



YEAR 9 OPTIONS PROSPECTUS



Dear Parents and Students

Welcome to your year 9 options prospectus. This prospectus is designed to guide and support you through what is a very important decision-making process. It is most important, however, that you understand you are not alone in this process and we are all here to help.

The term 'options' refers to year 9 students choosing their subjects / qualifications to study in years 10 and 11 (Key Stage 4). The subjects will be studied for 2 years and once a course starts, they cannot be changed which is why it is so important we get them right. The options taken by our students are so important because they will lead to formal qualifications that will help to shape the route a person takes through life.

At Smith's Wood Academy we offer a range of GCSE and BTEC / OCR National qualifications (Vocational) qualifications and we aim to create bespoke, personalised curriculum pathways for our students. We want to ensure that all of our students study a broad and balanced curriculum that prepares them well for the next stage in their education or training.

The prospectus will guide you through the terminology, the process, the dates and the courses available to you and I would like to thank you for your support during the pandemic and what is a very difficult time for us all.

Yours faithfully.

A handwritten signature in black ink that reads "K Craig".

Mrs K Craig
Head of Academy

The Options Process

All Options will be chosen by parents and students at home on-line. You will receive an email asking you to log on to our SIMS systems where you will be guided through the process. A more detailed guide to this process can be found in this prospectus.

The Key dates for the process are:

**Thursday 28th
January**

Options process starts.

Information evening hosted remotely by Mr Cornell (Deputy Head of Academy)

**Monday 1st
February**

Options process starts.

Log in emails will be sent to parents / carers

**Monday 1st
February – Monday
15th February**

Remote presentations from subject leaders will be emailed to parents / carers

**Friday 26th
February**

DEADLINE FOR COMPLETION OF ON-LINE OPTIONS FORM.

Academy pathways

We want to ensure that every student experiences a broad, balanced and appropriate curriculum in years 10 and 11. At Smith's Wood Academy we want to ensure that every student has the opportunity to study subjects that will set them up for a bright and successful future. We are keen to ensure that the choices made reflect each student's hopes and ambitions for the next step in their education and / or training. We have, therefore, placed all of our students in 1 of 3 pathways (fully explained in the prospectus) but they are:

Pathway A1

A pathway for those students who have the ambition and aspiration to study the three Science subjects separately. It is likely that students in this pathway will also study a modern foreign language (Spanish). Students studying in pathway A are likely to go on to study A levels and other similar post 16 courses and to go onto to study at University. We have also given students the opportunity to include a vocational and creative option if they wish to do so.

Pathway A2

A pathway for those students who have the ambition and aspiration to study the three Science subjects separately but will be given the choice to study Spanish. Students studying in pathway A are likely to go on to study A levels and other similar post 16 courses and to go onto to study at University. We have also given students the opportunity to include a vocational and creative option if they wish to do so but we recommend that at least 1 of the choices is a GCSE.

Pathway B

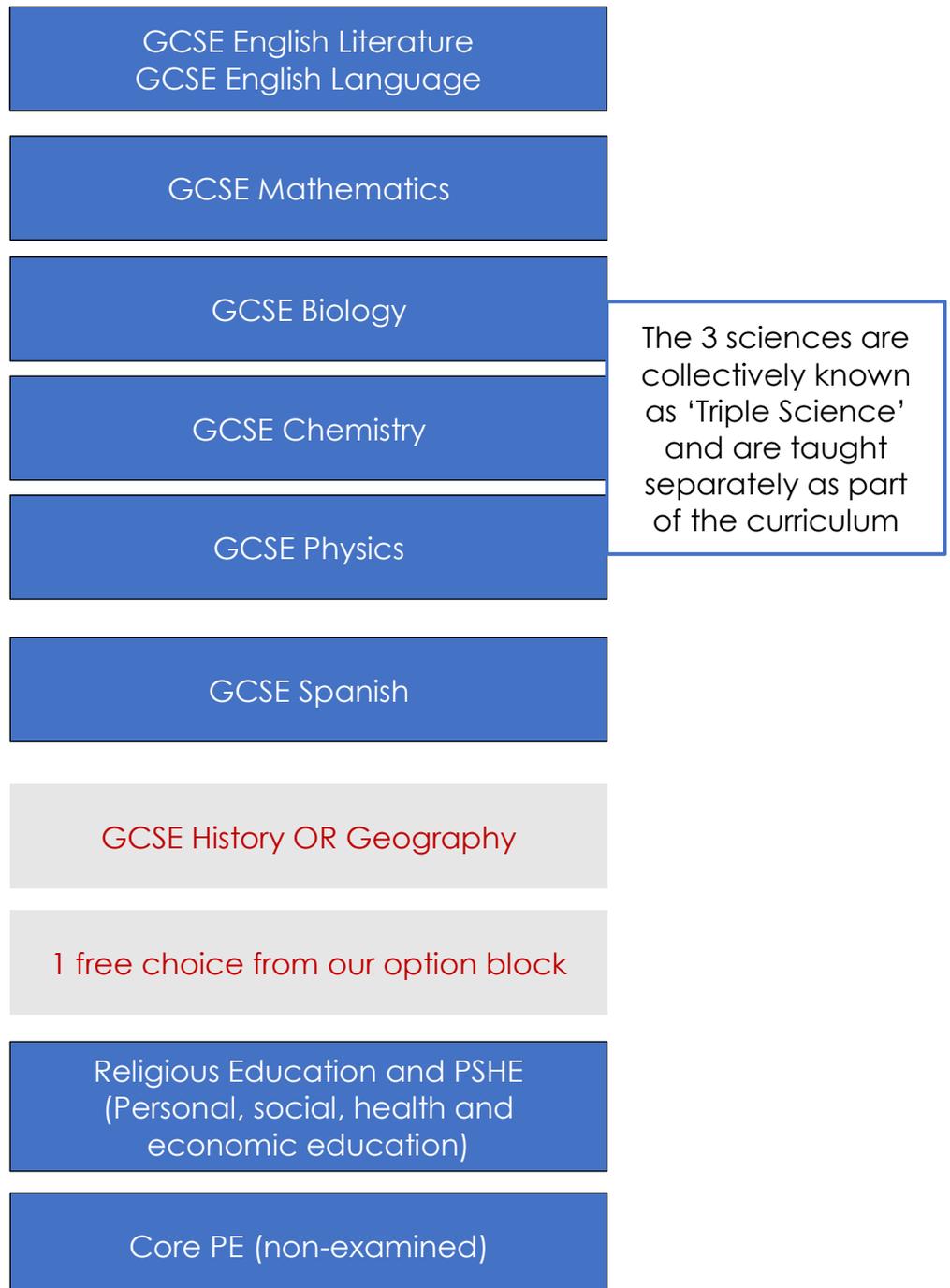
This is a pathway that consists of a blend of academic, creative and vocational options and will be followed by the majority of our students. We want students on this pathway to aim for a range of post 16 courses that include A Levels, BTECs and Apprenticeships and to go onto study at University or secure employment at the age of 18. We have given students the opportunity to choose from the full range of our academic, creative and vocational subjects.

Pathway C

This pathway is considered to be a more vocational and practical pathway. This pathway will be chosen by the Academy for students whose interests to date indicate they will benefit from a highly vocational element to their curriculum whilst also studying the full range of core subjects. Students studying in pathway C are likely to have an ambition to continue learning in the vocational sector post 16.

