

TABOR

ACADEMY



YEAR 10 – 11 COURSE CHOICES 2019-2021

Student Name: _____

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Introduction

In the spring term you will be making your choices for GCSEs. At this stage, the curriculum will still be broad, so that you can continue to extend your knowledge and skills in a central core of subjects while beginning to make choices in other areas, based on your own abilities and preferences. This curriculum will ensure that as many opportunities as possible remain open to you, both for further study, at school and in higher education, and for your future career.

The GCSE curriculum at Tabor Academy combines a core of compulsory subjects – English Language, English Literature, Mathematics and Science – with choices taken from 3 different areas: Modern Languages, Humanities and Creative/Practical subjects. You will also take courses in RE and PE. It is important that your workload is manageable to allow you to continue to pursue other interests.

It is important that you keep as many options open as possible, and you should bear the A Level curriculum in mind, which encourages breadth and from which you will be choosing 3 or 4 subjects. You should not be too quick to see yourself as a ‘scientist’ or a ‘humanities’ student, as combinations of these subjects will be encouraged right up to A Level, and universities will be looking for students with breadth as well as depth in their choice of subjects. In making your choices listen to your parents, teachers and friends, but remember:

THE CHOICE AND THE WORK ARE YOURS

MAKING YOUR CHOICE

Your choice should be based on:

- “ What is available;
- “ What you enjoy;
- “ What you are good at; and,
- “ What you might need for future study and careers.

You might have difficulty deciding which subjects to choose and be reluctant to opt for one course at the expense of another. It is therefore important to check which can be studied in the Sixth Form without a GCSE background and which cannot. Where the GCSE is a requirement for A Level, a pass at grade 5 or above is expected. There is often the chance to pick up subjects at a later stage during further and higher education.

First, look into the content of the course. A summary of each course can be found in this booklet. Make sure that it matches up with your abilities and interests and, if necessary, talk to other students in Years 10 and 11.

Your interest must be in the subject itself, not the teacher. A poor reason for choosing a subject would be just because you like your teacher, since it is possible that a different member of staff would teach you next year. A more positive indicator would be that you are successful in the subject, can cope competently with its demands and enjoy the lessons. Unfortunately we are not always good at the things we like and sometimes do not like the things at which we are good.

Some careers need certain subjects. If you have a particular career in mind you can find out what is required by using the careers section in the library. For more information or advice you should consult your form teacher. By the end of Year 11, you might have very different aspirations. Fortunately, the core subjects will help you to keep your options open.

Recommendations could be important. Your parents will have views and there are certainly advantages in listening to their advice. Your teachers will know your strengths and weaknesses, how you cope under pressure and how well you are likely to perform in your examinations. Your friends, too, may try to persuade you to follow their course but you must make a decision according to your needs.

Remember: it has to be your choice, your work, your results.

So listen to advice, think about it seriously and then choose your own Examination courses.

Important Dates for Choices 2018

Wednesday 6th February

The Year 9 course choices booklet is given to students during am/pm registration to take home in order to prepare for the choice process with their parents. Students will be given the opportunity to discuss the content of the booklet during tutor time.

Monday 11th February

Year 9 Curriculum Evening - this is an opportunity for the students and their family to discuss the content of the GCSE course they may choose. This takes place from 3.45pm to 4.45pm. Members of staff will be available from each subject.

Monday 25th February

A letter is sent to parents to inform them of the progress of the Year 9 Options process. In this letter parents will be given the details of their interview with a member of staff to discuss their child's options on Friday 24th March.

Monday 4th March to Friday 21st March

Taster lessons are offered to the students at lunch time or after school. A timetable of the taster lessons is attached to this letter. They may need to sign up for some of the taster lessons.

PM registration: Individual discussion to take place between the tutees and the tutor.

Friday 9th March

Letters will be sent to parents who requested an appointment to discuss Year 9 Options.

Monday 11th March

Students will be given stickers as reminders of their parental interviews to put in their diary.

Monday 25th March

Students return their form for choices.

Name: _____

Tutor Group: _____

A – Compulsory Subjects at GCSE

All students will study:

- English Language
- English Literature
- Mathematics
- Combined Science (this will be a Double GCSE Award)
- Physical Education (this is not an examination course)
- Religious Education

B – Optional Subjects

You must pick one subject from Table 1, one subject from Table 2 and two subjects from Table 3.

TABLE 1	TABLE 2	TABLE 3	
French <i>Other Language</i> <i>(Please write down the Language)</i> _____	History Geography	Art and Design Business Studies Computer Science Dance Drama Design and Technology (Product Design)	Food preparation and Nutrition Geography History Music Photography Physical Education Sociology

You can **ONLY** choose one Art subject and/or one Design Technology subject.

Please write down your chosen subjects below.

Table 1: _____

Table 2: _____

Table 3 (1): _____

Table 3 (2): _____

Reserve Choice 1 (From Table 3): _____

Reserve Choice 2 (From Table 3): _____

Student's Signature

Parent's Signature

You will be informed of your courses towards the end of the Summer Term.

NB: Students will be selected for separate GCSE in Biology, Chemistry and Physics by the Curriculum Team Leader depending on your assessment grade in English, Maths and Science.

Please return the completed form to your Tutor by Monday 25th March 2018

Compulsory Core Subjects

Subject: English Language

Examination Level: GCSE

Examination board: AQA

Examination Value: 100%

Controlled Assessment: None

Examination Structure: **Paper 1: Explorations in Creative Reading and Writing**
Written exam: Pupils will analyse and create fictional pieces of writing
50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives
Written exam: Pupils will analyse and create non-fiction texts
50% of GCSE

Non-Examination Assessment: **Spoken Language.**
Teacher assessed throughout the course. Students are assessed on three skills: presenting, responding to questions and their use of standard English.
0% of GCSE

Students Study:

All students will study English language as part of the compulsory core. The course aims to enhance students' appreciation and understanding of written texts, simultaneously developing reading, writing and speaking and listening skills. Examinations will require students to analyse non-fiction texts and test their reading and writing skills in a range of contexts.

Ways in which parents can support their children

- Encourage your child to read a range of non-fiction texts, e.g. newspaper, magazine or internet articles, newsletters, reviews, reports, letters (both formal and informal) and leaflets.
- Encourage your child to read for pleasure; this will increase imaginative descriptive and narrative writing skills.
- Encourage your child to look up new vocabulary and check spellings using a dictionary. Also use a thesaurus to find a range of interesting words. Redrafting homework and classwork is also very useful.

