



George Eliot Academy

The best in everyone™

Part of United Learning

Year 10 Pathways

2024-2026



Self-Discipline

Ambition



Tenacity

Responsibility



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Principal's welcome

Welcome to Key Stage 4 at George Eliot Academy from our Principal Homeira Zakary.

At George Eliot Academy our aim is to ensure that every pupil is well-educated, has the opportunity to attend university or high-quality vocational courses and, is able to lead a happy and fulfilled life. Our aims are underpinned by our core values of Self Discipline, Tenacity, Ambition and Responsibility.

As our Year 9 pupils begin to make important decisions that will affect their future, we aim to ensure that each child has the right guidance to put them on a path to reach their full potential.

We know what a truly amazing experience it is to be part of the George Eliot Academy community, how highly our pupils can achieve and how successful they can be in the classroom and beyond. We believe that all pupils are capable of making outstanding progress and attaining at the highest level, whatever their starting point. This is the case for every year group, and we are aware that this success is, in part, based on making the right curriculum decisions in these early stages of Key Stage 4.

We have incredibly supportive pastoral and academic teams who are looking forward to working with our Year 9 pupils in making these important choices. The support and encouragement parents can provide at this important stage of a child's education is also critical. We are looking forward to working directly with the parent of every child in the year and working together to ensure all our pupils at George Eliot Academy are successful.

We hope that you find what you are looking for in this booklet, if not, please do contact us for further information.

With very best wishes

Homeira Zakary

Principal

Our mission

To develop pupils who are kind and aim for excellence through high expectations, hard work and respect for self and other.



What do I need to know before I start?

We understand that making a decision about which subjects to specialise in during Year 10 and Year 11 can be difficult. Try asking your teachers if they knew they wanted to be a teacher when they were in Year 9. Some might have 'just known', but many will have had no idea.

When making decisions about the right specialist subject pathways for you, there are some key questions to ask:

Which subjects do you enjoy?

If you are going to spend another two years studying them, it helps if you like them. Bear in mind that what you learn in Year 10 and Year 11 will be different to what you've done so far. Read the pages in this booklet carefully to get an idea about the topics you will be studying. Then talk to your teacher if you still aren't sure.

Your next steps

You should be aware that most universities require three or more good A-Level grades. In order to get onto most A-Level courses (or equivalent), you will need five or more good GCSE grades (which means Grade 9-5 under the new grading system), including English and Maths.

You should also take into account that studying a language is highly valued, as are History and Geography. These subjects demonstrate that you are a pupil with broad interests and the skills you develop are considered to help your overall learning. They are well respected qualifications which open doors and opportunities in the future. These subjects appeal to universities and colleges and schools work hard to ensure pupils are accessing these in their timetables.

All the information you need is in this booklet, and staff are available to discuss your decisions and options with you.

Head of year 9: Heather Parsons

Heather.parsons@georgeeliotacademy.org.uk

Vice Principal, Curriculum: Mrs D Stanton.