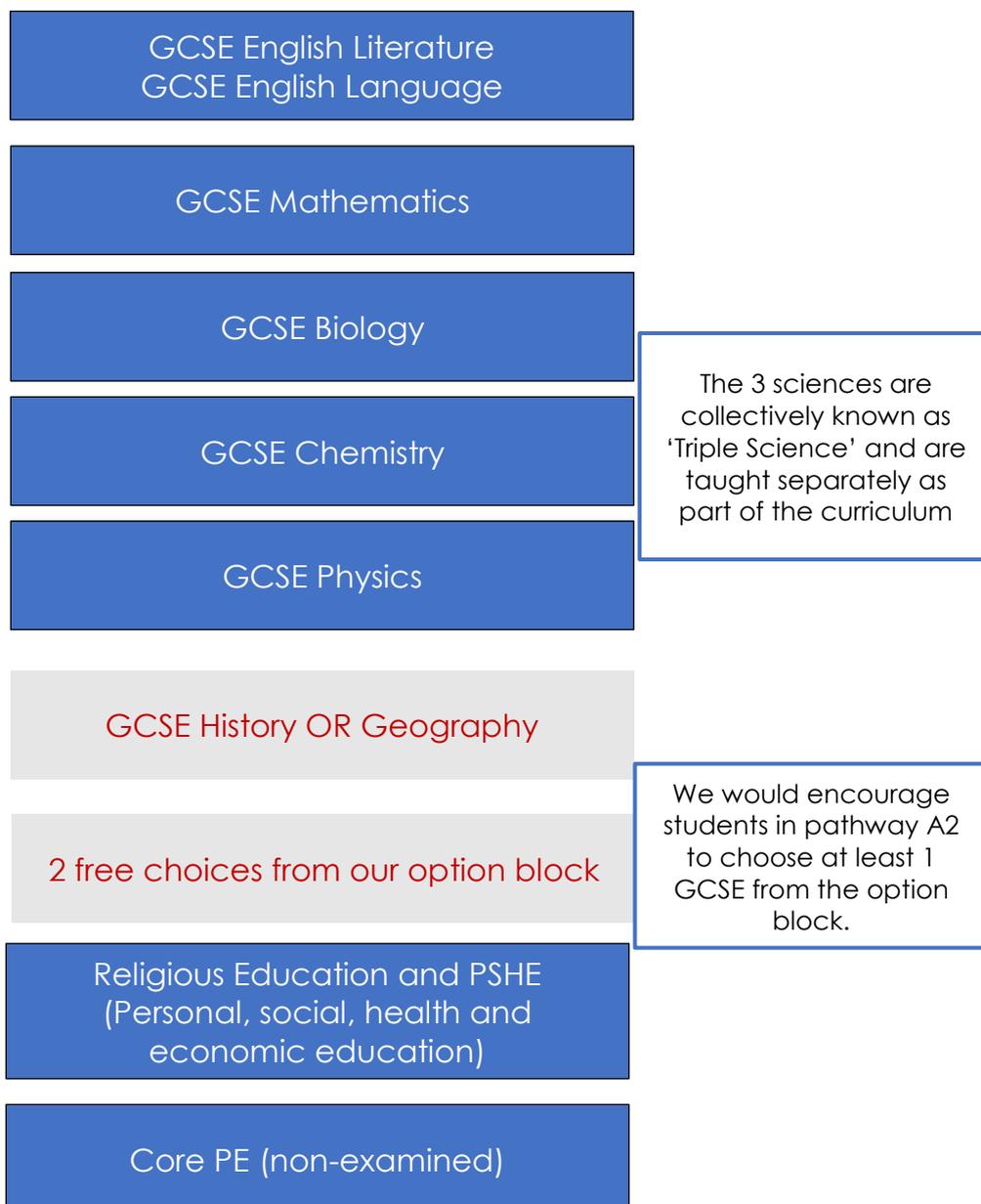
Options pathway A1

Students on pathway A will study the following subjects. The boxes in blue indicate a core subject that students legally have to study in year 10 and 11. The boxes with red writing indicate where a choice will be made.



Options pathway A2

Students on pathway A will study the following subjects. The boxes in blue indicate a core subject that students legally have to study in year 10 and 11. The boxes with red writing indicate where a choice will be made.



Options pathway B

Students on pathway B will study the following subjects. The boxes in blue indicate a core subject that students legally have to study in year 10 and 11. The boxes with red writing indicate where a choice will be made.

GCSE English Literature
GCSE English Language

GCSE Mathematics

GCSE 'Double' science

GCSE History OR Geography

2 free choices from our option block

Core PE (non-examined)

Religious Education and PSHE
(Personal, social, health and
economic education)

Options pathway C

Students on pathway C will study the following subjects. The boxes in blue indicate a core subject that students legally have to study in year 10 and 11. The boxes with red writing indicate where a choice will be made.

GCSE English Literature
GCSE English Language

GCSE Mathematics

GCSE 'Double' science

3 choices from our option block
(subjects marked with a C)

Core PE (non-examined)

Religious Education and PSHE
(Personal, social, health and
economic education)

Academy 'option block'

Students pre-selected for each pathway will be required to make at least 1 choice from the Academy option block. The full list of subjects available in the option block can be found below. Please note the following information:

- The Academy cannot guarantee you will receive your choice of subject. We therefore ask you to choose 2 options for each choice in preferred order of choice;
- Students on pathway C can only choose subjects indicated with a C;
- Each subject in the option block is equivalent to a level 2 qualification (the same level as a GCSE). Full information about qualification levels can be found at: <https://www.gov.uk/what-different-qualification-levels-mean>
- Full information about each subject in the option block can be found in the subject information section of this guide.

Subject	Type of qualification
Art and Design (C)	GCSE
Drama (C)	GCSE
Food preparation and nutrition (C)	GCSE
Geography	GCSE
History	GCSE
Religious Education	GCSE
Spanish	GCSE
Sport (C)	BTEC
Creative Media Production (C)	BTEC
Health and Social Care (C)	BTEC
Music (C)	BTEC
Creative iMedia (C)	OCR Cambridge National
Business Enterprise and Marketing(C)	OCR Cambridge National

How should you choose your options?

It is unlikely you will be able to change your choice once you have made them, so it is very important that you make the right decision for you. Consider the following when choosing:

1. Do you have an interest in the subject? Choose a subject that contains units or modules that sound interesting to you and don't choose a subject that doesn't interest you at all.
2. Have you been successful in the subject in year 7, 8 or 9? If you have it would suggest that you have an ability in the subject and you could be successful in the future.
3. Do you have the specific skills to do the subject? If the subject requires you to be creative – are you? If the subject requires good IT skills – do you have them? If the subject requires you to be fit or sporty – are you?
4. Do you have future career plans or the desire to focus on 1 subject (at university for example)? Speak to Mrs O'Donnell (Careers Advisor) or do some research on the internet?
5. Do you prefer constant assessment (coursework) or do you prefer being assessed at the end of the course?
6. Use the subject information section of this guide. Read each carefully.

Do not:

1. Choose a subject because your friends have – you might not be in the same group;
2. Choose a subject because you like a teacher – they might not teach you.

Jargon busting and some key terms

All of the subjects in our option block are level 2 courses. What does this mean?

Level 2 courses	Level 3 courses
These are the courses we study in year 10 and 11 (Year 10 and 11)	These are the courses we would like our students to study when they leave us in year 11 (Post 16 education) (Year 12 and 13)
GCSEs	A Levels
BTEC (L2)	BTEC (L3)
OCR Cambridge Nationals	Advanced apprenticeship
These courses are all 'worth' the same in terms of qualifications	These courses are studied in 6th Form or college.

