

A photograph of three students in school uniforms walking in a hallway. On the left is a girl with glasses and a headband, in the middle is a boy, and on the right is a girl. They are all smiling and looking towards the right. The background shows a modern school hallway with white walls and doors.

2026

# GUIDED DESTINATIONS

---

The Journey from Key  
Stage 3 to Key Stage 4

‘Together, Be the Best We Can Be’

- Present
- Achieving
- Excelling



# Guided Destinations

Looking to the Future

Dear Student,

This is an exciting time for you as you embark on the process of deciding what your future studies and destinations may be. Don't be daunted – your teachers and parents/carers are all here to guide you all the way. This year, we have made some changes to the process as we want to make sure that we are able to provide you with the best guidance and range of options, suitable for you as an individual, as possible.

Starting from the end of January, you will start to receive a series of assemblies and form tutor sessions where we try and explore the link between what you are guided to study at KS4 and how this will be important for your next steps after Kettlethorpe - be that academic, vocational, technical, education, training or employment.

We want you to 'be the best you can be' and we will ensure that what you are guided to study is aspirational and transformative, keeping as many doors unlocked for your future as possible. What you go on to study at KS4 can have many important impacts on future possibilities so it is important that the correct decisions are made now.

For most of you, you will be guided to follow the 'EBacc Route' which will mean you will study: English, Maths, Science (combined or triple), Core PE (non-examined), PSHE, a Humanities subject (History or Geography or RE), a language (French or Spanish) and two other qualifications from the open guided destinations blocks.

This will facilitate a broad and balanced education with an academic core, but with opportunities to follow a wide range of other classroom-based, practical and creative subject types. Following this route will leave all future routes for progression open, whether that is A-Levels, T-Levels or vocational qualifications at college followed by university or other further education; or apprenticeships and training leading to employment. Our school has a proud tradition of following this route and many students have gone on to achieve success in their futures.

Our curriculum is also inclusive and personalised. For some of you, we recognise that we may need to provide more flexibility and choice, and during our 1:1 conversations with you, we may recommend you follow the 'Excel Route' or the 'Achieve Route' which are very similar to the EBacc Route (which you can still select to follow if you wish) but allows more flexibility to select alternative qualifications if they are more suited to you and your future needs.

In short, throughout the whole Guided Destinations process, we want to make sure that you fully understand why you are being guided to study what you study at KS4, and ensure that you are fully aware of what the different qualifications and courses you will be selecting at KS4 mean in terms of content, lesson style, assessment type, as well as their future value and use to you, linked to your own aspirations.

The upcoming Guided Destinations programme of events, and this booklet in particular, will provide you with much of the information and many of the answers to the questions you may need about what each subject entails and where they may lead you in future.

Yours sincerely,  
Mr C Bruce-Halliwell

**Deputy Headteacher: Curriculum and Quality  
Standards**

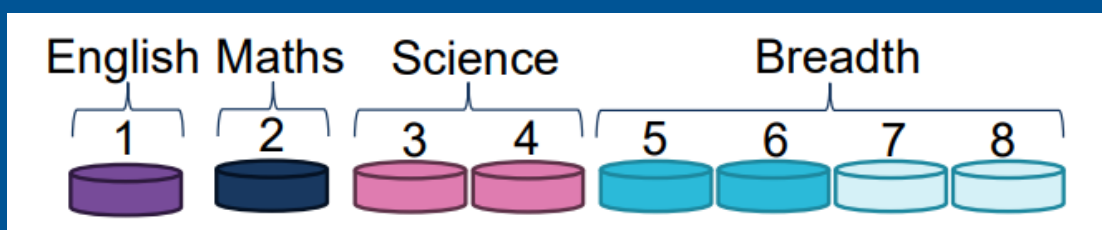
**[CBruce-Halliwell@kettlethorpe.wakefield.sch.uk](mailto:CBruce-Halliwell@kettlethorpe.wakefield.sch.uk)**





# New Government Guidance

In line with the new government guidance on what a broad and balanced curriculum should look like at Key Stage 4. Pupils will be required to select certain combinations of subjects. All of our Guided Destinations Routes allow for this but please be aware that should an individual not make choices in line with this guidance, school will inform them and state what they will need to choose to ensure they meet this guidance



## Slots 5 and 6 – Breadth

These two slots must be filled by GCSE (or relevant AS level) qualifications from two of the three categories below (the two slots cannot be filled by subjects from the same category). These slots will take the two highest point scores from qualifications that satisfy this requirement.