Dee.stanton@georgeeliotacademy.org.uk

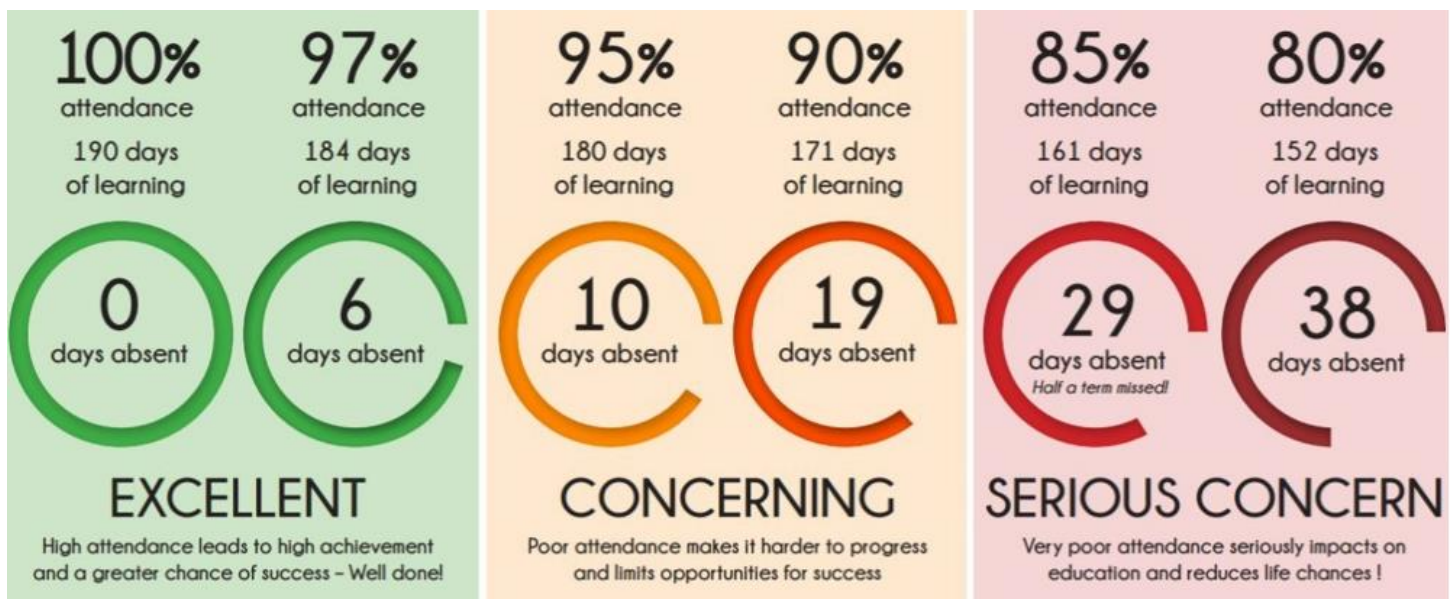
ATTENDANCE MATTERS

There is no substitute for being present in school as it will lead to success in GCSE exams. The continuous and demanding nature of GCSE studies means that absence from school for any reason will create a backlog of work to be caught up. In cases of absence for unavoidable reasons such as illness, staff will (as far as possible) ensure that missed work is issued and explained.

We need all our parents and carers to support the success of their child by ensuring that school attendance is a top priority.

Many people think that 90% attendance is good but in reality, this means that 3 ½ weeks of learning at school have been missed.

OUR AIM IS FOR 100%



So, attendance does really matter.

All of us are working together to support success at school so that all pupils can choose a career path and experience fulfilment and success in an ever-changing world of work. We want their future employers to know they are committed and reliable which can be shown in their attendance and this can be a pattern of behaviour we learn at school.

As parents and carers we need your support to encourage pupils on mornings when they may not be feeling 100% but are well enough to attend school. Our attendance procedures in school enable us to closely monitor all our pupils, this is done to secure their success.

Absences from school should be avoided at all costs. It should be noted that leave for holidays will not be granted by the school. If pupils are absent from school because of holidays then this will count as unauthorised absence/s.

What will I study?

All pupils in Year 10 study a core of required subjects. These include:

- English Language GCSE
- English Literature GCSE
- Maths GCSE
- Science GCSE – Double Award, Trilogy covers Biology, Chemistry and Physics
- Core PE
- PSHCE

Most pupils at GEA will continue to study the language they have studied in Year 9 as one of their GCSEs alongside either Geography or History GCSE. They will then have another option to choose from, from a range of subjects.

The English Baccalaureate (EBacc)

The government introduced the English Baccalaureate in order to ensure that pupils follow a broad and balanced curriculum and to recognise the achievements of pupils who obtain GCSE grade 5 or above across a suite of academic subjects. It is not a qualification in itself but is one way of recognising the achievements of pupils who achieve grade 5 or above in six subjects from across the academic spectrum. To accomplish the Baccalaureate, you need to achieve grade 5 or above in English, Mathematics, double or triple science, geography or history and a foreign language.

The EBacc subjects are also the same set of subjects called 'facilitating subjects' by universities; they are the ones most regularly asked for by college and university courses.

You don't need to have studied all of these to go to university, but having your GCSE mix steered towards English Baccalaureate subjects will help keep your options open.



What will my timetable look like?

The school follows a one-week timetable and the timetable is built based on pupil choices. 18 Lessons a week will be made up of the core subjects: English, Maths and Science. All pupils will have two core PE lessons and a PSHCE lesson each week.

What are the different courses on offer?

GCSE (General Certificate of Secondary Education)

GCSEs make up most of the subjects we offer. They are two-year qualifications which are almost all assessed by a terminal examination, which means that you study different units for two years and then take your exams in the summer term of Year 11.

BTEC (Business and Technology Education Council award)/ OCR National / OCR Technical

With these courses you learn about a subject in a more practical, work related manner. Assessment is spread out across Years 10 and 11. These courses are for those who prefer to do more coursework, and who enjoy independent learning and practical activity. There will also be an examination and you must pass this in order to pass the course. You can achieve Pass, Merit or Distinction. These Level 2 courses are equivalent to one GCSE.

Old GCSE Grades	G	F	E	D	C	B	A	A*		
New GCSE Grades	1		2	3	4	5	6	7	8	9
					Standard Pass	Good Pass				
BTEC Grades	Pass L1	Merit L1	Distinction L1	Pass L2	Merit L2		Distinction L2	Distinction * L2		
New GCSE Equivalent	1.25	2	3	4	5.5		7	8.5		

How do I make my Pathways choices?

What should you consider when choosing subjects?

- Which subjects are you successful in?
- Which subjects do you enjoy, (you will be studying them for two years)
- What skills do you want to learn?
- What might you want to study after school?

What are the common mistakes made when choosing options subjects?

- Choosing a subject because your friends are doing it
- Choosing a subject because you like the teacher
- Choosing a subject because it is new, and you want to try something new
- Not discussing it with home or your teachers
- Thinking that PE is all practical
- Thinking that computer subjects will let you game. Not realising the maths skills needed for these qualifications.

Unlock your potential

How do I complete my Pathways form?

All pathways forms are completed on-line using Microsoft Forms. You will receive an email with a link to your personalised pathways form outlining the choices you need to make. This will be sent to your school email address. Some pupils will have some additional support from the SENDCO to guide them in their decision making.

You will need to work with the combinations provided on the form, every subject is not available at every time, so we ask that you select reserve subjects.

Read the following before clicking the link as the form can only be completed once.

