social Care and Sports.

Possible Careers

The Sciences are well respected facilitating subjects that can lead well into a range of academic and practical careers such as: Research Scientist, Medical Professional, Veterinary, Engineering, Manufacturing, Architect, Accountant, Lawyer, Pilot, Plumber, Builder, and many more.

Relevant website links for further information on the course / subject

<https://www.aqa.org.uk/subjects/science>

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>



Business and Enterprise

Syllabus: NCFE Technical Award in Business and Enterprise L 1/2

Please consult: Miss H Victory

What we aim to do?

This course offers an introduction to business and enterprise that includes a vocational and hands-on element to enthuse and inspire learners about a career in business and enterprise. It will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

The course will provide a broad and comprehensive understanding of business and enterprise. Students will learn to apply business theory to real business situations and problems.

What will I study?

The course covers the main functional areas of a business as well as the internal and external influences on businesses in today's economic environment.

Main topic areas include:

- ▶ Entrepreneurship and key skills required
- ▶ Business aims and objectives
- ▶ Legal and organisational structures
- ▶ Stakeholder engagement
- ▶ The marketing mix
- ▶ Market research
- ▶ Operations management
- ▶ Internal and external influences on businesses
- ▶ Human resource requirements
- ▶ Enterprise funding and business finance

Skills needed

- ▶ Good numeracy skills - to aid their financial calculations involved in the course.
- ▶ Teamwork skills to contribute to projects within the programme.
- ▶ Communication skills - to take an active part in projects and activities. This includes good written communication skills.
- ▶ Presentation skills - students learn to present their work to those around them in a suitable way and find the most appropriate way of communicating as an entrepreneur.
- ▶ Initiative - students learn what initiative is and why it is important for an entrepreneur or business person.
- ▶ Work independently - learners understand how to work independently on specific tasks.

How will I be assessed?

40% - Externally assessed written examination (externally marked)

60% - Internally assessed synoptic project presented as written coursework (externally quality assured)

What this subject can lead to when I leave Ormiston Rivers Academy?

Level 3 qualifications in Business such as A Level Business or Economics or Vocational qualifications in Business or Finance or An apprenticeship in Business administration .

Possible Careers

Careers in Human resources, Finance, Marketing, or Operations in an organisation or setting up your own business.

Relevant website links for further information on the course / subject

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-business-and-enterprise-4594>



Health & Social Care

Syllabus: OCR Level 1/2 Cambridge National in Health and Social Care

Please consult: Mrs S Cooke

What we aim to do?

The course is aimed to encourage you to develop personal, learning and thinking skills with qualities required for work in the Health & Social Care industry. It involves role-play and assessments in relations to real life scenarios within various settings.

What will I study?

Health & Social Care is a primarily coursework-based subject. In order to complete your coursework to the highest possible standard, you will be asked to engage in some practical activities, including visits to Health & Social Care settings, and act in a professional manner. The aim of all your work in Health & Social is to demonstrate that you understand and can act in accordance with the values and practices of those who work in this sector.

The qualification consists of three coursework components and the external examination, 2 coursework units in Year 10 and 1 coursework unit and the examination in Year 11.

Component studied in Year 10:

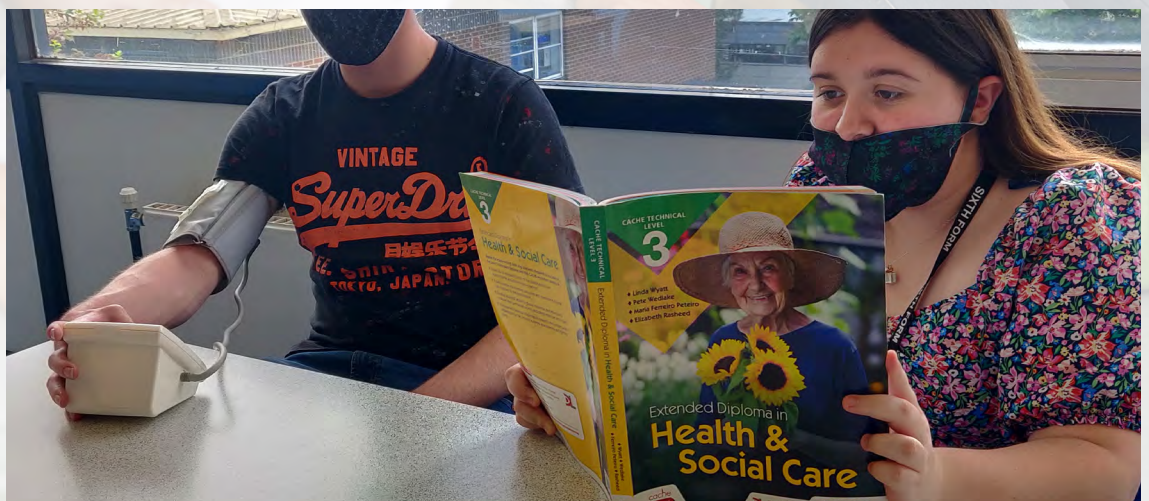
- ▶ Principles of care in health and social care settings
- ▶ Supporting individuals through life events

Component studied in Year 11:

- ▶ Health promotion campaigns
- ▶ Examination

Skills needed

Good communication skills, good organisational skills, confidence to work with others, good explanation skills, creativity, problem solving skills and a caring nature.



How will I be assessed?