What are GCSEs?

- They are qualifications in a wide range of academic subjects;
- They are structured differently depending on the subject;
- They are assessed differently depending on the subject:
 - 100% exam;
 - Exam & coursework;
 - Exam & performances.
 - The exam is always taken at the end of year 11;
- They are level 2 qualifications.

What are BTECs?

- BTEC stands for the Business and Technology Education Council.
- BTECs are specialist work-related qualifications.
- BTECs are divided into units, which cover specific areas of knowledge, skills, and understanding;
- They are assessed by both exams and coursework;
- They are level 2 qualifications and are equivalent to GCSEs

What are OCR Cambridge Nationals?

- They are similar to BTECs and are designed to prepare students for specific aspects of working life through developing specific skills.
- They are 50% coursework and 50% exam;
- They are level 2 qualifications and are equivalent to GCSEs

Types of subject

Compulsory or core subject - students have to legally take these subjects.

Option subject – a subject or course chosen by a student.

Option subject information

GCSE Art and Design

Course Highlights

Thinking of taking GCSE Art & Design?

This course is ideal for students who like to be creative, and who are inspired by the world around them. Through a series of workshops/lessons you will respond to a wide range of artists 'work and develop your own practical pieces using a range of materials, techniques and approaches. You will learn how to explore a range of processes and develop practical skills when following own lines of enquiry in relation to personal starting point.

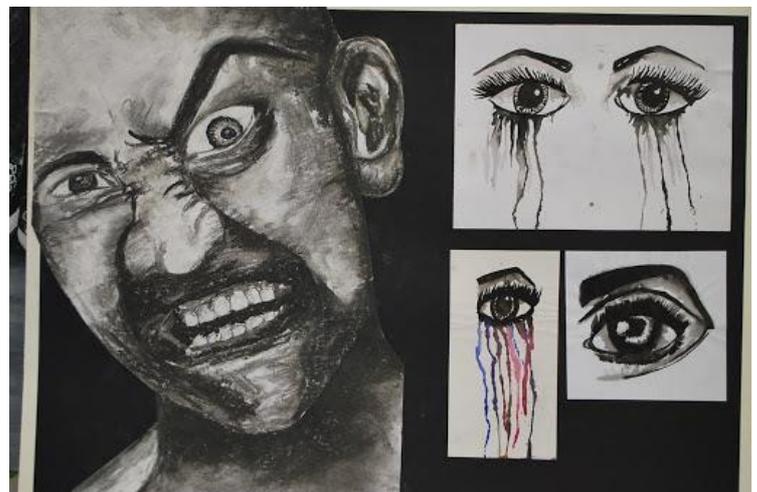
Some of the techniques and processes you will learn about include: mark making, monoprint, block printing, charcoal, pastels, pen and ink, crayons, pencil, , watercolour, acrylics, oil paint, 3D work, including clay, papier mache, glass, wire, card, different papers and surfaces on which to work.

What students say...

"YOU CAN PUT YOUR OWN STAMP ON WHAT YOU DO - THERE IS NO 'WRONG' WAY OF DOING THINGS"

"IT IS A HARD SUBJECT. THERE IS A LOT OF WORK TO DO, SO YOU NEED TO BE MOTIVATED AND ENTHUSIASTIC"

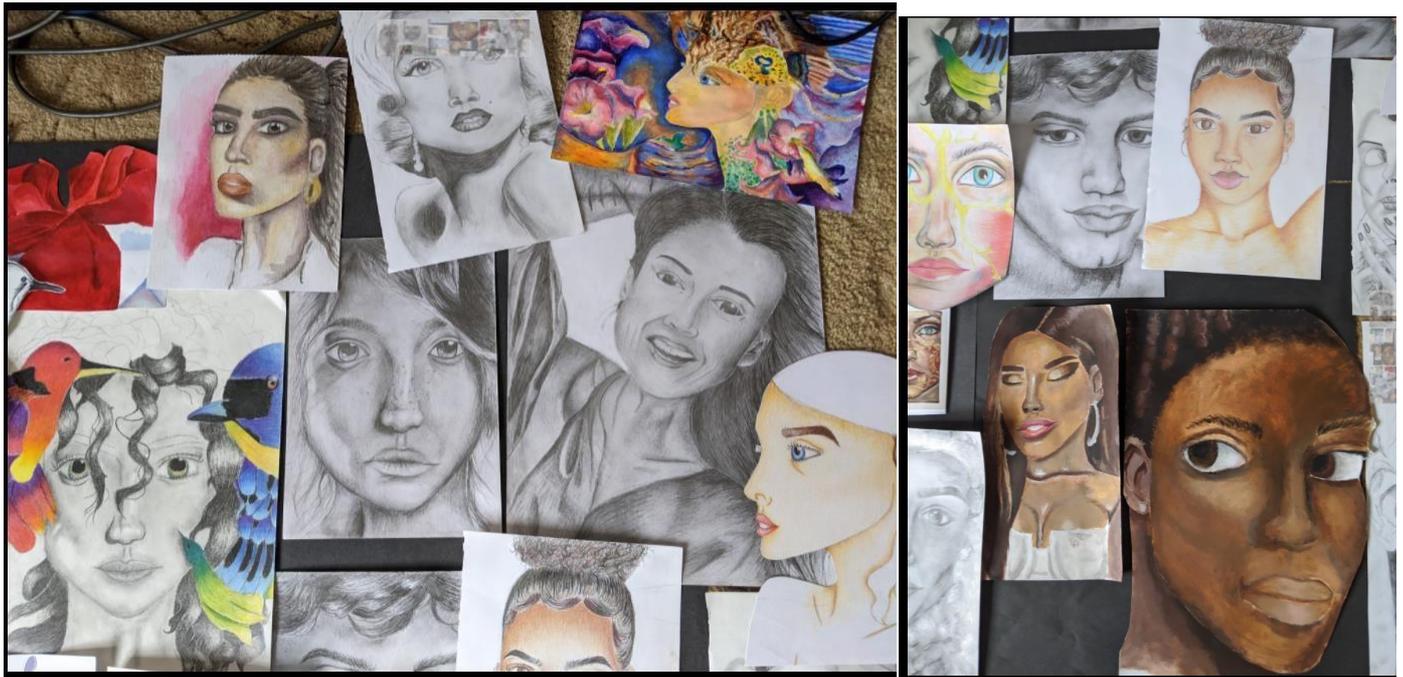
"YOU GET TO CONTINUE YOUR LEARNING OUTSIDE THE CLASSROOM BY GOING ON TRIPS"



Course content

Component 1: Portfolio

This component comprises of a portfolio of work. You will be required to create this portfolio of work in an Art room from set starting point/topic leading to final personal outcome(s). It will consist of a project, theme, or course of study. It is in a form of a folder of work, sketchbooks, models, mounted pieces and illustrated written work, carefully selected, organised, and presented to ensure that they provide evidence of meeting all four assessment objectives. This component is 60% of your GCSE.



Smith's Wood Academy, Year 11 student's Portfolio

Component 2: Externally set task- Exam

This task is set externally. What it means is that school will receive the exam paper with five starting points for students to choose from. Once you select the topic you will begin developing ideas through experimentations, techniques, and processes to prepare for 10-hour exam, in which you will create your final piece. The process of creating your folder is the same as the coursework (portfolio). This component is 40% of your GCSE.