1. Discuss the different courses on offer with your parents. Remember that most pupils will have to do Geography or History and French or Spanish
2. The form will ask you to select a reserve – your next preference
3. When you are happy with your decisions click the link sent to you in the email
4. Complete every question on the options form
5. Discuss your thoughts with your form tutor

Do not forward the link. The form is personal to you and will register the information against your name for timetabling.

If you want to study anything PE related then please select this option. The PE department will assign you to the most suitable course. You can discuss this with your PE teacher.

We do not operate 'first come – first served.' The process should not be rushed. The deadline for completion is April 17th 2024.

Mrs Stanton is available for meetings on Friday 12th April. A pupil or parent can book an appointment between the hours of 8.30am – 4.30pm for anything you would like to discuss. This will be through School Cloud.

Every effort is made to ensure you get the courses you have selected but please be aware that this is not always possible. We may have to cancel an option if we don't get enough pupils to make the class size viable. You cannot defer from certain options for example opt out of Geography or History on your form or do a different option that is not named in the option block you have been given.

If you need support with completing your form, please let your form tutor know in the first instance then see your year head, Miss Parsons.

Careers Guidance

At The George Eliot Academy we aim to promote a progressive career provision that is linked to our STAR values of Self-Discipline, Tenacity, Ambition and Responsibility.

Our effective and impartial career programme, together with a knowledge rich curriculum, empower our young people to learn and place their best interests at the centre of everything we do. We aim to support the aspirations of all our learners and ensure they gain the skills, competencies and experiences they require to progress in their learning and the world of work. By aligning our careers provision to the Gatsby and CDI frameworks, we can give our young people the knowledge and the cultural capital they need to flourish and succeed as individuals in their future careers. All pupils are entitled to a programme that will encourage their career development to be a continual process. We work in conjunction with parents, guardians, teaching staff and local industry to provide a high-quality programme for the pupils at The George Eliot Academy.

During the choices process and in the coming years, pupils and their parents may wish to gain additional advice. All pupils will have an assembly about the process and all pupils will have a timetabled lesson with the careers team looking at choices.

Our current Careers Advisers are Debbie Partridge and Caroline Denny. They are able to give pupils at The George Eliot Academy information, advice, guidance and support on a number of areas including Careers Education.

How you can support your child in their career journey?

Please talk to your child about their career interests, if they do not know what they would like to do, focus on developing their work ready skills through activities, hobbies, and interests.

Take advantage of the many employer encounters offered during the year, sometimes a visit out of school can motivate and provide pupils with direction in their career planning.

Contact the school if you need support of any aspects of careers, or if you can support the school careers programme.

If your child has benefitted from a career experience, please let us know, we would love to hear from you on what they enjoyed, helping us enhance careers experiences for others. Please email Sophie.smith@georgeeliotacademy.org.uk

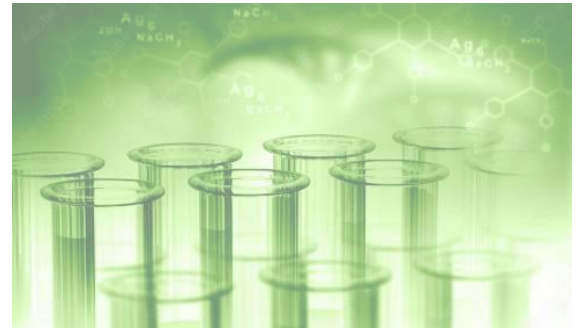
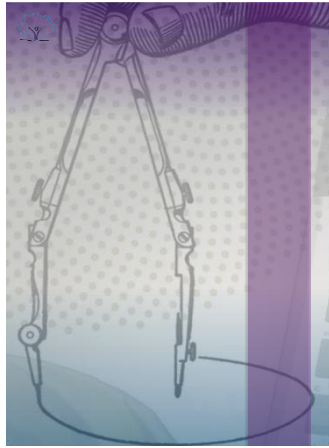
A useful website to support - <https://www.parentalguidance.org.uk/>





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Subject Guides





GCSE

English Language and Literature

Subject	GCSE English Language and Literature	
Exam Board	AQA English Language (8700) and English Literature (8702)	
Course Overview	Pupils will read from a range of texts carefully selected for their ability, but encompassing writers from the 19th Century through to modern literature. Key skills that will be developed focus on pupils adapting language choices and structures to match different purposes. Speaking and listening is still assessed, but no longer carries any weighting towards the final GCSE grade.	
Course Structure	The course is linear with final examinations at the end of Year 11. All pupils will follow the pathways outlined below for Language and Literature. Papers are no longer tiered in English and so all students, regardless of ability, will complete the same examinations.	
Course Assessment	<p style="text-align: center;"><u>English Language GCSE</u></p> <p>Paper 1 Written exam Explorations in Creative Reading and Writing 1 hour 45 minutes 50% of GCSE</p> <p>Paper 2 Written exam Writers' viewpoints and perspectives 1 hour 45 minutes 50% of GCSE</p> <p>Non-examination assessment: Spoken Language</p> <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English • 0% weighting of GCSE 	<p style="text-align: center;"><u>English Literature GCSE</u></p> <p>Paper 1 Written exam Shakespeare and the 19th century Novel 1 hour 45 minutes 40% of GCSE</p> <p>Paper 2 Written exam Modern Texts and Poetry 2 hours 15 minutes 60% of GCSE</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Journalism • Broadcaster • Teacher • Author 	
Further Information	melissa.autorino@georgeeliotacademy.org.uk	