Career Value

The skills of reading, writing, speaking and listening are requirements for any further course of study. They are relevant to any career, as well as being essential skills in life.

Pathways after Year 11

AS and A2 levels in:

- English language and literature
- English literature
- Media studies
- Film studies

Subject: English Literature

Examination Level: GCSE

Examination board: AQA

Examination Value: 100%

Controlled Assessment: None

Examination Structure: **Shakespeare and the 19th Century Novel**

Written exam- Students will answer one question on a Shakespeare text studied and one question on a 19th Century Novel.

40 % of GCSE

Modern Literature and poetry

Written exam- Students will answer one question on a modern text studied and compare unseen poetry to poetry studied within an anthology.

60% of GCSE

Students Study:

All students will study English Literature as part of the compulsory core. The course aims to foster an enjoyment of reading as well as develop students' written response to a range of texts. Students will be examined on their understanding and appreciation of a range of prose and drama texts. This will include texts from different periods.

Ways in which parents can support their children

- Encourage students to read the set texts at least twice in their own time.
- Encourage students to watch different versions of the texts they have studied.
- Encourage students to read a range of poetry.
- Encourage students to read beyond set texts and develop opinions about writers' stylistic choices, e.g. how they structure novels, plays and poetry.

Career Value

The study of a range of Literature will provide students with an appreciation of English literary heritage and an understanding of how writing is a product of the context in which it was written; it will also aid their emotional maturity by enabling them to discuss, interpret, analyse and evaluate content. English Literature is an essential requirement for any further course of study in English.

Pathways after Year 11

AS and A2 levels in:

- English Language and Literature
- English Literature
- Media studies
- Film studies

Subject: Mathematics

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	100%
Examination Structure:	Linear – Paper 1 Non Calculator, Paper 2 and 3 Calculator (all equally weighted and each paper is one and half hours)
Controlled Assessment:	None

Students Study:

Mathematics is a continuous learning process from the time students begin to count until you become very old. You will follow the National Curriculum which will encourage you to increase your knowledge and understanding of the work that you have already covered, as well as being introduced to many new ideas.

This course will cover a wide range of basic mathematical concepts allowing students to develop skills and knowledge in:

- Number
- Algebra
- Geometry and Measure
- Ratio, Proportion and rates of change
- Probability
- Statistics

Throughout the course students will be given ample opportunity to develop key skills in the application of number, ICT, problem solving and teamwork.

How you will be assessed

In Year 9, pupils begin following the Linear GCSE Mathematics which they will complete in year 11. There will be internal examinations at the end of Year 9 and Year 10 which will be used to assess progress across the year. The three final external exams taken in year 11 will carry equal weight and will be the sole factor determining the grade of students, there is no coursework.

All candidates will be entered for Edexcel GCSE Linear Mathematics Specification, either at Higher Tier (Grades 4-9 and U) or Foundation Tier (Grades 5-1 and U). It is anticipated that the vast majority of our candidates will be entered for the Higher Tier.

Following the internal exam in June of Year 9, decisions will be made about which pupils should continue on the Higher Tier, and which should take Foundation Tier and pupils may be allocated to different sets in Year 10 accordingly.

Career Value

Mathematics is a core subject providing skills which are used in every job you do in the future. It requires you to be methodical, organised, accurate and logical. Mathematics also provides access to a wide range of careers and is essential for further education beyond Year 13.

Main Textbook used

Oxford GCSE Mathematics

Pathways after Year 11

A levels in:

- Mathematics
- Further Mathematics
- Economics
- Sciences

WAYS IN WHICH PARENTS CAN HELP THEIR CHILDREN

By encouraging your child to make good use of all available resources on 'Mathswatch' and 'MyMaths' to maximise their potential.

By monitoring/checking your child is completing homework set, on time.

By ensuring regular revision is carried out by your child on topics taught in class.

By ensuring that mathematical equipment (scientific calculator, protractor, setsquare, compasses, ruler, pencil and rubber) are provided and brought to all Mathematics lessons.

Subject: French

Examination Level:	GCSE	
Examination Group:	EDEXCEL	
Examination Value:	100%	
Examination Structure:	Listening and understanding	(25%) Externally assessed
	Reading and understanding	(25%) Externally assessed
	Speaking	(25%) Externally assessed
	Writing	(25%) Externally assessed

Students Study:

The GCSE course aims to enable students to develop an understanding of French in a variety of contexts, through the acquisition of relevant skills, grammar, structures and vocabulary. Students will benefit from the development of transferable language learning skills and the ability of communicating in a foreign language. They will also develop an awareness and understanding of France and French – speaking countries. The units of work are topic based and they cover areas such as personal identity, school, leisure, eating out, holidays, work, environment, healthy lifestyles and future plans. Students will be examined at the end of the course, which will include assessment of their reading and listening skills, their ability to translate from and into French, and their speaking skills in the format of role plays, a discussion about a picture and general conversation on a selection of topics.

Career Value:

French is spoken as a native language in more than two dozen countries on five continents and is one of the most commonly taught second languages in the world, making French speaking a very practical skill to possess. There are many business opportunities for somebody with French skills as it is an official working language in dozens of international organizations, including the United Nations, International Olympic Committee, and International Red Cross. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. Knowledge of French offers access to great works of literature, as well as films and songs.

There is a great demand in the workplace for people who can speak foreign languages and employers understand the need to recruit people with languages. Rest assured if you choose languages, your skills will be in high demand. Learning how to **interact** with speakers of other languages can help to see things from a **range of perspectives**, making you more **adaptable, creative, and insightful**. The ability to **operate cross-culturally** is becoming just as much valued by employers as straight language skills. Many types of employers seek employees with **multilingual capabilities**, examples include: government agencies, travel industry, engineering, education, international law, public policy and advertising. Knowledge of a second language opens doors to **additional employment opportunities**, increased chances of a **higher salary**, and sets a potential employee apart from others competing for the same job.