- Category A – Humanities – geography, history, religious studies
- Category B – Creative – art and design, music, drama, dance, design and technology
- Category C – Languages – modern foreign languages and ancient languages

## Slots 7 and 8 – Breadth

These two slots will take the two highest point scores in any two other subjects, including English language or literature (if not counted in the English slot), other GCSE qualifications (including those eligible for Slots 3, 4, 5 and 6), or any technical awards from the Department for Education (DfE) approved list. For more information, refer to the [list of qualifications included in the key stage 4 performance measures](#).





# EBacc Route

We will guide most students, based on their current and prior academic attainment, towards this route to maximise their future post-16 progression opportunities whether that be academic, vocational or technical. However, this route is available to all students to select should they wish. As a school we are clear that providing a broad and balanced education which is aspirational is paramount.

***If you are guided to study the EBacc route, you will study the following:***

GCSE English Language  
AQA

GCSE English Literature  
AQA

GCSE Maths  
Edexcel

GCSE Science (Combined or Triple)  
AQA

GCSE French or Spanish  
AQA

GCSE History or Geography or Religious Education  
Edexcel or AQA

*\*N.b. some subjects may not run due to timetable constraints or lack of demand. We always endeavour to give pupils their first choices.*

Core PE  
non-examined

PSHE (in tutor)  
non-examined

---

**• Two further subjects from the following list:**

Vocational Qualification: Hospitality and Catering  
WJEC

Cambridge Nationals: Creative iMedia  
OCR

Cambridge Nationals: Outdoor Pursuits  
OCR

Cambridge Nationals: Sports Studies  
OCR

GCSE Art & Design: Fine Art  
AQA

GCSE Art & Design: Graphic Communication  
AQA

GCSE Art & Design: Textile Design  
AQA

GCSE Business Studies  
Edexcel

GCSE Computer Science  
Edexcel

GCSE Dance  
AQA

GCSE Design & Technology  
AQA

GCSE Drama  
AQA

GCSE Media Studies  
Eduqas

GCSE Music  
AQA

GCSE Physical Education  
Edexcel



# Excel Route

Some students may be guided towards the Excel Route. Retaining its highly aspirational core of subjects, the Excel Route still allows for a student to opt for the EBacc Route but also offers within it more flexibility and choice according to their individual needs and preferences.

***If you are guided to study the Excel Route, you will study the following:***

GCSE English Language  
AQA

GCSE English Literature  
AQA

GCSE Maths  
Edexcel

GCSE Science (Combined)  
AQA

GCSE French or Spanish | Level 1/Level 2  
Certificate of Personal Effectiveness  
(CoPE), or the choice of an alternative  
GCSE/ BTEC qualification.  
AQA | ASDAN

GCSE History or Geography or Religious Education  
Edexcel or AQA

Core PE  
non-examined

PSHE (in tutor)  
non-examined

*\*N.b. some subjects may not run due to timetable constraints or lack of demand. We always endeavour to give pupils their first choices.*

**• Two further subjects from the following list:**

Vocational Qualification: Hospitality  
and Catering  
WJEC

Cambridge Nationals: Creative  
iMedia  
OCR

Cambridge Nationals: Outdoor Pursuits  
OCR

Cambridge Nationals: Sports  
Studies  
OCR

GCSE Art & Design: Fine Art  
AQA

GCSE Art & Design: Graphic  
Communication  
AQA

GCSE Art & Design: Textile Design  
AQA

GCSE Business Studies  
Edexcel

GCSE Computer Science  
Edexcel

GCSE Dance  
AQA

GCSE Design & Technology  
AQA

GCSE Drama  
AQA

GCSE Media Studies  
Eduqas

GCSE Music  
AQA

GCSE Physical Education  
Edexcel



# Achieve Route

Some students may be guided towards the Achieve Route. Retaining its highly aspirational core of subjects, the Achieve Route still allows for a student to opt for an aspirational and broad and balanced offer of subjects, but also offers within it more personalised Level 1/ Level 2 qualifications to support and include all students to have a successful Key Stage 4 experience and set of outcomes. This is particularly suited to those with a specific vocational/ employment route planned for post-16.