You will learn by completing projects and assignments based on realistic workplace situations, activities and demands. For each component studied in Year 10, there are several assignments, graded pass, merit, distinction and distinction* involving some practical elements, and reports. Each piece of coursework has unique assessment objectives, and is marked by your teacher, and verified. For the component studied in Year 11, there are several assignments, graded pass, merit, distinction and distinction* involving some practical elements, and reports. Each piece of coursework has unique assessment objectives, and is marked by your teacher, and verified. Once all assignments are completed for a component, an overall grade is given. There is a synoptic assessment which is a short answer exam that is set and marked by the exam board and completed under supervised conditions. The set task will be completed in 1 hour 30 minutes in the period timetabled by the exam board and is worth a total of 80 marks. The final grade awarded for qualification represents a combination of the students' performance across the qualification. Learners who do not meet the minimum requirements for a Level 2 qualification grade will be assessed for the Level 1 qualification.

What this subject can lead to when I leave Ormiston Rivers Academy?

NCFE CACHE Level 3 Applied General Certificate for Health and Social Care

Other vocational courses such as NCFE CACHE Level 3 Applied General Certificate in Early Years, Childcare and Education

Possible Careers

The course concentrates on the health and social care industries, where learners may seek employment or study at a higher level. E.g. Nursing, Midwifery, Social Work, Nursery Nurse, Health Advisor, Paramedic Science, etc.

Relevant website links for further information on the course / subject

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>



Hospitality and Catering

Syllabus: WJEC Level 1/2 Hospitality and Catering

Please consult: Mrs Hyde

What we aim to do?

This course is designed for students who have an interest in food and cookery and in the context of cooking for health.

It will provide learners with experience of using different cooking techniques and methods and give them a basic understanding of the skills required for a career in food. This course is appropriate for students who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing and producing dishes.

What will I study?

Students will learn about key areas of this subject, including:

- ▶ Food functions in the body and in recipes.
- ▶ To modify recipes for healthy balanced diets.
- ▶ To assess a brief and make recommendations fit for purpose.
- ▶ To plan and produce dishes for a purpose.
- ▶ Safe and hygienic preparation of the cooking environment.
- ▶ The sources and seasonality that can affect food choices.
- ▶ Food labels and cooking for a range of purposes.

Skills needed

- ▶ A foundation of basic cookery skills from KS3
- ▶ Willingness to learn
- ▶ Independence
- ▶ Self motivation
- ▶ Interest in food and cookery
- ▶ Basic ICT skills

You will develop skills:

- ▶ In creating menus to meet a brief.
- ▶ In selecting ingredients to cook dishes.
- ▶ In adapting recipes for health and to suit a nutritional need.
- ▶ In evaluating their own work.
- ▶ In Literacy, Numeracy and ICT.
- ▶ That are essential for the modern workplace, such as planning, research skills, communication, problem-solving skills and health and safety.



How will I be assessed?

40% Written Examination on the Catering Industry

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

60% Controlled Assessment

Including research, planning and write up of a practical assessment where you plan and make 2 dishes for a particular scenario you are given.



Child Development

Syllabus: OCR Level 1/2 Cambridge National in Child Development

Please consult: Mrs S Cooke

What we aim to do?

The course is aimed to encourage you to develop personal, learning and thinking skills with qualities required for work in the Childcare industry. It involves role-play and assessments in relation to real life scenarios within various settings. It is aimed at learners who wish to be introduced to childcare and child development from 0-5 years

What will I study?

Child Development and Care is a primarily coursework-based subject. The aim of all your work in Child Development is to demonstrate that you understand and can act in accordance with the values and practices of those who work in this sector. The course is designed to give you an opportunity to extend and apply your skills, knowledge and understanding of child development and care from conception to the age of 5 years within a variety of contexts. The course also promotes an understanding of physical, intellectual, language, emotional and social development of children.

The qualification consists of three coursework components and the external examination, 2 coursework units in Year 10 and 1 coursework unit and the examination in Year 11.

Component studied in Year 10:

- ▶ Health and well-being for child development
- ▶ Creating a safe environment and understand the needs of children from birth to five years

Component studied in Year 11:

- ▶ Development of children from one to five years

Skills needed

Good communication skills, good organisational skills, confidence to work with others, good explanation skills, creativity, problem solving skills and a caring nature.



How will I be assessed?

You will learn by completing projects and assignments based on realistic workplace situations, activities and demands. For each component studied in Year 10, there are several assignments, graded pass, merit, distinction and distinction* involving some practical elements, and reports. Each piece of coursework has unique assessment objectives, and is marked by your teacher, and verified. For the component studied in Year 11, there are several assignments, graded pass, merit, distinction and distinction* involving some practical elements, and reports. Each piece of coursework has unique assessment objectives, and is marked by your teacher, and verified. Once all assignments are completed for a component, an overall grade is given. There is a synoptic assessment which is a short answer exam that is set and marked by the exam board and completed under supervised conditions. The set task will be completed in 1 hour 30 minutes in the period timetabled by the exam board and is worth a total of 80 marks. The final grade awarded for qualification represents a combination of the students' performance across the qualification. Learners who do not meet the minimum requirements for a Level 2 qualification grade will be assessed for the Level 1 qualification.

What this subject can lead to when I leave Ormiston Rivers Academy?

NCFE CACHE Level 3 Applied General Certificate In Early Years, Childcare and Education.

Other vocational courses such as NCFE CACHE Level 3 Applied General Certificate for Health and Social Care.

Possible Careers

The course concentrates on the childcare industry where learners may seek employment, gain an apprenticeship or study at a higher level. E.g. Early Years Teacher, Nursery Nurse, Paediatric Nursing etc.

Relevant website links for further information on the course / subject

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>



Creative iMedia

Syllabus: OCR Level 1/Level 2 Cambridge National in Creative iMedia / J834

Please consult: Mr T Freeland/Miss H Victory

What we aim to do?

Cambridge National in Creative iMedia will encourage students to:

- ▶ understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, preproduction planning techniques, legal issues and creation/publishing/ distribution considerations
- ▶ 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 media industry and more widely
- ▶ design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

What will I study?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

developing visual identities for clients, planning and creating original digital graphics, planning, creating and reviewing original digital media products.

