

24<sup>th</sup> January 2024

Dear Parent/Carer

## Year 9 Parents/Carers Evening and Options

I am writing to inform you about the Parents/ Carers evening on **Thursday 8<sup>th</sup> February, from 4.00pm to 6.00pm**. Your child will be bringing home their option booklet, with useful information about each subject to prepare you for any discussions with them.

You may also want to look at <https://www.youthemployment.org.uk/choosing-gcse-options-advice-for-parents/> which is a really useful guide as to how to frame this conversation with your child.

Within the **options booklet** there is **important** information about the options process and a description of each course on offer, focusing on what will be studied and future pathways that arise from studying each particular subject. You will need to help your child to complete their Options form and return it to a member of staff on the evening, which will give you the opportunity to ask any questions you may have around the different subjects.

The evening will also give you the opportunity to discuss your child's progress for the year so far and meet with their subject teachers. All teaching staff will be present. You will need to book your 5 minute appointments to see each subject teacher through our online booking system as follows;

Visit the school website ([www.theeastmanchesteracademy.co.uk](http://www.theeastmanchesteracademy.co.uk)) and click on the link for Parents Evening.

- Enter your details and your child's details and choose 'Log In'. Select 'Year 9 Parents Evening'.
- Your child's teachers are then displayed for confirmation. Select 'Continue to Book Appointments'.
- Select the times you wish to see each teacher. Follow the instructions on screen to save your appointments and get the appointment times emailed or printed
- 

Please ensure you have made your bookings by **Thursday 8<sup>th</sup> February, 10.00am**. If you have any difficulties in attending the evening please let us know.

We would like to thank you in advance for attending the evening and supporting your child fully, in making these very important decisions.

Yours sincerely

*I Mountain*

Mr I Mountain

**Assistant Headteacher – Achievement, Assessment and Progress**



# The East Manchester Academy

Part of the Greater Manchester Education Trust



## Year 9 Options Information Booklet – 2024



What is this booklet about?

This booklet is about choosing the subjects that you will be studying for the next two years, called Key Stage 4. You will be working towards examinations from which important decisions will be made about your future.

This booklet will help you make the best possible start by choosing your courses carefully.

### **Why do I have to choose?**

We offer many subjects. There is not enough time to study all these subjects fully in the next two years.

### **How will I know which course I will need for my career?**

In most cases, a broad choice of courses at this stage will keep your options open for the future. Remember, the current law states that you are required to stay in education or training until you are 18. This could be at college or in an apprenticeship. It is a good idea to make a list of careers which you are interested and research them.

The two websites below have good careers information and also include guides to choosing GCSEs

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

<https://nationalcareers.service.gov.uk/>

Below are the entry requirements for different college courses that you might be interested in -

**Level 3 courses** - A levels, T levels and Vocational qualifications, Advanced Apprenticeships  
**Entry requirements** - 5/6 GCSEs grades 4/5 or above, usually including English and Maths. At least a 6 in any subject you want to study at A level

**Level 2 courses** - Technical/Vocational qualifications, GCSEs, Intermediate Apprenticeships  
**Entry Requirements** - Minimum 2 x 4/3 grades at GCSE, including Maths and/or English

**Level 1 courses** - Technical/Vocational qualifications, Traineeships  
**Entry Requirements** - GCSEs grades 1-3

### **Can I be sure that I can have all of my options choices?**

No. We put the options into bands to best meet students' choices, but where clashes occur, students will have to choose again. We also need to have a good class size to ensure that we can run the courses.

### **Remember**

Choose the **courses that you like**, not the teacher you like. You may not have the same teacher next year. Do not choose subjects because your friends choose them. You may have different career paths or interests.

## How do I make my career choices?

- Read the information in this booklet very carefully.
- There will be an assembly where more information will be given.
- Talk to the subject teachers at the Parents' Evening on Thursday 8<sup>th</sup> February (4pm to 6pm). **This is a very important evening where you should attend with your parent/carer.**
- Talk through your choices with your parents/ carers.
- Make your final choice when you meet with a member of SLT (Senior Leadership Team) or MLT (Middle Leadership Team) during the week beginning 26<sup>th</sup> March.

Think carefully if you prefer to do examinations after 2 years of study through GCSE subjects or if you prefer to do a mix of coursework and examinations through the vocational courses, such as BTEC.

Everyone's choices will then be viewed by Mr Birrell and the rest of the Senior Leadership Team. We will do our best to make sure that you have your first choice of courses. Some adjustments will, however, have to be made in certain specialist subjects and these will be fully discussed with you and, if necessary, parents/carers. After that, it will be very difficult to make any further changes.

## Compulsory subjects

There are some subjects which every student must study. These will form the core curriculum:

- English
- Mathematics
- Science
- Core PE (Not examined)
- Personal Development (Not examined)

### English

Being able to read and write with confidence and to have a high level of literacy and oracy skills are essential for future success. The skills you learn in English will not only help you if you choose an academic career or vocational career, but they will also help you in everyday adult life.

### Mathematics

Maths helps you to develop your reasoning skills, problem solving and numeracy skills. It prepares you for the world of work and it is one of the core subjects that you need to become competent in.

### Science

Studying Science will help you broaden your understanding of the world around you. We offer Combined Science to all students. The Separate Science course will be offered to a select group of students through their Combined Science lessons. Students can progress in careers such as Medicine, Dentistry, Bio-Chemistry, Pharmacy etc. by achieving high grades in Combined Sciences.

### What can I choose?

Colleges and employers want to offer places and jobs to people who have a wide range of skills. They want individuals who show good levels of literacy and numeracy. Students need to show an understanding of the way the world works, who can research, work effectively in teams, use initiative, can show creativity, solve problems and who can communicate effectively in various forms, including using multi-media presentations.

The subjects widely recognised where the above skills are used are History, Geography, and Spanish. These are our guided choices. Vocational courses, such as BTEC, also provide you with a wealth of skills which employers will look for in their employees.

All students will have four choices, the first choice will be geography, history or Spanish and the other three choices will be any subjects from the list below. All students must also select a reserve subject in the event that a course does not run.

