



GUIDED PATHWAYS

YEAR 8 2018

Year 8 Guided Pathways

Welcome to the Guided Pathway Booklet for Year 8 students. As your child enters Key Stage 4 they will be beginning the study of GCSE level qualifications and preparing for examinations at the end of Year 10 and Year 11. These qualifications will determine what further study and career opportunities are open to them. The educational landscape has changed considerably and this has impacted upon the curriculum that students follow. Major GCSE reform has been introduced in 2015 and we have already taken all the necessary steps to ensure our students are prepared for these changes. The Grangefield Academy is a fully inclusive school and our vision is that students will study a broad and balanced curriculum with a maximum of 12 GCSE subjects over a three year period with an emphasis on achieving the highest grades possible.

To allow students to spread the examination load and help them achieve a balance in their studies, up to two of these qualifications can be studied and taken at the end of Year 10. This means that your child will sit their GCSE exams in 2020 and 2021, by which time all qualifications will be awarded as a numerical grade from 9 - 1, where 9 is the highest and 1 is the lowest. Organising some examinations to take place at the end of Year 10 also helps students prepare for the further examinations that they will take at the end of Year 11.

Throughout our three year Key Stage 4 there will also be a further opportunities to have additional time allocated for GCSE English and/or mathematics. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained at least a **strong pass** which is considered to be a GCSE grade 5 or higher in English Language or Literature and maths.

In December 2010 the Government introduced the English Baccalaureate or EBacc for short. This is not a qualification in its own right but a suite of qualifications that are gathered together under the same umbrella. At Northern Education Trust we fully support the entitlement that students are able to study this group of qualifications. To achieve the full EBacc students must achieve a GCSE grade 5 or higher in one English, mathematics, two sciences, geography or history and a modern foreign language. To support attainment in this important group of subjects we require all students study **at least one** of geography or history or a modern foreign language (French). These subjects in addition to English, maths and science will be studied over three years and examined at the end of Year 11.

For many students it will be appropriate that they also study a second EBacc subject so that they attain the full EBacc. We will advise you if we believe that your child should be following this route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We fully understand that this is a crucial time in your child's education and that choosing Key Stage 4 subjects is extremely important. This booklet is designed to provide information and to help guide you through this process. We look forward to seeing you at the Guided Pathway evening on Monday 22nd January at 16.30-18.30pm. If you have any further general questions or queries, please speak to Miss O'Shaughnessy Head of School Year 8. If you have specific subject related questions or queries please speak to the Head of Department for the subject or subject teacher.

What Will You Study?

The structure of the timetable will be very similar to the one you have in Year 8.

The timetable week contains 25 x 1 hour periods; plus five periods of Learning Guide time.

This 25 period week is split into compulsory Core subjects and Pathway subjects. Some subjects will be examined at the end of Year 10 and others at the end of Year 11.

25 Period Week	Subjects
Core 16 hrs	GCSE English Language (Ebacc) GCSE English Literature (Ebacc) GCSE Maths (Ebacc) GCSE Science (Ebacc) GCSE Triple Science (Ebacc) BTEC Tech Award Sport LIFE - Personal, social and health education, personal finances and Life In Modern Britain.
Pathway Subjects 3 hrs x 3	GCSE History (Ebacc) GCSE Geography (Ebacc) GCSE French (Ebacc) GCSE Drama GCSE Art and Design GCSE Business Studies Level 1/2 Hospitality & Catering BTEC Tech Award Health & Social Care Technical Award Interactive Media Technical Award Resistant Materials

The Academy reserves the right to allocate Pathway subjects according to available resources and where we feel this is in the best interests of the student.

We want all students to achieve good grades in English and maths. If your performance so far indicates you need support to achieve a good GCSE grade then you may have the opportunity to take extra English/maths as one of your pathway subjects. Please be positive about this opportunity—this is about improving life changes.

English Baccalaureate

The English Baccalaureate is “awarded” to students who achieve grade 5 or higher at GCSE level in the following subjects:

Maths
English
2 x Sciences
History and/or Geography
French and/or German and/or Spanish



Throughout this booklet we have used this logo identify EBacc subjects and that these courses will count towards the English Baccalaureate. Some of the UK’s top Universities have individual EBacc subjects as an entry requirement to degree level courses.

Types of Qualification

GCSEs

This stands for General Certificate in Secondary Education. It is a nationally-recognised qualification. GCSEs have changed in all schools nationally over the last three years. GCSEs are now graded using the new 9-1 grading system (with 9 being the highest grade and grade 5 being the minimum grade to be defined as a ‘strong pass’ by the Department for Education).

Most GCSEs are assessed solely through written examination papers. Some subjects, such as Mathematics, Science and Modern Foreign Languages enter candidates at different tiers based on students’ ability, with only certain grades being available for each tier. Other subjects only have one tier, and all grades are then available.

New GCSE Grade	Equivalent Traditional Grade
9	A* (top 3% nationally)
8	A*
7	A
6	B (top 2/3)
5	B (bottom 1/3) and C (top 1/3)
4	C (bottom 2/3)
3	D
2	E
1	F/G

Types of Qualification

Technical Qualifications

Technical qualifications aim to help you learn about a specific industry or area of work. They are assessed through a combination of continued assessment and written examinations. We are offering Technical qualifications in Interactive Media, Health and Social Care, Resistant Materials, Catering and Sport. Most students will be entered for the Level 2 qualification (equivalent to 1 GCSE at grades 9-5).