This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- ▶ thinking about situations and deciding what is required to be successful,
- ▶ exploring different options and choosing the best way forward to a solve problem,
- ▶ exploring and generating original ideas to find imaginative solutions to problems,
- ▶ selecting the best tools and techniques to use to solve a problem
- ▶ appropriate use of media to convey meaning
- ▶ use of planning techniques to complete tasks in an organised way which meet deadlines.

Skills needed

The ability to appreciate and analyse design products, a passion for creativity and design, the ability to be creative and imaginative, organisation and planning skills, I.T. Literacy.



How will I be assessed?

Students must complete three units:

One externally assessed unit (examination)

The exam is 1 hour and 30 minutes. It has two sections:

Section A (10 marks). This will have between 7 and 10 closed response, multiple choice and short answer questions which assess the recall of knowledge and understanding.

Section B (60 marks). This will have context-based questions.

Students will be presented with a short scenario which develops through the paper and will apply their knowledge of Creative iMedia concepts to produce relevant responses.

Two internally assessed units (coursework)

Unit R094: Visual identity and digital graphics

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

Unit R095: Characters and comics

In this unit you will learn to design and create original characters that convey emotion and personality. You will also learn to set your characters within stories of your own making which flow logically and engage the reader. You will also learn to use conventions of comics to tell your characters' stories across multiple pages.

What this subject can lead to when I leave Ormiston Rivers Academy?

The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technical in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

Possible Careers

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output.

Relevant website links for further information on the course / subject

<https://www.ocr.org.uk/qualifications/cambridgenationals/creative-imedia-level-1-2-j834/>

Dance

Syllabus: RSL CAPA Dance

Please consult: Miss K Dallard

What we aim to do?

There is currently a vibrant interest in all forms of dance style, in fact participation in dance is higher in the UK than in most popular sports, excluding football. It is enjoyed in many forms from recreation to physical fitness and as a performance art. The umbrella of 'Dance' is vast, containing many styles and genres, within a wide range of settings, from formal theatre, to ritual, to community and social dance. The course allows students to explore a range of styles, techniques and performance work, as dancers, as well as devising their own work from a stimulus, developing a wide range of technical and expressive skills through practical explorations. There is a deeply ingrained focus on educating students on the wider professional dance industry, which promotes cultural capital and an understanding of inclusivity and professional career frameworks in dance. This course is suitable for those students that are keenly interested in developing their dance skills and presenting them to an audience at the end of a project.

What will I study?

The umbrella of Dance is vast, containing many styles and genres, within a wide range of settings from formal theatre to ritual, to community and social dance. This unit will introduce students to two contrasting styles which are Contemporary Dance and Jazz Dance. The ability to perform and understand both styles of dance will support and develop their artistic, physical, intellectual and social skills development. Whilst studying this unit focusing on both styles, they will develop and refine technique in both styles, study the historical influences and modern day industry links, as well as perform to an audience.

Skills needed

- Performance Skills, physical skills, interpretive skills, communication skills, collaboration skills, research skills



How will I be assessed?

Live Performance:

For this unit students will be given the opportunity to explore all the skills required for live performance. These range from planning, rehearsing and the performance itself, to the reflection required post-performance to ensure continual development as performers. By undergoing the process of preparing for a live performance, learners will have the opportunity to experience the variety of activities and skills required to bring a dance performance together, considering how sound and lighting can enhance the performances.

In this unit, students will respond to a brief and plan a performance from scratch. They will propose ideas, plan rehearsals, analyse health and safety and then implement this plan. Following the rehearsal period, students will perform their created work and then evaluate the performance to develop their potential for future work. During the unit there will be opportunities for students to develop the following:

There is no written exam for this course.

What this subject can lead to when I leave Ormiston Rivers Academy?

Level 1 and 2 qualification in Dance, Dance Leadership, degree or diploma in professional dance or musical theatre. Vocational qualifications in Business or Finance or An apprenticeship in Business administration.

Possible Careers

Professional dancer, career in theatre, teaching, fitness coach among many others.

Relevant website links for further information on the course / subject

<https://www.rslawards.com/vocational/creative-performing-arts/>



Engineering

Syllabus: NCFE 1/2 Engineering

Please consult: Mr K Rumary/Mr K Lehane

What we aim to do?

This course is designed to enable students who enjoy the challenge of working practically with materials, designing with computers and working with machinery. There will be tasks based on the design of mechanical objects as well as working in our engineering workshops to produce a variety of projects in different materials.

What will I study?

Studying Engineering through a combination of practical experience and written assignments, this vocational qualification provides level 2 learners with the knowledge, skills and understanding needed for a career or further study in the sector.

Topics include:

Developing computational thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life:

- ▶ Understanding engineering disciplines: A general overview of how engineering is used in the world. • Understand how science and mathematics is applied in engineering: Using mathematics and science to understand and solve engineering problems
- ▶ Understand how to read engineering drawings: Creating engineering drawings using CAD software. Reading drawings to make engineered items.
- ▶ Understand the properties and characteristics of engineering materials and know why specific materials are selected for engineering applications: Testing materials to find out their properties. Using these properties to create designs
- ▶ Understand engineering tools, equipment and machines: Using engineering machines safely and with skill and tools to create complex items

Skills needed

You will need to be a proactive student with a keen interest in the study of engineering. You need to understand that the world and study of engineering goes beyond that of simply making things, but looks at the maths, science and communication that lies behind. We will be studying all of these topics.



How will I be assessed?

You will be assessed with a 60% synoptic project at the end of year 11. You will also sit an exam in November and March of year 11. This will count for the other 40% of the course.

