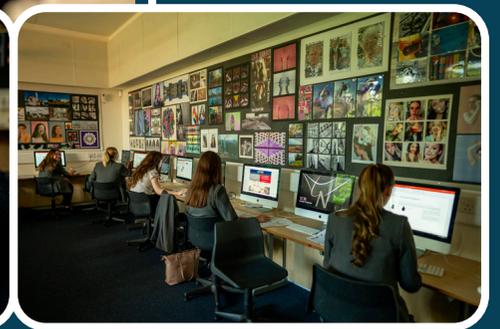
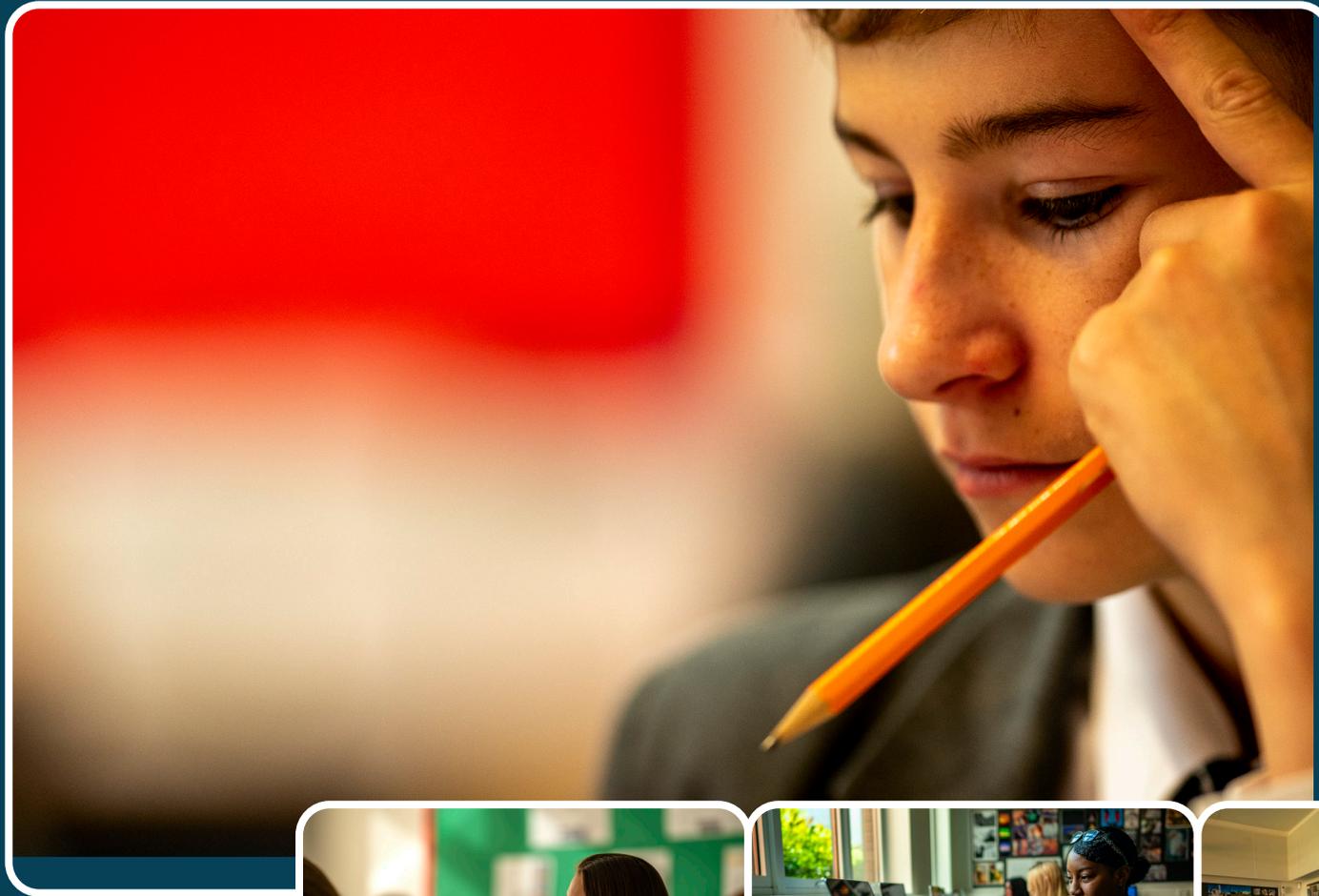


# Curriculum Pathways

## Key Stage 4 2020-2023



# Introduction



## Dear Parents/Carers,

Welcome to the Curriculum Pathways for Key Stage 4. At North, we have designed a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to be confident citizens and succeed in life. It is planned and sequenced towards cumulatively securing detailed knowledge and skills for future learning and employment. The curriculum enables students to develop their character through the CARE (PHSE) lessons which allows their resilience, confidence and independence to thrive; it also helps them to know how to keep physically and mentally healthy through CORE Physical Education lessons.

We offer a rich and ambitious academic curriculum which embodies our school's motto 'Studies Determine Character'. It offers every student, whatever their ability, the opportunity to excel academically and places a clear value on the arts and creative subjects (art, photography, music, drama, dance, design technology, engineering, food). Equally, if your child aspires to go to university and pursue a career linked to a degree, we recommend they study a modern foreign language of French or Spanish.

You will have heard about many recent changes in the educational landscape that are impacting on schools nationally. Schools are no longer measured by the government in terms of the percentage of students gaining 5A\*-C but rather by the amount of progress made by all, regardless of whether they are above the C/D borderline. In fact, your child's grades will be numbered from 9-1, rather than using letter grades. At North, every child and every grade is important, and we place equal emphasis and celebrate the success of a student who has been targeted and achieves their 10 grade 9s, in the same way as the student who meets and succeeds at lower target grades.

We take the time to design our curriculum which is centred on the student and ensure that we support them at every stage of the options process in selecting the correct courses, allowing them to go on to be successful citizens and make a positive contribution to society. We want you to carefully read through the subjects on offer and discuss possible careers as a family; the GCSEs provide a seamless transition to courses on offer at our popular Sixth Form, we encourage you to view post 16 courses by

clicking onto the links on each page.

In terms of next steps: you will receive a survey to complete with your child indicating which subjects they wish to pursue. This is the first stage for us to gauge the number of students interested in each subject, to shape our option blocks and accommodate the needs identified. We will then send out guidance to parents on the process of choosing the option choices from each block which will then be followed by an interview with the student and a member of the senior leadership team to discuss the suitability of subjects requested and possible routes to post 16 pathways.

This time offers an exciting chapter in our students' academic journey and we look forward to working with them and celebrating their forthcoming success and achievements.

**Mrs Ingram**  
Deputy Head



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# English Language

For further information, please contact: Ms Winer - [lwi@northbromsgrove.worcs.sch.uk](mailto:lwi@northbromsgrove.worcs.sch.uk)

QUALIFICATION: GCSE English Language  
EXAM BOARD: AQA  
ASSESSMENT DETAILS: 100% Examination

## What's the course about?

English Language is invaluable for your future, no matter what you are aiming to do. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too, by allowing you to appreciate the most powerful tool you have at your disposal: your ability to communicate.

Whatever you end up doing, English is a must have subject for sixth form, university, work and life!

## How is the course structured?

Students study a wide range of non-fiction and fiction texts to help develop critical analytical skills. These are from 19th-21st century writing and are often linked by theme. Students also develop their understanding of writing fiction and non-fiction accurately for different purposes and audiences.

There are two exams. The first asks students to respond to one literary fiction text through a range of reading tasks and one writing task. The second asks you to respond to two linked non-fiction texts from different time periods through a range of reading

tasks and one writing task. A significant proportion of the final marks are based around accurate use of spelling, punctuation and grammar. Students need to build a range of cross-transferable skills and apply these to any text they may face.

## Please note that:

- Attaining a grade of 4 or higher is seen as essential for most college or sixth form courses. Without it, students will have to resit GCSE English.
- You will also receive a separate certificate based on performances linked to speaking and listening tasks.

## What might the course lead to?

- A Level and possibly degree study in English Language or English Language and Literature
- Linguistics
- Speech therapy
- Teaching
- Careers in journalism, television, radio or other forms of media
- Creative writing.