GCSE

Mathematics

Subject	GCSE Mathematics
Exam Board	EDEXCEL
Course Overview	<p>The study of mathematics is broken down into the four major strands of Number; Algebra, Space, Data Handling and Shape and Measure. Topics taught under these areas increase progressively in both challenge and difficulty from one year to the next as well as in terms of ability. The curriculum aims to enable pupils to become fluent in the language and fundamentals of mathematics. Through a variety of carefully targeted and differentiated activities, pupils develop conceptual understanding with the ability to recall and apply knowledge rapidly and accurately. They additionally are equipped to be able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p>
Course Structure	<p>The course is linear with final examinations at the end of Year 11. Pupils will work through objectives split into the strands mentioned above.</p>
Course Assessment	<p>There are two tiers of entry for the GCSE examination:</p> <p><u>Higher Paper – Grades 4-9 Paper</u> 1 Non-calculator 33.3% Paper 2 Calculator 33.3% Paper 3 Calculator 33.3%</p> <p><u>Foundation – Grades 1-5</u> Paper 1 Non-calculator 33.3% Paper 2 Calculator 33.3% Paper 3 Calculator 33.3%</p>
Career Opportunities and Further Education	<ul style="list-style-type: none">• Statistician• Aerospace engineer• Accountant• Data Analyst• Banker• Financial Risk Analysis
Further Information	nicholas.clark@georgeeliotacademy.org.uk



GCSE

Combined Science Trilogy

Subject	GCSE Science Trilogy
Exam Board	AQA
Course Overview	<p>The study of science at GCSE is taught in the three distinct strands: Biology, Chemistry and Physics. All pupils are exposed to aspects of all three sciences whether they study for two GCSEs in science (GCSE Science Trilogy) or whether they complete three separate GCSEs (Biology, Chemistry and Physics). Students will be guided towards the route most suitable for them.</p> <p>Throughout the course pupils will study the key elements of all three sciences as well as show practical competency through the study in detail of key practical tasks. These tasks develop planning, analysis, concluding and evaluation skills as well as giving pupils an opportunity to learn through experience.</p>
Course Structure	GCSE Science Trilogy: The course is linear with six examinations lasting 75 minutes each part at the end of Year 11
Course Assessment	<p>There are two tiers of entry for all examinations: Higher and Foundation.</p> <p>In GCSE Science Trilogy, students complete six examinations: two in Biology, two in Chemistry and two in Physics. The results are combined to give the equivalent of two GCSEs in Science.</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Medicine • Sciences • Veterinary Studies • Engineering • Nursing • Pharmacy • Teaching
Further Information	gemma.mansbridge@georgeeliotacademy.org.uk



GCSE

Separate Science (3 GCSEs)

Subject	GCSE Biology, GCSE Chemistry, GCSE Physics
Exam Board	AQA
Course Overview	<p>The majority of pupils at GEA study the 'Combined Science: Trilogy' GCSE course which covers aspects of Biology, Chemistry and Physics. This results in pupils achieving the equivalent of two GCSEs (a double grade is awarded e.g. 6-5). We also offer 3 Separate Science GCSEs as an option. Each separate GCSE covers one of Biology, Chemistry or Physics with additional content to that which is studied in the Combined Science GCSEs. Either GCSE course allows students to progress to A-Level Science and beyond. However, the 3 GCSE option is suitable for very able pupils who have a talent and passion for science.</p> <p>This option is only open to those in set 1 or 2 <u>and</u> requires you to achieve a minimum score in your end of year 9 assessment. This is due to the demanding academic nature of the course.</p>
Course Structure	This is a linear course with all exams at the end of year 11 and no coursework. Each GCSE is made up of between 7 and 10 topics that are studied across Key Stage 4.
Course Assessment	<p>At the end of each GCSE there are two 105 minute exams. Each exam focuses on half of the topics within the GCSE as shown below:</p> <p><u>Biology paper 1</u>: Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.</p> <p><u>Biology Paper 2</u>: Topics 5–7: Homeostasis and response; Inheritance, Variation and Evolution; and Ecology.</p> <p><u>Chemistry Paper 1</u>: Topics 1–5: Atomic structure and the Periodic Table; Bonding, Structure, and the Properties of Matter; Quantitative Chemistry, Chemical Changes; and Energy Changes.</p> <p><u>Chemistry Paper 2</u>: Topics 6–10: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; and Using Resources.</p> <p><u>Physics Paper 1</u>: Topics 1-4: Energy; Electricity; Particle Model of Matter; and Atomic Structure.</p> <p><u>Physics Paper 2</u>: Topics 5-8: Forces; Waves; Magnetism and Electromagnetism; and Space Physics.</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Medicine • Engineering • Sports Sciences • Mathematics and Finance • Nursing and Midwifery • Law
Further Information	gemma.mansbridge@georgeeliotacademy.org.uk
NB	The extra Science GCSE counts as an option, it provides an additional GCSE in Science.