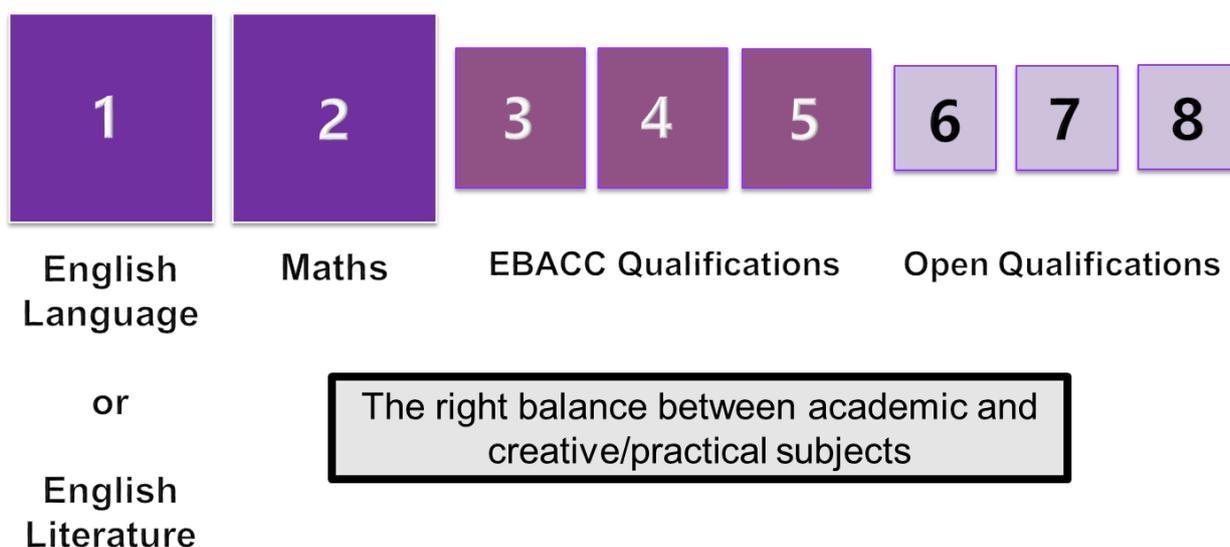
Old Grade	New Grade
Level 2 Distinction	8
Level 2 Merit	6
Level 2 Pass	4
Level 1 Pass	2
Unclassified	0

Our Key Stage 4 curriculum offers a wide range of subjects which provides you with a variety of academic and technical courses to choose from.

Attainment 8

The government has set a new Level 2 Threshold measure called Attainment 8. Whilst Attainment 8 is a measure of a school's performance, it may become the admissions criteria for further or higher education establishments and employment; as previous measures have, for example 5+ A*-C.

A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects.



It expects students to have achieved good grades in:

- GCSE Maths and GCSE English Language or Literature
- Any three GCSE Ebacc qualifications from the Sciences, Geography, History or Languages
- A further three open qualifications which can be either BTEC/OCR National, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve this threshold.

Terminology That May Help You and Your Child

CORE	These are compulsory subjects: English, maths, science, PE, Life/RE
Guided Pathway Choices	There is an element of choice about studying these subjects
Key Stage 3	Programmes of study for students in Years 7, and 8
Key Stage 4	Programmes of study for students in Years 9, 10 and 11
Post—16	Study after Y11
Level 1	GCSE grades 3-1 or equivalent (grades 3-1 are replacing grades D-G at GCSE)
Level 2	GCSE grades 9-4 or equivalent (grades 9-4 are replacing grades A*-C at GCSE) With grades 5+ being classed as strong pass
Level 3	'A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are mainly assessed through a final exam (see individual subject guides for further information)
BTEC Tech Award/Tech Award/OCR National	A vocational qualification graded pass/merit/distinction/distinction* and equivalent to a GCSE. It is mostly portfolio/coursework based, usually with a small exam element (see individual subject guides for further information)
EBacc subjects (EBacc = English Baccalaureate)	The EBacc subjects are: maths, English, sciences (including computer science), geography, history and modern foreign languages
Full EBacc	For students to achieve the full EBacc they must attain GCSE grade 5+ in maths, English, at least two sciences, one of history or geography and a modern foreign language
Attainment 8	The governments new Level 2 Threshold measure

How To Make Your Guided Pathway Choices

Read the booklet

- Consider the subjects on offer. Which ones will help get you into your chosen career?
- Think about your strengths and how the subjects on offer will match these

Discuss your ideas

- Make use of the Guided Pathway evening on Monday 22nd January 16.30-18.30pm.
- Be prepared to change your mind based on the advice of parents and teachers

Fill in the Guided Pathway Form

- Make sure you number your choices in order of preference
- Make sure your parents sign the form
- Return the form by Monday 29th January
- Forms should be returned to Miss O'Shaughnessy

Guided Pathway Process

- The Academy will consider your preferences and may wish to discuss them with you
- Your preferences will be circulated to subject staff to confirm that they feel you have the right package