## Case Study

I feel like English has really boosted my confidence and helped support my understanding of my other GCSEs as it develops my skills when reading and writing. I like the

range of texts that we study in class; it's not all just literature but the sort of material you come across in different contexts too.

**Matt**

one person to another  
each other; to connect  
**communicator**  
**communication**  
tion, or the use of a  
signs, behaviour, etc  
message. **3** (in pl) a a  
communicating. **b**  
troops, allies, etc

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# English Literature

For further information, please contact: Ms Winer - [lwi@northbromsgrove.worcs.sch.uk](mailto:lwi@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE English Literature  
**EXAM BOARD:** AQA  
**ASSESSMENT DETAILS:** 100% Examination

## What's the course about?

English Literature is a core subject as it provides a firm foundation for all other subjects you take and for your future, no matter what you are aiming to do.

By exploring interpretations of a wide range of poetry, plays and novels you build confidence in your reading skills and interpretations regarding how writers use language and structure to achieve particular effects. You can then apply the same skills to texts beyond the English classroom.

## How is the course structured?

Students study a wide range of poetry, plays and novels from across a wide time period. This includes one Shakespeare play and the ability to compare literary texts based on language and theme. Text choices include An Inspector Calls, A Christmas Carol, Power & Conflict Poetry, Unseen Poetry & Macbeth. There are two exams. The first assesses your ability to write in detail about a Shakespeare play and a 19th century novel. The second asks students to analyse one modern text, compare two poems already studied in lessons before finally analysing and comparing two unseen poems.

## Please note that:

- English Literature examinations are closed text – students are not allowed copies of the texts with them and therefore need to know quotations from memory.

## What might the course lead to?

- A Level and possibly degree study in English Literature or English Language and Literature
- Courses and careers linked to history
- Law
- Teaching
- Careers in journalism, television, radio or other media.

## Case Study

I feel like English has really boosted my. There's always so much to debate in the literature we study and everyone listens and learns from one another. Seeing a play adaptation of Macbeth with the school really brought the text's messages home to me and showed me how powerful its themes are, even today.

**Sarah**

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# Mathematics

For further information, please contact: Mr Storey - [mst@northbromsgrove.worcs.sch.uk](mailto:mst@northbromsgrove.worcs.sch.uk)

**QUALIFICATION: GCSE Mathematics**  
**EXAM BOARD: EDEXCEL**  
**ASSESSMENT DETAILS: 100% Examination**

## What's the course about?

Mathematics is at the corner stone of all GCSEs and is essential to any further employment, education or career. A good grasp of mathematical concepts and the ability to problem solve is what is driving all businesses now and will do in the future. Our society demands young people to be not only numerate, but be able to apply a range of concepts in order to solve problems throughout every facet of life.

## How is the course structured?

The course, as has been the case for several years, is 100% examination and takes the form of three examinations at the end of year 11.

With the new GCSE the focus is on reasoning, fluency and problem solving. Students are required to understand a range of skills and concepts across the following key areas:

1. Numbers
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry
5. Statistics and Probability

Students are expected to develop detailed thinking and demonstrate their understanding of mathematical proofs, whilst formulating clear mathematical arguments. The move away from purely learnt material is a leading factor in this change of assessment focus.

## Please note that:

- Achieving a grade of 4 or higher is seen as essential for most college or sixth form courses. Without it, students have to resit GCSE mathematics.

## What might the course lead to?

- Any further educational course • A Levels or equivalent in mathematics-based subjects, including: mathematics, economics, further maths, accountancy and psychology
- A confidence in mathematical applications, including engineering and finance
- Careers in any field – most employers will be asking for a grade 5 or higher.

I have really enjoyed my lessons so far in year 10. I didn't realise that actually what we were learning does have a real life purpose and I now know that maths is hugely important to me becoming successful later on in life.



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## Case Study

I like the way that every lesson is very different, but I can see the connections between each concept: from knowing that a fraction can terminate, to understanding why we have interest rates.

**Thomas**

# Science (Combined)

For further information, please contact: Mrs Bridges - ebr@northbromsgrove.worcs.sch.uk

**QUALIFICATION:** GCSE Science  
**EXAM BOARD:** AQA  
**ASSESSMENT DETAILS:** 100% Examination

## What's the course about?

Every aspect of our lives is now touched by science: medicine, astronomy, technology, engineering, drug research, and environmental issues like global warming. Science is a key to understanding the world around us. We teach science following the AQA syllabus, which has an exciting and fun approach to learning science relevant to the world about us.

We know that our work force has a shortage of scientists and we need to develop more young people with science based skill sets.

## How is the course structured?

The majority of students will follow a combined science course. This is made up of all three sciences: Biology, Chemistry and Physics and leads to an award worth two GCSEs.

Both the combined and separate science routes are appropriate preparation for further science study at A level and beyond.

Science is a challenging subject, where you strive to question and understand the world around you. The most interesting challenge was to identify how things work, before applying

## Students will sit the following exams:

- Biology Paper 1 (1hr 15mins)
- Chemistry Paper 1 (1hr 15mins)
- Physics Paper 1 (1hr 15 mins)
- Biology Paper 2 (1hr 15 mins)
- Chemistry Paper 2 (1hr 15mins)
- Physics Paper 2 (1hr 15mins)

## Please note that:

- There are 21 required practical activities that must be carried out during the course.
- 15% of exam marks test understanding of practical work; 20% of exam marks test mathematics skills.

## What might the course lead to?

- A Levels or Btec Level 3 courses in Science.
- Working in any technology-based industry.
- Apprenticeships in science, health and social care or engineering.

## Case Study

the concepts to real life situations. With a little perseverance, you realise how powerful science can be. The practicals bring science to life!

**Noah**



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# Science (Separate)

For further information, please contact: Mrs Bridges - ebr@northbromsgrove.worcs.sch.uk

QUALIFICATION: GCSE Science

EXAM BOARD: AQA

ASSESSMENT DETAILS: 100% Examination

## What's the course about?

Every aspect of our lives is now touched by science: medicine, astronomy, technology, engineering, drug research, and environmental issues like global warming. Science is a key to understanding the world around us. We teach science following the AQA syllabus, which has an exciting and fun approach to learning science relevant to the world about us.

We know that our work force has a shortage of scientists and we need to develop more young people with science based skill sets.

## How is the course structured?

Those students intending to continue with A-level science should study this course. This is made up of all three sciences: Biology, Chemistry and Physics and leads to three GCSE grades; one for each science.

Both the combined and separate science routes are appropriate preparation for further science study at A-level and beyond, however the Separates course has additional A-level units to stretch our learners and better prepare them for a future career within Science.

Students will sit the following exams:

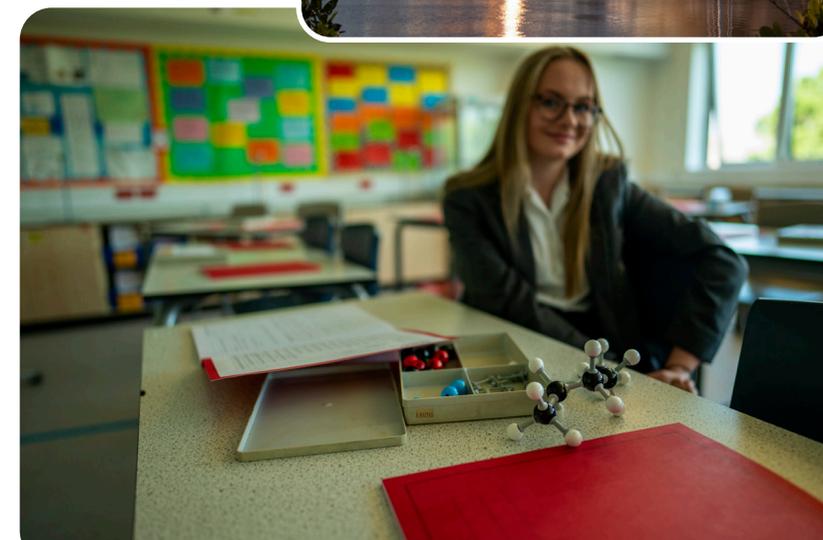
- Biology Paper 1 (1hr 45mins)
- Chemistry Paper 1 (1hr 45mins)
- Physics Paper 1 (1hr 45 mins)
- Biology Paper 2 (1hr 45 mins)
- Chemistry Paper 2 (1hr 45mins)
- Physics Paper 2 (1hr 45mins)

## Please note that:

- There are 28 required practical activities that must be carried out during the course 10 Biology, 8 Chemistry and 10 Physics.
- 15% of exam marks test understanding of practical work; 20% of exam marks test mathematics skills.