**Courses available:**

- Geography
- History
- Spanish
- BTEC Art and Design
- BTEC 3D Art
- Child Development
- Computer Science
- CNAT Sports Studies
- Digital information Technology
- Enterprise
- Health and Social Care
- Hospitality and Catering
- Music
- Performing Arts Drama
- Performing Arts Dance
- Photography
- Religious Education
- Sociology
- Separate Science

## English Language

Exam Board & Course title: AQA English

Qualification: GCSE

<b>Paper 1</b> – Explorations in creative reading and writing	1 hour 45 Minutes	50%
<b>Paper 2</b> – Writer’s viewpoint and perspectives	1 hour 45 Minutes	50%

Both reading and writing skills are tested.

For Section A of both language papers, you will study a range of fiction and non-fiction texts from the 19th, 20th and 21st Century. You will develop your analytical skills, particularly focusing on how writers use language and structure to achieve certain effects as well as exploring writer’s viewpoints and opinions. For Section B of both papers you will experiment with a variety of forms, such as letters, articles, speeches, stories and descriptive writing. The exam will require you to communicate your ideas clearly. You will be assessed for grammatical accuracy, structure and vocabulary. Spoken Language will be reported as a separate grade (Pass, Merit, and Distinction) but will not contribute to the result of the GCSE English Language qualification. For this element, you will be required to demonstrate the use of standard English when speaking and to express your ideas in an engaging way.

### Skills you need:

- Reading
- Writing
- Listening skills
- Speaking skills
- Communication skills
- Ability to work both within a group and independently
- Thinking creatively
- Motivation

### Skills you will develop:

- Reading and writing skills
- Analytical and evaluative skills
- Comparing texts
- Thinking skills
- Problem solving
- Communication skills
- Literacy
- Writing creatively

### Careers

This course would enable you to study English at ‘A’ Level and then onto degree level. You need at least a Grade 5 in English Language to study A-levels in any subject but most courses/colleges will expect at least a Grade 6.

Future careers with English include teaching, journalism, law, editing, marketing, media and management.

For further information, contact Miss R. Henry, Head of English [r.henry@temac.co.uk](mailto:r.henry@temac.co.uk)

# English Literature

Exam Board & Course title: AQA English Literature

Qualification: GCSE

<b>Paper 1</b> - Shakespeare and the 19th Century Novel	2 hours and 15 minutes	40%
<b>Paper 2</b> – Modern texts and Poetry	2 hours and 15 minutes	60%

It is important to note that pupils are not able to take copies of the text into the exam. It is therefore essential that pupils are experts on their set texts. It would be useful for students to own a personal copy of each text.

## Literature Paper One

Section A Shakespeare: students will answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on the novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## Literature Paper Two:

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Skills you need:

- Reading and writing
- Listening skills
- Speaking skills
- Ability to work both within a group and independently
- Thinking creatively
- Motivation

## Skills you will develop:

- Reading and writing skills
- Analytical and evaluative skills
- Comparative skills
- Thinking skills
- Communication skills
- Critical analysis

## Careers

This course would enable you to study English at A Level and then onto degree level. Most colleges require at least a Grade 6 to study English Literature at A level.

Future careers with English include teaching, journalism, law, editing, marketing, media and management.

For further information, contact Miss R. Henry, Head of English [r.henry@temac.co.uk](mailto:r.henry@temac.co.uk)



## Mathematics

Exam Board & Course title: Edexcel

Qualification: GCSE

<b>Paper 1</b>	1 hour 30 minutes	Non Calculator
<b>Paper 2</b>	1 hour 30 minutes	Calculator
<b>Paper 3</b>	1 hour 30 minutes	Calculator

A linear exam is taken at the end of Year 11. Pupils will be entered for one of two tiers, Foundation or Higher. The Maths exam consists of three papers all lasting 1 hour 30 minutes. The first exam is a non-calculator and the second two exams are calculator papers. There are no controlled assessments in Mathematics. Depending on setting, students may also sit an entry-level qualification in addition to the GCSE.

### Course content:

Algebraic Manipulation, Equations and Functions, Sequences and Graphs, Calculations, properties of Number, Fractions, Percentages, Ratio, Geometrical Reasoning, Measures, Area, Perimeter and Volume, Data, Averages, Range, Constructing and Interpreting Charts and Probability.

### Skills you need:

- To be able to Represent Mathematical Concepts and Ideas
- To Communicate Mathematically
- To Reflect on our Mathematical Learning
- To Analyse using Mathematical Reasoning
- To Analyse using Appropriate Procedures
- To be able to Interpret and Evaluate Mathematics

### Careers:

Most careers require a pass in Maths. A standard pass is a grade 4 and a good pass is a grade 5. It has been shown that pupils who go on to take 'A' Level Maths earn 20% more than pupils who do not take 'A' Level Maths. To study at A-level Mathematics, you will require at least a grade 6.

### Other information:

Good attendance is vital for success in examinations. Students must complete homework on time. This provides a great opportunity to consolidate learning on key topics. It is expected that pupils have independent study skills and should use Mathswatch and other e-learning platforms such as GCSE pod to help prepare for assessments.

For further information, contact Mr Johnston, Head of Maths [w.johnston@temac.co.uk](mailto:w.johnston@temac.co.uk)

## Combined Science

**Exam Board & Course title:** Edexcel

**Qualification:** GCSE

### Content and assessment overview:

Subject	Paper 1	Paper 2	Time
<b>Biology</b>	Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles	1 hour and 10 minutes
<b>Chemistry</b>	Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria	Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science	1 hour and 10 minutes
<b>Physics</b>	Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity	Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter	1 hour and 10 minutes

### Skills you need:

The GCSE in Combined Science requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion the eight Core practicals.

### Future study

To study at A-level Science, you will require at least a Grade 6 in Combined science.

### Careers

This is a compulsory core subject that helps students develop analytical thinking skills for a profession requiring a logical thought process. The potential careers this can lead to are: Bio-chemistry, Medicine, Dentistry, Optometry, Pharmacy, Teaching, Forensics, Engineering, Computer programming as well as numerous other areas of Biology, Chemistry and Physics.