What this subject can lead to when I leave Ormiston Rivers Academy?

Further study at Rivers Sixth Form with Maths, Physics, Level 3 Engineering, Level 3 Motor Vehicle Studies or similar courses at college. After L3 study there is the possibility of university or an apprenticeship in your chosen field.

Possible Careers

All types of Engineering—Chemical, Mechanical, Civil, Automotive, Aeronautic, Marine, Electrical, Electronic, Nuclear and many more!

Relevant website links for further information on the course / subject

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593>



Sport (Health & Fitness)

Syllabus: NCFE Health and Fitness (603/2650/5)

Please consult: Mr M Clay

What we aim to do?

The objectives of this qualification are to help learners to:

- ▶ Prepare, plan and develop a personal health and fitness programme.
- ▶ Understand the short and long term benefits of exercise.
- ▶ Know the structure and function of the main body systems which include the skeletal, muscular, respiratory, cardiovascular and energy systems.
- ▶ Understand the principles of training and its importance when designing a fitness programme.
- ▶ Understand how to complete fitness tests and compare the results to normative data.

What will I study?

- ▶ Structure and function of body systems
- ▶ Effects of health and fitness activities on the body
- ▶ Health and fitness and the components of fitness
- ▶ Principles of training
- ▶ Testing and developing components of fitness
- ▶ Impact of lifestyle on health and fitness
- ▶ Applying health and fitness analysis and setting goals
- ▶ Structure of a health and fitness programme and how to prepare safely
- ▶ Take part in a range of practical lessons exclusive to option students.

Skills needed

High levels of independence are essential for coursework completion, homework and revision. Students that are Inquisitive and resilient can do well on this course.



How will I be assessed?

40% of the final grade is based on exam performance. Students will have two attempts at the exam with the best grade counting.

60% coursework which will be completed in Year 11.

What this subject can lead to when I leave Ormiston Rivers Academy?

Depending on the grade the learner achieves in this qualification, they could progress to:

- ▶ A Level in Physical Education and Sport
- ▶ Level 2 Technical Certificate in Sport & Physical Activity
- ▶ Level 3 Applied General in Sport Studies
- ▶ Level 3 Technical Level in Sport & Physical Activity
- ▶ Apprenticeships in occupations within the Health & Fitness sectors such as Health Assistants, Fitness Instructors or Personal Trainers

Possible Careers

Fitness instructor, health assistant, personal trainer, PE Teacher, Leisure management, sports coach, exercise technology, sports law, sports journalist, events management, physiotherapist, strength and conditioning coach, sports psychologist, dietician, lecturer.

Relevant website links for further information on the course / subject

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>



Music Performance

Syllabus: GRADE 6 TRINITY ROCK & POP

Please consult: Mr J Priddle

What we aim to do?

Play the music you love on the instrument of your choice: Guitar Vocals Bass Drums or Keyboard.

With a wide range of hit songs spanning all contemporary styles, choose your set list from the eight songs in our new graded songbooks, play a song of your own choice, or perform one you've written yourself.

Develop the improvisation and playback session skills that professional musicians need. Showcase your technical skills in a real-life context through our technical focus songs, and demonstrate your ability to deliver a compelling live performance.

Achieve your goals with an externally regulated and internationally recognised qualification. Trust the 140-year heritage Trinity brings to contemporary music, and benefit from marks and comments on your performance from Trinity's expert examiners.

What will I study?

Pupils will perform three Trinity grade 6 musical pieces on an instrument of their choice (Guitar, Bass, Vocals, Drums or Keyboard) and a Sessions Skills study.

The exam takes place at the end of year 11 with an external examiner grading all pupils' performances individually (each exam lasting between 20 and 30 minutes).

This course is perfect for pupils with a passion for music performance and will require pupils to be dedicated to their instrument and comfortable when working independently

Skills needed

- ▶ Instrumental or vocal skills
- ▶ Independent Skills
- ▶ Passion for music



How will I be assessed?

Component	Description	Marks
Song 1	Performance of song on chosen instrument	25
Song 2	Performance of song on chosen instrument	25
Song 3	Performance of song on chosen instrument	30
Study Skills	Improvisation to backing tracking	30

What this subject can lead to when I leave Ormiston Rivers Academy?

Learners who achieve this qualification could progress onto further level 3 qualifications and A levels, such as:

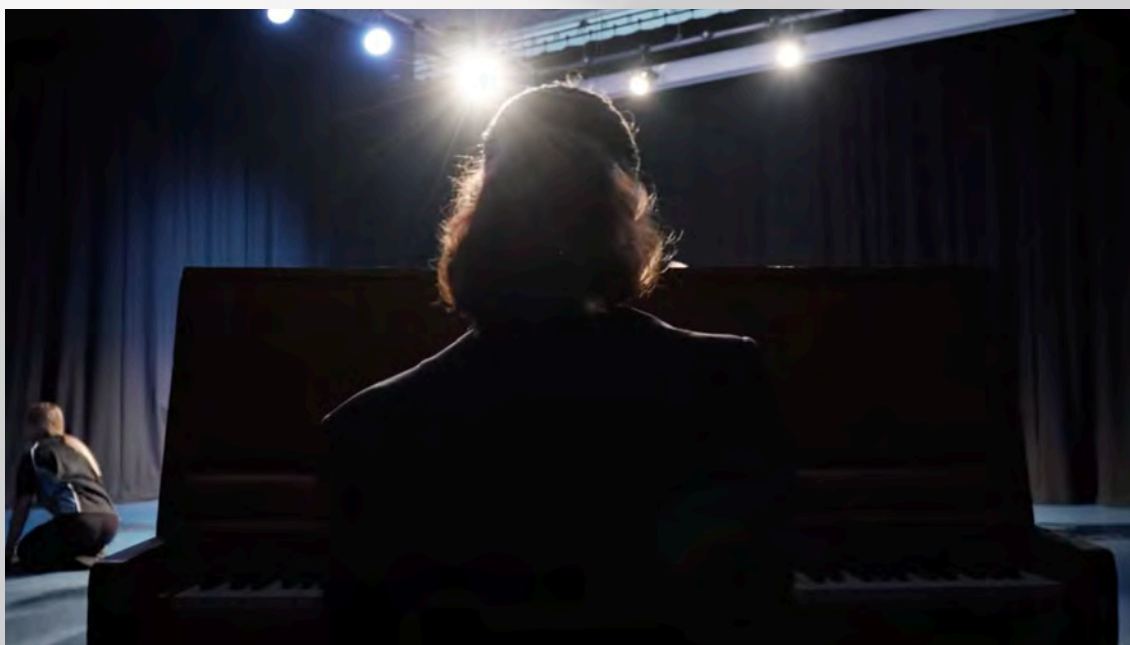
- ▶ Level 3 Diploma in Music Technology
- ▶ Level 3 Diploma in Music performance
- ▶ A level Music