## What might the course lead to?

- A Levels or BTEC Level 3 courses in Science.
- Apprenticeships in science, health and social care or engineering.
- Working in any technology-based industry
- Degree level study of dentistry, medicine, Veterinary science, Forensic Science or Engineering to name just a few.



# Computer Science

For further information, please contact: Mr Goodyear - ago@northbromsgrove.worcs.sch.uk

**QUALIFICATION:** GCSE Computer Science  
**EXAM BOARD:** OCR  
**ASSESSMENT DETAILS:** 100% examination

## What's the course about?

Computer Science allows students to develop their problem-solving skills and apply them to practical situations. You will learn about the components that make up a computer system and how they communicate, alongside investigating the impact of technology on individuals and society. You will also computational thinking and logical skills through planning, writing and correcting programs.

## How is the course structured?

Computer Science consists of three units: Computer systems: students will learn about computer system architecture, networks, security and the ethical, legal, cultural and environmental concerns.

Students are assessed at the end of the course by a 90 minute written paper, counting towards 50% of the total GCSE. Computational thinking, algorithms and programming: students will learn about algorithms, programming techniques, how data is represented in computers, computational logic and how to produce robust programs.

Students are assessed at the end of the course by a second 90 minute written paper, worth 50% of the total GCSE.

The course provides a number of opportunities to develop programming through the curriculum. Students are expected to analyse, plan, develop and test programs they have written for a specific scenario.

## Students should take the course if they:

- Can think logically.
- Enjoy solving problems.
- Enjoy using computers.
- Are interested in how a computer works
- Want to learn more about how modern technology affects our society and how we communicate with one another.

## What might the course lead to?

- Computing A Level.
- Apprenticeships in computing or ICT fields.
- Cambridge Technical qualification in ICT.
- Principal Learning in Engineering.
- Any computer or engineering based careers pathway.

## Case Study

Computer Science allows me to explore something I am passionate about and use every day in a lot of detail. I used to take the computer programs I use for granted but now I can see how intricate they are.

Aaron

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# History

For further information, please contact: Mrs Noble - nno@northbromsgrove.worcs.sch.uk

**QUALIFICATION: GCSE History**  
**EXAM BOARD: AQA**  
**ASSESSMENT DETAILS: 100% Examination**

## What's the course about?

The GCSE covers a broad study of history ranging from periods studied in great detail, such as Nazi Germany and Restoration Britain, to studies of change and continuity over time, such as the history of health and medicine. This enables you to understand some of the forces, events and issues that have shaped our modern world. Understanding history helps shape your understanding of how we live today, and will live in the future.

## How is the course structured?

The course is designed to allow students to experience a wide range of history: local, national and international history is studied as well as a wide chronology including medieval, early modern and modern history. The course is divided into two exams.

**Paper 1 – Understanding the Modern World**  
Germany, 1890–1945: Democracy & Dictatorship  
Conflict and Tension in Asia, 1950–1975

**Paper 2 – Shaping the Nation**  
Britain: Health and the People  
Restoration England, 1660–1685

## Students should take the course if they:

- Enjoy learning about people and major events in the past.
- Have strong opinions and enjoy defending their point of view.
- Are interested in understanding the motives and experiences of different people
- Show skills in analysing concepts such as change, continuity, significance, causation and consequence.
- Are willing to read and interpret a range of sources and texts.

## What might the course lead to?

- Professions such as law, journalism, management and broadcasting all of which value and use the skills developed in History.
- Specific history-related professions such as heritage management.
- History is a facilitating subject which enables students to access all, including the Russell Group universities.

## Case Study

I enjoy History despite its complexity because I am learning about a fascinating collection of events. We study in a variety of ways and complete work in different forms but it is always interesting to understand about other countries and past events. As I learn about aspects of the past it allows me to link it to the way in which the present world is formed.

**Harriet**

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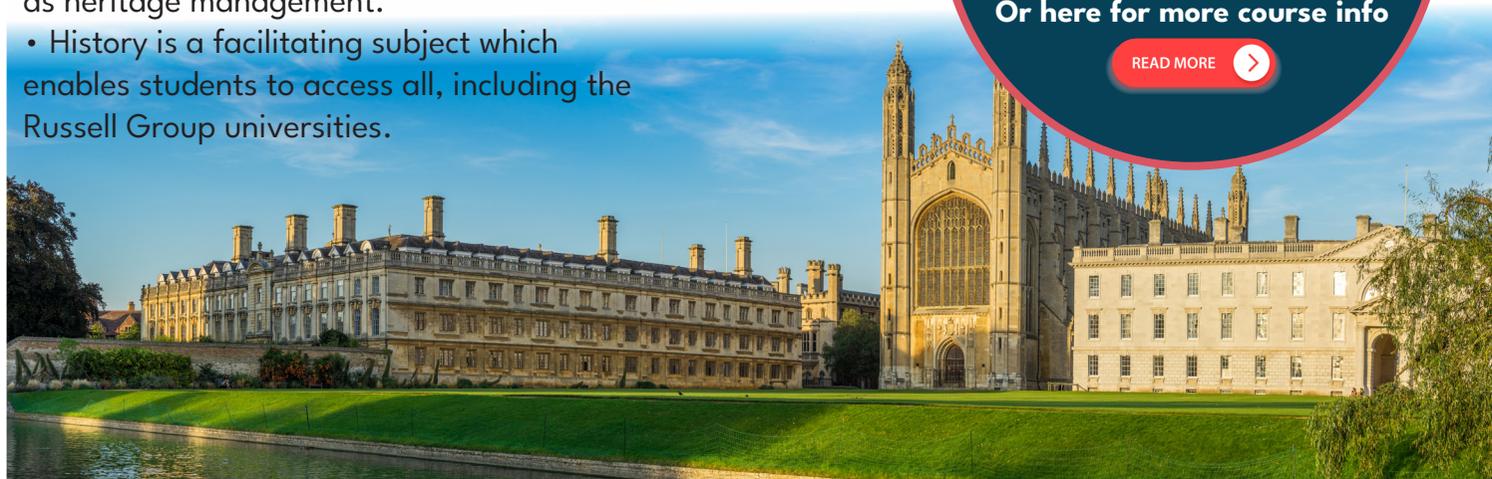


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# Geography

For further information, please contact: Mr Buckley - [jbu@northbromsgrove.worcs.sch.uk](mailto:jbu@northbromsgrove.worcs.sch.uk)

**QUALIFICATION: GCSE Geography**  
**EXAM BOARD: AQA**  
**ASSESSMENT DETAILS: 100% Examination**

## What's the course about?

Geography is all around us; from the country we live in, our culture and beliefs, our understanding of global events, to even something as simple as our routes to school or work.

Studying the GCSE allows you to look at the world through a range of stimulus from maps, to documentaries, articles to photos. The wide ranging content linked to geography means that there is something for everyone!

## How is the course structured?

The course develops an understanding of fundamental topics in physical and human geography.

Students will travel the world from the classroom, exploring case studies in the UK, newly emerging economies and lower income countries.

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The majority of learning will be classroom based. Each student is required to undertake two fieldwork study sessions and develop a coursework-style project which will be externally examined rather than traditionally marked.

## There are three exams which are at the end of the course:

- Paper 1 which covers the three physical topics
  - Paper 2 which examines the three human topics
  - Paper 3 which examines the skills learned through fieldwork as well as a pre-release booklet from which students will need to employ their decision-making skills
- Examinations for all three of the sections have short- and long-answer questions, based around knowledge and understanding as well as stimulus-based responses.

## Students should take the course if they:

- Want to understand the world around them.
- Are prepared to display a strong work ethic and respond to feedback.
- Like to display a range of skills including

discussion, extended writing and the use of creativity.

- Are empathetic to the experiences of others around the world.
- Have a good standard of literacy to facilitate strong exam responses.

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## What might the course lead to?

- A-Level and a degree in geography.
- A wide range of careers including conservation, cartography and surveying, GIS, and landscape design.
- More developed awareness of the world around you which will help in a multitude of service related fields.