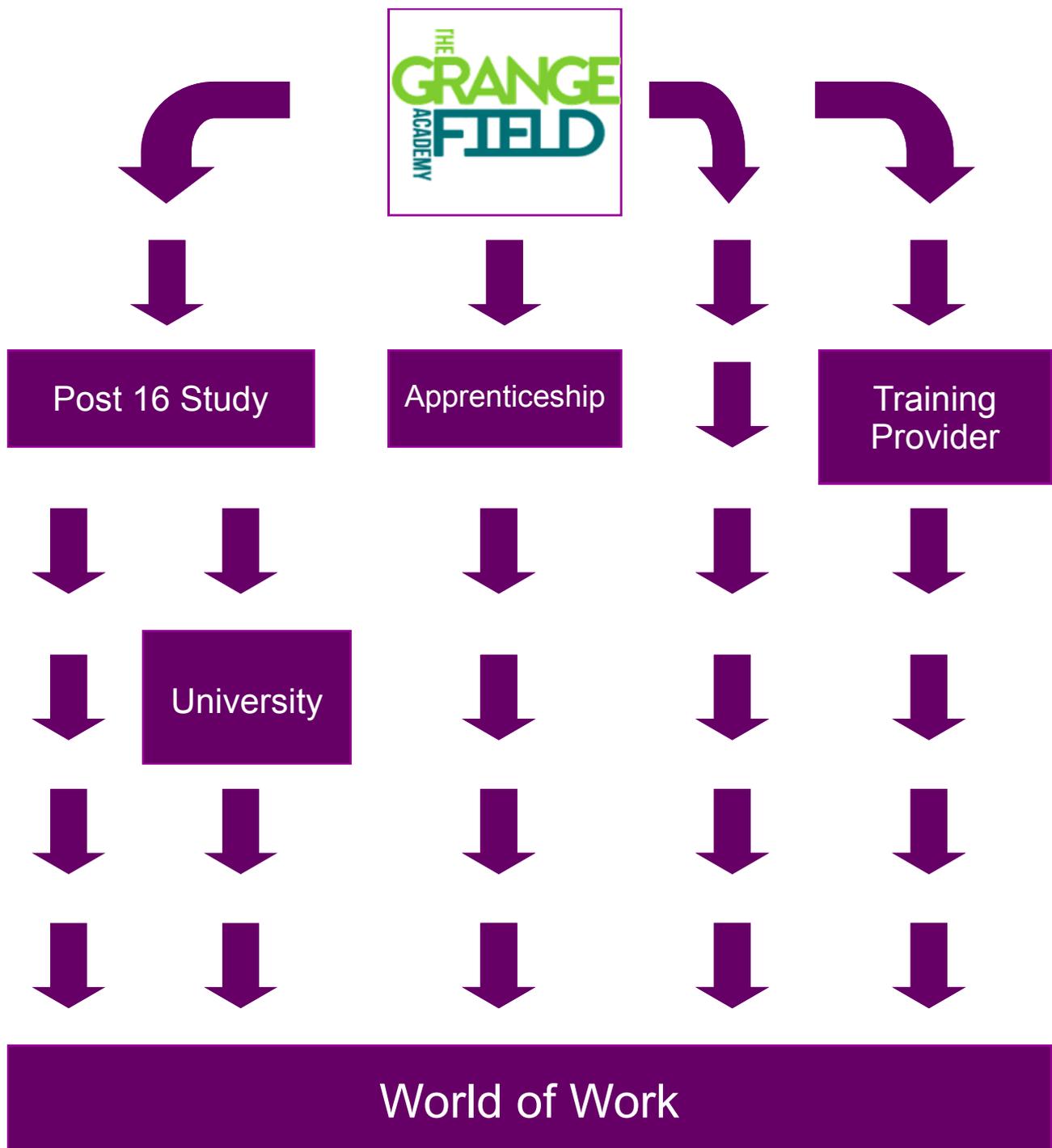
Academy writes to you

- The Academy will send a letter showing your finalised Pathway Subjects - this letter will be sent in term 3

Post 16 Progression

It is important that all students think about what they intend to do when they leave the academy.

There are many different routes that students can take. Below are just a few of the possible pathways, although it is often possible to transfer from one pathway to another.



Post 16 Progression

It is critical that all students make Guided Pathway choices that will allow them to progress to education, employment, an apprenticeship, or other training/courses post 16.

Entry requirements for courses at college and 6th forms can be found on each institutions website and should be considered when looking at your choices.

The Pathway choices students make can also have an impact on the University they can attend and the course(s) they are able to access. Universities are entitled to set their own admission criteria based on the following:

Points made up from A level or Vocational courses and “Facilitating” A levels at specific grades, and specific GCSE subjects and grades.

The top 20 universities, known as the Russell Group are:

University of Birmingham	King’s College London	University of Oxford
University of Bristol	University of Leeds	Queen’s University Belfast
University of Cambridge	University of Liverpool	University of Sheffield
Cardiff University	London School of Economics and Political Science	University of Southampton
University of Edinburgh	University of Manchester	University College London
University of Glasgow	Newcastle University	University of Warwick
Imperial College London	University of Nottingham	

At least two “Facilitating” A level subjects are currently required by the Russell Group Universities from:

Mathematics and Further Mathematics
Geography
English
History
Physics
Languages (Classical and Modern)
Biology
Art
Chemistry
Music

If you do believe that University is a pathway you might choose you need to think carefully about how your choice(s) now might/might not allow you to progress to a University of your choice.

The Future Of Work Is Changing



Research shows that young people get their ideas and views on the job market from a wide range of influences including their peer group, friends & family and the media. Above all, parents and carers play a vital role of influencing decisions which their sons and daughters make on their futures.

Parents know from experience that whichever career path we choose has a huge impact on many aspects of our lives, including how much money we can earn and how satisfied we are with our working lives, all key elements of what kind of overall quality of life we can have.

We want our children to grow up to be successful and to be able to make a positive contribution to society. With this in mind, it is hoped that parents can continue to play a key role in helping their sons and daughters to make more informed choices on their futures.

According to research carried out in 2014 by Oxford university, the following jobs are predicted to be the top 10 professions of the future.

- Digital architect
- Home carer
- Elderly well-being consultant
- Body part maker
- Nano-medic
- Vertical farmer
- Waste data handler
- Child designer
- Haptic programmer
- Climate controller

The Future Of Work Is Changing

Be ambitious but be realistic

We live in a consumer culture and it often seems that teenagers want everything, right now(!) and this can spill over into other areas of life. 'Reality TV' is often blamed for the desire amongst many young people to become celebrities. Whilst probably harmless, there is a danger that celebrity culture could affect the attitudes and ambitions of some young people, giving an unrealistic view of the world.

Ambition is an important factor in motivating young people to work hard towards achieving their chosen career goal. However it is also important that young people are **realistic** too. Not everyone can make a living from being a TV celebrity or Premier league footballer. The message is that students need to plan for their futures, **working hard** now in order to achieve their goals in the future. Investing in qualifications and skills will significantly increase the chances of getting a well-paid job in the future.

There are fewer than 500 UK born professional footballers in the squads of the English Premier clubs, which is 1 person for every 60,000 people in work. However there are well over half a million people working in the sports and leisure sector in the UK, such as sports coaches, gym instructors and sports centre managers. Perhaps these are more realistic career goals for the majority of young people who aspire to work in the field of sport.

Young people should not expect to walk straight into their ideal job. Achieving career goals may take many years of studying hard work. Therefore young people, including graduates, should expect to work their way up the career ladder as they develop the necessary on-the-job skills and experience.

What do Employers want?

A wide range of research has shown that there are common skills and qualities which employers want from their workers. These skills and qualities include a need to have good literacy and numeracy skills, but what employers want also has a great deal to do with the attitude and motivation of job applicants:

1. Have good written and spoken communication skills
2. Be honest and have integrity
3. Have good team-working skills
4. Have good inter-personal skills
5. Be highly motivated and show initiative
6. Have a strong commitment to work
7. Have good skills at analysing
8. Be flexible and adaptable in the workplace
9. Have good IT skills
10. Have good organisational skills

Source: Compiled by Focus LMI

Where Will The Jobs Of The Future Be?

We cannot know for certain where the new jobs in the future will be, however it is believed that science-based sectors will emerge as key industries in the future. These include bio-sciences, environmental technologies and renewable energy production.

According to recent research...

- A child leaving school now is predicted to work until they are at least 75
- A young adult leaving school now is expected to have an average of 20 different jobs during their working life
- Your child will still be working in the final part of this century (2075 onwards)

For the first time in our history we simply cannot predict what jobs will exist in 30 years time.

In 2015 \$6 billion of revenue was generated from the creation of 'apps' for smart phones and tablets. It is predicted that this will double in the next year. **This industry did not exist 7 years ago.**

STEM stands for science, technology, engineering and mathematics. These STEM subjects underpin many of the emerging sectors such as bio-technology and environmental industries.