I am a linguist. I am literate. I can communicate. I am confident. I can multi-task. I am creative. I have highly – developed listening skills. I perform well under pressure. I can think logically. I am brave. I am open to new experiences and cultures and am culturally aware. I have a good memory. I persevere. I am international. I can see and apply patterns. I can think on my feet and express myself verbally. I can solve problems and think outside the box

NB: You may only take GCSE French if you are currently studying it in year 9.

Subject: Science (Combined)

Examination Level:	GCSE – Combined Trilogy (Double Award)
Examination Group:	AQA
Examination Value:	100%
Examination Structure:	Linear- end of Year 11 (6 papers – two biology, chemistry and physics).
Controlled Assessment:	No controlled assessment – replaced by practical competences

Students Study:

Science is an interesting and valuable subject which is of particular relevance in today's world. Through the exploration and study of science, students will:

- Develop their interest in and enthusiasm for Science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society and necessity for progression of further learning and understanding the world around you.

The course covers all the main components of Biology, Chemistry, Physics and How Science Works as stipulated by the National Curriculum.

Particular emphasis is placed on developing an appreciation of the methods of scientific enquiry. Students will be asked to make predictions, form hypotheses, plan and carry out investigations as well as evaluate and interpret their work, relating to scientific ideas.

Main textbook used:

CGP GCSE AQA Biology/Chemistry/Physics 9-1

Combined Science Trilogy 1 and 2 (Hodder Education)

More information about the course can be found on: www.aqa.org.uk

Suitable revision guide: CGP New Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition (can be found on Amazon)

How you will be assessed

In Year 9, all students will start the Linear GCSE Science course which they will complete at the end of Year 11.

Students will be tested with six exam papers which will include two biology, two chemistry and two physics papers. Each exam will be 1 hour and 15 minutes long and will be equally weighted (16.7% each). Students will be completing either the Higher or Foundation tier papers.

Exam papers will consist of multiple choice, structured, closed short answer and open response questions.

There is no coursework. Students will be completing 21 required practical's and will be tested on their understanding of practical skills and techniques.

Career Value

Science is a core subject - all students study science up to the age of 16. It is recognised by the Government and employers alike to be very important. It encourages a disciplined and logical approach to problem solving as well as skills such as accuracy in observation and measurement, effective communication, data analysis and literature searches.

It is a required qualification for entry into a number of professions including the Armed Services, Hairdressing, Engineering, Technical Services, Medicine (human and animal) and any laboratory work. In addition, it is essential for those considering Advanced level studies in any of the Sciences.

Subject: Physical Education

(Non-Examined)

Students will have a choice of activities to follow. This enables them to extend their skills and knowledge gained, in the lower years and also have the opportunity to focus in depth on activities in which they have an interest. Students will also learn to value the importance of an active, healthy lifestyle so that they will be more likely to take part in some form of physical activity when they leave school.

Netball	Basketball	Rounders
Athletics	Dance	Cricket
Aerobics	Football	Climbing
Fitness	Rugby	Softball
Trampolining	Hockey	Handball
Badminton	Tennis	

Subject: Religious Education

Examination Level: GCSE

Examination Board: AQA

Examination Value: 100%

Examination Structure: Two exams: Paper One: 1 hour 45 minutes, Paper Two: 1 hour 45 mins,

Paper 1: The Study of Religions: Beliefs, teachings and practices

Students will study two religious perspectives: Christianity and Islam

- Key beliefs and practices
- Worship, duties and festivals
- Role of religion in the local and worldwide community

Paper 2: Thematic Studies

Students will study four religious, philosophical and ethical areas of life

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Studying RE leads to:

- an understanding of where people's beliefs come from
- an understanding of why people view the world differently
- an examination of the fundamental questions of life
- the weighing up of different beliefs, opinions, and experiences
- the working out of one's own views about how to live our lives
- the ability to relate the beliefs, values, and experiences of others to our own experience of life

Career Value

In studying RE you will gain useful transferrable skills such as: clear and Logical thinking, critical evaluation, literacy and expression, negotiating, organising, planning, problem solving, research working to deadlines.

Optional Subjects

Optional Subjects

Subject: Art and Design

Examination Level: GCSE

Examination Group: AQA

Examination Value: 40% (Practical exam)

Coursework: 60%

Examination Structure: An end of coursework examination paper is given out in January of year 11 in advance of their exam to enable students to prepare. The practical exam lasts 10 hours (2 school days) and is worth 40% of the final grade.

Coursework Structure: Students work on 1 unit of coursework which is divided into 2 sections; "Food" and "The Human Figure". During the coursework unit a visit will take place to a gallery or museum. The coursework counts as 60% of the final grade.

Controlled Assessment: None

Students Study:

"Food" in the Autumn and Spring Term and "The Human Figure" in the Summer Term of Year 10 and the Autumn Term of Year 11, and complete a 5 hour mock exam in response to "The Human Figure".

The assessment of Art and Design is broken down in to four objectives where students will:

1. Develop ideas through investigations, demonstrating critical understanding of sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students work individually in sketchbooks on their units using a variety of 2D and 3D media, techniques and approaches which include painting, clay, 3D construction, printing, collage, and drawing in pencil and pen. They will study a broad range of artists and styles, from Pop and Abstract Art to The Renaissance, demonstrating their understanding through the development of their ideas inspired by their research.

Written annotation of studies and detailed analysis of artists' work are an important and essential element of the course with the use of appropriate specialist vocabulary. During the GCSE a gallery or museum visit will take place which will inform and enhance their studies.

Career Value

A certificate in Art and Design can be the first step towards a further course in Fine Art, Graphics, Textiles, Fashion, Photography or any of the Design courses at A Level standard, or can lead in to courses at college or university level. These can then lead on to work in Illustration, Animation, Graphic Design, Architecture, Interior and 3D Product Design, Fashion and Theatre Design, Jewellery Design, Printmaking, Teaching, and becoming a Freelance Artist.

It is this course which is valued by employers as it shows visual creative thinking and the ability to work independently and solve problems.

Subject: Business Studies

Examination Level: GCSE

Examination Group: EDEXCEL

Examination Value: 100%

Examination Structure: Two 1hr 30 mins paper (worth 50% each) – both are in the 2nd year of study.

The examination papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. The paper will include questions that target mathematics at a minimum of Key Stage 3 level.