# French

For further information, please contact: Mrs Eost - reo@northbromsgrove.worcs.sch.uk

**QUALIFICATION: GCSE French**  
**EXAM BOARD: EDEXCEL**  
**ASSESSMENT DETAILS: 100% Examination**

## What's the course about?

We believe languages should be accessible for all students. The authentic situations and material in this course allow students to see language used in a real situation and to learn about the culture of France. Assessments will provide plenty of opportunities for students to apply their knowledge independently and creatively.

## How is the course structured?

French consists of four externally examined papers based on the following skills:

- **Listening:** Students are assessed on their understanding of standard spoken French in a range of public and social settings. Students will respond to multiple-response and short-answer questions.
- **Speaking:** Students are assessed on their ability to communicate and interact effectively in French for different purposes and in different settings, for instance a role-play and a discussion of a picture-based stimulus followed by a conversation based on two themes.
- **Reading:** Students are assessed on their understanding of written French across a range of different types of texts, including: advertisements, emails, letters, articles and

literary texts. This area includes a short translation passage.

- **Writing:** Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French.

## Students should take the course if they:

- Have an interest in learning a language
- Wish to travel and potentially work abroad.
- Wish to broaden their cultural horizons as well as study a subject which is considered highly academic by colleges and universities.
- Are prepared to work independently to strengthen their grammar and writing skills.

## What might the course lead to?

- Progression to A-Level French. Languages is a popular choice to study alongside another subject (joint honours)
- There are many routes you can take with languages, such as journalism, business management, translation or teaching
- Being competent in a language will give you broader career options, whatever you decide.

## Case Study

Studying a language has been a rollercoaster ride! I have loved studying the different topics and learning new vocabulary however the grammar was not so easy. It took loads of practice to get my tenses right and even a bedroom full of post-it notes with them on; however, I got there in the end! The best part for me was when I went to France with North and stayed with a French family. I could put sentences together and understand what people were saying!

**Charlotte**

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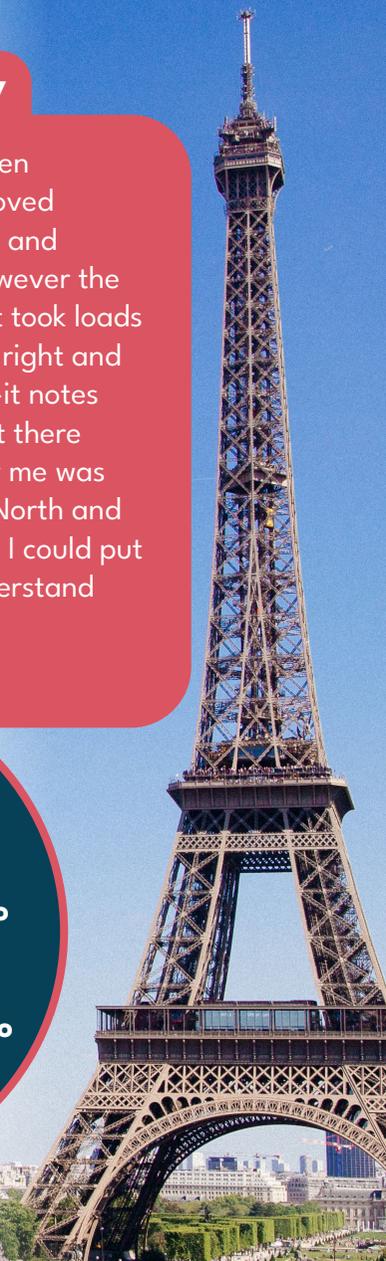


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# Spanish

For further information, please contact: Mrs Eost - reo@northbromsgrove.worcs.sch.uk

**QUALIFICATION: GCSE Spanish**  
**EXAM BOARD: EDEXCEL**  
**ASSESSMENT DETAILS: 100% Examination**

## What's the course about?

The ability to communicate in another language is an excellent opportunity to broaden and exercise the mind, immerse yourself in the vivid culture of Spain and Hispanic culture and equip yourself for travel, tourism and future careers. Previous learning in French or another language will be a vital base and a dedication to vocabulary learning is of great value.

## How is the course structured?

Spanish consists of four externally examined papers based on the following skills:

- **Listening:** Students are assessed on their understanding of standard spoken Spanish in a range of public and social settings. Students will respond to multiple-response and short-answer questions.
- **Speaking:** Students are assessed on their ability to communicate and interact effectively in Spanish for different purposes and in different settings, for instance a role-play and a discussion of a picture-based stimulus followed by a conversation based on two themes.
- **Reading:** Students are assessed on their understanding of written Spanish across a range of different types of texts, including:

advertisements, emails, letters, articles and literary texts.

- **Writing:** Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish.

## Students should take the course if they:

- Have an interest in learning a language.
- Wish to travel and potentially work abroad.
- Wish to broaden their cultural horizons as well as study a subject which is considered highly academic by colleges and universities.
- Are prepared to work independently to strengthen their grammar and writing skills.

## What might the course lead to?

- Progression to A Level Spanish. Languages is a popular choice to study alongside another subject (joint honours) at university
- There are many routes you can take with languages, such as journalism, business management, translation or teaching
- Being competent in a language will give you broader career options, whatever you decide.

## Case Study

I started learning Spanish from scratch in year 9. In year 7 and 8 I had studied French and I was excited to learn a new language. I had to learn a lot faster than some of my other subjects because there is so much to cover. Plus at home, revision of basic vocabulary is vital! Making good notes is so important in Spanish and organising your grammar book, because these are essential when revising.

**Mercedes**

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# Art & Design: Fine Art

For further information, please contact: Mrs Ffello - [gfl@northbromsgrove.worcs.sch.uk](mailto:gfl@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Art & Design: Fine Art  
**EXAM BOARD:** AQA  
**ASSESSMENT DETAILS:** 40% Externally set assignment, 60% Personal portfolio

## What's the course about?

Through art and design, we encourage diversity and difference in our students, in an environment that will challenge creativity and talent. The 'creative industries' are now one of the most important generators of wealth in this country: a visual education will be advantageous for everyone in the future. The course will introduce you to a wide range of art and design skills, including drawing, painting and mixed media work.

## How is the course structured?

### Component 1: portfolio (60%)

A portfolio includes a sustained project, evidencing the journey from initial ideas to the completion of a finished piece and a selection of further work undertaken during your course of study.

### Component 2: externally set assignment (40%)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

## Students should take the course if they:

- Enjoy creating artwork and are motivated and curious in their approach.
- Are resilient and know that success does not happen overnight – it requires hard work and perseverance.
- Are prepared to work hard outside lesson time as well as in lessons.
- Can concentrate effort and attention for long periods of time.

## What might the course lead to?

- A Levels or further study in art and design
- Graphic designer, web designer, fine artist or craft specialist
- Marketing, gallery curation, animation, theatre, TV or film production.

Please note that students are not permitted to study more than one GCSE Art and Design specialism. Therefore, they must choose between Fine Art, Photography or Art Textiles.

## Case Study

I have really enjoyed being able to develop my own ideas and it's great when I create work I am proud of. I also like the fact that it's fine to make mistakes and really that's how you learn and develop your skills. People choosing art need to realise you have to work hard outside lessons in order to get everything done. On the plus side there is no revision and all the work I create goes towards my GCSE.

Katie



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# Art & Design: Textiles

For further information, please contact: Mrs Davidson - [ada@northbromsgrove.worcs.sch.uk](mailto:ada@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Art & Design: Textiles  
**EXAM BOARD:** EDEXCEL  
**ASSESSMENT DETAILS:** 40% Externally set assignment, 60% Personal portfolio

## What's the course about?

This qualification is designed to support a wide range of student interests, learning styles and aspirations for progression, providing them with the opportunity to:

- Explore both contemporary and historical sources of art, craft and design first hand
  - Take an individual approach to art, craft and design making
  - Develop the skill of selecting their best and most appropriate work for presentation.
- Students develop knowledge, understanding and skills when completing their Personal Portfolio, which they then go on to use and refine when completing the Externally Set Assignment.

## How is the course structured?

Year 9 students experiment through several small projects with a variety of mixed media. Year 10 develop competency and learn new complex making skills working towards a 3D outcome in fashion/textiles. Year 11 students complete a personal folder of research and techniques, designs and development. Students also complete a preparation and

10 hours focused personal response of a 3D fashion prototype.