As a school, The Grangefield Academy is working hard to build links to the future employers of these exciting job sectors, where many, many thousands of new jobs will be created. It is important we plan in advance to ensure our future school leavers can enter this employment field if they wish.

We face tough environmental challenges. Efforts to move towards a low-carbon economy mean that there will be increased demand for workers with skills and knowledge to help design, develop and manufacture products such as:

- Hybrid and low-emissions cars
- Low energy use consumer goods
- New fuels, such as bio-fuels
- Environmentally friendly ways of generating power including wind farms and solar power
- The next generation of nuclear power stations

Whilst new types of industries will be important for future jobs growth, existing sectors of employment including public administration, health and care and manufacturing will continue to offer many job opportunities for the foreseeable future.

The Future Of Work Is Changing

Modern Working Practices

The traditional full-time nine-to-five, five days a week job is no longer as dominant as it used to be, as flexible working practices have become more common. There are now more jobs available offering part-time hours or temporary contracts. Many employees are also expected to work shift patterns or during the evenings and weekends. Self-employment and freelance work is also more common than it used to be.

Many people will have a variety of different jobs throughout working life. And those who stay in the same type of job can expect to see the way they work change due to the application of new technology and working practices. Many people choose to work part-time including students who want to combine part-time working with their studies. People in the modern jobs market have developed portable skills which they can use by moving from job to job or contract to contract in a moveable, changing jobs market.

Flexibility

Many jobs require workers to be flexible. For example, some jobs require shift work or require employees to work evenings or weekends. Others take work on short-term, temporary contracts. These are all examples of workforce flexibility.

Adaptability

The jobs which are available and how we do them are constantly changing. Workers need to be able to adapt to this change by being ready to accept new working methods, learn new skills and, when necessary, move on to different jobs.

Mobility

You may have to move away or increase your travel to work time to get the job you want or to take advantage of promotion and career development opportunities. This could mean moving to another town or city in this country or even moving abroad.

Higher Qualifications = Higher Wages

Qualifications are increasingly important as we move towards a higher-skilled and knowledge-based economy. There are now few jobs around that require no qualifications and even fewer expected in the future. The evidence shows that there is a positive correlation between higher qualifications and higher earnings. In other words, on average people with higher qualifications can expect to earn more than those with lower levels of qualifications or those with no qualifications at all.

Someone earning the Adult National Minimum Wage (NMW) will be paid around £12,000 a year (for a 40 hour week). The difference in earning power over a working lifetime of 40 years could be as high as half a million to three quarters of a million pounds. Looked at this way, the extra earning potential which qualifications and skills provided is like a win on the National Lottery.

The Future Of Work Is Changing

Encouraging enterprise

Self-employment and entrepreneurship

People who are self-employed earn their living from their own business, trade or profession rather than earning a salary or wage directly from an employer. Around 8.5% of those in work in the North-East, are self-employed, which is around one in every twelve workers.

People often choose to become self-employed after they have built up skills, qualifications and experience working as an employee for another firm, so self-employment may be more realistic as a longer term goal for most young people.

Self-employment is more common in some occupations such as in the building trade, accountancy, legal services or in the media industry where freelance work is common.

Being self-employed can allowing people more choice as to how, when and where they work, but many self-employed people work longer hours than employees and have to be responsible for all aspects of running a business including marketing, finance and planning.

Research shows that around a third of people who set up their own business and become self-employed fail within the first three years. So becoming self-employed can be a risky strategy and is not suitable for everyone.

Useful Websites

General careers websites

General careers advice: <http://www.allaboutcareers.com/>

General careers advice: <http://www.icould.com>

Careers films: <http://www.careersbox.co.uk/>

National Careers Service: <http://nationalcareersservice.direct.gov.uk>

Specific careers

Accountancy: <http://www.accaglobal.com/uk/en>

Army: www.army.mod.uk/join

Art based careers: <http://www.theartcareerproject.com/art-as-a-career/>

Computing: <http://computingcareers.acm.org/>

Engineering: <http://www.tomorrowengineers.org.uk/>

Geography: http://www.prospects.ac.uk/options_geography.htm

History: http://www.history.org.uk/resources/public_resource_2914_76.html

Foreign languages: http://www.prospects.ac.uk/options_modern_languages.htm

HR: <http://www.cipd.co.uk/cipd-hr-profession/hr-careers/default.aspx>

Law: <http://www.lawcareers.net/BeginnersGuide/Intro>

NHS: <https://www.healthcareers.nhs.uk/>

Music: <http://www.careersinmusic.com/>

Police: www.policecouldyou.co.uk

RAF: www.raf.mod.uk/recruitment

Science based careers: <http://www.sciencecareerpathways.com/home/>

Teaching: <http://www.education.gov.uk/get-into-teaching>

Apprenticeships

www.apprenticeships.org.uk

Post 16 websites

Stockton Sixth Form College: www.stocktonsfsc.ac.uk

Stockton Riverside College and SRC Bede Sixth Form: www.stockton.ac.uk

Middlesbrough College: www.mbro.ac.uk

Darlington College: www.darlington.ac.uk

Redcar and Cleveland College: www.cleveland.ac.uk

Cleveland College of Art and Design: www.ccad.ac.uk

Askham Bryan College: www.askham-bryan.ac.uk

Macmillan Academy Post 16: www.post16.co.uk

Egglescliffe School and Sixth Form: www.egglescliffe.org.uk

Higher education websites

University applications: www.ucas.com

Guide to universities : www.whatuni.com

Core Subjects



GCSE English Language

Course Details

Qualification - GCSE English Language
Exam Board - AQA
QAN Code - 60142923 (Language)
Method of Assessment - Examination



Course information and structure

English is divided into two GCSEs with a separate qualification for Speaking and Listening.

Language assesses you on your ability to communicate appropriately, read and understand a wide range of 20th century and 19th century fiction and non-fiction and analyse writer's methods.

English Language is an untiered course and there are two exams to complete, both worth 50% of the final grade.

Students' Comments

"The stories we study are really interesting and we love the characters we learn about."

"We feel really intelligent when we can write about complex texts with confidence."

"We can see how English helps us across our other subjects."

Progression Routes

An English Language GCSE is valued exceptionally highly by employers and Further Education providers. Not only does the course provide a good foundation for further study of English Language and/or English Literature at A level, it is also an essential requirement for almost every area of further study.