Possible Careers

Session Musician, Music Performer, Music therapist, Music Teacher

Relevant website links for further information on the course / subject

<https://www.trinityrock.com/exams/syllabus>



Music Technology

Syllabus: NCFE LEVEL 2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

Please consult: Mr J Priddle

What we aim to do?

This qualification enables learners to develop skills, knowledge and understanding of the music technology industry. It's suitable for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in creating music using technology.

What will I study?

Using a DAW

This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.

Creation of Music

Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.

Studio Recording

Learners will plan and undertake a recording session for a given scenario. Learners will create a mixdown of their recording and review the final product.

Sound Creation

Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.

Skills needed

- ▶ ICT skills
- ▶ Listening & evaluating music
- ▶ Passion for music



Music Technology sets me free and enables me to create music and develop skills for a job I want to do when I leave school.



00:03:00

00:04:00

00:05:00

How will I be assessed?

Component	Description	Marks
Unit 1 Using a DAW	Coursework	12.5%
Unit 2 Creation of Music	Coursework	12.5%
Unit 3 Studio Recording	Coursework	12.5%
Unit 4 Sound Creation	Coursework	12.5%
Listening	Exam	15%
Practical	Exam	15%

What this subject can lead to when I leave Ormiston Rivers Academy?

Learners who achieve this qualification could progress onto further level 3 qualifications and A levels, such as:

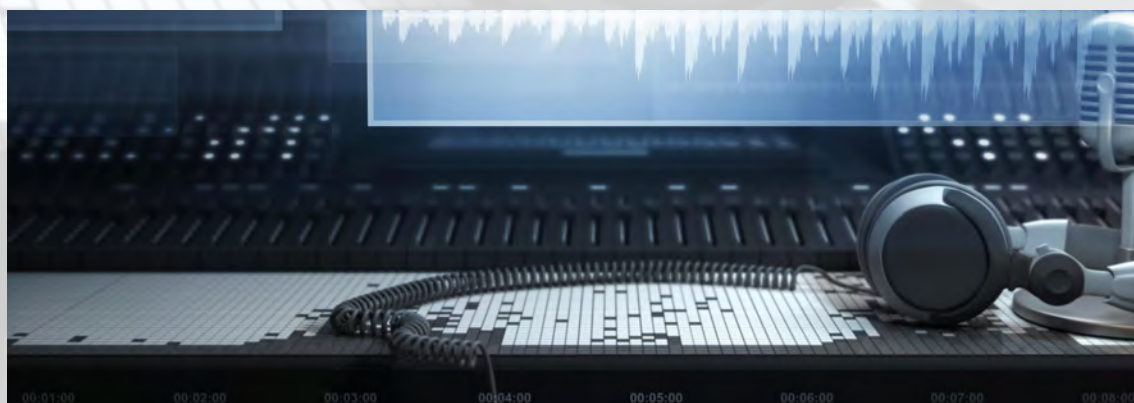
- ▶ Level 3 Diploma in Music Technology
- ▶ Level 3 Diploma in Creative Media
- ▶ Level 3 Extended Diploma in Creative Media
- ▶ A level Music

Possible Careers

Session Musician, Music Performer, Music therapist, Music Teacher

Relevant website links for further information on the course / subject

<https://www.creative-choices.co.uk>



French

Syllabus: AQA GCSE French 8658

Please consult: Mrs A Harris

What we aim to do?

GCSE French covers the skills of speaking, reading, listening and writing for practical purposes. The main objective of the course is to ensure that students feel confident in using French and are able to communicate in everyday situations. These situations include all aspects of travel and staying in France or a French-speaking country and involve the study of language needed for illness, travelling, eating out or shopping. Students learn to read and understand everyday signs and notices, magazines, newspaper articles, timetables and menus. They learn to understand what they hear, either in personal conversation or in public broadcasts and announcements. Written French involves letters and messages as well as extended accounts of their lives in Britain or experiences abroad. The course seeks to develop an awareness of modern France and its culture.

What will I study?

The students will study three main topic areas:

- ▶ Identity and culture, which includes family and relationships, marriage and partnerships, new technology and social media and free time activities.
- ▶ Local, national, international and global areas of interest which covers social issues such as healthy living and global issues such as the environment.
- ▶ Future study and employment which covers life at school, post-16 education and future employment.

Skills needed

French KS3 reading, writing, speaking and listening skills are built on.



How will I be assessed?

GCSE French is assessed by an end-of-course examination in listening (paper 1), speaking (paper 2) , reading and translation (Paper 3) and writing and translation (paper 4). All skill areas are examined at the end of the course and have an equal weighting of 25% each.