Smith's Wood Academy, Year 11 Student's GCSE Exam portfolio preparation

Assessment Objectives

AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
AO3	Record ideas, observations, and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



How is it assessed?

Component	% of GCSE (9-1) Art and Design				
	AO1	AO2	AO3	AO4	Total
Portfolio (01)	15	15	15	15	60
Externally set task (02)	10	10	10	10	40
	25	25	25	25	100

What skills will I develop?

You will acquire a range of skills including: the ability to develop your own ideas in response to artists' work, the ability to experiment and explore materials creatively, how to draw in an accurate and expressive way, how to gather information and generate ideas using a range of media, the ability to develop personal and meaningful artwork.

You will develop your drawing skills and understanding of how drawing can be used as a tool to develop and explore own ideas. You will understand the importance of expressing your thoughts and opinions about art and develop skills in written annotation.

Where can the subject take me?

Whether you love photography, graphic design, painting or any other art-related speciality, career options are limited only by your imagination. Art education propels people towards creative and unexpected destinations – many of which have not even been discovered yet. As noted in *Need a Job? Invent It*, in the New York Times:

...knowledge is available on every Internet-connected device, what you know matters far less than what you can do with what you know. The capacity to innovate — the ability to solve problems creatively or bring new possibilities to life — and skills like critical thinking, communication and collaboration are far more important than academic knowledge.

For further information

Speak to Mrs M Cendrowicz Head of Art and Design

GCSE Drama

Course Highlights - Arts education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. It embraces toi Māori, valuing the forms and practices of customary and contemporary Māori performing, musical, and visual arts.

Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased. Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

In the arts, students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

Arts education values young children's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Through the use of creative and intuitive thought and action, learners in the arts are able to view their world from new perspectives. Through the development of arts literacies, students, as creators, presenters, viewers, and listeners, are able to participate in, interpret, value, and enjoy the arts throughout their lives.

Course content

Component 1: Devising Drama

- Students will create a devised performance in groups from a stimuli provided by the exam board.
- They can choose to work as a performer or designer.
- All performances will be supported by a portfolio which is evidence of the students' devising process.

Component 2: Presenting and performing texts.

- Students will study a text chosen by the centre and will take a part in two performances of two extracts from the text.
- They can work as a performer or designer.
- In this unit students can work individually, or in a group of up to 6.
- Students must present at least one performance as part of a group.

Component 3: Drama: Performance and response.

Section A

- Students will be asked about the practical preparation work on their chosen set text.
- They will draw on the experience of studying a whole text during the course.
- The questions will focus on the process of preparing a performance, as well as the performance itself.

Section B

- This section asks the students to analyse and evaluate a performance they have seen as part of their course.
- They will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject terminology as their use of extended response.

How is it assessed?

Paper / unit	Component Title	Assessed	Weighting
1	Devising drama	Internally assessed 40 marks: For the evidence in the portfolio including analysis and evaluation of their own work. 20 marks: For the communication of concepts and ideas in the final performance.	30%
2	Presenting and performing texts	Externally assessed. Visiting OCR examiner. 40 marks: For the demonstration of the chosen theatrical skill in the final performance. 20 marks: For the concept pro forma describing their intention and preparation.	30%
3	Performance and response	Written examination 1hr30min Section A – 50 marks Section B – 30 marks	40%

What skills will I develop?

- Critical Thinking and Problem Solving
- Effective oral and written communication
- Initiative and entrepreneurship
- Curiosity and imagination
- Build confidence
- Team work and co-operation
- Emotional intelligence and empathy

Where can the subject take me? - The study of drama provides a good foundation for further study in creative and performing arts, arts administration, acting, media studies, teaching, journalism, law, public relations and speech pathology. Drama is also important in the development of leisure skills as it encourages on-going involvement in community theatre and encourages active interaction in all forms of cultural activity. Any career which involves social interaction and public presentation will be enhanced by the study of Drama.

For further information

Speak to Miss Pountney and Miss Wilson

GCSE Food and Nutrition

Course Highlights

This new inspiring GCSE will motivate our students to develop the high level of knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating thus enhancing their ability to access further education. This course focuses on the following key areas: nutrition, food provenance, food choice, food preparation and cooking.

Course content

Practical food preparation and cooking will be the foundation to learning about individual food needs within our multi-cultural society. In addition students will learn to make food choices based on cost, food availability and will develop their knowledge and understanding of relevant technological and scientific developments related to designing and making food menus and products.

How is it assessed?

Unit 1: FOOD INVESTIGATION ASSESSMENT 15%

This Year 11 task, set by the exam board, will assess the scientific principles underlying the preparation and cooking of food: carbohydrates, fats/oils, protein, fruit and vegetables. Students will investigate and evaluate the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result.

Unit 2: THE FOOD PREPARATION ASSESSMENT 35%

In Year 11, students will plan a 3 hour practical and then prepare, cook and present a menu of three dishes.

The menu choice must demonstrate their ability to apply a wide range of technical skills to create successful final outcome(s). Students will then evaluate the preparation, cooking and presentation of the three dishes.

Unit 3: PRINCIPLES OF FOOD AND NUTRITION: Written examination 50% 1 hour 45 mins

Students will be tested on their knowledge and understanding of food commodities, principles of nutrition, diet and good health, the science of food, cooking and preparation and where food comes from.

What skills will I develop?

- Communication and Literacy to be able to communicate their learning in relevant ways for different audiences
 - Team Work to be able to discuss issues of concern, seeking resolution where needed
 - Application of IT to be able present work to a high standard and use to research key issues
 - Problem Solving to be able to explore issues, events or problems from different perspectives
 - Self-Management to be able to organise time and resources, prioritising actions
-

Where can the subject take me?

Food technology, nutritionist, food purchasing manager, new product development technologist, food technologist, marketing product manager, hygiene manager, process and packaging technician, chef, catering assistant/manager.

For further information

Speak to Mr Cornell

GCSE Geography

Course Highlights

'Without Geography you are nowhere' – Anonymous

Geography helps us to understand the physical systems that affect our everyday lives as well as showing us the cultural characteristics of places. By choosing Geography you are opening your eyes to a whole new world. Studying Geography will take you to the far ends of the Earth, looking at the Thar Desert, Rio de Janeiro, Nepal and Chile. We will look at how we can become a global citizen, knowing the limitations of the Earth and will view how we as individuals can work to make our planet a more liveable one before we are too late. By the time you leave Year 11 you will have a far greater understanding of locality and will understand the larger picture of the Earth as a whole.

Course content

Paper 1 - Physical paper. There are 3 main topics for this examination, outlined below. Natural hazards cover a range of topics including tectonic, weather and climate change and hazards of the world. The living world, we will look at the ecosystems of the world including those within our own country as well as hot deserts and cold environments. During Physical landscapes of the UK we will be looking at how coasts have shaped our environment and we will be looking at the key features and processes of rivers.

Paper 2 - Human paper. Urban issues and challenges look at how globally, the urban environments are changing. We also look specifically at UK examples. Changing the economic environment identifies how the world is classified by development. We also look at how low-income countries aim to develop their economies. The challenge of resource management aims to enhance knowledge of the demands of food, water or energy in the global environment.