Students Study:

Throughout the course, students may use computers for Word Processing, Excel, Graphics and Research as appropriate within the business contexts set. The course should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. Business Studies enable students to:

- Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds;
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements;
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities;
- Consider the extent to which business and economic activity can be ethical and sustainable.

Career Value

Students studying business often pursue business or business-related subjects in sixth form such as finance and economics. Students often apply what they learnt in GCSE business in these subjects at sixth form and find that their prior knowledge of business proves great value.

Business Studies prepare students for the world of work. It is a subject valued by employers because it provides knowledge of business activity and encourages skills which are needed in many occupations such as Finance, Marketing, Human Resources Sales, Merchandising and Distribution.

**Students choosing Business Studies will be guided onto the suitable course for them to achieve their best grade.*

Subject: Dance**Examination Level:** GCSE**Examination Group:** AQA**Written Examination Value:** 40%**Students study:**

The majority of lessons will be practical although there will be short blocks of the course where you are required to complete a written project and theory work. The practical lessons will include a mixture of performance, choreographic and analytical tasks in a wide range of dance styles, both in groups and individually.

You will watch professional companies and choreographers and learn how dancers become successful. With performance being a compulsory part of the course, you will be required to be involved in extra-curricular dance club and performance evenings. Prior to your practical exams extra rehearsals will be scheduled for your benefit.

Students will learn to critically evaluate their own work and that of different professional works which will be studied throughout the course. Pupils following this course must expect to be involved in any school dance performances e.g. in assemblies or Performing Arts Shows which may include additional rehearsals out of school hours.

Units Studies:**Component 1: Performance and Choreography****Performance**

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)
- 30% of GCSE
- 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
- 30% of GCSE
- 40 marks

How it's assessed

- Internally marked and externally moderated
- Total component 60%

Component 2: Dance appreciation

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

How it's assessed

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

Questions

- Based on students' own practice in performance and choreography and the GCSE Dance anthology

Career Value:

- This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation
- You will develop creative, imaginative, physical, emotional and intellectual capacities
- They can choose any style to perform and choreograph in, providing it meets the assessment criteria
- The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks
- Dance gives you the opportunity to develop a huge variety of skills, ranging from developing your own self- confidence to co-ordinating and directing your own group of dancers
- Your time on the course will enable you to become disciplined and skilled in an art form that you enjoy and allow your creativity to run wild! If you enjoy watching, performing or creating dance in any style – you will have fun on this course

Subject: Design & Technology

Examination Level: GCSE

Examination Group: AQA

Examination Value: 50%

Examination Structure: 2 hour long written paper
Assessed

Coursework Structure: 50% - Non-exam assessment (NEA): 30–35 hours approx.
Assessed practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Design and Technology

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values

Design and Technology is a fascinating subject, where pupils combine practical, intellectual and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.

Students Study

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

The course builds on work done in the lower school. Through the materials of plastics, wood and metal students will explore a range of products and design solutions using CAD and CAM technologies as well as traditional craft skills. Student's study designing and making in a range of contexts through the eyes of users, designers, makers, managers and clients. Extensive use is made of IT in research, computer aided designing, manufacturing and presentation. All courses develop skills in project management and research.

The course concentrates on developing and communicating design ideas through sketching, technical drawing, computer aided design and modelling those ideas in light materials. In addition you will study the application of these in industry. The workshop based element develops skills in designing and making through a number of mixed materials projects. You will learn how to manufacture products in batches and use machinery, some computer controlled, to achieve first class results.

Controlled Assessment

From the Summer Term in Year 10 and for most of Year 11 students are engaged on the controlled assessment coursework. These are demanding tasks in which students explore a context and develop design solutions geared towards making a quality final product to a high level employing the latest technologies in both design and manufacture. To be successful students will need to focus on the development of their work both in the classroom and also for homework.

Career Value

Technological skills are in high demand. It is an area of skills shortage and employment is high with excellent career prospects. A technology qualification is highly beneficial in a wide range of careers. With technology increasingly influencing our lives, an understanding of technology is useful in many fields of employment. Beyond this there are a wide number of options from degree studies through to basic vocational levels in a wide range of industries. At degree level, study in technology may follow a design route, science route or technical route although Technology subjects are not valued simply for their development of practical skills related to particular industries but also for their emphasis on creative thinking, research, testing solutions, project management and working as part of a team.

Subject: Drama

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	40%
Controlled Assessment:	60%
Examination Structure:	The examination is divided into three units of work. For the GCSE, students must take all three units.

Component 1: Devising (*Component code: 1DR0/01)

Coursework: 40% of the qualification – 60 marks

Content overview

- Create and develop a devised piece from stimulus (free choice for centre)
- Performance of this devised piece or design realisation for this performance
- Analyse and evaluate the devising process and performance
- Performer or designer routes available. Assessment overview
- AO1, AO2 and AO4 are assessed
- Internally assessed and externally moderated
- There are two parts to the assessment:
 1. a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, assessing AO1 and AO4). The portfolio submission recommendations are:
 - can be handwritten/typed evidence between 1500–2000 words
 - can be recorded/verbal evidence between 8–10 minutes
 - can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)
 2. a devised performance/design realisation (15 marks, assessing AO2).

Component 2: Performance from Text (*Component code: 1DR0/02)

Coursework: 20% of the qualification – 48 marks

Content overview

- Students will either perform in and/or design for two key extracts from a performance text
- Centre choice of performance text
- Performer or designer routes available. Assessment overview
- AO2 is assessed
- Externally assessed by visiting examiner
- Centres are free to cover the performance/designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose

Component 3: Theatre Makers in Practice (*Paper code: 1DR0/03)

Written examination: 1 hour 30 minutes: 40% of the qualification – 60 marks

Content overview

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation – free choice of production. Assessment overview

Section A: Bringing Texts to Life

- 45 marks, assessing AO3
- This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation

- 15 marks, assessing AO4.
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Students Study:

Students must develop a practical and theoretical knowledge and understanding of characteristics of performance text(s) and dramatic work(s), including:

- genre
- structure
- character
- form and style
- language
- stage directions
- Social, historical and cultural contexts including the theatrical conventions of the period in which the performance texts were created

How meaning is interpreted and communicated through:

- performance conventions
- use of performance space and spatial relationships on stage
- relationships between performers and audience
- the design of: set (including props), costume, lighting and sound
- actor's vocal and physical interpretation of character
- the drama and theatre terminology used by theatre makers and how to use it appropriately

The role of theatre makers in contemporary professional practice, including:

- performer
- director
- designer

Career Value

GCSE Drama will play an important part in any career that you choose. This specification provides opportunities for the development of the Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving through the use of:

- Team Work
- Leadership
- Communication Skills
- Confidence
- Creativity
- Patience

Pathways after Year 11

A Level Drama Theatre Studies (Tabor Academy Sixth Form):

This course reflects and progresses on from the GCSE course and being with the same exam board is a natural progression from one course to another. The A Level goes on to look a little deeper into the theories and practical processes. It develops a deeper understanding where students acting and technical skills are challenged further leading to University and further education specialisms.