The English Language course is ideal for students considering a career in: Law, Public Relations, Journalism, Teaching and Human Resources.

Advice and Guidance

The skills of reading, writing, speaking, and listening are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life. The English Language course is designed to aid and assess such development, and to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. The course will build on skills and experiences developed throughout the Lower School English course, prepare students to make informed decisions about further learning opportunities and career choices and encourage them to use language to participate effectively in society and employment.

For more information contact Miss L Bird, Head of English.

GCSE English Literature

Course Details

Qualification - GCSE English Literature
Exam Board - AQA
QAN Code - 60144476 (Literature)
Method of Assessment - Examination



Course information and structure

GCSE English Literature allows candidates the exciting opportunity to experience a range of Literature with a wide variety of appeal. Students will enjoy the experience of studying a range of literary genres, but as this course allows some flexibility for teachers to emphasise particular genres, the course can be effectively tailored to the needs and interests of specific teaching groups.

As a course which adopts a skills-based approach to the study of Literature, students are encouraged and enabled to make 'fresh' and individual responses to each element of assessment. This course perfectly complements GCSE English Language as students will be able to use their transferable skills in analytical and critical thinking.

Students' Comments

"The stories we study are really interesting and we love the characters we learn about."

"We feel really intelligent when we can write about complex texts with confidence."

"We can see how English helps us across our other subjects."

Progression Routes

An English Literature GCSE is highly valued by employers and Further Education providers. The course provides a good foundation for further study of English Language and/or English Literature.

English Literature is an ideal course for students considering a career in: Law, Public Relations, Journalism, Teaching and Human Resources.

Advice and Guidance

The GCSE English Literature course encourages students to develop independent and critical interpretations of writers' ideas, explore issues that are important, real and relevant to them and make connections between the texts and their own personal experiences. The course builds on skills and experiences developed throughout the KS3 English course and aims to foster a deeper love of literature.

For more information contact Miss L Bird, Head of English.

GCSE Maths

Course Details

Qualification - GCSE

Exam Board - AQA

QAN Code - 60146084

Method of Assessment - Assessment for the new 9– 1 Mathematics is a final examination at the end of Year 11. There are three papers within the exam series. One is non-calculator and the remaining two are calculator papers.



Course information and structure

Students will study Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics. The exam questions will be based on all of these topics but will also have a problem solving element to them. Mastering the topics so that you can solve a range of problems will help the students be successful.

Students' Comments

"I really enjoy problem solving and thinking logically."

"I use maths outside of lessons everyday."

"To go to college and then University I need a really good grade in maths."

Progression Routes

Having good qualifications in Mathematics will allow you to study any A-Level at any college or provider. Good Mathematics is essential for studying at the Russell Group universities and will provide the foundation for many future careers.

For the first time, students today are studying for careers that have not been invented yet and for jobs that do not exist in today's world. In 2015, in America, a reported \$10 billion was generated from the industry of app-development for iPads and smart phones. This career simply did not exist 5 years ago. The mathematical skills of logic, problem solving and resilience will be vital to all students in the future.

Advice and Guidance

Mathematics is essential to understanding life and the universe; it is more than just a subject of "equations" and "sums". It is a subject of problem solving, organisation and analysis of data, resilience in challenging situations and logic. Make the most of every lesson. See every lesson as one step/ one mark closer to your target grade. Don't be afraid to get things wrong, it's how we learn.

Have patience with Maths, just because you don't get it the first time doesn't mean you can not do it, you can with practice. Revise what you have learnt in lesson every night. The more you do in Y9 and Y10 the easier it will be in Y11. Problem solving questions will require you to apply your knowledge of all topics in Maths. Make sure you keep calm and test yourself. You never know what you might be able to achieve.

For more information contact Mrs L Drenon, Head of Maths.

GCSE Science

Course Details

Qualification - GCSE

Exam Board - AQA

QAN Code - Biology 60187529, Chemistry 60187578, Physics 60187517 and Combined Trilogy 6018758X



Method of Assessment - Combined Trilogy - six papers: two biology, two chemistry and two physics. All the papers are 1 hour 15 minutes. Separate - Each separate science has two papers. All papers are 1 hour 45 minutes.

Course information and structure

You will either study a Combined Trilogy or Separate Sciences. Both routes will cover Biology, Chemistry and Physics.

Each course will have a number of required practicals, which will enhance your investigative thinking, improve your mastery of techniques and consolidate your understanding of key scientific concepts.

Students' Comments

"I like the fact that Science covers so many different topics."

"Science is all around us so it is important to understand how it works."

Progression Routes

Students completing Combined Science: Trilogy will be able to move into many careers in a scientific background as this are a complete course covering all three relevant science disciplines. Completion of the two Combined Science: Trilogy will enable you to progress to A-Levels in any science discipline.

However, if you are certain that a scientific career, especially medicine, dentistry, astrophysics, or veterinary science, then you may want to consider taking Triple Science.

Advice and Guidance

Science has something to offer every student, whatever their aspirations. From trainee chef to nuclear physicist, construction apprentice to cancer researcher, everyone needs some level of relevant science understanding. Combined Science GCSE draws much of its content from the single science qualifications. You'll explore exciting topics in biology, chemistry and physics and sit six exams – gaining the equivalent of two GCSEs.

Separate Science content and practical's also appear in the Combined Science GCSE, giving teaching flexibility and the option to move students to give them the best qualification route. To study separate science at GCSE you will need to talk to your science teacher and have a target of Grade 6 or higher. Each of the separate science is a single award, which will give the students three GCSEs.

For more information contact Miss R Hopper, Head of Science.

BTEC Tech Award Sport

Course Details

Qualification - BTEC Tech Award Sport

Exam Board - Pearson

QAN Code - TBC

Method of Assessment - A combination of examination and non examination assessment.

Course information and structure

Lessons are generally a mixture of classroom theory lessons to prepare for the exam and assignments. Practical lessons cover a range of sporting activities including circuit training, indoor rowing, orienteering, football, netball, rugby, and rounders. During three of the units the students complete assignments and one unit is assessed with an examination. Units covered include: Leadership; Practical Sport; Training for personal fitness; Fitness for sport and exercise.

Students' Comments

"This course is good because we cover lots of activities we have not done in PE before".

"I have enjoyed the practical and feel fitter because we do more PE".