For more information, please contact Mr Dewhurst, Head of Science; [m.dewhurst@temac.co.uk](mailto:m.dewhurst@temac.co.uk)

# Geography

Number of Exams – 3

Controlled Assessments – 0

Exam Board – AQA

Unit Titles	Content	
<b>Living with the Physical Environment</b>	<ul style="list-style-type: none"> <li>• The Challenge of Natural Hazards</li> <li>• The Living World</li> <li>• Physical Landscapes in the UK</li> <li>• Written Exam: 1 hour 30 minutes</li> </ul>	35%
<b>Challenges in the Human Environment</b>	<ul style="list-style-type: none"> <li>• Urban Issues and Challenges</li> <li>• The Changing Economic World</li> <li>• The Challenge of Resource Management</li> <li>• Written Exam: 1 hour 30 minutes.</li> </ul>	35%
<b>Geographical Applications</b>	<ul style="list-style-type: none"> <li>• Issue Evaluation</li> <li>• Fieldwork – 2 Geographical Enquiries</li> <li>• Written exam: 1 hour 15 minutes.</li> </ul>	30%

Geography GCSE is designed to develop and extend skills, concepts and themes studied at Key Stage 3. The units studied cover a range of themes from both physical and human geography and investigates the links between them. You will undertake two fieldwork investigations in contrasting environments, to show an understanding of both physical and human geography. You will explore a range of examples and case studies in the United Kingdom, low income countries and high income countries which will give you a deep knowledge and understanding of the world you live in and the factors that continue to shape it.

## Who is this course suitable for?

Geography promotes a lifelong interest and fascination in how the world works. It is suitable for students who want to study the features of the earth such as earthquakes and tropical storm and gain an appreciation of the social, economic and physical processes which shape and change our urban world. There are so many ways to learn in Geography. It is very practical with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, presenting, and problem solving. Additionally, you will be given the opportunity to undertake geography fieldwork to gain real life experience as a geographer. You will also improve your literacy through your written work and make practical use of your numeracy skills when you interpret data and construct graphs.

## Careers:

Students who study Geography develop a range of skills that are required for further study and in the work place. They include; Leisure, Travel & Tourism, Meteorology, Social Services, Business & Finance, Management, Scientific Service, Environmental Management, Planning, Surveying and many more.

For further information, contact Miss Lloyd; [j.lloyd2@temac.co.uk](mailto:j.lloyd2@temac.co.uk)

## History

Number of Exams – 3

Controlled Assessments – 0

Exam Board – Pearson

Unit Titles	Content	
<b>Paper 1</b> -Thematic study and historic environment	Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city	30%
<b>Paper 2</b> – British Depth Study	Anglo-Saxon and Norman England c1060- c1088	20%
<b>Paper 2</b> – Period Study	The American West c1835 - c1895	20%
<b>Paper 3</b> – Modern Depth Study	Weimar and Nazi Germany c1918-c1939	30%

This course consists of four very different units to be studied for three exams. From understanding the life of the Native American Indians to the rise of Adolf Hitler. From life as a Norman soldier to the history of East London. From tortuous medieval punishments to life in a prison cell – GCSE history has it all!

A GCSE in History is widely recognised as a sure foundation for many employment opportunities. It will prepare you for later studies by improving skills including: the use of evidence, the formation of judgements, independent research, the recognition of bias and the analysis of sources - all of which will help you with further studies.

### Who is this course suitable for?

History is an academic subject that helps you understand how we have got to where we are today. It allows you to make links with the past and predict the future. It is suitable for any student who is interested in the people that have changed the way we live and the events that have shaped the planet. History is ideal for students that can look at arguments from different angles to understand the nuances to realise that the past is not 'black and white'. History is perfect for those that do not like being told what they have to believe, but instead want to find out for themselves.

“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” - Michael Crichton

### Careers:

People with qualifications in History, and the life skills that it develops, are in most major professions – Health, Teaching, Local and National Government and Broadcasting.

Many students enter jobs with obvious History connections, such as Law, Journalism, Tourism, Politics, Archaeology, Marketing, Sales, Retail, the Armed Forces and Business Management, to name just a few.

For further information, contact Mr Jones, [g.jones@temac.co.uk](mailto:g.jones@temac.co.uk)

## Spanish

Number of Exams – 4

Controlled Assessments – 0

Exam Board – Pearson (Edexcel)

Themes of study:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

Unit Titles	Content
<b>Unit 1: Speaking</b>	<ul style="list-style-type: none"> <li>• <b>A reading aloud task</b> You will be able to practice this before the assessment begins.</li> <li>• <b>A transactional role play</b> The role play tasks are all set in real-life situations like buying things, going to the doctors, booking hotels etc, so they should be useful to you in the wider world beyond the exam.</li> <li>• <b>A picture description and follow on conversation.</b> You'll be given a choice of thematic context a few weeks in advance for the picture and conversation so you can be prepared and feel confident</li> </ul>
<b>Unit 2: Listening and understanding</b>	<ul style="list-style-type: none"> <li>• 5 minutes reading time at the start of the paper.</li> <li>• Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>• Section B: Dictation</li> <li>• Each extract will be played 3 times so that you can listen, respond and then check.</li> <li>• The extract will be spoken at a moderate pace and there will be gaps built in to give you time to answer.</li> </ul>
<b>Unit 3: Reading and Understanding</b>	<ul style="list-style-type: none"> <li>• Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>• Section B: Translation into English</li> <li>• There will be some <b>pictures</b> and <b>glossed words</b> (proper nouns like place names) to help you understand <b>cultural topics</b>.</li> <li>• <b>Instructions are all in English</b>, so you'll always know what is expected of you.</li> </ul>

<b>Unit 4: Writing</b>	<ul style="list-style-type: none"> <li>• Picture description task (foundation only)</li> <li>• Two open response writing tasks             <ul style="list-style-type: none"> <li>• Foundation - 40-50 words &amp; 80-90 words.</li> <li>• Higher = 80-90 words and 130-150 words</li> <li>• You have a choice of two for each so you can pick the one you feel more confident with.</li> </ul> </li> <li>• Translation into Spanish             <ul style="list-style-type: none"> <li>• Foundation - 5 sentences</li> <li>• Higher - a short paragraph</li> </ul> </li> </ul>	25%
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**Spanish at TEMA: Developing a passion for languages which opens your mind and opens your world to new and exciting opportunities and experiences.**

The East Manchester Academy’s Spanish curriculum is designed to explore the relevance of Spanish in the modern world and to encourage students to communicate confidently in a foreign language. Students should recognise the purpose and value of using Spanish in their worlds and as a result, we engineer opportunities for students to communicate in real life scenarios, showing them how they could use Spanish in their own lives.