University and Acting College:

There are University courses that focus on Drama and the theories of Drama and world renowned dramatists. There are educational courses that combine the art of the actor with the knowledge of a teacher and taking Drama into different sectors of Education. Ultimately there are specific acting colleges, not just in London, but all over the UK that focus on becoming an actor. However there are over 5000 jobs in the entertainment industry from Theatre to television to Film, where the very grounding for all starts with GCSE Drama.

Subject: Food Preparation and Nutrition

Examination Level: GCSE

Examination Group: AQA

Examination Value: 50%

Examination Structure: Written examination: 1 hour 45 minutes

Controlled Assessment: 2 short project based assessments set by the exam board. Each assessment will involve practical skills along with written comprehension being assessed.
(Task 1: 15% + Task 2: 35%)

Students Study:

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

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Summary of Assessment

Two Non-exam assessments (NEA) 50% -

Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. This will be internally assessed and externally moderated.

Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. This will be internally assessed and externally moderated.

Examination 50% - One 1 hour 45 minute paper. All questions compulsory. There will be one exam which is taken by all students at the end of Year 11.

Career Value

GCSE Food preparation and nutrition should not be valued simply for the development of practical skills. The new GCSE specification has placed an increased emphasis on students developing high level analytical and creative thinking skills along with higher order entrepreneurial skills. In addition, the course would be a good foundation for courses and careers related to food technology, culinary art, science, nutrition, medicine, nursing, catering and hospitality, child care, teaching, health and social care, and business.

Pathways after Year 11

BTEC Level 3 Extended Diploma in Hospitality (Tabor Academy Sixth Form):

This exciting course reflects and progresses on from the GCSE course focusing on deepening the understanding of the more complex and versatile nature of the Hospitality Industry. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme.

Subject: Geography

Examination Level:	GCSE
Examination Group:	AQA
Examination Value:	100%
Examination Structure:	Three Written Papers: Paper 1: Living with the physical environment (1hr 30mins) Paper 2: Challenges in the human environment (1hr 30mins) Paper 3: Geographical applications (1hr 15mins)

Students Study:

A good Geography student will have a wide interest in every aspect of the world around them. The AQA specification is engaging and relevant to today's geographers – a qualification that enables students to explore the world, the issues it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

They will study the interaction of physical and human factors. Students will learn skills in the analysis of complex patterns, determining the causes of events and management of the consequences. They will learn about places at local, national, and international levels.

The course provides information in a wide variety of forms from written statements and graphs to maps and diagrams. The titles of the 3 course modules are:

- Living with the physical environment – The challenge of natural hazards; The living world; Physical landscapes in the UK; Geographical skills
- Challenges in the human environment – Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills
- Geographical applications – Issue evaluation; Fieldwork; Geographical skills

Geography as a subject depends upon the real world. Much of the Geographical applications paper will be related to studies done outside school which is supported by a number of field trips throughout the course. By the end of the course students should be skilled in interpreting data about global issues and society around them.

Career Value:

A good grade in Geography indicates to an employer that a student has a wide knowledge of places in the world and an ability to handle information. Geography provides students with a diverse range of cross curricular skills and is statistically the most employable subject in the workplace with most professions recognising Geography as a valued subject.

Geography is applicable to careers like:

Tourism, Journalism, Engineering, Teaching, Law, Economics, Architecture, Planning, Surveying, Accountancy, Civil Service, Sales, Personnel, Transport, Merchant Banking, Commodity Broking, Insurance, Travel Agency, Management Consultancy, Environmental Work, Meteorology, Development Work and many more.

Subject: History

Examination Level: GCSE

Examination Group: Edexcel

Examination Value: 100%

Examination Structure: Three exams: Paper One: 1 hour 15 mins, Paper Two: 1 hour 45 mins, Paper Three: 1hour and 20mins

Paper 1: Thematic study and historic environment: Crime and Punishment, c1000–present

- Supernatural and religious ways of deciding guilt and innocence in medieval society. The changes and continuities of William the Conqueror's England. The influence of local communities, kings and the church in the medieval period.
- In depth studies of how crime and punishment has evolved over time: the Gunpowder plot, Hopkin's witch-hunts, World war conscientious objectors.
- **Case Study: Whitechapel 1870-1900:** The crimes of Jack the Ripper. The social and economic conditions within London at this time. Developments of the police force as a result of these crimes.

Paper 2: British Depth study: Early Elizabethan England

- The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. The French threat, financial weaknesses. Mary, Queen of Scots: her claim to the English throne
- The Revolt of the Northern Earls, 1569–70, the Ridolfi and Babington plots. Walsingham and the use of spies, Spanish invasion plans.
- Education, sport and the theatre, exploration: Drake's circumnavigation of the globe, colonising America.

Period study: The Cold War

- Causes of the rise in tensions between East and West
- Role of Stalin, Truman and Churchill
- The Cuban missile crisis, bay of pigs invasion, berlin crisis, significance of the berlin wall and its eventual fall.
- The collapse of the Soviet Union

Paper 3: Modern depth study: USA 1954-75: Conflict at home and abroad

- The development of the civil rights movement 1954-60
- Protest, progress and radicalism 1960-75
- US involvement in the Vietnam War 1954-75
- Reasons for the failure of the US in Vietnam

Students who study History

Students will develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They will also develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

Careers

History is a subject valued by employers because it encourages skills which are needed in many occupations. Students can present arguments, understand human behaviour in a range of circumstances, and interpret written, visual and numerical information. History can lead to careers in law, media production, financial services, journalism, management and teaching.