Progression Routes

BTEC Sport supports any courses relating to sport at college and beyond. Courses that are closely linked to PE include both A-level PE and vocational sport pathways (BTEC Level 3 National Diplomas in Sport).

Potential jobs in the PE sector include teaching PE, physiotherapy, leisure and recreation, exercise and fitness instruction or working in outdoor education.

Advice and Guidance

This course builds on the skills learnt in Key Stage 3. It is aimed at students with a passion for sport and a determination to succeed in a variety of new activities. The practical assessments mean that students need a good level of fitness already, or a great desire to improve on current levels.

You will need to demonstrate a great level of skill and decision-making in at least 4 different sports. Students selecting this course as a pathway must be prepared to spend time after school at various sport enrichment clubs.

The examination element of the course means that at least one lesson every week will be spent in a classroom studying theory and students will also be expected to support this learning with tasks at home.

For more information contact Mrs S Allen, Lead for BTEC Sport.

Life

Course information and structure

Life is the planned provision at The Grangefield Academy for promoting the emotional, social and health development of young people. Life lessons are delivered to all students for one hour per week in Years 7,8, 9 and 10.

It includes:

- the acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and wellbeing, sex and relationships, diet and exercise, alcohol, tobacco and other drugs;
- personal finances;
- careers and future pathways;
- the development of emotional and social skills including skills for learning, achieving, managing change and looking after health; and
- the exploration and clarification of values and beliefs including respect, morality and an understanding of cultural diversity.

The Life programme has been developed to take a positive approach to addressing a wide range of topics. It promotes the understanding that young people can be assertive and aspirational, and with correct knowledge and refined skills are better able to navigate situations and choices with clarity, consideration for themselves and others, whilst being true to their personal values and moral positions.

For more information contact Mrs L Giblin, Head of RE.

Guided Pathway Subjects



GCSE Art and Design

Course Details

Qualification - GCSE Art and Design

Exam Board - AQA

QAN Code - 60180882

Method of Assessment - Non Examination Assessment = 60% of marks. Externally set assignment = 40% of marks.

Course information and structure

Art is a skill based, highly personalised course. You will be given lots of opportunity to develop your own ideas and you will face many interesting creative challenges. We aim for you to learn positively through enjoyment of the subject. At all phases you will be:

Painting/Drawing/Printmaking/Sculpture/Mixed Media

Recording in a wide range of materials and techniques

Exploring visual language

Researching and developing resources

Exploring personal responses to your own and set themes

Creative use of visual media including digital media and computers

Contextual work from contemporary and historical sources

Presentation and visual communication skills

Students' Comments

"Art is the only lesson I look forward to, no matter how I'm feeling I can always lose myself within my work."

"Art is the way I express myself in a way I can understand, and know I can be good at something."

Progression Routes

The creative industries in the U.K. contribute £60 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

Career options include: Fine Artist, Graphic Designer, Furniture Designer, Furniture Restorer, Illustrator, Industrial Designer, Textile Designer, Animator, Ceramics Designer, Community Arts Worker, Fashion Designer, Glass Blower/Designer, Photographer, Film Maker, Production Designer—Theatre/Television/Film, Architect, Interior/Spatial Designer, Jewellery Designer, Make-up Artist, Medical Illustrator, Museum/Gallery Curator, Printmaker.

Courses available after GCSE include: A Level, BTEC Level 3 extended Diplomas. BTEC Foundation Diploma Apprenticeships are also available for specific jobs.

Advice and Guidance

Is GCSE art for me? If you love doing creative things, enjoy challenges, taking the initiative, have a good level of ability, are thinking of a career in visual arts or simply if you enjoy the subject. This course builds on skills and experiences developed during KS3 structure.

For more information contact Miss. Merifield, Assistant Principal Teaching & Learning, Head of Technology & Art.

GCSE French

Course Details

Qualification - GCSE French

Exam Board - AQA

QAN Code - 60181576

Method of Assessment - 100% terminal exam with a weighing of 25% for each skill (listening, reading, speaking, writing)



Course information and structure

The course comprises of the 4 skill areas: Listening, Speaking, Reading and Writing

The topics include:

Theme 1: identity and Culture

Theme 2: Local, National, International and Global areas of Interest

Theme 3: Current and Future Study and Employment

All exams are completed at the end of the course and each counts for 25% of the final GCSE grade. There is a possibility of being entered for foundation or higher in all skills.

Students' Comments

"The teachers really helped us to organise our work and prepare for the examinations."

"I particularly enjoyed learning about the different cultures and customs."

"Studying a language at GCSE enabled me to do the degree that I wanted to do at the university I wanted to go to."

Progression Routes

Many professions and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

Careers in which a GCSE in a language is beneficial: interpreter, translator, MFL teacher, hotel management, travel advisor, airport services, international law, engineering, journalism. **Almost all university courses** include an option to add study of a foreign language and/or study abroad.

Do this if you want a traditional qualification, if you are aiming for university or if you want to study languages at Advanced Level.

Advice and Guidance

Is a GCSE in a language for me? - If you love learning a language, enjoy communicating with other people and learning new skills this course is for you! This course builds on skills and experiences developed during KS3 and so must have studied the language at KS3.

For more information contact Mrs N Plouchart, Head of French.

GCSE Geography

Course Details

Qualification - GCSE Geography

Exam Board - AQA

QAN Code - 60184103



Course information and structure

Students will be assessed over 3 papers. For paper 1: Living with the Physical Environment, students will be looking at Natural Hazards, Physical Landscapes in the UK and The Living World. For paper 2: Challenges in the Human Environment, students will study Urban Challenges, The Changing Economic World and The Challenge of Resource Management.

Both papers 1 and 2 are written exams lasting 1 hour 30 minutes each and are worth 35%. Unit 3: Geographical Applications will be based off a current Issue evaluation (released 12 weeks before the exam) and a fieldwork section, equating to 30% of the overall GCSE grade.

Students' Comments

"Geography—it's great! You learn about the world and interesting things that happen to it".

"Geography is an all round qualifications, which include both fun and learning together".

"Choose Geography so you become more aware of the world you live in and how it works".

Progression Routes

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post 16 studies. The course also lays an appropriate foundation for further study of geography or related subjects.

It allows the students to develop their communications skills, graphical skills, technological skills, including ICT and GIS. It further allows the students to develop their interpersonal skills through debate and discussion and it also allows them to develop their entrepreneurial skills and awareness of all career possibilities. Geography is highly valued by employers for its combination of subject knowledge and how well it links with other subjects, English, Maths, ICT and Science.