Paper 3 - Geographical Application. Students develop a range of skills through 2 compulsory fieldwork studies. Students will also be required to develop a variety of skills including cartographic, numeric, and graphical skills.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	Challenges in the Physical Environment	1 h 30 min examination	35%
2	Challenges in the Human Environment	1 h 30 min examination	35%
3	Geographical application	1 h 15 min examination	30%

What skills will I develop?

- Skills in interpreting written and visual evidence
 - Written communication and development of oracy skills
 - A real understanding of the key issues which are central to lives of both individuals and countries
 - Develop your analysis skills as well as fieldwork skills
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Where can the subject take me?

This course provides a suitable foundation for the study of A 'Level Geography. Industry recognises Geography as one of the most useful GCSE's for young people to have for preparation for future employment and the world of work. Geography is great for any kind of career that involves the environment, planning or collecting data. The army, police water management and tourism industry and a few examples of areas that welcome applicants with practical research skills from geography courses.

For further information

Speak to Miss Beaumont, Mr Giles or Mr Cornell.

GCSE History

Course Highlights

"Those who cannot learn from history are doomed to repeat it."- George Santayana

We follow the AQA syllabus which enables students to develop an understanding of a breadth of History making this course both fascinating and relevant. Students will discover the answers to key questions such as: How did The Normans take control of England in 1066? How did Germany become a dictatorship in 1934? What caused the First World War, why was it fought in trenches and how did it end? What was ancient medicine like and how did it change through time?

Course content

Paper 1 – Understanding the Modern World.

The period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

The wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Paper 2 – Shaping the nation.

The thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. Students will have the opportunity to see how some ideas and events in the wider world affected Britain throughout time.

The depth study allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	Understanding the Modern World	2 hour exam	50%
2	Shaping the Nation	2 hour exam	50%

What skills will I develop?

Students will develop the skills to be able to analyse a wide variety of sources in order to determine their utility and reliability. Students will develop their written skills so that they are able to formulate an argument which is supported by historical facts and conclude with judgments.

Where can the subject take me?

Main careers for people who study History: The Law, Journalism, Media, Politics, Police, Business, Banking, Insurance, and many more. Historical skills are flexible and transferable. It is a good qualification for jobs that involve presenting reports, producing proposals or, indeed, using verbal or written communication skills. 'A' Level History is highly recommended by universities for those wanting to study Law at degree level.

For further information

Speak to Miss Hashmi, Miss Cantle, Mr Barclay

GCSE Religious Studies A

Course Highlights

We follow the AQA syllabus which enables students to consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. Students will be challenged with questions about belief, values, meaning, purpose, and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture in contemporary British society.

Course content

Paper 2 – The Study of Religions: Beliefs, Teachings and Practices.

The study of beliefs, teachings and practices of Christianity and Islam enables students to develop understanding of sources of wisdom and authority and their basis within the faiths as well as how they influence individuals, communities and societies in the 21st century. It focuses on common and divergent views within Christianity and Islam in the way beliefs and teachings are understood and expressed.

Paper 2 – Thematic Studies.

The thematic studies will enable students to gain a deeper understanding of religious teachings, philosophical, and ethical arguments relating to issues raised, and their impact and influence on the modern world. Students will have the opportunity to develop awareness of contrasting perspectives in contemporary British society on issues such as weapons of mass destruction, euthanasia, animal experimentation, death penalty, human sexuality, contraception and family planning, terrorism and many more with reference to the main religious traditions in Britain. Students will have the opportunity to engage and develop awareness of religion through the application of teachings from religion and beliefs (paper 1) through interpretations of sources of wisdom and authority and sacred texts.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	Beliefs, Teachings and Practices	1 hour 45 minutes exam	50%
2	Thematic Studies	1 hour 45 minutes exam	50%

What skills will I develop?

Students will be able to develop analytical and critical thinking skills, the ability to work with abstract ideas, sacred writings and sources of wisdom as well as research skills. Students will develop their written skills so that they are able to formulate an argument which is supported by evidence and conclude with judgments.

Where can the subject take me?

Main careers for people who study Religious Studies: Police, Doctor, Social work, Politics, Journalism, Counsellor, Teaching, Chaplaincy and many more. Religious Studies skills are flexible and transferable. Knowledge of other cultures and world religious beliefs can be useful in many jobs where you are working with the public or communities. These include counselling and social services, marketing, sales and advertising, catering and hospitality, leisure, sport and tourism, retail sales and customer services, education and training, medicine and nursing, and service sector roles.

For further information

Speak to Miss James

GCSE Spanish

Course Highlights

"If you talk to a man in a **language** he understands, that goes to his head. If you talk to him in his own **language**, that goes to his heart." – Nelson Mandela.

Languages are an invaluable skill to have. Having a language gives you a head start on other potential employees as by speaking another language you are vital to any company who does international business (and there are a lot of them!). Plus, a language is also a pre-requisite for lots of university courses so it's something to consider if you are thinking about going to university in the future. Languages are the key to the new, exciting multi-national world in which we live.

Course content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture. (Me, my family and friends / Technology in everyday life / Free-time activities / Customs and festivals)

Theme 2: Local, national, international and global areas of interest. (Home, town, neighborhood and region / Social issues / Global issues / Travel and tourism).

Theme 3: Current and future study and employment. (My studies / Life at school / Education post-16 / Jobs, career choices and ambitions).

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

How is it assessed?

Listening (25% of GCSE): Understanding and responding to different types of spoken language. Questions in English and in Spanish.

Speaking (25% of GCSE): Communicating and interacting effectively in speech for a variety of purposes. Role-play, photo card and general conversation.

Reading (25% of GCSE): Understanding and responding to different types of written language. Questions in English, in Spanish and translation from Spanish into English.

Writing (25% of GCSE): Communicating effectively in writing for a variety of purposes. Written exam + translation from English into Spanish.

What skills will I develop?

People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

Where can the subject take me?

Languages are an invaluable skill to have. Having a language gives you a head start on other potential employees as by speaking another language you are vital to any company who does international business (and there are a lot of them!). Plus, a language is also a pre-requisite for lots of university courses so it's something to consider if you are thinking about going to university in the future. Languages are the key to the new, exciting multi-national world in which we live.

For further information

Speak to Mr Casanova, Mrs Carroll or Mrs Buckingham.

BTEC Sport

Course Highlights

If you have a strong interest in sport, fitness, training and performance, and you are prepared to work hard on challenging computer-based assignments, then this might be the course for you. There is a difficult 75-minute on-screen examination, taken in Year 11, covering your understanding of fitness. Please note – this is not a practical course – **it is not the same as PE** - the vast majority of BTEC Sport lessons take place in computer rooms.

Course content

1st unit studied – Practical Performance in Sport. This unit focuses on developing and improving the students' own practical sports performance. This is achieved through their active participation in practical activities and reflection on their own performance and that of other sports performers. This unit introduces them to different sports and, through participating in different sports, it is expected that they will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques, and tactics.

2nd unit studied – The Sports Performer in Action. In this unit, students will study about the training effects that occur when a person regularly participates in sport and physical activity over a given period.

3rd unit studied – Fitness for Sport and Exercise. Students will learn how performers work closely with their coaching teams to gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance.

4th unit studied – Applying the Principles of Personal Training. In this unit, students will study about training to improve and enhance personal fitness for one activity/sport they participated in for Practical Performance in Sport. They must select one component of fitness and one method of training that is most appropriate, beneficial and engaging to improve their fitness for their chosen activity/sport.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1st	Practical Performance in Sport	Three coursework assignments	25%
2nd	The Sports Performer in Action	Two coursework assignments	25%
3rd	Fitness for Sport and Exercise	1h 15 min examination	25%
4th	Applying the Principles of Personal Training	Four coursework assignments	25%

What skills will I develop?