Subject: Computer Science**Examination Level:** GCSE**Examination Group:** EDEXCEL**Examination Value:** 100 %**Examination Structure:** 2 examinations: Paper 1 (1 hour 40 minutes); Paper 2 (2 hours);**Non-Exam Assessment:** 20 hours programming project**Students Study:**

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an underpinning subject across science and engineering, is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Units studied:

Component 1 – Principles of Computer Science - 1 hour 40 minutes; 50% of the grade. Externally assessed. This paper consists of multiple-choice, short open response, open response and extended open response answer questions. Topics include data, communication and the internet, and hardware and software

All questions are mandatory.

Component 2 – Application of computational thinking – 2 hours; 50% of the grade. Externally assessed. This paper is based on a scenario. It consists of short open response, open response and extended open-response answer questions. Topics include problem solving and programming.

All questions are mandatory.

Component 3 - Non-exam assessment - 20 hours. Students will develop a computer program and a report on the development of their project. The content for this component will draw on the content developed in Unit 2 but in a practical context:

- algorithms, decomposition and abstraction
- design, write, test and refine a program

- data manipulation.

The assessment will be carried out at a computer under supervision. The project will be set by Edexcel.

Career Value

This qualification will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of computing, engineering and science. This in turn could lead to a wide variety of computing related careers from programming to web design. It will also provide students with problems solving skills which are in demand in many careers within computing and beyond.

Subject: Music

Examination Level:	GCSE
Examination Group:	AQA
Examination Value:	40%
Examination Structure:	Performing music (30%), Composing music (30%), Listening and Appraising (40%)
Controlled Assessment:	1) Two compositions (30%) 2) Two performances (30%)

Students Study:***Skills & Concepts***

GCSE music allows you to develop your skills in three main areas

1. Performing – you will develop instrumental or singing skills within each strand as well as having the opportunity to develop ability to perform music of your own choice and as part of a group.
2. Composing – you will develop composition skills and are also given the opportunity to compose music of your own choice.
3. Listening and Appraising – you will develop your knowledge and use of music vocabulary and learn how to identify a wide range of musical characteristics and techniques. This will underpin your work in performing and composing.

Component 1: Understanding Music: ...the exam is 1 hour 30 minutes. This is to complete both section A & B.

- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study piece (28 marks)
- **Content overview – There are four areas of study:**
 - AoS 1: Western Classical Tradition 1650-1910
 - AoS 2: Popular Music
 - AoS 3: Traditional Music
 - AoS 4: Western Classical Tradition since 1910
- Section A: The exam consists of students listening to unfamiliar music from all four areas of study and identifying different characteristics and musical contexts.
- Section B: This part of the exam looks at pieces of music studied during the course and the students have to show they understand the effects of the audience and the composer's purpose and intentions.
- 40% of GCSE

Component 2: Performing Music: Coursework Based Assessment

- Performance 1: Solo Performance (36marks)
- Performance 2: Ensemble Performance (36 marks)
- **Content overview**
 - Each performance must last at least one minute in length with a total time no less than four minutes.
 - Each performance can consist of one or more pieces.
 - Alternative performances can also be included:
 - Digital DJ and deck work
 - Technical Recording Engineering (this involves recording other using the recording studio)

- Students will perform regularly throughout the course aiming for a minimum standard of music grade 7 by the end of year 11.
- All students will be required to attend instrumental or vocal peripatetic music tuition (one-on-one instrumental teaching).
- Recordings of each performance will be made throughout the year to try and achieve the best possible solo and ensemble (group) performance.
- 30% of GCSE

Component 3: Composing Music: Coursework Based Assessment

- Composition 1: Composition to a Brief (36 marks)
- Composition 2: Free Composition (36 marks)
- **Content overview**
 - The combine duration of both compositions must be a minimum of three minutes.
 - Comp 1: Starting ideas will be set by AQA and student must create a composition following the ideas and rules set for that task. (These change year-on-year)
 - Comp 2: is a completely free choice. Students can compose in any style they choose from popular music to classical.
 - A recording and score/annotation will need to be submitted once complete.
- 30% of GCSE

Instrumental Lessons

You do not...

- have to be good at reading music but it helps to have a basic knowledge of reading pitches and rhythms
- have to have reached a certain grade on your instrument/voice to take music but the students who reach the highest grades at GCSE tend to be a grade 3 or above standard
- have to have instrumental or singing lessons to take music but the course is much easier if you do.

You will...

- have to participate in the musical life of the school
- be given priority in receiving vocal or instrumental lessons, and will have to attend.

Career value

Employers and top universities value skills achieved through music; teamwork, problem solving, confidence development, self-presentation, independent study and self-determination. Actual jobs can include:

Musician / Music Performer; Venue Technician; Music Journalist; Recording Technician/ Producer; Songwriter; Sound Technician; Musical and Audio Repairs / Making musical Instruments; Music Teachers; Music Instrument Technicians; Conductors; Music Sales Executives; Music Editors; A&R (Artist & Repertoire) - Work with Artists in various aspects of their careers.

Music Careers details:

Musicians and Singers

Careers as musicians and singers are considered to be the most prominent in the entertainment industry. You need to have exceptional musical talent, instrumental/singing lessons, teach musicians the technical skills needed and help drive and motivate you.

Next Steps - GCSE Music - A Level Music (looking to achieve the equivalent of grade 6 to progress to University) – Performance Degree at University (This is where you will meet many professionals contacts who will help and support you)

Audio Engineers or Disc Jockeys

This is an area which requires a strong hold on music, and the knowledge of technology related to this. Audio

engineers or DJs are sound techs who operate mixers and consoles to enhance sound output and music quality. Audio engineers normally work in studios, whereas DJs can work in pubs and restaurants. They have to be in touch with the latest technologies pertaining to music to excel in their field.

Tour/Concert Managers

Artists and bands normally have music tours and live concerts. Managing the administration and making travel arrangements for every concert is important. This is where the services of tour and concert managers are needed. Tour managers and concert organisers look after the administration of the tour and the actual event; which includes ticket bookings, concert schedule, promotional activities, band photo-shoots, and other such tasks. These personnel are required to be multi-skilled in the area of music and administration.