GCSE French has a foundation tier (grades 5-1) and a higher tier (grades 9-4). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

What this subject can lead to when I leave Ormiston Rivers Academy?

Speaking another language makes you stand out from the crowd and will give you skills that employers are looking for: ability to work in a team, communication skills, social skills, problem solving skills, confidence, open mindedness and flexibility.

Possible Careers

Civil service, international organisations, fashion, financial services, library and information management, heritage and culture, travel and tourism, hotels and catering, advertising and market research, retail management, sales and marketing, international recruitment, teaching, translation, broadcasting, journalism, publishing, technical services, science and IT, shipping services, freight forwarding, voluntary organisations...

Relevant website links for further information on the course / subject

"GCSE French encourages you to be creative and think logically, whilst also giving you the opportunity to learn and understand the culture and language of another country."

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

<https://www.youtube.com/watch?v=c0MIOuOPjFU>

<https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks3-gcse-jonny-wilkinson-rugby-french/z49q6v4>

<https://youtu.be/xqMvzOPSpts>

<https://www.youtube.com/watch?v=v7IU8mwb770>



Computer Science

Syllabus: OCR Computer Science GCSE J277

Please consult: Mrs D Gibson

What we aim to do?

We aim to enable students to understand and apply the fundamental principles and concepts of Computer Science. We want to encourage students to be confident with their knowledge of how Digital Devices work and to be able to design and write programs in a high-level language (Python). During this course you will begin to think creatively, innovatively, analytically, logically and critically.

What will I study?

You will study abstraction, decomposition, logic, algorithms, then using them you will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs - We will be using Python. You will study the components that make up digital systems, and how they communicate with one another and with other systems, you will also understand the impacts of digital technology to the individual and to wider society. You will also complete practical programming tasks.

Skills needed

Some mathematical skills that are relevant to Computer Science. Problem Solving skills and resilience.



How will I be assessed?

Paper 1: Computer systems, 1hr 30 minutes (50%)

Paper 2: Computational thinking, algorithms and programming, 1hr 30 minutes (50%)

What this subject can lead to when I leave Ormiston Rivers Academy?

You will have access to higher level of education and learning within the Computer Science Discipline including apprenticeships, A-level Computer Science, leading on to numerous degrees that specialise in certain aspects of Computer Science such as Cyber Security and Networks.

Possible Careers

To work in this area, both university courses and apprenticeships or on the job training are equally as useful. Getting experience while you are studying is key, in order to familiarise yourself with the technology in the professional world and also to get to know other professionals as networking can be key to success. Web Developer, IT Systems Analyst, Software Developer, Network Engineer, Software Engineer and Cyber Security are some of the careers that lead on from studying Computer Science

Relevant website links for further information on the course / subject

<https://www.ocr.org.uk/subjects/computing/>

<https://www.bcs.org/>



Fine Art

Syllabus: OCR GCSE Art and Design J170-J176

Please consult: Mr Rumary

What we aim to do?

We aim to enable students of all abilities to attain their own highest standards in GCSE Fine Art. We encourage students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including paint, print, ceramics, drawing, photography and collage. Students build a portfolio of coursework and keep an on-going sketchbook related to each themed project throughout their GCSE. Students will have the opportunity to visit art galleries and other appropriate locations to help inspire and develop their own work. At the end of the course students work will be exhibited in the exhibition area.

What will I study?

In Year 10 students learn to build up ideas and art work based on two coursework themes. At present these are 'Man Made' and 'The Natural World'. In year 11 students continue to work on their Extended Project to add to their coursework portfolios, independently developing their chosen theme. The coursework accounts for 60% of the level awarded. The other 40% of the GCSE level awarded involves a practical assessment known as an Externally Set Assignments. This involves paper outlining seven possible project themes issued by the exam board.

Students study both contemporary and traditional artists to help inform and put their art project ideas into context. They explore a wide range of media in A3 sketchbooks to record their 'art journey' and they record using techniques including drawing. This background of preparatory work is then used to produce final outcomes, which total a minimum of two across the entire GCSE course.

Skills needed

You should be inspired to want to discover new ways of looking and expressing ideas. You are expected to be an independent learner and a creative thinker who is open to exploring different processes and techniques in each project. Regular completion of home learning is vital to success in this GCSE.



How will I be assessed?

Candidates produce a portfolio of work made up of a minimum of 2 different project themes/starting points.

Component 1:

No time limit; 120 marks; 60% of GCSE

Component 2:

Preparatory period followed by 10 hours of supervised time; 80 marks; 40% of GCSE

What this subject can lead to when I leave Ormiston Rivers Academy?

Fine Art at AS/A Level Art; BTEC Art and Design; Foundation in Art; B.A. Degrees in creative art subjects; creative art apprenticeships. We have an excellent record of enabling students to easily access courses of further study at Sixth Form, college and degree level.

Possible Careers

GCSE Art is a strong foundation for all students wishing to progress into the creative arts which includes employment in jobs such as illustration, architecture, animation, fashion, textiles, interior design, computer aided design, graphics, photography, media, product design, fine art, gaming design, and all other visual arts related professions. The visual arts remain one of the most successful areas of the UK economy in employment, particularly in London.

Relevant website links for further information on the course / subject

<https://ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>



Drama

Syllabus: Eduqas GCSE Drama

Please consult: Miss Dallard

What we aim to do?

Drama is an exciting, inspiring and practical course where you will be immersed in and enjoy drama as performers and/or designers. You will participate in, and interpret your own and others' drama whilst exploring different topics. We will investigate a range of practitioners and genres, working practically to devise original theatre as well as work with a variety of script extracts.

We will also provide opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

What will I study?