Students will discover the wonders of the Spanish speaking world and they will be able to give an account of what is known to them – their family, their city, their school, their holidays. They will also be able to discuss social and environmental issues and make plans for their futures including work and study ambitions and plans for travel and cultural exploration.

Through our knowledge-rich languages curriculum, we equip pupils with the skills to become lifelong language learners and adaptable global citizens.

**Who is this course suitable for?**

Students who:

- Enjoy travel and communication
- Improve their communications skills
- Wish to work in an international environment or stand out in the jobs market
- Develop their cultural awareness
- Want to achieve the English Baccalaureate (EBacc)

**Careers**

Languages are attractive to all business, colleges and universities and can really help you stand out in the crowd of other applicants – two thirds of businesses in the UK agree that we need to improve our languages skills to be successful as a globally open trading nation. A report by the British Council in 2017 identified Spanish as the most language for the future of the United Kingdom. According to the latest census there are 4,000 Spanish speakers in Manchester.

Languages truly open a variety of exciting opportunities and can be used in almost all careers. Specific language related careers include jobs in travel and tourism, translating, interpreting, and teaching. Often languages graduates find themselves working in a variety of industries such as sport, journalism, law, business, medicine, technology, and logistics. Many companies have global links with Europe and South and Central America and look to employ staff who can speak foreign languages, particularly Spanish.

For more information, contact Mr Eyres, Head of MFL; [j.eyres@temac.co.uk](mailto:j.eyres@temac.co.uk)

## BTEC Art and Design Practice

Number of Exams – 1

Controlled Assessments – 1

Exam Board – Pearson

Unit Titles	Content	
<b>Component 1</b>	Pearson Set Assignment – Internally Assessed.  Follow a brief, explore practitioners, generate ideas, experiment with materials, equipment and tools. Produce a variety of outcomes, including a final piece.	60%
<b>Component 2</b>	Pearson Set Assignment – Externally moderated.  Follow a brief, explore practitioners, generate ideas, experiment with materials, equipment and tools. Produce a variety of outcomes, including a final piece.	50%

The main aim of the course is to develop your artistic skills and your ability to understand how artists work. We want to give you as many opportunities as possible to succeed and to get the most out of the course. We provide workshops to cover a wide range of skills using materials and techniques that are exciting and teach you how to work with them in different ways to create interesting outcomes. The course covers all aspects of Art and you will study areas such as observational drawing, painting, ceramics, printmaking, textiles, mixed media, and digital imagery. We encourage you to develop your own ideas, to start thinking for yourself and to express your personality in your work. You will also engage with the work of historical and contemporary artists.

### Who is this course suitable for?

BTEC Art and Design is an excellent opportunity for pupils to create art work with in independent and individual approach. If you want to go into an Art related career when you are older, or if you are just interested in Art and Design and enjoy expressing yourself in creative and practical ways, then this course could be for you.

### Careers

Studying Art will enable you to make the progression onto an AS and A Level course in Art and Design. If you think you want a future career in the creative industries, then Art is a must for you.

Career opportunities include, but not limited to:

- Fine Artist
- Graphic Designer
- Fashion Designer
- Textile pattern maker
- Illustrator for books/magazines
- Architect
- Advertising, including digital marketing and web design
- Interior designer
- Props and set designer
- 3D model maker for TV

For more information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## BTEC Art and Design Practice – 3D

Number of Exams – 1

Controlled Assessments – 1

Exam Board – Pearson

The main aim of the course is to develop your artistic skills and your ability to understand how artists work. We want to give you as many opportunities as possible to succeed and to get the most out of the course. We provide workshops to cover a wide range of skills using materials and techniques that are exciting and teach you how to work with them in different ways to create interesting outcomes. The course covers all aspects of Art and you will study areas such as observational drawing, painting, ceramics, printmaking, textiles, mixed media, and digital imagery. digital imagery, all work will lead to a 3D outcome. We encourage you to develop your own ideas, to start thinking for yourself and to express your personality in your work. You will also engage with the work of historical and contemporary artists.

Unit Titles	Content	
<b>Component 1</b>	Pearson Set Assignment – Internally Assessed.  Follow a brief, explore practitioners, generate ideas, experiment with materials, equipment and tools. Produce a variety of outcomes, including a final piece.	60%
<b>Component 2</b>	Pearson Set Assignment – Externally moderated.  Follow a brief, explore practitioners, generate ideas, experiment with materials, equipment and tools. Produce a variety of outcomes, including a final piece.	50%

### Who is this course suitable for?

BTEC Art and Design is an excellent opportunity for pupils to create art work with in independent and individual approach. If you want to go into an Art related career when you are older, or if you are just interested in Art and Design and enjoy expressing yourself in creative and practical ways, then this course could be for you.

### Careers

Studying Art will enable you to make the progression onto an AS and A Level course in Art and Design. If you think you want a future career in the creative industries, then Art is a must for you.