Advice and Guidance

GCSE Geography teaches students a balanced framework of physical and human themes and investigates the link between them. Students will study contrasting areas of their world, exploring case studies in the UK and beyond. Topics of study are varied and wide ranging and include topical issues such as climate change, poverty and deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The geography department seeks to stimulate in our students an interest and a sense of wonder about places in their dynamically changing world. It aims for students to attain the knowledge, skills and understanding to make sense of their world, empowering them to face the challenges that are shaping society and environments at a range of scales.

For more information contact Mrs L Bravey, Head of Geography.

GCSE History

Course Details

Qualification - GCSE History

Exam Board - AQA

QAN Code - 60182179

Method of Assessment - Two examination papers 1hour 45 minutes each.



Course information and structure

The new 1-9 GCSE in History consists of two papers each with two studies.

Paper 1— Understanding the Modern World, Period study option will be ‘America 1920—1973: Inequality and Opportunity, and our Wider World Depth Study will be ‘Conflict and Tension, 1894—1918’.

Paper 2—Shaping the Nation, Thematic Study will be ‘Britain: Health and the people c1000 to the present day, and our British Depth Study will be ‘Norman England 1066-1100’.

Each option is worth 40 marks equating to 25% of the overall GCSE Grade . children through the activities of the secret police, the concentration camps and propaganda.

Students' Comments

“I really enjoy looking at events that have happened in the past; it makes me understand how we live today”

“History helps me to develop so many skills that I can use in other subjects—mainly history gets me to think”

“History will be kind to me for I intend to write it.”

Progression Routes

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process.

These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, teaching, broadcasting, publishing, Media, Journalism, Civil Service, Police, politics, archaeology and many more.

Advice and Guidance

History is a subject that is guaranteed to make you think about the world and changes it has experienced. Looking back at world events will help you make sense of the world you live in today. All through the course our main efforts are to find out what happened and explain why people behaved in the way they did. This attempt to understand human behaviour is the most important part of the study of History. History is a subject that involves discussion, arguments, analysis and investigations which students enjoy contributing to and taking part in.

For more information contact Mr C Ellis, Head of History.

GCSE Drama

Course Details

Qualification - GCSE Drama

Exam Board - AQA

QAN Code - 601/8575/2

Method of Assessment - Performances and examination

Course information and structure

The new 1-9 GCSE Drama course has both practical and theoretical elements and covers a wide range of skills from performing set texts, to devising and creating performance work and evaluating live theatre.

Component 1: Understanding Drama Students will complete a written exam at the end of the course which has three elements; key terminology, a set text analysis and a critical theatre review.

Component 2: Devising Drama Students will devise their own live theatre performances. This will be collaborative group work where the devising process, along with their individual performance skills, will be assessed. They will also complete a devising log journal to support their performances.

Component 3: Texts in Practice Students will be given a set text and will perform two extracts from that set text for an external examiner.

Students' Comments

"I have a new found confidence that is helping my in all my GCSE subjects."

"The extra experiences we are given such as going to see live performances and visiting workshops are priceless and have helped me understand what I plan to do for a career."

Progression Routes

Employers value staff that are able to communicate effectively both verbally and with confidence. Drama creates the perfect platform for this, giving students many opportunities to express themselves in an imaginative and creative way. The course is a new GCSE grade 1-9 course and is recognised at colleges and university. The Course leads into higher Education Performing Arts courses and ultimately into careers in Acting, Media, Theatre Management and Technical Roles, Broadcasting, Advertising, Teaching and more. However the transferable skills gained through studying Drama are beneficial within all future pathways.

Advice and Guidance

You should choose Drama because you enjoy it, have a passion for performance and are keen to develop these skills further. You will be studying units that involve performing, so you must be prepared to perform in front of others and have a real passion for the stage. Students must be able to work with focus and take responsibility for their own rehearsal process in order to succeed. It is also required that you work well in a team and contribute to group and individual work. However the new written element of the course requires strong analysis skills and the ability to understand complex texts.

For more information contact Miss A Reeve, Drama Teacher.

GCSE Business Studies

Course Details

Qualification - Level 2 GCSE (9-1) in Business

Exam Board - Edexcel

QAN Code - 603/0121/1

Method of Assessment - 100% examination (50% Investigating Small Business) + (50% Building a Business)

Course information and structure

Theme 1: Investigating small business - 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

Theme 2: Building a business - 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' Comments

"Its exciting doing a new subject, its completely different from everything I've done before at Grangefield"

"I'm really looking forward to learning how to set up a business as its what I want to do when I leave college"

"Challenging but fun"

Progression Routes

Students studying Business Studies will be equipped to access Level 3 Qualifications in Business

Possible career routes:

Accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations, retail management & sales and marketing.

Advice and Guidance

The aims and objectives of this qualification are to enable students to: know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will be asked to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.

This is a challenging course where students will be expected to analyse and interpret data, be reflective and critical thinkers to make informed business decisions and solve business problems.

For more information contact Mr. Wood, Leader of Learning ICT & Performance.

Level 1/2 Hospitality & Catering

Course Details

Qualification - Level 1/2 Hospitality and Catering
Exam Board - EDUQAS
QAN Code - TBC
Method of Assessment - Coursework 60% Exam 40%

Course information and structure

This course prepares learners for careers in the Catering or Hospitality industry. Learners will develop cooking skills alongside organisation skills, time management and team work.

Unit 1—The Hospitality and Catering Industry. In this unit, learners develop knowledge about the Catering industry and will sit a 90 mark and 90 minute exam worth 40% of the grade.

Unit 2— Hospitality and Catering in action. The applied purpose of the unit is for pupils to safely plan, prepare, cook and present nutritional dishes. This is the coursework worth 60% of the grade.

Students' Comments

"I can't believe some of the dishes I am able to make, on my own, from scratch and how professional they look".

"I really enjoy this course as it involves lots of cooking and lots of dishes I have never made before. I get to be really creative".

Progression Routes

This course is excellent for anyone wanting to go into the Hospitality or Catering industry however, the skills developed through this course are vital for any post-16 course or job and are also excellent life skills.

This course is the equivalent to 1 GCSE grade 8-5 and is recognised by all colleges and post-16 providers.