- Research and independent-learning skills
 - Verbal and written communication skills
 - Analysing and investigating skills
 - Organisational and time management skills
-

Where can the subject take me?

The BTEC Sport department envisages all students, by the end of the course, applying in-depth knowledge and understanding of sport to a lifelong focus on physical activity and health, and to an imminent pursuit of employment through level 3 vocational or academic study or apprenticeships.

For further information: please speak to Mr Barber, Miss Butcher, Mrs Ellis, Mr McIlwraith or Mr Rose

BTEC Creative Media Production

Course Highlights

The creative media sector is a dynamic, growing and exhilarating area of work, with new opportunities coming up all the time. Working in the media industry involves a wide range of practical processes, skills and techniques – from broadcast media to interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthral, intrigue and affect audiences. The BTEC Creative Media Production course gives you the exciting opportunity to immerse yourself in this exciting world.

Course content

Component 1 - Exploring Media Products. In this coursework component, you will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences. You will extend your knowledge and understanding by deconstructing existing products. You will learn how media production techniques are used to create different effects to communicate meaning to audiences.

Component 2 - Developing Digital Media Production Skills. In this second coursework component, you will develop practical production skills and techniques. You will take part in workshops and classes where you will develop practical skills and techniques which you will apply to relevant pre-production, production and post-production processes when reworking existing media products. Throughout your development, you will review your progress and consider how you can make improvements to your techniques.

Component 3 - Create a Media Product in Response to a Brief. In this examination, you will respond to a client brief and create a product. You will interpret the client's needs and engage in the process of ideas generation, selecting and refining your ideas until you are satisfied that you have an idea that meets the requirements of the brief. You will undertake pre-production planning to demonstrate to the client how your ideas will be implemented within a planned media product. Throughout the pre-production process, you will monitor and review the effectiveness of your planning and intended outcome to ensure that your planned media product is fit for audience and purpose. This should enable you to make the necessary amendments and improvements to your proposed product as you enter the production stage of the process and create a suitable digital media product in response to the brief.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	Exploring Media Products	Coursework	30%
2	Developing Digital Media Production Skills	Coursework	30%
3	Create a Media Product in Response to a Brief	Examination	40%

What skills will I develop?

- Specialist industry knowledge
- Analytical skills
- Professional communication (spoken and written)
- Creativity
- Ability to identify essential issues/facts
- Awareness of different cultural contexts
- Research skills
- Time management

Where can the subject take me?

This course provides a suitable foundation for the study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares you to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

For further information

Speak to Mr Heeley – d.heeley@smithswood.fmat.co.uk

BTEC in Health and Social Care

Course Highlights

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This Award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Science by allowing you to apply your knowledge and skills practically in a vocational context.

Course content

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts.

Component 1 – In this component you will need to know how do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them. You will develop transferable skills, such as written communication skills, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Component 2 -In this component you will be able to understand and explain care values and how care plans are used to support individuals. This is different from health care, although both types of care are closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help you to progress to Level 1 or 2 vocational or academic qualifications.

Component 3 - How is it assessed? This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. A task worth 60 marks will be completed under supervised conditions.

Component	Unit Title	GLH	LEVEL	How assessed
1 Internal	Human Lifespan development	36	1/2	Internal
2 Internal	Health and social care services and values	36	1/2	Internal
3 External	Health and well being	48	1/2	External

What skills will I develop?

The skills in health and social care will be such as interpreting data to assess an individual's health

- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Where can the subject take me?

This subject will lead you to carry on with A Levels as preparation for entry to higher education in a range of subjects, you can study a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

For further information

Speak to Ms Chauhan

BTEC Music

Course Highlights

'Some people think music education is a privilege, but I think it's essential to being human' Jewel

This course is for students who love music and want to immerse themselves in music performance and learn about a future in the music industry. The music industry is one of the most highly successful industry in our country as in 2019 it contributed £5.2 billion to the UK economy. In order for students to reach their full potential in this course, it is strongly advised that students have previous experience in playing an instrument or singing.

Course content

The Music Industry Students will learn about the different music venues and how they are run successfully. The unit also focuses on the different jobs and organisations in the industry and their responsibilities and how these individuals or organisations work together. Finally, in this unit students will learn how a musician or composer can start their career successfully.

Managing a music product Working within a team, students will have to organise the creation of a CD. Students will have to plan the process, organise the recording of the tracks, design the artwork, and promote and plan the distribution of this CD. Finally, students will have to evaluate how effective their product has been.

Introducing Music Performance This unit requires students to develop their instrumental or vocals skills and reflective skills as a performer. Students will prepare 2 songs to perform in front of an audience. During this unit students will record themselves practicing and complete a diary documenting their progress.

Introducing Sequencing Using music technology software on the computers, students will create a portfolio of music. Students will demonstrate different techniques and then create a piece of music or recreate an original piece of music using the software.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	The Music Industry	1 hour exam	25%
2	Managing a music product	Internally assessed coursework	25%
3	Introducing Music Performance	Internally assessed coursework	25%
4	Introducing Sequencing	Internally assessed coursework	25%

What skills will I develop?

- Performance skills in your chosen instrument or singing.
 - How to create and develop music using music software such as Soundtrap or Cubase.
 - Management and business skills which can be applied to any career or industry in the future.
 - An understanding of the UK music industry and the different roles within it.
-

Where can the subject take me?

This course provides a suitable foundation for the study of A' Level Music, BTEC Music Performance Level 3 or BTEC Music Technology Level 3. Music qualifications are highly regarded by colleges and employers alike as musicians are trained to work methodically and to be self-disciplined.

For further information – please speak to Mrs Ellis

OCR Cambridge National in Creative iMedia

Course Highlights

"The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent." Media has the power to influence minds, ideas, behaviours, and attitudes of the masses." – Malcolm X

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

Course content

Unit 1 - The first unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Unit 2 - This unit builds upon the first and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa.

Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively

Unit 3 - This unit builds on the first 2 units and learners will be able to apply skills, knowledge and understanding gained in those units.

Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms.

Unit 4 - This unit builds on the first 2 units and learners will be able to apply skills, knowledge and understanding gained in those units.

Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	R081: Pre-production skills	1h 15 min examination	25%
2	R082: Creating digital graphics	Coursework	25%
3	R085: Creating a multipage website	Coursework	25%
4	R087: Creating interactive multimedia products	Coursework	25%

What skills will I develop?

- Understand the purpose and content of pre-production
- Be able to plan pre-production
- Be able to produce pre-production documents
- Be able to review pre-production documents
- Understand the purpose and properties of a range of iMedia products
- Be able to plan the creation of a range of iMedia products
- Be able to create a range of iMedia products

- Be able to review a range of iMedia products
-

Where can the subject take me?

This course provides a suitable foundation for the study of A 'Level iMedia, or the OCR Cambridge Technicals in IT and Digital Media. The course would also be suitable for those considering an Apprenticeship

For further information

Speak to Mr Dodd.

OCR Cambridge National in Enterprise & Marketing

Course Highlights

"If you really look closely, most overnight successes took a long time." – Steve Jobs

The Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills. It is designed with both practical and theoretical elements, which will prepare our students for further study of qualifications in enterprise, marketing or business.