## Students should take the course if they:

- Enjoy doing practical work.
- Can be creative and imaginative.
- Enjoy working with mixed media.
- Are thinking of a career in fashion or textiles.
- Like experimenting with decorative techniques.
- Take pride in presentation of their work.

## What might the course lead to?

- A Level in Fashion and Textiles.
- An apprenticeship in the fashion industry.
- A degree in textiles, fashion or management based courses.

Please note that students are not permitted to study this course as well as GCSE Art and Design: Fine Art.



## Case Study

Fashion and Textiles is an outside interest for me so not just something I do at school. I like making my own clothes but wanted to learn how to do it properly so that I can go to College and do a Fashion Design course. I like the freedom I have to try new ideas and techniques without feeling under pressure to get it right first time. I was very proud of the jacket I made, it wasn't perfect but I learnt so much.

Sarah

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# Art & Design: Photography

For further information, please contact: Miss Travers - [ktr@northbromsgrove.worcs.sch.uk](mailto:ktr@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Art & Design: Photography  
**EXAM BOARD:** AQA  
**ASSESSMENT DETAILS:** 40% externally set assignment, 60% personal portfolio

## What's the course about?

Through art and design we encourage diversity and difference in our students, in an environment that will challenge creativity and talent. The 'creative industries' are now one of the most important generators of wealth in this country: a visual education will be advantageous for everyone in the future. The course will introduce you to the basics of photography, using a digital SLR camera and developing your work using Photoshop.

## How is the course structured?

### Component 1: portfolio (60%)

A portfolio includes a sustained project, evidencing the journey from initial ideas to the completion of a finished piece and a selection of further work undertaken during your course of study.

### Component 2: externally set assignment (40%)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

## Students should take the course if they:

- Enjoy creating artwork and are motivated and curious in their approach.
- Are resilient and know that success does not happen overnight – it requires hard work and perseverance.
- Are prepared to work hard outside lesson time as well as in lessons.
- Can concentrate effort and attention for long periods of time.

## What might the course lead to?

- A Levels or further study in art and design.
- Photographer specialist.
- Marketing, website design, animation, theatre, TV or film production.

Please note that students are not permitted to study this course as well as GCSE Art and Design: Textiles or GCSE Art and Design: Fine Art.



## Case Study

I have really enjoyed taking photographs in the style of Sarah Graham as part of the homework in our year 9 art rotation. I can't wait to take GCSE Photography to learn

more about the art of taking pictures. I like the idea of researching other photographers and learning about how they produce their images.  
**Libby**

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# Business

For further information, please contact: Mr Goodyear - ago@northbromsgrove.worcs.sch.uk

**QUALIFICATION: GCSE Business**  
**EXAM BOARD: EDEXCEL**  
**ASSESSMENT DETAILS: 100% examination**

## What's the course about?

GCSE Business is an engaging and inspiring qualification, and reflects the demands of a truly modern and evolving business environment.

This course enables students to develop as commercially minded and enterprising individuals whilst thinking about the ethics and the long term effects of business decisions. A significant number of young people will end up working in business and this course provides a perfect starting point to learning about a diverse range of related occupations.

## How is the course structured?

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

## Students should take the course if they:

- Have an interest in how businesses operate, from sole traders to multinationals.
- Want to develop the skills needed to run their own business.
- Want to gain an insight in to business ethics.
- Are interested in the effects of politics and the economy on the business environment.
- Wish to understand how to make effective human resource decisions.

## What might the course lead to?

- A Level Business.
- Cambridge Technical in business related subjects.
- Apprenticeships.
- Vocational qualifications in business enterprise.



## Case Study

It introduced me to the idea of setting up my own business. We have excellent resources and we have the privilege of being taught in an ICT room where we have instant access to the internet and where we can develop our independent learning skills.

**Jack**

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# Design & Technology: Materials Technology

For further information, please contact: Mr Salmon - msa@northbromsgrove.worcs.sch.uk

QUALIFICATION: GCSE Design & Technology

EXAM BOARD: AQA

ASSESSMENT DETAILS: 50% Examination

50% Non-Examined Assessment

## What's the course about?

This course allows pupils to develop a range of skills essential to understanding how to work effectively with different materials. Pupils will learn about the design and manufacturing process and will develop key skills linked to evaluation of design processes as well as technical drawing, software design and how to use a range of machinery safely and with skill.

## How is the course structured?

When opting for this subject, students will begin the subject with short project based work to build the practical skills the students need for the subject.

As we go into year 10 students will be taught the theory that students need to understand for their exam whilst also building on the practical knowledge that will help the students with their coursework.

In year 11 the pupils will be focusing their time on the portfolio of work they need to produce for their coursework. This is a research, design, manufacture and evaluation of a product that the students must complete by themselves.

This qualification shows learners how to:

- Develop a broad understanding of the technology and engineering sector.
- Research new ideas.
- Use tools and equipment.
- Perform a range of techniques and processes using selected materials.
- Draw, develop and take part in an engineering project.

## Students should take the course if they:

- Are creative.
- Like analysing products.
- Enjoy doing practical activities.
- Enjoy drawing.
- Are thinking about a career in engineering.
- Like solving problems.

## What might the course lead to?

• A Levels, City and Guilds, degree courses in similar areas.

Careers in 3D Design and Manufacturing:

- Product/furniture design.
- Product/automotive/construction engineering.
- Engineering with wood, metal and plastics.



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# Design & Technology: Textiles

QUALIFICATION: GCSE Design & Technology

EXAM BOARD: EDEXCEL

ASSESSMENT DETAILS: 50% Examination

50% Non-Examined Assessment

For further information, please contact: Mrs Davidson - [ada@northbromsgrove.worcs.sch.uk](mailto:ada@northbromsgrove.worcs.sch.uk)

## What's the course about?

This GCSE provides students with knowledge and understanding of all materials with specialist development in textiles technology and fashion.

Students will design and make a final outcome using a material of their choice. Students learn how to make a range of high quality prototypes, samples and products using a variety of fabrics. They apply technical and practical expertise to ensure that the product is fit for purpose. The course combines traditional skills with use of modern technologies.

## How is the course structured?

Year 9 students develop their theory knowledge of materials and processes whilst developing skills in the workshop. Year 10 focus is on quality of finish, accuracy, equipment skills and working independently through a range of design and projects. Year 11 students complete a non-examined assessment through the submission of a folder and quality prototype. Theory lessons on all materials provide the students with the knowledge and understanding to complete the written exam.

Please note that students are not permitted to study this course as well as Design Technology: Materials Technology.

## Students should take the course if they:

- Enjoy doing practical work and research.
- Can be creative and imaginative.
- Are thinking of a career in fashion, interior design, textiles or retail.
- Like solving problems with design ideas.
- Take pride in presentation of their work.

## What might the course lead to?

- A Level in Fashion and Textiles.
- An apprenticeship in the fashion industry.
- A degree in textiles, fashion or management based courses.



## Case Study

I have always wanted to be a primary school teacher. Textiles gave me the opportunity to build my confidence to work independently and develop my practical skills when creating a final product. That's why it was the ideal course to help me prepare for my degree in primary education. I did not think twice about continuing to study the course at A Level.  
**Hannah**

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# Film Studies

For further information, please contact: Mrs Bishop - [cbi@northbromsgrove.worcs.sch.uk](mailto:cbi@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Film Studies  
**EXAM BOARD:** WJEC  
**ASSESSMENT DETAILS:** 70% Examination  
30% Controlled Assessment

## What's the course about?

Everyone loves a good film. There are particular scenes, lines and musical scores that stay with you for life. This GCSE seeks to explore the power of film as an art form, analysing a wide range of films in terms of technique, narrative and characterisation as well as helping to develop your creative skills through making your own texts linked to the film industry.

## How is the course structured?

You will explore a wide range of films from Hollywood blockbusters to independent British cinema. You will also study at least one non-English language film as well as compare one contemporary text to a film made before 1960.

The course combines analysis and creativity, giving you the chance to look at how films are planned, created, edited, produced and marketed and trying out these techniques yourself.

### Controlled assessment is made up of:

- Planning and creating a trailer or an extract from a screenplay from a selection of genres specified by WJEC

- Evaluating your work in a piece of extended writing.