***If you are guided to study the Achieve Route, you will study the following:***

GCSE English Language  
AQA

GCSE English Literature  
AQA

GCSE Maths  
Edexcel

GCSE Science (Combined)  
AQA

GCSE French or Spanish | Level 1/Level 2  
Certificate of Personal Effectiveness  
(CoPE), or the choice of an alternative  
GCSE/ BTEC qualification.  
AQA | ASDAN

GCSE History or Geography or Religious Education, or  
ASDAN Personal Development Programme (PDP)  
Bronze, Silver or Gold.  
Edexcel or AQA or ASDAN

*\*N.b. some subjects may not  
run due to timetable  
constraints or lack of demand.  
We always endeavour to give  
pupils their first choices.*

Core PE  
non-examined

PSHE (in tutor)  
non-examined

**• Two further subjects from the following list:**

AQA Unit Award DT Life Skills  
AQA

Cambridge Nationals: Creative  
iMedia  
OCR

Cambridge Nationals: Outdoor Pursuits  
OCR

Cambridge Nationals: Sports  
Studies  
OCR

GCSE Art & Design: Fine Art  
AQA

GCSE Art & Design: Graphic  
Communication  
AQA

GCSE Art & Design: Textile Design  
AQA

GCSE: Business Studies  
Edexcel

GCSE: Dance  
AQA

GCSE: Drama  
AQA

GCSE: Media Studies  
Eduqas

GCSE Music  
AQA

BTEC: Home Cooking Skills  
(Year 9 - Level 1 | Year 11 - Level  
2)



# TOP TIPS AND FAQs

---

## **Following the correct routes for YOU! DO Choose a qualification because:**

- You are good at it and enjoy it.
- It links to an idea of your possible future career.
- It will help you to develop skills you are interested in.
- It will help you to keep your guided destinations open.
- It is a subject you may like to study more in the future.
- You know the difference between GCSE and Vocational Awards (e.g. BTEC, Cambridge Nationals).

## **DON'T Choose a qualification because:**

- Your friends have chosen it.
- You think it will be easy.
- Someone else thinks it will be a good idea.
- You like the teacher you have now.
- You couldn't think of anything else to do.
- You did not have time to research your guided destinations properly.
- You think that the only way to have success is to 'like' a subject. **Resilience** is a key value!

## **Frequently Asked Questions:**

### **Can I choose more than one humanities? (History/ Geography/ Religious Studies)?**

Depending on demand we may run an additional History or Geography group in the Guided Destinations block.

### **Can I change the language I am currently studying?**

No. You will carry on studying the language you have been learning since Year 7. We believe that developing proficiency and in-depth knowledge in one language is the most effective use of the time available.

### **What happens if I miss the deadline?**

All submissions will be monitored, if you fail to enter them by the closing date, a member of Senior Leadership Team will follow it up and contact you directly.

### **Can I change my mind later on?**

You will be spoken to by a member of Senior Leadership Team to ensure that you have made the correct guided destination for you. In a small number of cases, you will be guided to make an alternative choice. If you do change your guided destination, your choices will be limited by the number of pupils on each course. It may be that the subject you choose is full. The final deadline for any changes will be October Half-Term of Year 9.

### **What happens if I cannot submit my guided destination choice online?**

Your tutor can help you submit them, if you are still struggling, please ring the school office and we will do this for you.

### **What happens next?**

When the forms are collated, the school will then start to process them and you will receive notification towards the end of the academic year confirming your Year 9 Guided Destinations. Our aim is to give you the subjects you want, wherever we can.

Where possible, we will try to ensure that every pupil receives their first choice Guided Destination.



# KEY STAFF

As well as your parents/carers at home, the following staff will be available throughout the process to support and guide you to make the right decisions.

<b>Form Tutor</b>	<b>Year Manager and Pastoral Support:</b> Mrs Lancaster LLancaster@kettlethorpe.wakefield.sch.uk
<b>Key Stage Leader:</b> <b>Mrs Cotton</b> LCotton@kettlethorpe.wakefield.sch.uk	<b>Deputy Headteacher: Curriculum and Quality Standards</b> <b>Mr Bruce-Halliwell:</b> CBruce-Halliwell@kettlethorpe.wakefield.sch.uk
<b>Miss Fitzpatrick</b> <b>Careers</b> JFitzpatrick@kettlethorpe.wakefield.sch.uk	<b>Subject Teachers</b>
<b>Team Leader: Art, Design &amp; Technology and Hospitality &amp; Catering</b> <b>Ms Sankey</b> KSankey@kettlethorpe.wakefield.sch.uk	<b>Team Leader: Digital Subjects</b> <b>Mrs Howell</b> DHowell@kettlethorpe.wakefield.sch.uk
<b>Team Leader: English</b> <b>Miss Galtrey</b> FGaltrey@kettlethorpe.wakefield.sch.uk	<b>Team Leader: Geography</b> <b>Mr Taylor</b> STaylor@kettlethorpe.wakefield.sch.uk
<b>Team Leader: History and RE</b> <b>Mrs Bradshaw-Smith</b> WSmith@kettlethorpe.wakefield.sch.uk	<b>Team Leader: Maths</b> <b>Mrs Donnachie</b> CDonnachie@kettlethorpe.wakefield.sch.uk
<b>Team Leader: Modern Languages</b> <b>Mr Wardley</b> AWardley@kettlethorpe.wakefield.sch.uk	<b>Team Leader: Performing Arts</b> <b>Mrs Bebbington-Slater</b> IBebbington-Slater@kettlethorpe.wakefield.sch.uk
<b>Team Leader: PE</b> <b>Mr Towler</b> DTowler@kettlethorpe.wakefield.sch.uk	<b>Team Leader: Science</b> <b>Miss Espin</b> LEspin@kettlethorpe.wakefield.sch.uk