Course content

Unit 1 - Examined. The first topic underpins the wider learning in this qualification. Students will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.

Through the first topic students will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

Unit 2 - Coursework. Students will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Unit 3 - Coursework. Students will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	R064: Enterprise and marketing concepts	1h 30 min examination	50%
2	R065: Design a business proposal	Coursework	25%
3	R066: Market and pitch a business proposal	Coursework	25%

What skills will I develop?

- How to target a market
- What makes a product or service financially viable
- Product development
- How to attract and retain customers
- Factors for consideration when starting up a business
- Different functional activities needed to support a business startup

Where can the subject take me?

This course provides a suitable foundation for the study of A 'Level Business, or the OCR Cambridge Technicals in Business. The course would also be suitable for those considering an Apprenticeship, e.g. Business Administration

For further information

Speak to Mr Dodd.

Core subject information

GCSE English Language

Course Highlight

At Smith's Wood We follow the AQA Syllabus designed to be dynamic, inspiring and far reaching. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

Course content

Paper 1 – Exploration in Creative Reading and Writing – Written examination

Paper 2 – Writer's Viewpoints and Perspectives – Written examination

How is it assessed?

Paper / unit	Unit Title	Assessed	Weighting
1	Paper 1: Exploration in Creative Reading and Writing	Section A: Reading <ul style="list-style-type: none">• one literature fiction text Section B: Writing <ul style="list-style-type: none">• descriptive or narrative writing	50%
2	Paper 2: Writer's Viewpoints and Perspectives	Section A: Reading <ul style="list-style-type: none">• one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">• writing to present a viewpoint	50%
3	Non-examination Assessment: Spoken Language	<ul style="list-style-type: none">- Presenting- responding to questions and feedback- use of Standard English	Separate endorsement

What skills will I develop?

- reading a wide range of texts, fluently and with good understanding
- reading critically, and use knowledge gained from wide reading to inform and improve their own writing
- writing effectively and coherently using Standard English appropriately
- using grammar correctly, punctuating and spelling accurately
- acquiring and applying a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Where can the subject take me?

English Language is the cornerstone of academic excellence and success. The skills developed are transferrable to every career choice. This course develops student's ability to comprehend, critically understand and analyse fiction and non-fiction texts. It also develops and hones student's ability to communicate both verbally and in the written form. Through English Language students will learn key skills that are necessary for a successful, empowered and fulfilled life in all sectors.

For further information

Speak to your English teacher or Miss Roche

GCSE English Literature

Course Highlights

At Smith's Wood, through the AQA English Literature Syllabus we aim to develop students understanding of the world around them, their moral and social responsibility as well as their ability to develop a critical and perceptive opinion. The syllabus is designed to inspire, challenge and motivate every student through a wide range of familiar and less familiar texts.

Course content

Paper 1 – Shakespeare and the 19th C Novel – examination – 1 hr 45 minutes

Paper 2 – Modern Texts and Poetry – examination - 2 hr 15 minutes

How is it assessed?

Paper	Unit Title	Assessed	Weighting
1	Paper 1: Shakespeare and the 19 th Century Novel	Section A: Shakespeare Students will answer one question on the play ' Macbeth '. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B: The 19th-century novel Students will answer one question on ' A Christmas Carol '. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	40%
2	Paper 2: Modern Texts and Poetry	Section A Modern texts: Students will answer one essay question on ' Animal Farm '. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the ' Power and Conflict ' anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.	60%

What skills will I develop?

- The ability to read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.
- How to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- How to show understanding of the relationships between texts and the contexts in which they were written.
- The ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Where can the subject take me?

English Literature develops student's ability to critically analyse, argue and understand Literature and the world around them. The skills developed will prepare students for A-level studies in English Literature, English Language, History, Law, Politics, Social Studies and Humanities.

For further information

Speak to your English teacher or Miss Roche.

Mathematics

Course Overview

Mathematics is involved in virtually everything that we do; from building the world's tallest skyscraper to understanding our first pay slip. In KS4 Mathematics at Smiths Wood you will build on the topics that you studied in KS3 as well as explore some new areas of the subject.

By the time you leave Smiths Wood at the end of year 11 we aim for you to have gained not only a qualification in mathematics, but to have acquired skills and knowledge to prepare you for life in our 21st century world.

Course content

Mathematics at GCSE is divided into four broad 'strands':

- Number
- Algebra
- Geometry
- Statistics

Number at GCSE includes ratio, fractions, decimals, percentages and standard form

Algebra includes equations, expressions and indices. Precalculus is also covered at higher tier.

Geometry includes Pythagoras, trigonometry, angles, constructions and transformations

Statistics includes averages and displaying data

How is it assessed?

We follow the Edexcel exam board where students sit 3 papers at the end of year 11, all out of 80 marks. Calculators may be used on papers 2 and 3 only.

Students will sit either the foundation tier (grades 1-5) or the higher tier (grades 4-9). Final decisions on tiers of entry can be made as late as the March preceding the exam. Teachers at Smiths Wood have lots of experience in deciding the most appropriate tier for each student.

Where can the subject take me?

Everyone will need maths for different reasons in the future, some examples are:

- Further study at A-Level – New A-Level specifications for many subjects now have a significant maths element
- Managing personal finances
- Running a business
- In a job or apprenticeship
- Top universities are increasingly insisting on at least a grade 7 in GCSE Maths, whatever you want to study

For further information: please speak to Mr Trafford, Miss Ballinger, Miss Huckin or Miss Bartlett.

GCSE Combined Science

Course Highlights

"Equipped with our five senses, we explore the Universe around us and call the adventure Science" – adapted from Edwin Hubble.

Science impacts upon every part of our lives and the world around us. It is important that we have a good understanding of scientific ideas and that we are able to make informed decisions. There is truly a huge range of careers which can be followed using a qualification in Science. We follow the 'AQA Combined Science Trilogy' specification, which provides a suitable blend of reward and challenge. The Combined Science course enables students to be awarded two GCSEs.

Course content

Biology: Papers 1 & 2. The Biology topics are divided up amongst two papers as follows: 'Cell biology', 'Organisation', 'Infection and response' and 'Bioenergetics' (Paper 1); 'Homeostasis and response', 'Inheritance, variation and evolution' and 'Ecology' (Paper 2).

Chemistry: Papers 1 & 2. The Chemistry topics are divided up amongst two papers as follows: 'Atomic structure and the periodic table', 'Bonding, structure, and the properties of matter', 'Quantitative chemistry', 'Chemical changes' and 'Energy changes' (Paper 1); 'The rate and extent of chemical change', 'Organic chemistry', 'Chemical analysis', 'Chemistry of the atmosphere' and 'Using resources' (Paper 2).

Physics: Papers 1 & 2. The Physics topics are divided up amongst two papers as follows: 'Energy', 'Electricity', 'Particle model of matter' and 'Atomic structure' (Paper 1); 'Forces', 'Waves' and 'Magnetism and electromagnetism' (Paper 2).

How is it assessed?

Paper	Content Title	Assessed	Weighting
B1, B2	Biology Papers 1 and 2	Two 1h 15 min examinations	One Third
C1, C2	Chemistry Papers 1 and 2	Two 1h 15 min examinations	One Third
P1, P2	Physics Papers 1 and 2	Two 1h 15 min examinations	One Third

What skills will I develop?

A wide range of skills will be developed which can be transferred to other areas; these include making and recording observations, using apparatus and equipment, following detailed instructions, problem solving, analysis, application of numeracy, team work and communication.