Music Producers

A very crucial role in the music world, a music producer is a person who manages all stages of a project, be it a live show or a studio album. This professional has to help the band or artist get their albums mixed and edited in studio. He/she has other responsibilities as well, which mainly include getting a record deal and overseeing promotional tasks of the album. A music producer is generally a seasoned musician and performer or at least has fair knowledge about this field.

Music Therapists

This career pathway blends music-related theories with those of health care. Music plays a very important role in improving mental health of a person, music is used in music therapy treatments. This special therapy includes analysing emotional needs of a person and using music to meet those needs. Common practices in a music therapy job include music composition, listening to music, song writing, playing instruments, and similar others related to treating ailments through music.

Music Journalists

Music journalism is about studying, observing, and writing music. Typically, a music journalist listens to songs, attends live concerts, visits musicians and conducts interviews, and writes about all these experiences for music magazines, newspapers, or on the Internet.

Subject: PE (GCSE)

Examination Level: GCSE

Examination Group: AQA

Written Examination Value: 60%

Examination Structure:**Written Paper for Component 1 - Fitness and Body Systems:**

- Written Paper – 1hr 15mins
- 78 marks – 30%
- **Content overview**
 - Topic 1: Applied anatomy and physiology
 - Topic 2: Movement analysis
 - Topic 3: Physical training
- Topic 4: Use of data
- The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Written Paper for Component 2 – Health and Performance:

- Written Paper – 1hr 15mins
- 78 marks – 30%
- **Content overview**
 - Topic 1: Health, fitness and well-being
 - Topic 2: Sport psychology
 - Topic 3: Socio-cultural influences
- Topic 4: Use of data
- The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Practical Performance: Controlled Assessment:

- 30% of the qualification
- 75 marks (25 marks per activity)
- **Content overview**
 - Skills during individual and team activities
 - General performance skills
- The assessment consists of students completing **three** physical activities from a set list
 - One must be a **team** activity
 - One must be an **individual** activity
 - The final activity can be a **free** choice
 - Each activity can last up to 12 hours. These will be assessed by the teacher and moderated externally

Component 4: Personal Exercise Programme (PEP)

- 10% of the qualification
- 25 marks
- **Content overview**
 - Analysis and evaluation of performance to bring about improvement in one activity
- The assessment consists of students analysing and evaluating a performance to identify strengths and weaknesses. They then need to produce an action plan that suggests way to improve upon the two weaknesses they have identified

Students Study:

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

Students are expected to participate fully and with maximum effort if they are to maximise their potential on the course.

The PE Department, look to our GCSE PE candidates to act as role models for students who are aspiring to follow in their footsteps and as such expect determination and maturity in your work.

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Subject: Photography

Examination Level: GCSE

Examination Board: AQA

Examination Value: 40% (practical exam)

Coursework: 60%

Examination Structure: An end of coursework examination paper is given out in January of year 11 in advance of their exam to enable students to prepare. The practical exam lasts 10 hours (2 school days) and is worth 40% of the final grade.

Coursework Structure: Students work on 1 unit of coursework which is divided into 4 sections, "Slinkachu", "Op Art", "Portraits" and "Mixed Media". During the coursework unit a visit to a gallery or museum will take place. The coursework counts as 60% of the final grade.

Controlled Assessment: None

Students Study:

An introduction to Photography which includes studying the rules of composition, technical aspects of aperture and shutter speed, "Slinkachu" in the Autumn Term, "Op Art" in the Spring Term, "Portraits" in the Summer Term of Year 10 and "Mixed Media" in the Autumn Term of Year 11, and complete a 5 hour mock exam in response to "Mixed Media".

The assessment of Photography is broken down in to four objectives where students will:

1. Develop ideas through investigations, demonstrating critical understanding of sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students work individually in sketchbooks on their units and are required to produce photographic outcomes for each unit, both digital with a DSLR camera (edited with the use of Adobe Photoshop or other suitable software) and darkroom based (including the creation of photograms). During the "Mixed Media" project students will experiment with a variety of artistic approaches to creatively develop their images, including painting, drawing, 3D construction and collage.

Students will be required to use drawing to illustrate ideas and plans in their sketchbook but this work is not graded for its artistic skill. Written annotation of studies and detailed analysis of photographers' work are an important and essential element of the course with the use of appropriate specialist vocabulary. During the GCSE a gallery or museum visit will take place which will inform and enhance their studies.

Special Requirements:

Students should have a camera – a mobile telephone camera alone is not sufficient. The camera need not be expensive but a digital camera with at least 10 mega pixel capacity is a basic requirement. Students will also benefit from the use of their own SD card, SD card reader and USB memory stick to save their images, however school equipment is available to use each lesson. Students will print some of their photographs at home or use shop facilities. We offer some printing facilities in school.

Career Value

A certificate in Photography can be the first step towards a further Photography qualification at A Level standard or can lead in to combined subject courses at college or university level. These can lead on to work in Television, Magazines, Graphic Design, Advertising, Journalism, Publishing, Weddings and Events, Teaching, the Fashion and Music Industry and Freelance Photography.

It is this course which is valued by employers as it shows visual creative thinking and the ability to work independently and solve problems.

Subject: Sociology

Examination Level: GCSE

Examination Group: AQA

Examination Value: 100%

Examination Structure: 2 papers:

Unit 1: The Sociology of Families and Education (50%)

Unit 2: The Sociology of Crime and Deviance and Social Stratification (50%)

Controlled Assessment: None

Students Study:

Unit 1: Education

This unit aims to develop students' understanding of the present structure of the education system, and an understanding of related debates such as those about faith schools, testing, special and alternative forms of educational provision. This unit also explores the variations in educational achievement in terms of class, gender and ethnicity, and examines a range of influences on that may affect educational achievement, for example, parental values, peer groups, school ethos, streaming, labelling, teacher expectation, economic circumstances, cultural and ethnic background. Students should be aware of education as a political issue and be able, at a basic level, to explain both why education reforms have been made and criticisms of those reforms.

Unit 1: Families

This unit aims to develop students' understanding of the 'family' and to explain the presence of diverse forms of the family in Britain today. Students will explore the ideas of cultural diversity, migration and changing working patterns as influences on marriage and the family in Britain. Students will understand that an individual might live in many different family situations during a lifetime; and should be able to explain important changes that are taking place in family structures.