# TIMELINE

Date	Activity/Action
wc/ 26 <sup>th</sup> Jan	Guided Destinations: Year 8 introductory assembly
wc/ 2 <sup>nd</sup> Feb	Guided Destinations: form tutor programme (802,804,805,806,807,808,810)
wc/ 9 <sup>th</sup> Feb	Guided Destinations: form tutor programme (801,803,809,811,812,813,814)
wc/ 2 <sup>nd</sup> Mar	Senior Leadership Interviews: 1:1 meetings with students
Thu 5 <sup>th</sup> Mar	Guided Destinations: Information Evening
Fri 6 <sup>th</sup> Mar	Guided Destinations: selection form <b>opens</b> (this will be sent via email)
wc/ 9 <sup>th</sup> Mar	Senior Leadership Interviews: 1:1 meetings with students
wc/ 16 <sup>th</sup> Mar	Senior Leadership Interviews: 1:1 meetings with students – final deadline and form closes
Wed 25 <sup>th</sup> Mar	Guided Destinations: selection form <b>closes</b>
wc/ 13 <sup>th</sup> Apr	Subject team leaders review selections and provide additional guidance/ recommendations where necessary
wc/ 20 <sup>th</sup> Apr	Form re-opens to allow for any changes
Fri 24 <sup>th</sup> Apr	Form closes to finalise any changes
Summer Term	Students are communicated with to confirm guided destinations and inform of any changes which may be required

Throughout this entire timeline, students will be having individual conversations with various subject teachers, team leaders, their friends and their parents/carers.

**\* please note these dates may change**

# CONTENTS

Page 11: Vocational Qualification: Hospitality and Catering

Page 12: Cambridge Nationals: Creative iMedia

Page 13: Cambridge Nationals: Outdoor Pursuits

Page 14: Cambridge Nationals: Sports Studies

Page 15: GCSE: Art & Design - Fine Art

Page 16: GCSE: Art & Design - Graphic Communication

Page 17: GCSE: Art & Design - Textile Design

Page 18: GCSE: Business

Page 19: GCSE: Computer Science

Page 20: GCSE: Dance

Page 21: GCSE: Design & Technology

Page 22: GCSE: Drama

Page 23: GCSE: English Language

Page 24: GCSE: English Literature

Page 25: GCSE: French

Page 26: GCSE: Geography

Page 27: GCSE: History

Page 28: GCSE: Mathematics

Page 29: GCSE: Media Studies

Page 30: GCSE: Music

Page 31: GCSE: Physical Education

Page 32: GCSE: Religious Education

Page 33: GCSE: Science (Combined & Triple)

Page 34: GCSE: Spanish

Page 35: Cambridge Nationals: Child Development

Page 36: GCSE: Art & Design - Photography

Page 37: AQA Unit Award Scheme - Design and Technology

Page 38: ASDAN Level 1/Level 2 Certificate of Personal Effectiveness (COPE)

Page 39: ASDAN Personal; Development Programme - (PDP) Bronze, Silver or Gold

Page 40: BTEC Home Cooking Skills - Year 9 (Level 1) | Year 11 (Level 2)

# VOCATIONAL QUALIFICATION: HOSPITALITY & CATERING

WJEC

This course has an emphasis on practical skills and in mastering all aspects of food preparation, cooking and presentation of dishes. Practical skills include all aspects of pastry, cake and bread making, as well as pasta making. Pupils will learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, pupils also develop transferable skills of problem solving, organisation and time management, planning and communication.

## Course Requirements

Pupils should expect to be cooking nearly every week, so ingredients will be needed from home whilst some on occasions will be provided by school, according to the nature of the practical. Pupils will need to be organised and expected to bring these ingredients as and when required and they must take responsibility for finding out what is required each week. A variety of containers would be helpful to have in order to bring ingredients to school and take the finished products home in. All pupils during practical lessons are expected to tie up long hair, not be wearing nail polish or false nails.