Where can the subject take me?

The Combined Science course provides a suitable pathway for further study of Science either at 'A Level' or by means of other Science-based vocational qualifications. There are a huge number of careers which can be followed: the more obvious include engineering, environmental science, medicine, manufacturing and research. There are many other jobs which require technical knowledge relating to Science, including catering, agriculture, hairdressing and fitness. Many organisations also require staff to have a scientific understanding to help fulfil their roles, such as in administration, sales or management.

For further information

Speak to Mr Haskell or any of the Science teachers.

GCSE Triple Science

Course Highlights

"If I have seen further than others, it is by standing upon the shoulders of giants." – Isaac Newton.

No other subject explores our Universe at such a breadth of scale from the parts of the atom to the structure of the galaxies and it is often said that the science of today is the technology of tomorrow. There is a wide and varied range of careers which can be followed through a qualification in Science. We follow the 'AQA Separate Science' Biology, Chemistry and Physics specifications, which provide an appropriate combination of reward and challenge. The Triple Science course enables students to be awarded three GCSEs.

Course content

Biology: Papers 1 & 2. The Biology topics are divided up amongst two papers as follows: 'Cell biology', 'Organisation', 'Infection and response' and 'Bioenergetics' (Paper 1); 'Homeostasis and response', 'Inheritance, variation and evolution' and 'Ecology' (Paper 2).

Chemistry: Papers 1 & 2. The Chemistry topics are divided up amongst two papers as follows: 'Atomic structure and the periodic table', 'Bonding, structure, and the properties of matter', 'Quantitative chemistry', 'Chemical changes' and 'Energy changes' (Paper 1); 'The rate and extent of chemical change', 'Organic chemistry', 'Chemical analysis', 'Chemistry of the atmosphere' and 'Using resources' (Paper 2).

Physics: Papers 1 & 2. The Physics topics are divided up amongst two papers as follows: 'Energy', 'Electricity', 'Particle model of matter' and 'Atomic structure' (Paper 1); 'Forces', 'Waves' and 'Magnetism and electromagnetism', 'Space Physics' (Paper 2).

How is it assessed?

Paper	Subject	Assessed	Weighting
B1, B2	Biology Papers 1 and 2	Two 1h 45 min examinations	50% of GCSE each
C1, C2	Chemistry Papers 1 and 2	Two 1h 45 min examinations	50% of GCSE each
P1, P2	Physics Papers 1 and 2	Two 1h 45 min examinations	50% of GCSE each

What skills will I develop?

A wide range of skills will be developed which can be transferred to other areas; these include making and recording observations, using apparatus and equipment, following detailed instructions, problem solving, analysis, application of numeracy, team work and communication.

Where can the subject take me?

The Triple Science course contains additional content in most of the modules relative to the Combine Science course and contains an additional module ('Space Physics'). The Triple Science course therefore provides a stronger foundation for the further study of Science either at 'A Level' or by means of other Science-based vocational qualifications.

There are a huge number of careers which can be followed: the more obvious include engineering, environmental science, medicine, manufacturing and research. There are many other jobs which require technical knowledge relating to Science, including catering, agriculture, hairdressing and fitness. Many organisations also require staff to have a scientific understanding to help fulfil their roles, such as in administration, sales or management.

For further information

Speak to Mr Haskell or any of the Science teachers.

PSHE (Personal, Social, Health Education)

Course Highlights

PSHE at Smith's Wood Academy aims to create ambitious young people who take their place in the world as confident and resilient citizens; making informed choices about their physical, social and emotional wellbeing. While it is not an exam-based subject, PSHE is studied by all students across Key Stages 3 and 4 in discrete individual lessons.

Course content

Students in both Years 10 and 11 study the same core topics, which are differentiated according to their age-group and designed to build on previous years' knowledge.

Year 10

Mental Health – This covers feelings, emotions and stigma at a time when our students tend to consider themselves too grown up to show their emotions; encouraging students and equipping them with the tools to handle the emotions that they will go through as they grow up and continue to face new challenges, especially now that they are in their GCSEs.

Relationships and Sex Education (RSE). RSE this year looks at the effects of the media and pornography on relationships, as well as issues of consent and safer sex and how to access sexual health services.

Drugs Education. Drugs Education looks at how drug and alcohol affects personal relationships and sexual health and how students can make better decisions around drug and alcohol related activity.

Year 11

Mental Health – This highlights the role of exams and stress in students' mental health and equips students to deal with upcoming challenges, as well as planning ahead for the future.

Relationships and Sex Education (RSE). RSE this year explores issues around safer sex, unwanted pregnancies and the challenges of parenting.

Drugs Education. Drugs Education here explores where our own views on drugs come from and how they shape our behaviour; their effects on personal relationships; as well as analysing who benefits from drug use in society.

How is it assessed?

Students do not sit traditional exams in PSHE, but their progress in knowledge, skills, values, and beliefs will be assessed through a variety of extended writing pieces, student attitude surveys, knowledge-based quizzes and through a variety of in-class discussions.

What skills will I develop?

- A comprehensive understanding of personal issues and how to manage them.
 - Negotiation skills, resisting pressure, confidence in decision-making, planning for the future.
 - Maturity in dealing with sensitive topics.
-

Where can the subject take me?

PSHE is designed to equip all students with the knowledge and skills to make informed decisions about their lives now and in the future. It offers life-long tools and learning in different areas of our students' personal lives.

For further information

Speak to Mr Qureshi.

Where can I get additional information, help and guidance from?

If you would like independent career advice and guidance, please email Ms O'Donnell (Academy Careers Advisor) on a.odonnell@smithswood.fmat.co.uk

If you would like to speak to your year team please email:

- Mr O'Connor on o.oconnor@smithswood.fmat.co.uk
- Ms Hewson on l.hewson@smithswood.fmat.co.uk

If you would like subject specific advice from our subject specialists:

- Art – Ms Cendrowicz (Subject Leader): m.cendrowicz@smithswood.fmat.co.uk
- Drama – Ms Pountney (Subject Leader): e.pountney@smithswood.fmat.co.uk
- Food Preparation – Mr Cornell (Deputy Head of Academy): r.cornell@smithswood.fmat.co.uk
- Geography – Miss Beaumont (Subject Leader): s.beaumont@smithswood.fmat.co.uk
- History – Mrs Hashmi (Subject Leader): n.hashmi@smithswood.fmat.co.uk
- Religious Education – Ms James (Subject Leader): d.james@smithswood.fmat.co.uk
- Spanish – Mr Casanova (Subject Leader): s.casanova@smithswood.fmat.co.uk
- Sport – Ms Ellis (Subject Leader): l.ellis@smithswood.fmat.co.uk
- Creative Media – Mr Heeley (Subject Leader): d.heeley@smithswood.fmat.co.uk
- Health and Social Care – Ms Chauhan (Subject Leader): n.chauhan@smithswood.fmat.co.uk
- Imedia / Enterprise and Marketing – Mr R Dodd (Subject Leader): r.dodd@smithswood.fmat.co.uk

If you would like some advice or guidance on the options process (including technical advice) please email Mr Cornell (Deputy Head of Academy) on r.cornell@smithswood.fmat.co.uk

There are also some fantastic independent websites that can help;

BBC bitesize: <https://www.bbc.co.uk/bitesize/articles/zrjh92p>

Career Pilot: <https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

Youth Employment: <https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>