The examinations test your understanding of the films studied: Global English Language, Global Non-English Language and Contemporary UK texts are all examined.

### Students should take the course if they:

- Like films and can articulate why they prefer some over others.
- Are willing to explore films in detail that might be outside of their comfort zone and/or unfamiliar to them.
- Like developing practical skills.
- Are patient and value the importance of careful planning and preparation.

### What might the course lead to?

- A Levels or further study in media or film studies routes.
- Media-related careers such as journalism, TV, film and music production.
- Working in any creative-based industry.
- Public relations.
- Events management.

## Case Study

There's so much I used to take for granted when I watched a film in the past. Now I find that I will always analyse every minute detail, thinking about what techniques have been used by a film-maker. I love the practical areas of the course as I get to try out some of the techniques we learn about. It's harder than I thought as there's a lot more to it than just sitting and watching films, but it's so rewarding!

Joe

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# Food Preparation and Nutrition

For further information, please contact: Mrs O'Grady - [sog@northbromsgrove.worcs.sch.uk](mailto:sog@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:**  
GCSE Food Preparation and Nutrition  
**EXAM BOARD:** AQA  
**ASSESSMENT DETAILS:** 50% Examination  
50% Non-Examined Assessment

## What's the course about?

This creative course focuses on practical cooking skills and ensures students develop a strong understanding of nutrition, food provenance and the working characteristics of food. The specification is covered in a variety of practical, experimental and theory-based lessons.

Across the course, students will build an extensive repertoire of practical skills. They will plan, prepare and cook dishes regularly, often based around a food commodity, a specific nutrient or to suit particular groups of people. Most weeks, students will be required to bring ingredients in from home to complete a practical activity, which will be assessed.

## How is the course structured?

The course focuses on five core elements:

1. Food, nutrition and health.
2. Food science.
3. Food safety.
4. Food choice.
5. Food provenance.

Twelve food preparation skill groups are integrated through practical activities.

The non-exam assessment in Year 11 involves a food investigation and a food preparation assessment. During Year 10, students are prepared effectively for these through science investigations and a three-hour practical mock examination. There is also a written exam at the end of Year 11.

## Students should take the course if they:

- Enjoy cooking at home.
- Enjoy eating a variety of dishes and trying new flavours.
- Like being creative with ingredients and presentation.
- Keep up to date with food issues.
- Are organised and committed to bringing in the necessary ingredients.

## What might the course lead to?

- Dietician or nutritionist.
- Food sales and promotion.
- Product development.
- Chef, baker, restaurateur.
- Food journalist or critic.
- Level 3 Diploma in Food Science and Nutrition.



## Case Study

Studying this course has made me more independent; I have to be organised and bring ingredients in. I love finding out about nutrition, the science behind cooking and why things happen to the ingredients I am using.  
**Mark**

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# Media Studies

For further information, please contact: Mrs Bishop - [cbi@northbromsgrove.worcs.sch.uk](mailto:cbi@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Media Studies  
**EXAM BOARD:** WJEC  
**ASSESSMENT DETAILS:** 70% Examination  
30% Controlled Assessment

## What's the course about?

Every aspect of our lives is now touched by the media: news, music, film, TV, social, celebrities, the food you eat and even the conversations and beliefs you have are potentially controlled or manipulated by the media's influence.

Studying media involves changing the way you look at the world by understanding how different media work. It will open your eyes so you appreciate how powerful an institution the media really is.

## How is the course structured?

The course combines written and practical work and involves responding to a variety of media. The topics covered will change from year to year, but can include: music video, the film industry, television drama, advertising, lifestyle and celebrity, websites, computer games, DVD designs and newspapers.

There is also a strong practical element to the course where you will learn how to use editing software such as Photoshop, allowing you to create your own media products.

Part of your GCSE is spent completing your non-examined assessment, where you have to respond to a set brief by planning, creating and evaluating your own media product. These are chosen by the exam board and you will know what they are at the start of the course. The examinations are structured around exploring the media in a range of contexts.

## Students should take the course if they:

- Have an active interest in the media.
- Are willing to persevere to learn new techniques.
- Are prepared to draft and redraft ideas.
- Like practical activities including planning, filming, photography and editing.
- Have a good standard of writing to support essay and examination responses.

## What might the course lead to?

- A Levels or further study in media or film studies.
- Media-related careers such as journalism, TV/film/music production.
- Teaching.
- Working in any creative-based industry.
- Public relations and events management.

## Case Study

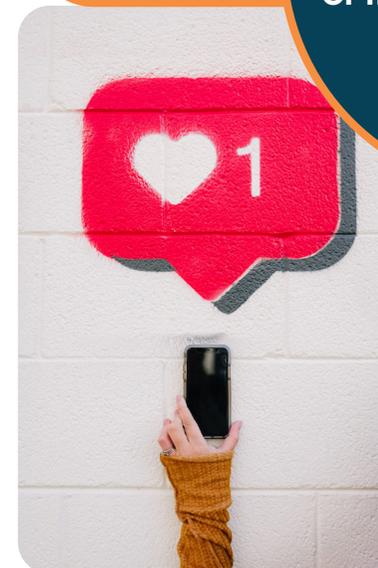
Media is a creative outlet, where you can make anything your mind can stretch to. The hardest part was to remember all the tools on Photoshop, but once understood, and with a little perseverance, you realise how powerful it is. I loved the GCSE course as it combined practical and analytical work; it was an easy decision to carry on my study into A level.  
**Ambre**

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# Physical Education

For further information, please contact: Mr Stanford - [bst@northbromsgrove.worcs.sch.uk](mailto:bst@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Physical Education  
**EXAM BOARD:** EDEXCEL  
**ASSESSMENT DETAILS:** 60% Examination  
40% Non-Examined Assessment

## What's the course about?

The content has been designed to allow learners to study Physical Education in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

It is vital that students are actively engaged in sports participation beyond lessons in extra-curricular clubs or outside clubs to gain a degree of skill and expertise. This experience will directly contribute towards their practical mark.

## How is the course structured?

The course will be examined by two written papers at the end of year 11, worth 60% of the total GCSE.

The remaining 40% is assessed practically. Three activities need to be assessed, at least one activity should be an individual sport and at least one a team sport. A wide range of sports can form part of the assessment and this allows you to choose sports that you are best at, as well as trying out some sports and activities that you may not have experienced before and will hopefully love!

Students also have to evaluate and analyse performance in one of their chosen activities, thinking about how a range of factors affect the performance itself.

## Students should take the course if they:

- Currently participate in at least two sports beyond lessons.
- Want to learn about how the body adapts to training.
- Like working as a team as well as individually.
- Are willing to attend extra-curricular activities.
- Have an interest in how sports people prepare themselves for performances.

## What might the course lead to?

- Level 3 course including A Level & BTEC.
- Sports Nutritionist.
- Physiotherapist.
- Sports Psychologist.
- Sports Coaching.
- Sports Business.
- Teaching.



## Case Study

From an early age, I've always loved playing sport. A GCSE in PE helped me understand some of the complexities behind mine and other's performances in a range of sports. It developed my skills in my favourite sports.

Some of the science and terminology behind the activities was tough going, but with perseverance it soon became fascinating.

**Matt**

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# Psychology

For further information, please contact: Mrs Evans - [jev@northbromsgrove.worcs.sch.uk](mailto:jev@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Psychology  
**EXAM BOARD:** AQA  
**ASSESSMENT DETAILS:** 100% Examination

## What's the course about?

Psychology at GCSE level gives you the opportunity to study a broad range of topics in psychology and makes an interesting introduction to the approaches of the subject.

Through this, students will scientifically explore the human mind and its functions, especially how we behave in particular situations.

## How is the course structured?

**Paper 1 topics:** Memory, Development, Perception, Research Methods

Written examination: 1 hour 30 minutes

**Paper 2 topics:** Social Influence, Language/ Communications, Brain / Neuropsychology Psychological Problems

Written examination: 1 hour 30 minutes

## Students should take the course if they:

- Would like to attempt to explain how our mind works.
- Are interested in human behaviour.
- Are interested in the nature / nurture debate.
- Enjoy relating real life situations to theoretical explanations.
- Can follow scientific procedures to complete research.