GCSE

Geography

Subject	GCSE Geography
Exam Board	EDEXCEL – B Course
Course Overview	<p>Geography is a broad-based academic subject which will open up options for you in your future. It explores physical and human aspects of Geography and the application of these in different contexts.</p> <p>Our GCSE Geography specifications feature popular topics such as climate change, urban challenges, extreme weather and globalisation. Pupils will learn to ask geographical questions, learn about places, patterns and issues, use interpret and analyse geographical data and use geographical terminology confidently.</p>
Course Structure	<p>GCSE Geography has three exams and no coursework.</p> <p><u>Paper 1: Living with the physical environment</u> The challenge of natural hazards The living world Physical landscape in the UK</p> <p><u>Paper 2: Challenges in the human environment</u> Urban issues and challenges The changing economic world The challenge of resource management</p> <p><u>Paper 3: Geographical Skills</u> Issues evaluation Physical and human Fieldwork</p>
Course Assessment	<p><u>Paper 1: Living with the physical environment</u> This paper will be split into three sections and will consist of 88 marks. This paper equates to 35% of the final GCSE grade and contains multiple types of questions, including: multiple choice, short responses and extended prose.</p> <p><u>Paper 2: Challenges in the human environment</u> This paper will be split into three sections and will consist of 88 marks. This paper equates to 35% of the final GCSE grade and contains multiple types of questions, including: multiple choice, short answers and extended prose.</p> <p><u>Paper 3: Geographical Skills</u> This paper is split into two sections and will consist of 76 marks. This paper equates to 30% of the final GCSE grade and contains a wide-range of question types, as well as asking pupils to consider information that they have been issued with from the pre-release booklet which the exam board send out 12 weeks before the exam.</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Data Analyst • Statistician • Seismologist • Cartographer • Hydrologist
Further Information	Kathryn.patrickson@georgeeliotacademy.org.uk



GCSE

History

Subject	GCSE History
Exam Board	EDEXCEL
Course Overview	By studying History pupils 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. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Pupils will 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. Furthermore, they will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
Course Structure	History has three exam papers. There is no coursework. <u>Paper 1: Thematic Study and historic environment</u> Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches <u>Paper 2: Period study and British depth study</u> Superpower relations and the Cold War, 1941-91 Henry VIII and his Ministers, 1509-1540 <u>Paper 3: Modern depth study</u> Weimar and Nazi Germany, 1918-39
Course Assessment	<u>Paper 1 – 1 hour 15 minutes (30%)</u> Section A: historic environment, pupils answer a question that assesses knowledge plus a two-part question based on two provided sources. Section B: thematic study, pupils answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two. <u>Paper 2 – 1 hour 45 minutes (40%)</u> Superpower relations and the Cold War, 1941-91: pupils answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, pupils select two out of three parts. Henry VIII and his Ministers, 1509-1540: pupils answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, pupils select one from a choice of two. <u>Paper 3 – 1 hour 20 minutes (30%)</u> Section A: Pupils answer a question based on a provided source and a question that assesses their knowledge and understanding. Section B: Pupils answer a single four-part question, based on two provided sources and two provided interpretations.
Career Opportunities and Further Education	<ul style="list-style-type: none"> • National and Local Government • Police • Law • Museum Curator • Diplomatic Service • Record Offices



GCSE

Religious Education

Subject	Religious Education
Exam Board	EDQUAS
Course Overview	<p>The study of two traditional world religions is fused together with exploration into philosophical, ethical and contemporary issues. Learners will be challenged to examine what they believe and do and compare and contrast this with the two faiths studied. They will be required to provide reasoning and evidence for beliefs and practices as well as the ethical and philosophical positions held by the religions studied.</p>
Course Structure	<p><u>Paper 1:</u> Philosophical and ethical themes from the below: Marriage and the family Good and Evil Matters of life and death Human Rights</p> <p><u>Paper 2 & 3:</u> The study of religious beliefs, teachings and practices. Beliefs, teachings and practices from the following religions:</p> <ul style="list-style-type: none"> ● Christianity ● Islam
Course Assessment	<p>Paper 1 – Philosophical and ethical themes – 50% - 2 hours Paper 2 – Christianity – 25% - 1 hour Paper 3 – Islam – 25% - 1 hour</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> ● Advice Worker ● Community Development Worker ● Mediator ● Politics ● Social Worker ● Police Officer
Further Information	sophie.smith@georgeeliotacademy.org.uk



GCSE

Modern Foreign Languages

Subject	GCSE French / Spanish
Exam Board	EDEXCEL
Course Overview	<p>A Modern Foreign Language GCSE allows pupils to develop their ability to communicate with native speakers. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of foreign culture.</p> <p>Pupils will need to develop and use their knowledge and understanding of grammar progressively through their course of study.</p>
Course Structure	<p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into six themes, each broken down into topics and sub-topics. The five themes are:</p> <ul style="list-style-type: none">• My personal world• Lifestyle and well being• My neighbourhood• Media and technology• Studying and my future• Travel and tourism
Course Assessment	<p>Paper 1: Listening examination (25%) Paper 2: Speaking examination (25%) Paper 3: Reading examination (25%) Paper 4: Writing examination (25%)</p>
Career Opportunities and Further Education	<ul style="list-style-type: none">• Travel and Tourism• Translation• International Law• Media• International Business• Diplomatic Service and Foreign Office.
Further Information	tracey.le-grice@georgeeliotacademy.org.uk