## Other Details

You need to enjoy preparing food as there will be a lot of practical work! Be prepared to widen your learning outside the classroom by watching TV shows such as Great British Bake Off and Masterchef and finding out about current food issues in the media. Try and cook at home as often as you can to build up confidence and reinforce practical skills learnt.

## Assessment

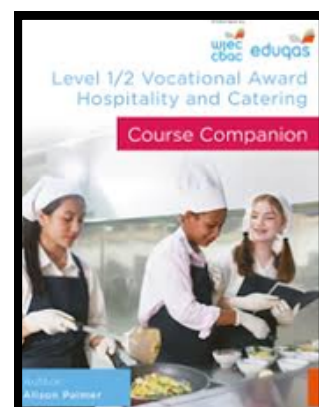
Unit 1: Hospitality and Catering Industry - written exam worth 40% of the final grade. Externally assessed.

Unit 2: Hospitality and Catering in action - controlled assessment worth 60% of the final grade, internally assessed including a 3 hour practical exam.

Controlled assessment tasks are worth 60% of the final grade and include a 3-hour practical exam where pupils are expected to plan, make and present a 2 course meal with accompaniments. There is also a written element to the controlled assessment and pupils need to be aware that this will be carried out in timed examination conditions.

## Further Information

Please contact Mrs George for any further details.





# CAMBRIDGE NATIONALS: CREATIVE iMEDIA OCR

This course equips pupils with a range of knowledge and skills needed to work in the creative digital media sector. Pupils develop their skills through practical assignments as they create multimedia products. This qualification is widely recognised by employers.

There are **two** mandatory units:

**Creative iMedia in the media industry (R093)** - This unit investigates the sectors, products and job roles that form the media industry. It explores legal and ethical issues and the processes used to plan and create digital media products. It identifies how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

**Visual identity and digital graphics(R094)** - This unit explores how to develop visual identities for clients and how to apply the concepts of graphic design to create original digital graphics. These graphics will incorporate visual identities used to engage a target audience.

Pupils will then complete a further Non-Examined Assessment (NEA) which will be choose depending on the interests of the group.

## Course Requirements

A sound comprehension of digital literacy and Adobe Photoshop skills are desired.

## Assessment

R093 is a written paper and is worth 40% of the final grade. This is based on the “**Creative iMedia in the media industry**”. It is externally assessed and is taken in Year 11.

The Non-Examined Assessment (NEA) is worth 60% of the final grade and is based on two units. The compulsory unit is “**Visual identity and digital graphics**” this includes a 10-hour controlled assessment task. This unit is worth 25% of the final grade and will be taken in Year 10. The other optional unit will be taken in Year 11 and includes a 12-hour controlled assessment task that is worth 35% of the final grade.

## Further Information

Please contact Mrs Howell for any further details.



# CAMBRIDGE NATIONALS: OUTDOOR PURSUITS

OCR

## Course Requirements

It is vital that pupils choosing Outdoor Pursuits have an interest in Outdoor Activities and are willing to try new things. As a lot of activities are off site, pupils will have to be trustworthy and mature in order for them to be successful.

An interest in Outdoor Activities and a high level of commitment are essential. The understanding, too, that a high proportion of the course is classroom/theory based. Full PE kit is essential for all practical lessons.

This course is split into 3 units, comprising of theoretical and practical elements:

### **2 non-examined units:**

- Performance and Leadership in Sports Activities
- Increasing Awareness of Outdoor Activities

### **1 examined unit:**

- Contemporary Issues in Sport.

## Assessment

Contemporary Issues in Sport unit (worth 40% of the final grade) is externally examined. Pupils will sit this exam at the end of Year 11.

The 2 non-examined units are assessed through coursework assignments, where pupils will work independently on tasks and will have to meet deadlines for work.

As part of the controlled assessment, pupils must reflect on their own practice in Rock Climbing, explaining their strengths and areas for improvement, as well as during their planning and leading of a Rock Climbing session.

Practically, pupils will be assessed on their Rock Climbing ability, leading a Rock Climbing session to the members of their group, and skills and knowledge used on day walks and overnight camps in the Peak District



## Further Information

Please contact the PE Department for any further details.

**\*Please note** that pupils can take **only one** of Physical Education GCSE, Outdoor Pursuits Cambridge National or Sports Studies Cambridge National.

# CAMBRIDGE NATIONALS: SPORTS STUDIES OCR

## Course Requirements

An interest in sport and a high level of commitment for all aspects is essential for the course. The understanding, too, that a high proportion of the course is classroom/theory based. For all practical lessons/assessments pupils must always bring and be in full PE kit. As some activities are off-site, pupils will have to be trustworthy and mature in order for them to be successful.