Advice and Guidance

You should choose Hospitality and Catering if you have an interest in cooking and developing high level skills in the kitchen in both cooking and presenting food. You will be required to work as part of a team and will need to bring in a range of ingredients to lessons when asked. You will be expected to cook a wide range of sweet and savoury dishes to suit different diets. The other aspect of this course will involve creating a typed portfolio where you research into dishes, ingredients and nutritional information and you will be expected to critically evaluate dishes you make.

This is a really exciting, hands on course, where you will learn to create a two or three course meal and gain real confidence and flare in the kitchen.

For more information contact Miss. Merifield, Assistant Principal Teaching & Learning, Head of Technology & Art.

BTEC Tech Award Health & Social Care

Course Details

Qualification - BTEC Tech Award in Health & Social Care

Exam Board - Pearson

QAN Code - 60303955

Method of Assessment - Non Examination Assessment and Exam.

Course information and structure

You will learn about the healthcare, social care and early years sectors. You will also study human growth and development, and the care needs of individuals at different life stages. The course requires a high level of commitment to coursework—both in and out of class.

Students need to produce high quality portfolios of coursework, therefore good literacy and time management skills are needed.

Students' Comments

"I want to become a midwife when I leave school so the BTEC Health & Social Care course has really helped me gain the knowledge and skills I need to go to college".

"I really like the way we are taught in lessons. There is always lots of different things to do".

Progression Routes

The healthcare sector is major employer in the UK.

The BTEC Tech Award in Health & Social Care qualification is a new qualification that builds upon the BTEC Award. This is a well regarded qualification that could take you on to college to study BTEC Level 3 Health & Social Care or access the world of work.

Many students who successfully complete the GCSE Health and Social Care course go on to work in the NHS.

Advice and Guidance

The aim of the course is to provide students with an introduction to the many career opportunities in the Health, Social Care or Early year's sector. It is designed to help learners to progress ultimately into employment. Students are given the opportunity to gain a broad understanding and knowledge of the sector e.g. the underpinning care values and an understanding of the different life stages that individuals go through.

For more information contact Mrs S Allen, Lead for H&S Care.

Technical Award Resistant Materials

Course Details

Qualification - Technical Award in Resistant Materials Technology

Exam Board - AQA

QAN Code - TBC

Method of Assessment - Coursework 60% Exam 40%

Course information and structure

Unit 1—Skills demonstration. Pupils will make a range of practical projects which cover all of the 8 skills to a high standard. Pupils will document the skills through a portfolio.

Unit 2— Extended making project. Pupils will complete an extended project where they research, plan, design and make a product which showcases the skills they have developed in Unit 1.

Unit 3—Exam unit. Pupils will learn the theory for the exam unit while learning skills and making to make learning as interactive as possible. The exam is 1 hour 30 minutes and worth 40%.

Students' Comments

"Resistant Materials is really fun. We get to use equipment like the brazing hearth and laser cutter and the things I have made look really well made".

"I love learning by making and creating things so this course is perfect for me and I like working with a range of materials".

Progression Routes

This course is excellent for anyone wanting to go on to study any design based course and it is also an excellent course to study for students who want to go down the Apprenticeship route. The practical skills pupils will learn through this course will prepare them well for any apprenticeship in things like joinery, electrical, mechanical etc. This course provides students with life skills which will be invaluable as they grow up.

This course is the equivalent to 1 GCSE grade 8-5 and is recognised by all colleges and post-16 providers.

Advice and Guidance

You should choose the Resistant Materials Technical Award if you have an interest in designing and making products. This course is excellent for students who like hands-on learning and like to be innovative and take risks. You will be required to work as part of a team and will need to be able to behave safely and responsibly in the workshop when using equipment. You will also need to be able to type up the skills and projects you have completed to create a small portfolio of evidence to form your coursework.

This is a really exciting, hands on course, where you will learn to use all machinery and tools in the workshop, including the use of CAD CAM and can make innovative products to a high standard.

For more information contact Miss. Merifield, Assistant Principal Teaching & Learning, Head of Technology & Art.

Technical Award Interactive Media

Course Details

Qualification - Level 2 Technical Award in Interactive Media

Exam Board - NCFE

QAN Code - 60308527

Method of Assessment - 60% CW & 40% EXAM

Course information and structure

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes. Students will be expected to complete 4 units of coursework which are all linked to the creation of an Interactive Product (Website, Game or APP). Students will explore numerous software packages (Photoshop, Audacity, Movie Plus, Web Plus) over the duration of the qualification so a good understanding of ICT is essential.

Students' Comments

"The course has been very exciting so far I really enjoyed the Photoshop and Audacity activities."

"Its fun using new software packages and doing something creative"

"I enjoy the level of freedom in lessons and how I get the opportunity to explore software packages"

Progression Routes

Students studying this course could go on to complete a Level 3 Qualifications in ICT, Computing, Business.

It may also be useful to those studying qualifications in the following sectors: performing arts, photography, creative/ interactive media and games design.

Suitable Career Routes - Website Developers, APP Developers, Software & Application Programmers, Multimedia Specialists, ICT Engineers, Systems Analysts, IT Consultants, Digital Architect .

Advice and Guidance

The qualification focuses on an applied study of the Interactive Media sector and learners will gain a broad understanding and knowledge of working in the sector. This Level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in interactive media, and an understanding of how to apply their learning to the interactive media sector.

This qualification shows learners how to: identify and experiment with interactive media products, materials, techniques and processes, explore the interactive media industry, work to interactive media briefs, refining, developing and selecting ideas and form a interactive media portfolio.

For more information contact Mr. Wood, Leader of Learning ICT & Performance.

Frequently Asked Questions

What if students cannot do their chosen course?

We hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which are impossible to timetable

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' three preferences can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on all of their preferred courses.

As soon as the Guided Pathway deadline has passed, work begins on the timetabling process. From this point alterations to the number and type of pathway subject within the curriculum may not be possible.

Once a decision has been made staffing and additional resources are allocated. It is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What is additional English and maths?

One of the core values of the Trust is to focus on raising standards, particularly in the basic skills of Literacy and Numeracy. As mentioned already in the introduction, we may identify some students who would benefit from using year Guided Pathway time to improve their grades in these key areas by studying extra English or maths. The academy reserves the right to make this decision where we feel it will be in the best interests of the student.

Where this applies, students and parents will be kept fully informed and we would ask that you work with us to help your child see that this is a positive opportunity to improve their life chances. We will review the situation on a regular basis based upon your child's STEP assessment data.

What is the deadline for handing in Guided Pathway Forms?

All forms must be signed and returned to Miss O'Shaughnessy by Monday 29th January 2018.