GCSE

Art, Craft and Design

Subject	GCSE Art, Craft and Design
Exam Board	EDEXCEL
Course Overview	This course is a study of Art through the exploration of a wide range of media techniques and processes as well as exploring how the work of other artists can provide inspiration. Pupils experiment with different 2D and 3D methods and develop their ideas into final outcomes of pupils work. Disciplines include drawing, printmaking, sculpture and alternative media. Students work on their coursework throughout the two years and at the end of year 11, they will produce a personal response during a 10 hour examination over a two day period.
Course Structure	<p>Component 1 Personal Portfolio 60%</p> <p>Component 2 Externally Set Assignment 40%</p> <p>Preparatory studies for each component should show students' development of ideas and progress through their work. Preparatory studies may be evidenced through any appropriate means such as sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches, test pieces, maquettes and digital material.</p>
Course Assessment	<p>Component 1 Personal Portfolio 60%</p> <p>Component 2 Externally Set Assignment 40%</p> <p>For both components pupils must show evidence of completing the following assessment objectives: A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Printmaker • Artist • Graphic Designer • Art Therapist • Packaging Designer
Further Information	Lisa.donohoe@georgeeliotacademy.org.uk



GCSE

Art and Design Photography

Subject	GCSE Art and Design Photography
Exam Board	EDEXCEL
Course Overview	<p>Photography may be defined as the creative journey through the process of lens and light based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept.</p> <p>Pupils will also understand that photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to lease with clients and to promote themselves as photographers.</p>
Course Structure	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</p> <p>The use of formal elements to communicate a variety of approaches, the camera and its functions including depth of field, shutter speed, focal points and viewpoints, the application of observational skills to record from sources and communicate ideas, the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media, the use of digital and/or non-digital applications.</p>
Course Assessment	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</p> <p>For both components students must show evidence of completing the following assessment objectives:</p> <p>A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Photo Journalist • Wildlife Photographer • Teacher • Astro-photography • Wedding Photographer
Further Information	Lisa.donohoe@georgeeliotacademy.org.uk



Level 1-2

Hospitality and Catering



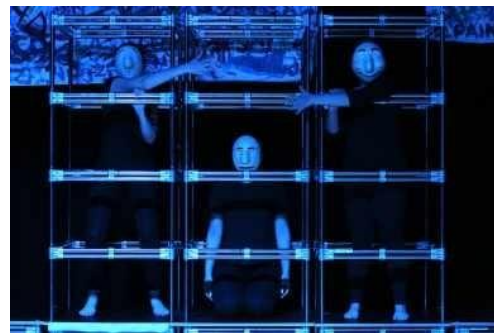
Subject	Hospitality and Catering Level 1-2
Exam Board	WJEC
Course Overview	<p>The Hospitality & Catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. Also, airlines, tourist attractions, hospitals and sports venues; businesses who are growing increasingly dependent on Hospitality & Catering for success.</p> <p>The sector has grown consistently over the last 5 years with its projected turnover for 2019 to reach the £100 Billion mark. There are a great number of entry level jobs within the industry and plenty are given to 16 to 24 year olds. There are also higher education courses and apprenticeship schemes where you can work and learn at the same time.</p>
Course Structure	<p>This course has been designed to introduce you to the Hospitality & Catering industry and prepare you for work further study in the sector. By choosing to study Hospitality & Catering at GEA, you will learn to;</p> <ul style="list-style-type: none">• demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food ingredients whilst using different cooking techniques and equipment• develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks• demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing, cooking and serving food• understand and explore the Hospitality and Catering industry, the job roles and the different types of equipment used to support the industry. <p>Across two years of study, you will complete written coursework and online examinations. Grading for those components is detailed below. Level 2 Distinction*-(GCSE:8.5) Level 2 Distinction-(GCSE:7) Level 2 Pass-(GCSE:4) Level 1 Pass-(GCSE:1/2/3)</p>
Course Assessment	<p><u>Unit 1: The Hospitality and Catering Industry</u></p> <p>Online written examination 1 hour 30 mins – Max 90 marks – 40% of your grade</p> <p><u>Unit 2: Hospitality and Catering in Action</u></p> <p>3 Hour practical exam (Plan, cook and serve two complete dishes) 9 Hours (Including 3-hour practical exam) 60% of your grade</p>
Career Opportunities and Further Education	<ul style="list-style-type: none">• Chef• Food Critic• Bar Manager• Food Journalist
Further Information	Sharon.martini@georgeeliotacademy.org.uk



GCSE

Food Preparation and Nutrition

Subject	Food Preparation and Nutrition
Exam Board	AQA
Course Overview	<p>The GCSE in 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 material.</p> <p>As well as giving pupils vital life skills and the knowledge to eat a healthy diet throughout life, this course links to many exciting careers. Including food product development, food scientist, nutritional therapist, food labelling specialist, food safety, public health nutritionist, food writer, professional chef, corporate hospitality, health care assistant and dietician.</p> <p>The course has cross-curricular links with both geography, with food provenance, PE with the health and nutrition element of the course and science with the biology and organic chemistry element of the course.</p>
Course Structure	<p>The GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. This course will teach you 12 key food preparation skills. Examples of these include cooking methods, sauce making, use of equipment and knife skills. This course's theory side is divided into topics, and these are the areas the written examination is based on.</p> <p>Food, nutrition and health – Investigations into macro and micronutrients, and their main functions in the body.</p> <p>Food science - understanding of the functional properties and chemical characteristics of food and nutrients.</p> <p>Food safety – Causes of both food spoilage bacteria, moulds and yeasts and those used within the food industry.</p> <p>Food choice – Why do we eat the foods we eat and what influences our choice of foods. We investigate both British and International cuisine with a range of recipes cooked.</p> <p>Food provenance – Knowing where food comes from is important and we learn about different methods of food products, such as organic or free range foods. Pupils will investigate how food production is influenced by technological developments and how this benefits our health.</p>
Course Assessment	<p>50% written exam: 1 hour and 45 minutes (100 marks)</p> <p>50% Non-exam assessment</p> <p>NEA 1 - (30 marks) 15% - This is a practical investigation involving looking at the functional and chemical properties of ingredients in recipes.</p> <p>NEA 2 - (70 marks) 35% - this is a food preparation task which involves cooking 3 dishes and will show your planning, preparation, cooking skills and presentation of food. Both NEA tasks are set each year by AQA.</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Nutritional Therapist • Dietician • Food Safety • Food Product Development