The course will integrate knowledge and understanding of how drama and theatre is developed and performed through a range of dramatic activities. During the course you will study:

- ▶ one complete performance text
- ▶ two extracts from a second contrasting performance text placed within the context of the whole text
- ▶ either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

You will have the option to work practically as performers and/or designers.

Skills needed

- ▶ Performance Skills
- ▶ Movement Skills
- ▶ Vocal Skills
- ▶ Interpretive Skills
- ▶ Communication Skills
- ▶ Collaboration Skills
- ▶ Research Skills



How will I be assessed?

The course is assessed in 3 components, through a mix of practical and written assessment.

Component 1: 40% (practical and written work, internally assessed)

You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. You will also produce a portfolio of supporting evidence and an evaluation of the final performance or design.

Component 2: 20% (practical exam, externally assessed)

You will study two extracts from the same performance text and then participate in a performance using sections of text from both extracts.

Component 3: 40% (written exam, externally assessed)

You will answer a series of questions on one set text — DNA, Dennis Kelly. You will also answer a question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

What this subject can lead to when I leave Ormiston Rivers Academy?

A Level Drama, BA Hons Drama, Acting Conservatoires, BA Hons Technical Theatre, BA Hons Stage Design, BA Hons Costume Design.

Possible Careers

Stage crew, designer, entrepreneur, Actor, Broadcast presenter, Community arts worker, Drama therapist, Runner, broadcasting/film/video, Theatre director, Theatre stage manager.

Relevant website links for further information on the course / subject

https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_overview



Geography

Syllabus: AQA Geography 8035

Please consult: Mrs T Cope/Mr M Brown/Mrs M French

What we aim to do?

We aim to provide students with a clear overview of the world in the 21st century and develop a sense of 'awe and wonder', which will allow candidates to fully appreciate and learn from the world around them. We will empower students with a strong sense of place and provide opportunities for personalised and independent learning. The new GCSE is a more stringent test of students' geographical knowledge. You will need to be confident at writing large passages of text and remembering key facts and details. There will be no Controlled Assessment and students will have two examinations at the end of the course to determine their grade.

What will I study?

All geography courses allow students the opportunity to study a balance of physical, human geography and fieldwork. Possible areas of study are:

- ▶ The Challenge of Natural Hazards
- ▶ Physical Landscapes in the UK
- ▶ The Living World
- ▶ Urban Issues and Challenges
- ▶ The Changing Economic World
- ▶ The Challenge of Resource Management
- ▶ Fieldwork
- ▶ Issue Evaluation

Skills needed

You will need to be a good communicator with strong ICT, problem solving and numeracy skills. You will also need to be able to work with others and be committed to improving your own learning and performance.



How will I be assessed?

The course is assessed through three examinations. Pupils will need good literacy skills and good memory for detail:

- ▶ Physical Geography (35%)
- ▶ Human Geography (35%)
- ▶ Fieldwork Skills and Decision Making Exercise (30%)

What this subject can lead to when I leave Ormiston Rivers Academy?

This course provides an excellent foundation for students wishing to study A-level Geography. It also provides students with broad skills base and an excellent academic grounding for a wide range of future study paths across the wider curriculum.

Possible Careers

Geography provides a strong background for a range of interesting and diverse careers include town planning, surveying, conservation and environmentalism, government, teaching, tourism, research and many other areas.

Relevant website links for further information on the course / subject

www.aqa.org.uk

www.rgs.org/ourwork/schools



History

Syllabus: AQA History 8145

Please consult: Mr R Irven/Miss S Hayward

What we aim to do?

History is a highly respected academic discipline, which enables its scholars to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. Not only will this prepare students for a role as informed, thoughtful and active citizens.

What will I study?

The history course aims to build knowledge across a range of time periods and geographical areas. The course is made up of two elements which require students to use a range of different historical skills. 1. America, 1920-1973. Conflict and tension, 1918-1939. 2. Health and the people c1000 to the present day. Restoration England.

Students have the opportunity to visit a historic environment selected by the exam board. The historic environment for pupils taking their exams in 2024 (current Year 9) has not yet been decided. However, other examples include the Royal Observatory, London; Ham House, London and Medway, Kent.

Skills needed

A questioning mind, the ability to weigh up evidence and come to a conclusion. Extended writing skills, and reading.



How will I be assessed?

2 Papers each with 2 units . Each unit has an hour long paper with 4-6 questions on it. These look at both source analysis and recall questions. All papers finish with an essay question:

Paper 1:

- ▶ Conflict and Tension 1919-1939
- ▶ USA 1919-1973

Paper 2:

- ▶ Health and the people c1000-Present
- ▶ Restoration Depth Study 1660-1685

What this subject can lead to when I leave Ormiston Rivers Academy?

It shows great organisational and processing skills to an employer. University courses in economics, law, politics and sociology as well as history and archaeology.

Tied with a foreign language, it can lead to trips to sites around the world to do research.

Possible Careers

Law, Academia, journalism, teaching and the civil service. The police, doctor, librarian, curator, marketing and sales amongst many others.

Relevant website links for further information on the course / subject

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

<https://www.history.org.uk/>



Religious Studies

Syllabus: Edexcel B 1RB0/2C and 1RB0/3B

Please consult: Miss S Towns

What we aim to do?

This course aims to enable students to adopt an enquiring, critical and reflective approach to the study of issues concerning life, culture and society. Throughout the course, students will reflect on and develop their own values, opinions and attitudes by critically evaluating what they have learnt. Students will be asked to consider the fundamental questions that we all have, engage with them intellectually and respond personally after learning to critically evaluate religious/non-religious teachings.

What will I study?

The course looks specifically at two faiths, Christianity and Islam, with the chance to contrast these beliefs with secular ideas.