This course is split into 3 units, comprising of theoretical and practical elements:

### **2 non-examined units:**

- Performance and Leadership in Sports Activities
- Increasing awareness of Outdoor Activities

### **1 examined unit:**

- Contemporary Issues in Sport.



## Assessment

The assessments will be a combination of practical controlled assignments, internally set tasks and a formal examination.

Contemporary Issues in Sport unit (worth 40% of the final grade) is externally examined. Pupils will sit this exam in at the end of Year 11.

As part of the controlled assessment, pupils must reflect on their own practice, explaining their strengths and areas for improvement in a chosen sporting activity as well as during their planning and leading of a sporting activity. They will also have on going assessments during the two non-examined units.

Practically, pupils will be assessed on their sporting ability in two sporting activities. Additionally, they will also have to successfully lead a planned activity session to the rest of their group.

## Further Information

Please contact the PE Department for any further details.

**\*Please note** that pupils can take **only one** of Physical Education GCSE, Outdoor Pursuits Cambridge National or Sports Studies Cambridge National.

# GCSE: ART & DESIGN

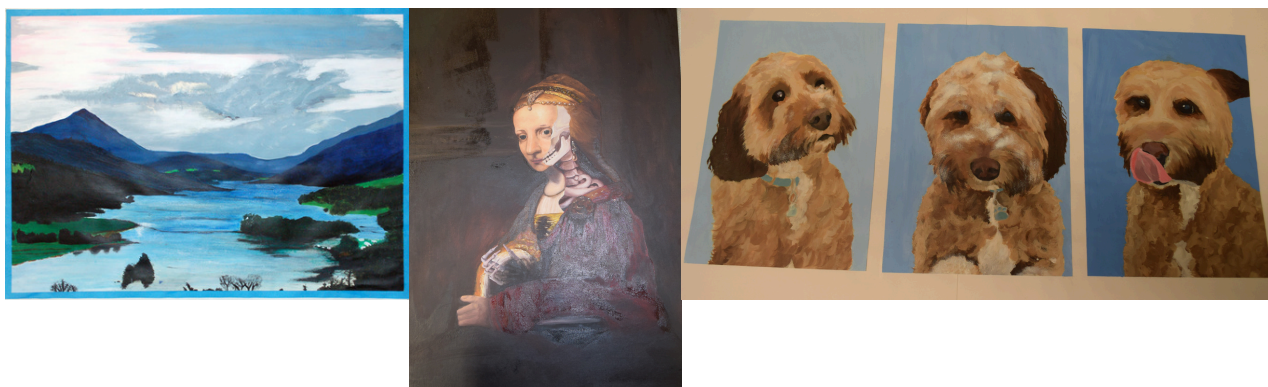
## FINE ART

### AQA

This art course consists of experiences in a range of processes, media, materials and techniques suited to the pupil's skills, interests and abilities.

Pupils will develop an understanding of fine art through practical activities and evaluating their own work and the work of contemporary artists and others from different times, cultures and traditions.

The course includes work from one or more areas of drawing, painting, mixed media, lens-based media, collage and sculpture.



## Course Requirements

Homework is set regularly and is an essential part of the pupil's portfolio and exam preparation. Pupils are expected to spend at least an hour per week of their own time on a set drawing or investigation assignment.

## Other Details

Art is a highly successful subject at Kettlethorpe High School, consistently gaining 7, 8 and 9 grades for half of those taking the subject. Pupils have successfully applied for and completed art courses at Leeds university of art.

## Assessment

Pupils complete a portfolio of work that covers various skills, techniques and artist styles in three areas: still life, portrait and landscape. This is 60% of the overall GCSE marks. As well as the controlled assessment detailed above, there is an externally set task that allows several weeks to complete the preparatory studies. The pupils then have ten hours under supervised conditions to complete their final artwork. This is worth 40% of the overall mark.

## Further Information

Please contact Ms Sankey for any further details.

**\*Please note pupils can take only one of Art & Design (Fine Art), Art & Design (Textile Design) or Art & Design (Graphic Communication) GCSEs.**



# GCSE: ART & DESIGN

## GRAPHIC COMMUNICATION

### AQA

This is an art-based graphics course that allows pupils to produce 2D and 3D artwork using a variety of graphic/art techniques including drawing, printing, photography, computer design and painting. Pupils will use varied media and materials, for example: pencil, pen and ink, pen and wash, crayon, and other graphic media; watercolour, gouache and acrylic paint; digital media; printmaking and mixed media.