Career opportunities include, but not limited to:

- Visual Merchandiser
- Props and set designer
- 3D model maker for TV
- Fine Artist
- Graphic Designer
- Fashion Designer
- Textile pattern maker
- Product tester and designer
- Illustrator for books/magazines
- Architect

For more information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)



## Child Development

Number of Exams – 1

Coursework Tasks – 2

Exam Board – OCR Cambridge National Diploma

Unit Titles	Content	
<b>Written Exam</b>	R018: Health and well-being for child development	40%
<b>Coursework Assessment 1</b>	R019: Understand the equipment and nutritional needs of children from birth to five years	30%
<b>Coursework Assessment 2</b>	R020: Understand the development of a child from birth to five years	30%

### Content overview

There are three mandatory units:

#### **R018: Health and well-being for child development**

This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.

#### **R019: Understand the equipment and nutritional needs of children from birth to five year**

Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being.

#### **R020: Understand the development of a child from birth to five years**

Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities

#### **Who is this course suitable for?**

33% of the course is assessed through exams, so students need to be good at recalling information in exam conditions. Students need to have good time management skills and be able to work independently to meet internal assessment requirements of the course.

- The course is designed to stand alone and so no prior knowledge is needed.
- Students will be expected to have good organisational skills and study skills.

#### **Careers**

If you achieve a Level 2 qualification you could progress onto A-levels or a Vocational Level 3. The understanding of children, health, social care and safety will give students who undertake this course knowledge and skills to work in many public sector services. Equally students who are successful in this course go on to have careers in psychology, sociology and a range other of careers in many sectors.

For further information, contact Ms Johnston; [l.johnston@temac.co.uk](mailto:l.johnston@temac.co.uk)

## Computer Science

Number of Exams – 2

Controlled Assessments – 1

Exam Board – OCR

Unit Titles	Content	
<b>Component 01 – Computer Systems</b>	In this unit students will learn a range of computer science theory including systems architecture; memory; storage; wired and wireless networks; network topologies, protocols and layers; system security; system software; and legal, ethical and environmental concerns.	50 %
<b>Component 02 – Computational Thinking, Algorithms and Programming</b>	In this unit students will learn a range of programming skills including: algorithms; programming techniques; producing robust programs; computational logic; translators and facilities of languages; and data representation.	50%
<b>Component 03 – Programming Project</b>	This assessment is completed over a period of 20 hours and involves learners coding a computer system based on a brief provided by the exam board. Learners will be expected to showcase their skills at: programming techniques; analysis; design; development; testing; evaluation and forming conclusions.	0%

The specification provides progression from Key Stage 3 studies by building on the knowledge and skills taught and will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computer Science, Engineering, Maths and Physics.

### Who is this course suitable for?

This course is for pupils who want to explore how computers work, develop computational thinking and learn programming skills. It is specifically designed for those pupils who are interested in computers and finding out more about how they work. It is a great entry point for job roles such as software developer, web developer, systems analyst and many more. It is a challenging course and pupils should have confidence in their mathematic ability and problem solving skills. Please also see our alternative course; **Digital Information Technology**.

### Careers

With Computer Science continuing to have a growing importance there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## CNAT Sport Studies

Number of Exams – 1

Controlled Assessments – 2

Exam Board – OCR

Unit Titles	Content	
<b>Sport Studies Mandatory Unit R184: Contemporary issues in sport</b>	Written paper (Externally assessed) - 1 hour 15 minutes – 70 marks (70 UMS)  Learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in sport	35%
<b>Sport Studies Mandatory Unit R185: Developing sports skills</b>	Centre assessed tasks - 80 marks (80 UMS)  Learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity.	40%
<b>Sport Studies Unit R186: Sport and Media</b>	Centre assessed tasks - 60 marks (60 UMS)  Learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media.	25%

Students will be taught a mixture of theory and practical sessions. Students will experience a variety of practical activities in lessons and will be assessed on three coursework modules and one written exam. All theory content will be covered in lessons with homeworks being completed to consolidate understanding and links to physical activities.

### Who is this course suitable for?

Students who prefer coursework assessments.

Students who are interested in a sporting or scientific career path.

### Careers

You would be able to pursue a career in; PE teaching, Coaching, The National Governing Body sports development in specific sports, Sports media/journalist, Nutritionist, Physiotherapist, Sports Science, Sports Development Management, PE Technicians, Competition Managers, Leisure Centre Manager, Fitness Instructors, Event Organiser and as a Competitor.

For more information, contact Mr Hamilton, Head of PE; [c.hamilton@temac.co.uk](mailto:c.hamilton@temac.co.uk)

## Vocational Digital Information Technology

Number of Exams – 1

Controlled Assessments – 2

Exam Board – Pearson

Unit Titles	Content	
Component 01 – Exploring User Interface Design Principles and Project Planning Techniques	Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.	Coursework (30 %)
Component 02 – Collecting, Presenting and Interpreting Data	Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.	Coursework (30 %)
Component 03 – Effective Digital Working Practices	Learners will explore how organisations use digital systems and the wider implications associated with their use.	Exam (40 %)

The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:  
development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, apps development, legal and ethical codes of conduct.

### Who is this course suitable for?

This exciting new Vocational Tech Award in Digital Information Technology is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their careers.

### Careers:

Learners who generally achieve a Level 2 across their Key Stage 4, might consider progression to A-Levels as preparation for entry to higher education in a range of subjects. Alternatively, you may wish to study a vocational qualification at Level 3, such as a Vocational National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector which is a highly attractive area of employment.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## Vocational Business Enterprise

Number of Exams 1

Controlled Assessments – 2

Exam Board – Pearson

Unit Title		
<b>Component 1</b>	Exploring Enterprises (internally assessed)	30%
<b>Component 2</b>	Planning for and pitching an enterprise activity (internally assessed)	30%
<b>Component 3</b>	Promotion and finance for business (external exam)	40%

Technical Award in Enterprise helps students to gain a thorough understanding of the dynamics of business activity.

The course provides students with a sound basis for candidates to progress either directly to employment or to proceed to further qualifications, such as A Level Business.

### Who is this course suitable for?

40% of the course is assessed through exams, so students need to be good at recalling information in exam conditions. Students need to have good time management skills and be able to work independently to meet internal assessment requirements of the course. The problem-solving nature of the course would certainly help students who wish to go on to higher education but the course would be equally suitable for students wanting to work in the Business sector.