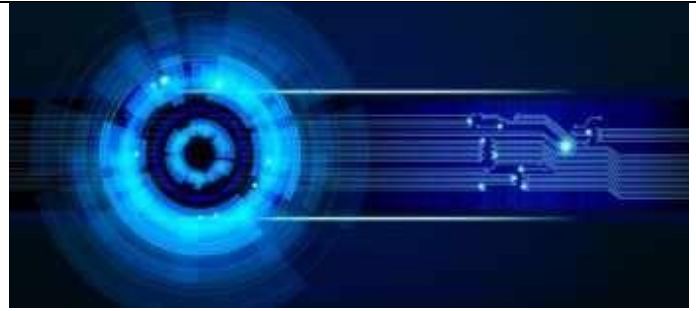
BTEC

Performing Arts

Subject	Level 2 BTEC Performing Arts - Drama
Exam Board	Pearson
Course Overview	Pupils will undertake 3 components where they will learn a number of skills including devising, reproducing professional repertoire and researching into different styles of theatre to understand more about the world of drama and acting.
Course Structure	Pupils will complete component one and two in year 10 and then will complete component three within year 11, they will have the opportunity to complete a mock of the component.
Course Assessment	<p>Component 1 is assessed through non-exam internal assessment. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.</p> <p>Your teacher will mark the completed assignments using the descriptors in the marking grid given in each component. Before submitting marks for moderation, the Centre may authorise you one opportunity to improve evidence and resubmit for internal assessment within 15 working days.</p> <p>Component 2 is assessed through non-exam internal assessment. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the Centre and moderated by Pearson.</p> <p>Your teacher will mark the completed assignments using the descriptors in the marking grid given in each component. Before submitting marks for moderation, the Centre may authorise you one opportunity to improve evidence and resubmit for internal assessment within 15 working days.</p> <p>Component 3 is an assessment externally by Pearson. Pearson will allocate an examiner to mark the work sent. You are assessed on the four tasks that are completed. For this unit, you will be assessed on three 800-word documents and one final performance that is between 7-10 minutes.</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Choreographer • Stagehand • Actor / Actress • Drama Therapist • Project Manager • Director
Further Information	Sharleigh.giddings@georgeeliotacademy.org.uk



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GCSE

Computer Science

Subject	GCSE Computer Science
Exam Board	OCR
Course Overview	<p>The study of Computers & Technology. We look at how they work and understand them</p> <p>Technology is embedded in every aspect of our lives</p> <p>Computer Science is being used to help solve many of the worlds biggest problems, from Early Warning systems to Robotics</p> <p>Pupils should be strong in maths to select this course.</p>
Course Structure	<p>Unit one Computer Systems Learners will explore Architecture of the CPU, Hardware and Software, Networks, Computer Security, Legal Aspects of Computing, Computer Systems, Memory and Storage and Environmental Aspects of Computing.</p> <p>Unit two Learners will explore Computational Thinking, Searching and Sorting Algorithms, SQL, Producing Robust Programs, Logic, Programming Languages and Integrated Development Environments.</p>
Course Assessment	<p>Unit 1: Written Exam – 90 minutes. 80 Marks Worth 50% of overall grade. A mix of multiple choice, short answers, longer answers and an extended answer that assess a pupils theoretical thinking and knowledge.</p> <p>Unit 2: Written Exam – 90 minutes. 80 Marks worth 50% of overall grade. A mix of multiple choice, short answers, longer answers and extended answers that assess a pupils practical problem solving and computational thinking skills.</p>
Career Opportunities and Further Education	<ul style="list-style-type: none">• Application Developer• Software Developer• Network Analyst• Website Developer• Games Developer• Cybercrime Analyst
Further Information	Gareth.lewis@georgeeliotacademy.org.uk