## What might the course lead to?

- A Level studies and beyond in psychology and psychology based routes.
- A range of psychologist roles, such as clinical, forensic or educational psychology.
- Teaching.
- Nursing, counselling and psychiatry.
- Marketing.
- Careers linked to human resources.



## Case Study

I really enjoyed GCSE Psychology because I was able to relate the ideas and theories to real life situations.

It made me realise that I am unique and that both my genetics and my upbringing will shape my personality and my future.

**Chloe**

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# Religious Studies

For further information, please contact: Mrs Forrest - [cfo@northbromsgrove.worcs.sch.uk](mailto:cfo@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** GCSE Religious Studies  
**EXAM BOARD:** EDEXCEL  
**ASSESSMENT DETAILS:** 100% Examination

## What's the course about?

This course looks at the key beliefs and practices of Christianity and one other world religion (Islam). We also consider a whole variety of 'real life' issues from the perspective of these religions, but we also look at the non-religious perspectives of Humanists.

Topics include: relationship issues – sexual relationships, divorce and different types of families; medical ethics – abortion and euthanasia; crime and punishment – death penalty and forgiveness, and social issues – attitudes to war, terrorism and reconciliation.

## How is the course structured?

Christianity: Religion and Ethics

Written examination 50%

Islam: Peace and Conflict

Written examination 50%

## Students should take the course if they:

- Are interested in linking their own lives to what they study.
- Like to share their opinions about events and issues in both verbal and written arguments.

- Can appreciate two sides of an argument.
- Are open minded and prepared to be resilient when evaluating ideas.
- Are keen to study a course that will support study of a range of other subjects, including history and English literature.

## What might the course lead to?

- A Level study of RE, Philosophy, Criminology or similar routes.
- Media and journalism.
- Working with others: teaching, youth or community based work, social work, law.



## Case Study

I've really liked learning about things I didn't know about, like the death penalty and trying to understand different opinions on difficult choices like abortion and assisted dying. It's not about being religious yourself, it's about working out what you think about topics but understanding other people might think differently and that that's okay.

**Lauren**

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# Child Development

For further information, please contact: Mrs Davidson - [ada@northbromsgrove.worcs.sch.uk](mailto:ada@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** Cambridge Nationals L2  
**EXAM BOARD:** OCR  
**ASSESSMENT DETAILS:** 40% Unit 1 (Exam)  
30% Unit 2 (Research) 30% Unit 3 (case study)

## What's the course about?

The Cambridge National in Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.

Study will link to a range of contemporary issues such as child safety online. There will be the opportunity to put knowledge into practice through a combination of real-life case studies and research tasks, practical experience and theoretical study.

## How is the course structured?

**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.

**R019: Understand the equipment and nutritional needs of children** 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** 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.

## Students should take the course if they:

- Enjoy working with young children.
- Can be creative and imaginative.
- Enjoy research tasks and reading about current thoughts and ideas on child care.
- Want to work with children when they leave school.

## What might the course lead to?

- A Levels, Cambridge Nationals, BTECs in courses related to child development
- Nanny
- Nursing
- Social work
- Teaching
- Nursery nursing

## Case Study

I've always seen myself as wanting to work with children in the future and this course gives me the ideal opportunity to develop my passion. I've learnt so much about the different ways children develop and the many factors that influence the development too.

Katy

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# Creative iMedia

For further information, please contact: Mr Goodyear - ago@northbromsgrove.worcs.sch.uk

**QUALIFICATION:** Cambridge National  
**Creative iMedia**  
**EXAM BOARD:** OCR  
**ASSESSMENT DETAILS:** 25% Exam  
75% Coursework

## What's the course about?

Creative iMedia allows students to gain knowledge in a number of key areas associated to the media field. It offers a hands-on approach to learning where as each unit has practical tasks rather than majority theory approach.

The course focuses more on the creative use of media such as, websites, digital video, interactive multimedia products, digital sound, image manipulation and more. The qualification will assess the application of creative media skills through their practical use and it will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education.

## How is the course structured?

iMedia is split into four parts. 25% Exam, 75% coursework.

The course consists of four units, two in which are mandatory; R081 – Pre-Production Skills (exam assessed), and R082 – Digital Graphics (coursework assessed). You are also required to complete two optional units which will be decided further into the course.

## Possible units are:

R083: Creating 2D and 3D digital characters  
R085: Creating a multipage website  
R086: Creating a digital animation  
R090: Digital photography  
R091: Designing a game concept  
R092: Developing digital games

Each of the coursework units follow the

same structure:

LO1 – Planning  
LO2 – Designing  
LO3 – Making  
LO4 Evaluating

The course will entail the use of specialist software such as, Adobe Photoshop, Adobe Dreamweaver and other depending on unit choices.

## Students should take the course if they:

- Have an interest in developing their IT skills to cover a range of software.
- Want to learn how IT is used in Media creatively.
- Enjoy using a computer creatively.
- Are interested in a career in the Creative Media field.

## What might the course lead to?

- L3 Technicals in Digital Media
- Apprenticeship in computing/IT field
- Cambridge Technical in IT
- A Level Computer Science



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# Health Studies

For further information, please contact: Mrs Evans - [jev@northbromsgrove.worcs.sch.uk](mailto:jev@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** Cambridge National Certificate in Health and Social Care  
**EXAM BOARD:** OCR  
**ASSESSMENT DETAILS:** 25% Examination  
75% Non-Examined Assessment

## What's the course about?

The Cambridge National Certificate will equip students with an up to date knowledge of issues arising in health care, social care and early years settings. This qualification provides learners with a stimulating and engaging introduction to the health and social care sector. It presents learners with knowledge, skills and understanding in a meaningful, work-related context, allowing them to understand both the theories and their application to real life.

## How is the course structured?

R021: Essential values of care for use with individuals in care settings

Written paper OCR set and marked  
1 hour duration: 25%

R022: Communicating and working with individuals in health, social care and early years settings

Centre assessed tasks: 25%

Two additional units, including a unit on First Aid.

Centre assessed tasks: 25% per unit.

Due to the amount of overlap, we recommend students do not study this course as well as Child Development.

## Students should take the course if they:

- Are considering a career in a related area.
- Would like to apply theories to real life case studies.
- Are interested in why this sector affects everyone.
- Enjoy practising skills that will help you in real life, like communication in the workplace.

## What might the course lead to?

- A Level or Level 3 equivalent in subjects linked to health and social care.
- A university degree in health and social care.
- Any career within health, early years and/or social care, like nursing, teaching, midwifery, social worker, counsellor, youth worker or a care assistant.

## Case Study

I really enjoyed studying health and social care as we use real life examples in lessons and this made it easier for me to understand. I liked the balance between exams and non-examined assessment too. I'm going to study it at North sixth form with Psychology and English Language.

Holly

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# Enterprise and Marketing

For further information, please contact: Mr Goodyear - ago@northbromsgrove.worcs.sch.uk

**QUALIFICATION:** Cambridge National Certificate in Enterprise and Marketing  
**EXAM BOARD:** OCR  
**ASSESSMENT DETAILS:** 50% Examination  
2x 25% Non-Examined Assessment

## What's the course about?

This course allows students to progress to the next stage of their lives, whether it be further education, an apprenticeship, or employment, with a business-related qualification.

Many young people wish to be self-employed and start their own business. The skills required, such as being able to work collaboratively and creatively, problem-solve and have awareness of businesses and customers, are also those requested by employers and tackled in the course.

## How is the course structured?

There are three units:

Unit 1: Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Unit 2: Students will create a researched and costed business proposal. Students will need to undertake activities such as: conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.

Unit 3: Students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch.

## Students should take the course if they:

- Have an interest in how businesses operate.
- Want to gain an insight into marketing and develop skills linked to a future career in marketing.
- Are innovative and want to develop entrepreneurship skills.
- Want to learn the transferable skills of project-planning, time-management, decision-making and team-working.

## What might the course lead to?

- A Level Business.
- Cambridge Technical in business related subjects.
- Apprenticeships.
- Vocational qualifications in business enterprise or business and administration.

## Case Study

I really like the different set up of the course, with the higher weighting on coursework this allows me to be a lot more creative. I also enjoy the extra emphasis on marketing, as I know other courses don't allow for this level of detail to be learnt. This course is definitely preparing me for a future career in marketing or business.