- The course is designed to stand alone and so no prior knowledge is needed.
- Students will be expected to have good organisational skills and study skills.

### Careers

If you achieve a Level 2 qualification you could progress onto A-levels or a Vocational Level 3.

Whatever career path you choose in the future, you will be working in a business – whether that ‘business’ is a solicitor’s firm, theatre company, hospital, insurance company, pharmacy or a vet. All of these businesses will have to consider business concepts and ideas, and this subject will give you an understanding of business.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## Health and Social Care

Number of Exams – 1

Controlled Assessments – 3

Exam Board - OCR

Unit Titles	Content	
<b>R032: Principles of care in health and social care settings</b>	<p>Written paper (Externally assessed) - 1 hour 15 minute – 70 marks (80 UMS)</p> <p>Students learn about the key topics that are important when caring for and protecting people in health and social care.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>o Topic Area 1 The rights of service users in health and social care settings</li> <li>o Topic Area 2 Person-centred values</li> <li>o Topic Area 3 Effective communication in health and social care settings</li> <li>o Topic Area 4 Protecting service users and service pro</li> </ul>	25%
<b>R033: Supporting individuals through life events</b>	<p>Centre assessed tasks - 60 marks (60 UMS)</p> <p>Students learn about growth and development through the life stages, how to understand the needs of individuals who have been affected by life events, and how to recommend support to meet their needs.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>o Topic Area 1 Life stages</li> <li>o Topic Area 2 Impacts of life events</li> <li>o Topic Area 3 Sources of support</li> </ul>	25%
<b>R035: Health promotion campaigns</b>	<p>Centre assessed tasks - 60 marks (60 UMS)</p> <p>Students will explore health promotion campaigns and learn about their benefits to society. They will also plan and deliver their own health promotion campaign.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>o Topic Area 1 Current public health issues and the impact on society</li> <li>o Topic Area 2 Factors influencing health</li> <li>o Topic Area 3 Plan and create a health promotion campaign</li> <li>o Topic Area 4 Deliver and evaluate a health promotion campaign</li> </ul>	25%

Students will be taught theory and practical sessions. Students will be assessed on two coursework modules and one written exam. All theory content will be covered in lessons with homework's being completed to consolidate understanding.

### Who is this course suitable for?

Students who prefer coursework assessments.

Students who want to know more about the role the sector plays in the health, well-being and care of individuals across all age ranges.

### Careers

Occupational therapist, Care worker, Rehab worker, Counsellor, Health psychologist, Social worker, Health visitor.

For more information, contact Mr Hamilton, Head of PE; [c.hamilton@temac.co.uk](mailto:c.hamilton@temac.co.uk)

## Hospitality & Catering L1/2

Number of Exams – 1

Assessments – 1

Exam Board - EDUQAS

Unit Titles	Content	
<b>Unit 1: The Hospitality and Catering Industry</b>	Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction	Online Examination  40%
<b>Unit 2: Hospitality and Catering in Action</b>	This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by the exam board and will have to safely plan, prepare, cook and present dishes to satisfy the task.  Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction	Coursework  60%

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to consider to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time.

### You will learn about:

Safe and hygienic preparation of the cooking environment, the sources and seasonality that can affect food choices and cooking for a range of purposes.

### You will develop skills:

In creating menus to meet a brief  
In selecting ingredients to cook dishes  
In adapting recipes for health and specific dietary needs.

### Who is this course suitable for?

This course is suitable for anyone who is interested in the food we eat and its links to health, those who enjoy working with food and are interested in finding out about new foods and how foods are produced, prepared and cooked as well as links to the Catering Industry, then this is the course for you!

### Careers

Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation, retail, and restaurateurs.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## Music

Number of Exams – 1

Controlled Assessments – 2

Exam Board – BTEC Pearson

Unit Titles	Content	
Component 1: Exploring Music Products and Styles	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.	Course work 30%
Component 2: Music Skills Development	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.	Course work 30%
Component 3: Responding to a Music Brief	Learners will be given the opportunity to develop and present music in response to a given music brief.	Exam 40%

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (603/7055/5) is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

### Who is this course suitable for?

This course is suitable for students who enjoy creatively exploring a variety of topics, genres and styles of music. If you are a person who enjoys working as a team and contributing ideas to shape performance work you will succeed in this demanding yet very enjoyable subject.

### Careers:

The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2019, the music industry supported more than 190,935 full-time jobs in the UK, 139,352 of which were in the music creators' sector. Music shows you have important qualities that ALL employers and colleges are looking for such as self-discipline, organisation skills and the ability to work in a team. It can lead into many different fields, including Level 3 Qualifications, A-Level music, Degree courses, teaching.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)



## Performing Arts Dance

Number of Exams – 1

Controlled Assessments – 2

Exam Board – BTEC Pearson

Unit Titles	Content	
Component 1: Exploring the Performing Arts	Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Learners will study 3 contrasting Dance repertoires and complete a final project based on one of the works.	Course work 30%
Component 2: Developing Skills and Techniques in the Performing Arts	Learners will develop their dance skills and techniques through the reproduction of a professional dance repertoire.	Course work 30%
Component 3: Responding to a Brief	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks	Exam 40%

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in a Dance role. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

### Who is this course suitable for?

This is a predominantly practical course that will inspire and develop your creativity. The course will equip you with skills that can either be transferred to any future career or specifically to a career in performing arts. If you are a person who enjoys working as a team and contributing ideas to shape performance work you will succeed in this demanding yet very enjoyable subject.