BTEC Tech Award

Digital Information

Technology

Subject	Digital Information Technology
Exam Board	BTEC Tech Award
Course Overview	<p>The opportunity to build on applied knowledge in the usage and skills of computing in everyday lives</p> <p>Technology is embedded in every aspect of our lives</p> <p>Understanding how to use computers and technology effectively is important in everyday tasks.</p> <p>Level 1/2 Tech awards are a great starting point in any career that involves the use of computers</p>
Course Structure	<p>Component one Learning outcomes Understand interface design for individuals and organisations. Be able to use project planning techniques to plan, design and develop a user interface. Be able to review a user interface.</p> <p>Component two Learning outcomes Understand how data is collected and used by organisations and its impact on individuals Be able to create a dashboard using data manipulation tools Be able draw conclusions and review data presentation methods</p> <p>Component three Assessment outcomes Demonstrate knowledge of facts and issues in relation to DIT Demonstrate an understanding of facts and issues in relation to DIT Apply an understanding of facts and issues in relation to DIT Make connections with the concepts and processes in DIT</p>
Course Assessment	<p>Component one and two are assessed through internal coursework. They are worth 30% each of the overall grade.</p> <p>Component three will be a ninety-minute written exam worth 40% of the overall grade</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Application Designer • Website Designer • Project Manager • Analyst
Further Information	Gareth.lewis@georgeeliotacademy.org.uk



Level 2 BTEC Award

Music Practice

Subject	Level 2 BTEC Music Practice
Exam Board	Pearson
Course Overview	Pupils will undertake 3 components where they will learn and develop a number of skills including performing, producing, arranging/remixing, and composing. They will research different music genres and styles to develop their appraisal and musical appreciation skills.
Course Structure	<p>Component 1, Exploring Music Products and Styles – Theory and Practical (30%) You will gain an understanding of a style of music and apply understanding of the use of techniques to create music.</p> <p>Component 2, Music Skills and Development – Theory and Practical (30%) You will learn professional and commercial skills for the music industry and apply development processes for music skills and techniques.</p> <p>Component 3, Responding to a Music Brief – Theory and Practical (30%) You will understand how to respond to a music brief, select and apply musical skills in response to a music brief, present a final musical product in response to a music brief and comment on the creative process and outcome in response to a music brief.</p>
Course Assessment	Pupils will complete component 1 in year 10, they will start component 2 in year 10 but complete in January of year 11, and then will complete component 3 within year 11 with the opportunity to do a mock of the component.
Career Opportunities and Further Education	<ul style="list-style-type: none">• Performer• Music Producer• Sound Engineer• Teacher• DJ• Music Therapist• Songwriter
Further Information	Kira.hewitt@georgeeliotacademy.org.uk



GCSE

Physical Education

Subject	Physical Education
Exam Board	EDEXCEL
Course Overview	<p>This is a two-year course and is suitable for pupils with a high level of sporting ability in a range of sports. This is a 60% examination-based subject with a coursework element based on practical ability.</p> <p>A good understanding of biology would be advantageous for pupils wishing to study this course.</p>
Course Structure	<p><u>Component 1, Fitness and Body Systems</u> Applied Anatomy and Physiology Movement Analysis Physical Training Use of Data</p> <p><u>Component 2, Health and Performance</u> Health, Fitness and Wellbeing Sport Psychology Socio-Cultural influence Use of Data</p> <p><u>Component 3, Practical Performance</u> One Team Sport One Individual Sport One Free Choice</p>
Course Assessment	<p>Component 1 – Written exam, 80 Marks, 1 hour and 30 minutes Component 2 – Written Exam, 60 Marks, 1 hour and 15 minutes Component 3 – Practical Performance</p>
Career Opportunities and Further Education	<ul style="list-style-type: none">• Medical Careers• Teaching• Sports Coaching• Personal Therapist• Physiotherapist• Sports Technology• Nutritionalist
Further Information	<p>Joe.moretta@georgeeliotacademy.org.uk</p>



Cambridge National

Sports Studies

Subject	Cambridge National Sports Studies
Exam Board	OCR
Course Overview	<p>Pupils will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.</p> <p>Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.</p>
Course Structure	<p>Component 1 - Contemporary Issues in Sport (40%) By completing this unit you will understand a range of topical and contemporary issues in sport including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.</p> <p>Component 2 - Performance and Leadership in Sports Activities (40%) In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader. Developing a range of transferable skills.</p> <p>Component 3 - Sport and the Media (20%) In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sports.</p>
Course Assessment	<p>Component 1 – Written exam, 70 Marks, 1 hour and 15 minutes</p> <p>Component 2 – Coursework</p> <p>Component 3 – Coursework</p>
Career Opportunities and Further Education	<ul style="list-style-type: none"> • Sport Coaching and Leadership • Sport and Media • Personal Trainer • Sport Administrator • Teacher
Further Information	Joe.moretta@georgeeliotacademy.org.uk



Level 2 BTEC Award

Health and Social Care

Subject	Health and Social Care
Exam Board	Pearson
Course Overview	People who work in health care are normally looking after patients who have, or may have, a medical problem. ‘Social care’ describes the activities, services and relationships that help people to be independent, active and healthy.
Course Structure	Component 1 – Human Lifespan Development (30%) Component 2 – Service and Values in HSC (30%) Component 3 – Health and Well-being (40%)
Course Assessment	Component 1 – Human Lifespan Development: This is a coursework-based component. It is broken down into 4 tasks that you have written assignments on. (This is all done in school on a computer) Component 2 – Service and Values in HSC This is a coursework-based component. It is broken down into 5 tasks that you have written assignments on. (This is all done in school on a computer) Component 3 – Health and Well-being This is a 2-hour exam in Year 11.
Career Opportunities and Further Education	<ul style="list-style-type: none">• Sport Coaching and Leadership• Sport and Media• Personal Trainer• Sport Administrator• Teacher
Further Information	Bethany.harsley@georgeeliotacademy.org.uk



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