This course is aimed at pupils who enjoy art and design and want to develop their skills and interests further. This GCSE could lead onto further studying graphic design, 3D design, fine art, interior design, photography and media.



## Course Requirements

Homework is set regularly and is an essential part of the pupil's portfolio and examination preparation. Pupils are expected to spend at least one hour per week of their own time on a set drawing or investigation assignment.

## Assessment

Pupils complete a portfolio of work that covers various art skills, art techniques and graphic artist styles. These will be in the form of assignments and design briefs covering areas including: logo design, poster and leaflet design, illustration and advertising. This is 60% of the overall GCSE marks.

As well as the controlled assessment, there is an externally set task that allows several weeks to complete the preparatory studies. Pupils then have ten hours under supervised conditions to complete their final project. This is worth 40% of the overall mark.

## Further Information

Please contact Ms Sankey for any further details.

**\*Please note pupils can take only one of Art & Design (Fine Art), Art & Design (Textile Design) or Art & Design (Graphic Communication) GCSEs.**

# GCSE: ART & DESIGN

## TEXTILE DESIGN

### AQA

This is an art-based textiles course that allows pupils to produce 2D and 3D textiles artwork using a variety of textiles techniques, including embroidery, printing, dyeing, weaving, felting, applique, free motion embroidery, sublimation printing, heat transfer, as well as mixed media. Pupils will also study textile artists and produce artwork using other more unconventional materials such as papers, found objects, wire, recycled materials, as well as draw and record ideas.

This course is aimed at pupils who enjoy design and textiles, and want to develop their skills further. This GCSE could lead onto studying fashion, textiles, 3D Design, fine art, interior design, photography and media.



## Course Requirements

Pupils need to be able to work independently at home to complete homework and refine and develop classwork in personal portfolios (sketchbooks). Catch up workshops are available after school.

## Other Details

Textiles is a highly successful subject at Kettlethorpe High School. Pupils will be offered the opportunity to investigate textiles artwork on location at the Knitting and Stitching Show in Harrogate. They will also have the opportunity to work with invited artists who lead workshops at school.

## Assessment

Pupils are assessed by :

- **personal portfolio** (60% of the final grade) - created using textiles techniques and fabrics and presented with annotation.
- **externally set exam** (40% of the final grade) - an externally set exam in Year 11, where pupils will produce work in response to a chosen brief, carried out in a preparatory period before producing a final piece in 10 hours in exam conditions.

## Further Information

Please contact Mrs Gidney for any further details.

**\*Please note pupils can take only one of Art & Design (Fine Art), Art & Design (Textile Design) or Art & Design (Graphic Communication) GCSEs.**

# GCSE: BUSINESS

## Edexcel

Business is a qualification that is engaging and inspiring, and which reflects the demands of a truly modern and evolving business environment – a qualification that enables pupils to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway. The Business course is intended to introduce pupils to the full scope of the subject from the start. The programme of study in each year at KS4 incorporates a variety of topics, theories and practical applications and is planned for progression of skills, knowledge and understanding. There are certain focuses within the Business curriculum; the role of business, the role of the customer and the role of the employee. All aspects have a direct impact on the individual pupil and their ability to successfully thrive and positively contribute to the growing economic and politically fuelled world we live in. Pupils are challenged to consider not just the academic elements required but also the ethical and moral aspects of Business.

## Course Requirements

This introduction is both challenging and engaging. The subject would be best suited to those students who enjoy solving problems and using their research skills. Pupils are encouraged to be curious and question the world around them as potential employers, employees and consumers. Sustainability, ethics, globalisation and environmental issues are explored in a safe, discussion based forum. Pupils are taught how to analyse different scenarios and discern information and support opinions

## Assessment

There are 2 main themes the course focuses on, each with 5 individual topics. There are two exams in the summer of Year 11 and each exam is based on a different theme

Theme 1: Investigating small business

Theme 2: Building a business

## Further Information

Please contact Mrs Howell for any further details.



# GCSE: COMPUTER SCIENCE

*Edexcel*

The course will give learners an in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of computing means there will be a growing demand for professionals who are qualified in this area.

## Course Requirements

Ideally, pupils should be comfortable with maths and have a target grade of a 5 or more. Homework is set regularly across a variety of platforms available to us including Seneca Learning, GCSE POD & Raspberry Pi Foundation. These are incredibly important to the course and are an essential part of the examination preparation process. They will aid recall, recapping key information throughout the year, and also allow pupils to practice programming in Python online.

## Other Details

Computer Science is part of the EBACC and is considered a high value qualification. It is increasingly relevant to the modern, changing world of computing and is designed to boost computing skills essential to the 21st century.