### Careers:

The performing arts are a major part of the creative and cultural industries in the UK, which in 2017–2018 were growing at over five times the rate of the wider UK economy, contributing £111.7 billion a year to the economy. There were more than 9,000 enterprises in the performing arts industry in 2018, and in 2019 more than 82,000 people working in a wide range of roles from performers to designers and choreographers. The skills developed through the study of performing arts are integral to roles across the creative industry, including film and TV, theatre, games and social platforms.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## Performing Arts Drama

Number of Exams – 1

Controlled Assessments – 2

Exam Board – BTEC Pearson

Unit Titles	Content	
Component 1: Exploring the Performing Arts	Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Learners will study 3 contrasting Drama works and complete a final project based on one of the works.	Course work 30%
Component 2: Developing Skills and Techniques in the Performing Arts	Learners will develop their acting skills and techniques through the reproduction of repertoire as performer.	Course work 30%
Component 3: Responding to a Brief	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks	Exam 40%

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in a acting role. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

### Who is this course suitable for?

The course will equip you with skills that can either be transferred to any future career or specifically to a career in performing arts. If you are a person who enjoys working as a team and contributing ideas to shape performance work you will succeed in this demanding yet very enjoyable subject.

### Careers:

Drama is the perfect subject to develop public speaking skills; it develops students' confidence when presenting all kinds of information to a listening audience. Possible career opportunities or links to specific professions are: Lawyer (Presenting in court), Social Work or Psychology, Events Manager, Teacher, Actor, Dancer, Theatre Technician, Presenter or Marketing.

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

# Photography

Number of Exams – 1

Controlled Assessments – 1

Exam Board – AQA

Unit Titles	Content	
<b>Coursework</b>	A collection of work covering 2 or more projects	60%
<b>Externally Set Task</b>	A number of questions are provided from the exam board, you will choose one. You will have approximately 10 weeks of preparation time and will complete 10 hours of controlled assessment.	40%

You will be introduced to a variety of experiences exploring a range of techniques and processes, including both traditional and new technologies. You will work in one or more areas of lens-based and light-based media such as those listed below.

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography
- Fine Art photography, photographic installation
- Photography involving a moving image
- New media practice such as computer manipulated photography and animated gifs and cinemographs.

You will produce a portfolio of work throughout the course culminating in a 10 hour controlled assessment test which is assessed to the AQA GCSE photography criteria. Students will be expected to demonstrate skills and techniques within the use of photography.

## Who is this course suitable for?

The course is suitable for students who have a genuine interest in photography. If you look at the world with a creative eye, and are committed and hardworking, then you'll find this course to be practical, creative and fun. GCSE photography is certainly not an easy option, it will demand an investment in your time and a great deal of independent work outside of school. If you want to work within the area of photography when you are older, or you are interested in Art & Design and want to record in an alternative way to drawing, then this is the course for you.

## Careers

Studying GCSE Photography will enable you to make the progression onto an AS and A Level course in Photography or Art and Design. Photography, Graphic Design or Creative Imaging, visual arts, film and cinematography.

Career opportunities include, but not limited to:

- Advertising art director
- Film/video editor
- Graphic designer
- Magazine features editor
- Medical illustrator
- Photographer
- Press photographer
- Television camera operator

For further information, contact Mr Berne, Head of Technologies; [s.berne@temac.co.uk](mailto:s.berne@temac.co.uk)

## Religious Studies

Number of Exams – 2

Controlled Assessments – 0

Exam Boards - AQA

Unit Titles	Content	
<b>Paper 1 - The study of religions: beliefs, teachings and practices</b>	<ul style="list-style-type: none"> <li>• Christianity: Beliefs and Teachings</li> <li>• Christianity: Practices</li> <li>• Islam: Beliefs and Teachings</li> <li>• Islam: Practices</li> </ul>	50%
<b>Paper 2 – Thematic studies</b>	<ul style="list-style-type: none"> <li>• Relationships and families</li> <li>• Religion and life</li> <li>• Religion, peace and conflict</li> <li>• Religion, crime and punishment</li> </ul>	50%

AQA GCSE Religious Studies is designed to prepare you with the skills needed to improve not just your Religious Studies work, but also wider study skills needed in further education. It will also prepare you for life in a diverse world, where you will need to understand different beliefs and attitudes and respond to these appropriately.

This course consists of two exams which allow for both an in depth study of the beliefs and practices of two religions, and investigation into attitudes towards different ethical issues, including dilemmas surrounding euthanasia, abortion, the death penalty and sexual relationships.

A GCSE in Religious Studies is widely recognised as a sure foundation for many employment opportunities. It will prepare you for later studies by improving skills including explanation of ideas, evaluation, and comparison - all of which will help you with further studies.

### Who is this course suitable for?

Religious Studies is an academic subject that helps you understand the world we live in. It allows you to consider the views of others and gain a greater understanding of the two main religions of Great Britain. It is suitable for any student that is interested in people and their views, as well as the ways that society functions. Religious Studies is ideal for students that can look at arguments from different angles and who realise that it is important to recognise these differences in belief in our diverse society. Religious Studies allows pupils to explore their own beliefs as well as considering different responses to the big issues we face in the modern world and the values that we uphold through spiritual, moral, social and cultural experiences.

‘The beauty of the world lies in the diversity of its people.’

### Careers

People with qualifications in Religious Studies, and the life skills that it develops, are in most major professions –Teaching, Local and National Government, Media, Politics, Law.

Many students go on to follow degree courses in a wide range of subjects, including law, history, politics, journalism, media, to name just a few.

For further information, contact Ms. Carr Brown, Head of Humanities; [h.carr-brown@temac.co.uk](mailto:h.carr-brown@temac.co.uk)

## Sociology

Number of Exams – 2

Controlled Assessments – 0

Exam Board – AQA

Unit Titles	Content	
<b>Paper 1 – The Sociology of Families and Education</b>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Education</li> <li>• Relevant Theories</li> <li>• Relevant Research Methods</li> </ul>	50%
<b>Paper 2 – The Sociology of Crime and Deviance and Social Stratification</b>	<ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Social Stratification</li> <li>• Relevant Theories</li> <li>• Relevant Research Methods</li> </ul>	50%

### Content Overview

GCSE Sociology is an introduction to the study of society. We ask and try to answer a wide variety of questions and people often disagree about the answers. Here are some of the questions we ask:

Why are people the way they are? WHY are some rich, some poor?

Why do girls achieve more than boys?

Why are males more likely to be in prison than females?

Why are black people more likely to be arrested than white or Asian people?

Why are males more likely to be aggressive whilst females more likely to go into caring jobs?