Religion and Ethics through CHRISTIANITY only:

- ▶ Christian Beliefs
- ▶ Marriage and the Family
- ▶ Living the Christian Life
- ▶ Matters of Life and Death Religion

Peace and Conflict through ISLAM only :

- ▶ Muslim Beliefs
- ▶ Crime and Punishment
- ▶ Living the Muslim Life
- ▶ Peace and Conflict

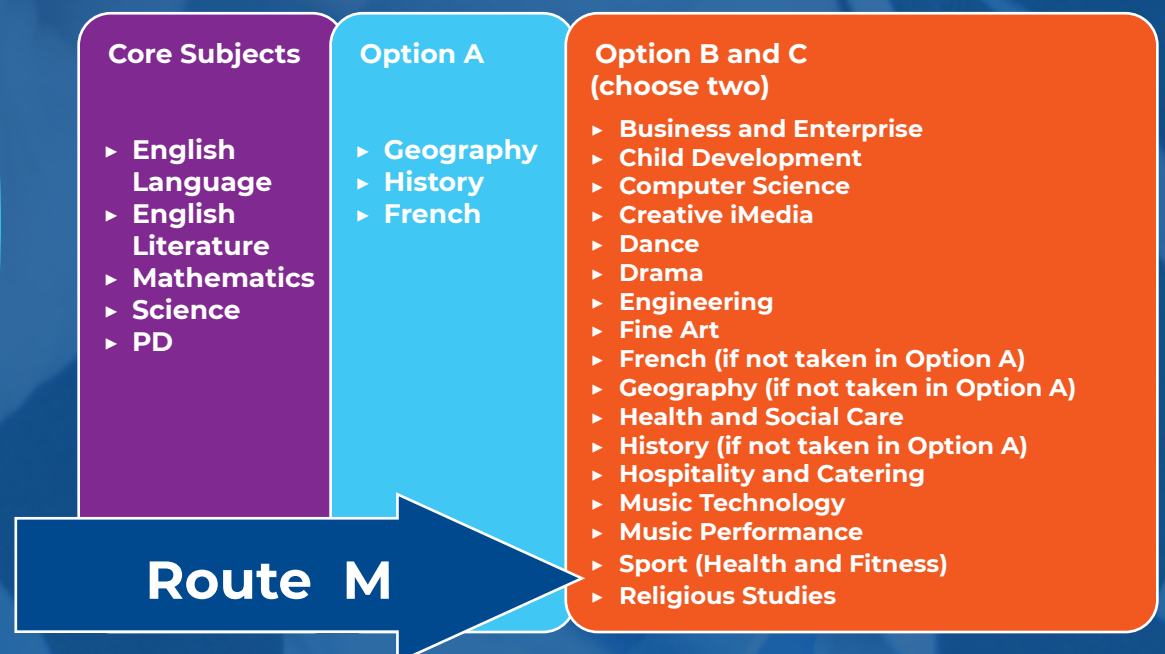
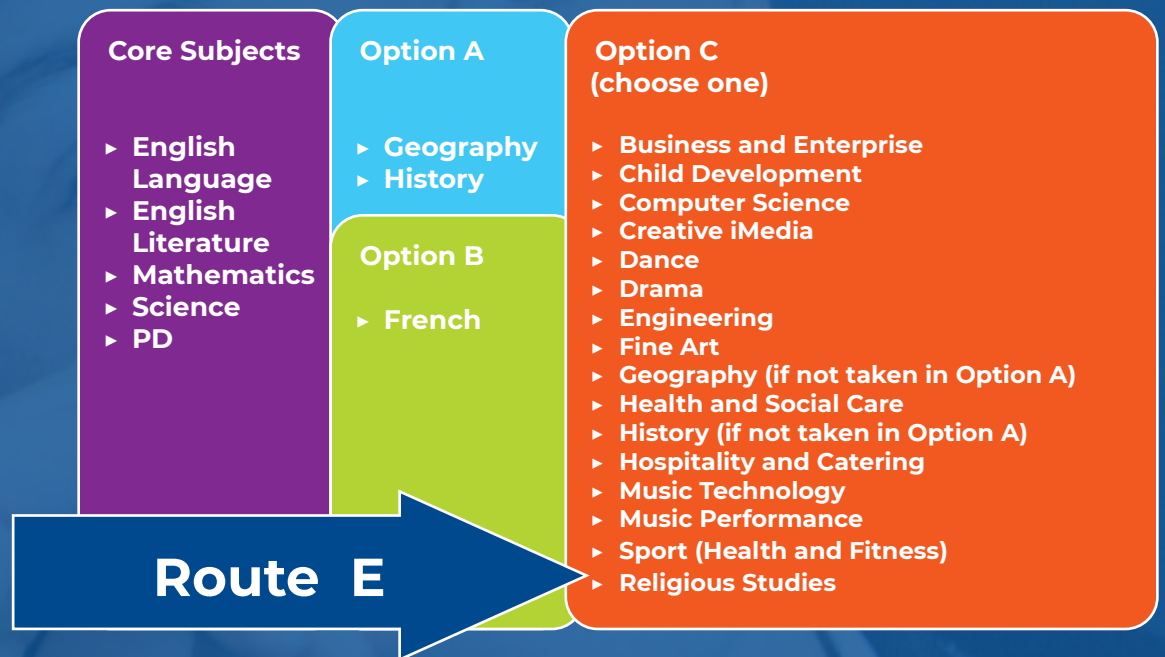
Skills needed

Lessons focus on both written and verbal communication skills as we develop students' abilities to form coherent and evaluative arguments.



KS4 Routes Rationale

- ▶ Different learners
- ▶ Different routes
- ▶ Same High Expectations
- ▶ Same Destinations
- ▶ Successful and fulfilling futures



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