Unit 2: Crime and Deviance

This unit allows students to distinguish between the concepts of crime and deviance. They will explore the many ways in which individuals are encouraged to conform to social rules both formal and informal. Students will also explore the social distribution of crime, e.g. class, age, gender, ethnicity and locality. Students will also examine different sociological explanations of criminal and deviant behaviour, such as sub-cultural theories, labelling theory and relative deprivation.

Unit 2: Social Stratification

This unit allows students to explore the nature of stratification as involving the unequal distribution of wealth, income, status and power. They will discuss the major concepts involved in the analysis of stratification,

including class, status and life chances. Students will also explain the ways in which life chances are influenced by differences in wealth, income, power and status; and describe and explain the relationship between such inequalities and social factors such as class, gender and ethnicity

This unit aims to give students a basic introduction to the key methodologies and concepts used within Sociology. This unit encourages students to show some understanding of the distinctiveness of the sociological approach as opposed to, for example, the psychological, biological or journalistic, and should be aware that different kinds of explanations exist within sociology. This unit also encourages students to develop a critical understanding of sociological evidence and research processes. Students are introduced to central terms and concepts used in Sociology and begin to make links between the individual and society. Students should also be aware of ways in which sociological concepts and the results of sociological research may be useful in making and implementing policies, for example in the fields of education, welfare and criminal justice.

Career Value

Sociology offers students much flexibility in choosing a career path but most students follow one of these paths: Criminal Justice, Human Services e.g. Social Services, Counselling, Education, Research/ Policy and Business. Sociology students could make good employees as this course enables students to develop their communication skills, analytical skills, research skills, it also develops an openness to cultural diversity and an understanding of structural constraints such as poverty and its relevance to life circumstances.

Selected students will be chosen for the following course:

Subject: Triple Science

Examination Level: GCSE – Further Science

Examination Group: AQA

Examination Value: 100%

Examination Structure: Linear Exams in Year 11 (Two papers in each for Biology, Chemistry and Physics)

Controlled Assessment: There are seven required practicals per subject, to be completed within the normal teaching timetable. Knowledge of these will be assessed within the linear exam papers in Y11.

*Some students with high ability in Science will be **invited** to study Further Science.*

Why study this course? We live in an increasingly scientific world, from trying to solve Global Warming to detecting life on other planets and finding cures for diseases. Science is increasingly relevant in modern day society.

This course allows you to explore science in greater depth, arm you with a deeper understanding and equip you with skills that will take you forward in the outside world. You will study the three areas of Science Biology, Chemistry and Physics. The course is fast paced, exciting and full of modern scientific issues. If you are a talented Scientist and always leave your science lessons wanting to know more, then this is the option for you.

How will you be assessed:

Each separate subject has two papers at the end of year 11.

Biology Paper 1 assesses units 1-4 and paper 2 units 5-7.

Chemistry paper 1 units 1-5 and paper 2 units 6-10.

Physics paper 1 units 1-4 and paper 2 units 5-8.

Each separate subject also has seven required practicals built in to the teaching schedule. Knowledge of these will be required to answer questions within the examinations.

Career Value:

Studying the separate sciences opens up a wide variety of careers. Architecture, Engineering, Science research, medicine, veterinary science, dentistry, computing, rocket science, robotics, teaching, sports science.

Looking Forward to the Sixth Form

The Tabor Academy Sixth Form opened in September 2016 and was the most popular destination for our Year 11 students last year. Students welcome the familiar surroundings, individual attention, not to mention being taught by fantastic teachers that know them so well. We also welcome applications from students who have not attended Tabor Academy during Years 7 to 11. We will offer an academically challenging yet supportive experience for students wishing to continue their education through A level subjects and a range of BTEC options. We will offer students excellent teaching, high quality facilities and the opportunity to grow as a person and prepare for University, an apprenticeship or the world beyond school.

The provision of Sixth Form teaching within the school environment allows you to develop in an environment that offers the support of your secondary years with teachers who know how best you learn while nurturing vital skills of independence and time management.

The two years you spend in the Sixth Form will give you the knowledge, skills and experience to move you closer to your dream. Our aim is to give you the challenge and support to make this happen. A comprehensive induction programme will be provided so that you quickly settle into our Sixth Form. This is important if you are new to Tabor but still vital if you are continuing from Year 11. There are high expectations of you in Year 12 and it is vital that you fully understand the ingredients for success in post-16 courses from day one.

The Best Possible Learning

We pride ourselves on being a place of learning— if you join us we will do our best to ensure that you go on to fulfil your potential and prepare yourself for your next stage of life, be it at university or in employment. All we ask in return is that you demonstrate commitment to your education and that you contribute to the community of Tabor.

We are committed to high quality education and plan to offer a wide range of suitable spaces for you to study independently. These will include your own dedicated study rooms and library. These spaces will be complemented by dedicated ICT facilities for Sixth Form students.

We aim to create a culture in which students want to succeed and high achievement and excellence are positively viewed by every member of the Sixth Form.

There are plenty of opportunities to enrich your experience at Tabor; these will vary from the fitness sessions to work experience supporting younger pupils in their learning. If you find a gap in what we offer then work with us to make sure it's filled!

As a Tabor student, you will be used to regular monitoring of your academic progress through tracking cards, SIMs monitoring of where you're doing well or need support and parents' evenings. We will continue to regularly monitor the academic progress of our Sixth Form students. Parents and teachers work closely together to ensure that you will achieve your full potential. You may be chosen to be a Sixth Form prefect who will act as a positive role model for younger students in the school. We regard our Sixth Formers as key members of the school and are keen for you to be involved in wider aspects of school life. Sixth Form students contribute significantly to many voluntary activities including music, sport and drama.

Types of courses available in the Sixth Form

A Level courses: In order to begin students must achieve at least 5 GCSEs at Grades above 4/5.

Students usually study three subjects at A Level. They are two-year courses:

Courses currently offered:

- Art
- Biology
- Business Studies
- Chemistry
- Drama
- Economics
- English Literature
- French/German
- Geography
- History
- Law
- Mathematics (Pure Mathematics and Statistics)
- Media Studies
- Physics
- Photography
- Philosophy & Ethics
- Physical Education
- Politics
- Psychology
- Sociology

BTEC – National Diploma (Level 3)

- Business Studies
- Hospitality
- Sport

For further information, please contact:

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