Who tells us how to behave?

Who can force us to behave in certain ways?

What happens to us if we don't behave how we are supposed to?

Who decides what is right and wrong in society? Does this affect us equally?

### Who is this course suitable for?

Students interested in contemporary social issues and what influences our behaviour.

100% of the course is assessed through exams, so students need to be good at recalling information in exam conditions. The course is designed to stand alone so no prior knowledge is needed.

### Careers:

Students of Sociology go into a variety of careers and studying it at GCSE Level will equip you well.

Careers include: Law, Media, Journalism, Teaching, Marketing, Business, PR, Civil Service, Social Work and the Caring Professions, to name a few.

For further information, contact Ms. Carr Brown, Head of Humanities; [h.carr-brown@temac.co.uk](mailto:h.carr-brown@temac.co.uk)

## Separate Sciences

**Exam Board & Course title:** Edexcel

**Qualification:** GCSE

### Content and assessment overview:

Subject	Paper 1	Paper 2	Time
<b>Biology</b>	Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles	1 hour and 45 minutes
<b>Chemistry</b>	Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria <b>Topic 5 – Separate chemistry 1</b>	Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science <b>Topic 9 – Separate chemistry 2</b>	1 hour and 45 minutes
<b>Physics</b>	Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity <b>Topic 7 – Astronomy</b>	Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter	1 hour and 45 minutes

### Skills you need:

The GCSEs in Separate Sciences requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the core practical for Biology, Chemistry and Physics.

### Who is this course suitable for?

Those that have a passion for science and have shown aptitude for science at Key stage 3. 100% of the course is assessed through exams, so students need to be good at recalling information in exam conditions.

### Future study

To study at A-level Sciences, you will require at least a Grade 6 in Combined science or Separate science.

### Careers

This subject helps students develop analytical thinking skills for a profession requiring a logical thought process. The potential careers this can lead to are: Bio-chemistry, Medicine, Dentistry, Optometry, Pharmacy, Teaching, Forensics, Engineering, Computer programming as well as numerous other areas of Biology, Chemistry and Physics.

For more information, please contact Mr Dewhurst, Head of Science; [m.dewhurst@temac.co.uk](mailto:m.dewhurst@temac.co.uk)

## Useful Contacts

Mr Birrell	Deputy Headteacher - Standard and Outcomes	<a href="mailto:m.birrell@temac.co.uk">m.birrell@temac.co.uk</a>
Mr Mountain	Assistant Headteacher – Achievement	<a href="mailto:i.mountain@temac.co.uk">i.mountain@temac.co.uk</a>
Miss Hargreaves	Head of Year 9	<a href="mailto:s.hargreaves@temac.co.uk">s.hargreaves@temac.co.uk</a>
Mr Scanlon	Assistant Head of Year 9	<a href="mailto:a.scanlon@temac.co.uk">a.scanlon@temac.co.uk</a>
Mrs Gorey	Head of English	<a href="mailto:r.gorey@temac.co.uk">r.gorey@temac.co.uk</a>
Mr Johnston	Head of Maths	<a href="mailto:w.johnston@temac.co.uk">w.johnston@temac.co.uk</a>
Mr Dewhurst	Head of Science	<a href="mailto:m.dewhurst@temac.co.uk">m.dewhurst@temac.co.uk</a>
Mr Eyres	Head of MFL	<a href="mailto:j.eyres@temac.co.uk">j.eyres@temac.co.uk</a>
Miss Carr- Brown	Head of Humanities	<a href="mailto:h.carr-brown@temac.co.uk">h.carr-brown@temac.co.uk</a>
Mr Berne	Head of Technologies	<a href="mailto:s.berne@temac.co.uk">s.berne@temac.co.uk</a>
Mr Hamilton	Head of P.E.	<a href="mailto:c.hamilton@temac.co.uk">c.hamilton@temac.co.uk</a>

## Our Vision

“We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.”

## Reach Values

RESPECT	<b>We show respect for all other people and recognise our common humanity.</b>
EQUALITY	<b>We ensure all members of our community are treated equitably.</b>
AMBITION	<b>We expect the best from ourselves. We have ambition and will not let ourselves be limited.</b>
CARE	<b>We show empathy and kindness to others.</b>
HARD WORK	<b>We are prepared to work hard to achieve our dreams.</b>







<b>Name</b>		<b>Form</b>	
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This form is designed for you to indicate your preferred subject choices. These choices are not guaranteed. This form will be discussed with you at a formal interview to ensure you have made the correct choices for your chosen career path and appropriate to your interests. If insufficient numbers of students choose a particular option, this subject may not run. **Please return this form at the Parents' Evening on Thursday 8<sup>th</sup> February.**

**Section 1:** Do you speak any languages other than English? (If yes, please indicate below:)

<b>Arabic</b>		<b>Greek</b>		<b>Japanese</b>		<b>Russian</b>	
<b>Bengali</b>		<b>Gujarati</b>		<b>Panjabi</b>		<b>Spanish</b>	
<b>Chinese</b>		<b>Hebrew</b>		<b>Persian</b>		<b>Turkish</b>	
<b>French</b>		<b>Italian</b>		<b>Polish</b>		<b>Urdu</b>	
<b>German</b>		<b>Japanese</b>		<b>Portuguese</b>			

**Section 2:** Which of the following subjects would you like to study, you must choose one subject per column. You must also choose a reserve subject in the event that a course does not run or you do not meet the entry requirements.

	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3</b>	<b>Choice 4</b>	<b>Reserve</b>
History					
Geography					
Spanish					
BTEC - Art & Design					
BTEC – 3D Art					
CNAT Child Development					
Computer Science					
CNAT - Sports Studies					
BTEC - Digital Information Technology					
BTEC - Enterprise					
Geography					
CNAT - Health and Social Care					
History					
Hospitality & Catering					
BTEC – Music					
BTEC - Performing Arts Dance					
BTEC - Performing Arts Drama					
Photography					
Religious Studies					
Separate Science					
Sociology					
Spanish					

<b>Staff Comments</b>	<b>Student Comments</b>