Mike

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# Dance

For further information, please contact: Mrs Needle - [cne@northbromsgrove.worcs.sch.uk](mailto:cne@northbromsgrove.worcs.sch.uk)

**QUALIFICATION: BTEC Tech Award in Performing Arts – Dance**  
**EXAM BOARD: EDEXCEL**  
**ASSESSMENT DETAILS: 40% External Assessment 60% Non-Exam Assessment**

## What's the course about?

Designed to give learners a wider understanding and appreciation of performing arts through a defined pathway, this is a course where experienced dancers can use their skills and ability to create and learn performance pieces individually and as a group.

- Provides education and training for dance students.
- Gives opportunities for performing arts students to achieve a nationally recognised level one or level two vocationally specific qualification.
- Gives successful learners the opportunity to progress to other vocational courses.

## How is the course structured?

Students complete three units of work. These include practical and theoretical elements. The units include performance pieces that have to be recorded in front of an audience.

Core units

1. Exploring the Performing Arts
2. Demonstrating Skill and Techniques in the Performing Arts
3. Responding to a Brief

## Students should take the course if they:

- Have a keen interest in participating in dance.
- Want to learn about how the body adapts to training as a dancer.
- Like working as a team as well as individually.
- Are willing to attend rehearsals and performances beyond school.
- Have dance school experience.

## What might the course lead to?

- A Level in PE /Dance.
- BTEC Level 2 or 3 at college in a performing arts based course.
- Choreographer.
- Dance teacher.
- Fitness instructor.

### Case Study

It was great to be involved in the creation and production of dance performances that drew on my previous and new dance experience. Having the opportunity to work as a group to choreograph a piece was an enjoyable challenge.

**Stacey**



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# Drama

For further information, please contact: Mrs Jenkinson - [rje@northbromsgrove.worcs.sch.uk](mailto:rje@northbromsgrove.worcs.sch.uk)

**QUALIFICATION: BTEC Tech Award in Performing Arts – Drama**  
**EXAM BOARD: EDEXCEL**  
**ASSESSMENT DETAILS: 40% External Assessment 60% Non-Exam Assessment**

## What's the course about?

Designed to give learners a wider understanding and appreciation of performing arts through a defined pathway, this is a course where experienced actors can use their skills and ability to create and learn performance pieces individually and as a group.

- Provides education and training for drama students.
- Gives opportunities for performing arts students to achieve a nationally recognised level one or level two vocationally specific qualification.
- Gives successful learners the opportunity to progress to other vocational courses.

## How is the course structured?

Students complete three components of work. These include practical and theoretical elements. The components include performance pieces that have to be recorded in front of an audience.

## Components:

1. Exploring the Performing Arts.
2. Demonstrating Skill and Techniques in the Performing Arts.
3. Responding to a Brief.

## Students should take the course if they:

- Have a keen interest in participating in drama.
- Want to learn about skills and techniques needed to become an actor.
- Like working as a team as well as individually.
- Are willing to attend rehearsals and performances beyond school.

## What might the course lead to?

- A Level Drama.
- BTEC Level 2 or 3 at college in a performing arts based course.
- Actor.
- Director.
- Stage management.



## Case Study

I loved having the opportunity to create something original! This course has definitely given me the skills I need to progress further – hopefully to Drama school and to fulfil my ambitions of becoming a professional actor.

**Jack**

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# Sport, Activity and Fitness

For further information, please contact: Mr Stanford - bst@northbromsgrove.worcs.sch.uk

**QUALIFICATION:** BTEC Level 2 Tech Award in Sport, Activity and Fitness (Equivalent 1 GCSE)  
**EXAM BOARD:** EDEXCEL  
**ASSESSMENT DETAILS:** 40% Examination  
60% Non-Examined Assessment

## What's the course about?

You will learn about the body systems, psychology, nutrition and leadership. You will also explore how the development of technology is enhancing sport and activity. This qualification provides the underpinning knowledge for progression in the sector and is a broad offer. You will develop an understanding of sports injuries, as well as investigating the physiological responses to exercise. Developing key skills required when working in the sector, such as self-reflection, team working, communication, decision making and problem solving.

## How is the course structured?

Components 1 and 3 are assessed at school through tasks or assignments. Your teacher will mark these, and so you will receive feedback as to how you are getting on. The assessment for Component 2 is sent away to be marked. Component 3 builds directly on Components 1 and 2, and brings your learning together using the knowledge, skills and techniques

you have developed to study the planning, leading and reviewing of sport and activity sessions for target groups. All of the work that you do throughout the course, including the tasks and assignments, will prepare you for this final synoptic assessment.

## Students should take the course if they:

- Have a keen interest in the sports environment.
- Want to learn about how the body adapts to training.
- Are interested in relevant skills for a career in the sports industry.
- Are interested in how sports people prepare themselves for performances.

## What might the course lead to?

- BTEC Level 3 or A Level, in sport, physical education, and/or other related areas.
- Overlaps with further study in biology and psychology related courses.
- Personal trainer.
- Physiotherapist.
- Instructor.

## Case Study

The course combines my love of fitness with lessons that explore ideas and activities surrounding the science behind fitness and sport. I definitely feel I have become more confident since starting the subject.

Mike

Click here for more course info

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# Music

For further information, please contact: Miss McKenzie - [cmc@northbromsgrove.worcs.sch.uk](mailto:cmc@northbromsgrove.worcs.sch.uk)

**QUALIFICATION: RSL Level 2 Certificate in Performance for Music Practitioners**

**EXAM BOARD: RSL**

**ASSESSMENT DETAILS: 60% Internally Assessed  
40% Externally Assessed**

## What's the course about?

The aim of this qualification is to provide learners with the knowledge and range of skills needed to progress them towards being able to operate successfully as performing musicians/ vocalists and producers/composers. Learners will: demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry; perform effectively on their instrument/voice; rehearse and display musicianship skills in a number of professional scenarios; initiate and develop repertoire; understand relevant aspects of music technology.

Through developing the skills, knowledge and understanding outlined above, learners are provided with the basis for further development with the ultimate aim being the creation of a musician/ vocalist with the knowledge and skills-set to be able to perform and record music in a professional capacity (i.e.be a recording and performing artist). The core units together with the optional units selected have been carefully chosen to reflect these aims.

## How is the course structured?

The qualification is 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed performance assessment under controlled conditions based on an assignment set and marked by RSL. The remaining core and optional units are internally assessed (i.e.music teachers provide assessment opportunities for, and assess the work produced by learners).

## Students should take the course if they:

- Have a passion for music.
- Have been studying an instrument/ Voice with an instrumental teacher or would like to learn how to play an instrument and/ or have vocal lessons.
- Are open to and enjoy listening to a variety of different contemporary musical styles.
- Are able to perform in front of others, in the classroom and at concerts (a must in order to meet 40% of the coursework requirements).
- Are aiming to improve their individual

musical skills and enjoy working as part of an ensemble.

- Have an interest in organising events and performances.
- Have an interest in music technology.



## What might the course lead to?

- Songwriter • Recording Artist
- Performer • Session Musician • Promotion
- Management • Artist Support Services
- Producer & Engineer • Live Music •
- Production, Promotion & Organisation

# Engineering

For further information, please contact: Mr Salmon - [msa@northbromsgrove.worcs.sch.uk](mailto:msa@northbromsgrove.worcs.sch.uk)

**QUALIFICATION:** Level 2 Engineering  
**EXAM BOARD:** WJEC  
**ASSESSMENT DETAILS:** 2 units of coursework  
and a 1 hour 30 minute exam

## What's the course about?

Acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## How is the course structured?

The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to the use of technology and design. Once students start the course we will be building the practical skills with the students that they require to do the practical elements of the coursework.

In year 10 we will be enhancing the student knowledge of engineering and doing small project based work that will give the students the practical and graphical skills they need for year 11.

Once in year 11 students will be completing the 2 pieces of coursework required and enhancing their knowledge ready for the exam.

## Students should take the course if they:

- Skills required for independent learning and development.
- A range of generic and transferable skills.
- The ability to solve problems.
- The skills of project based research, development and presentation.

## What might the course lead to?

- Level 3 in Engineering or design.
- Apprenticeships in Engineering.
- Apprenticeships in manufacturing.

Click [HERE](#) for course information.