Computer Science is a complex course and requires a variety of skills to fully access the entire curriculum. You must be dedicated and have resilience to apply problem solving techniques to programming scenarios and algorithms.

## Assessment

This course is made up of two units, which are both worth 50% each. Unit 1 is a traditional, paper-based assessment which covers five main topics of Computational Thinking, Data, Computers, Networks and Issues. Unit 2 is a computer-based programming assessment which comprises of six compulsory questions that are practical in nature and require students to design, write, test and refine programs in order to solve problems.

**Exam and practical exam will be completed in May/June of Year 11.**

## Further Information

Please contact Mr Jones for any further details.





# GCSE: DANCE

## AQA

The GCSE dance course incorporates aspects of performance, choreography and dance appreciation. Pupils will have the opportunity to develop their performance skills in a range of different dance styles, as well as their choreographic skills and their ability to respond to different stimuli.

Pupils have the opportunity to study six professional dance pieces, which are performed by some of the UK's leading dance companies including Rambert, Phoenix Dance Theatre and Boy Blue Entertainment.

## Course Requirements

A high level of commitment is required for both theoretical and practical components of the course. Pupils need to be prepared to put in rehearsal time after school when practical assessments are approaching.

## Assessment

This qualification is assessed by a 40% written examination and 60% practical based work which is completed and performed under controlled conditions.

### **Written exam - Dance Appreciation** (worth 40% GCSE mark)

Pupils will be examined on the knowledge and understanding of choreographic processes and performance skills; critical appreciation of own work; critical appreciation of professional works.

This exam is 1hr 30 mins.

### **Practical work - Performance and Choreography** (worth 60% GCSE mark)

Performance 1: Solo performance of two set phrases

Performance 2: Duet/trio performance

Solo or group choreography – pupils learn how to respond creatively to an externally set stimulus and choreograph their own dance piece (this can be a solo or a group dance with up to five dancers).

**Please note, the style required for GCSE dance is contemporary.**

## Further Information

Please contact Miss Whiteside for any further details.



# GCSE: DESIGN & TECHNOLOGY

AQA

GCSE Design and Technology is about being creative and being a problem solver, demonstrating the skills in practical aspects. The subject allows us to focus the projects around pupil's strengths giving them the choice of combining different elements of design and technology together. During the course pupils will create products which will require a variety of skills, including wood and plastic work, CAD/CAM and electronics. Learning these skills will allow for an informed decision upon which Year 11 project should be chosen from a selection given by the exam board.

Year 11 coursework makes up 50% of the final GCSE grade. The focus is on the design and make of a product of the pupil's choice. This can combine areas from graphics, electronics and DT. The second 50% of the course will be exam based, testing the knowledge and skills that have been acquired during the whole course.

## Course Requirements

Materials are provided by school and no specialist equipment is needed at home as most of the practical work is done in school.

Homework is set regularly and is an essential part of the Year 11 project work and examination preparation.

Pupils are also expected to spend some time in the workshop manufacturing their products in after school workshops.

## Assessment

Controlled assessment in Year 11 (worth 50% of the final GCSE grade) will be selected by the pupil from a list of products provided by the examination board (AQA) towards the end of Year 10.

Pupils can select which area of Design & Technology they wish to integrate into their project, this allows scope for interesting products.

A written final exam (worth 50% of the final grade) will be taken in Year 11.

## Further Information

Please contact Mr Vare or Mr Hugill for any further details.



# GCSE: DRAMA

## AQA

The course is split into three units:

**Unit 1 - Understanding Drama** (40% of final mark)

Written exam: 1 hour and 45 minutes

**Unit 2 - Devising Drama** (10% practical, 30% written assessment)

Explores the process of creating devised drama: performance of devised drama (pupils may contribute as performer or designer) and analysis and evaluation of own work.

**Unit 3 - Texts in Practice** (practical) (20% of final mark)

Performance of two extracts from one play (pupils may contribute as performer or designer).

## Course Requirements

Background research into a live production will be required to enhance pupils' knowledge and understanding of a theatre performance.

Pupils will also need to be prepared to put in rehearsal time after school when practical assessments are approaching.

For performers in this course, you will need excellent memory retention skills. You need to be able to recite pages of script off by heart.

Please note you will be working in groups during this course and must be prepared to give time to help each other. Excellent attendance is essential in order to be fair to your group members.

## Other Details

All pupils have the opportunity to devise drama, explore texts practically and work on two text based performances.

The course ensures continuity for pupils progressing from GCSE Drama to AS and A level Drama and Theatre.

30% of course is practical drama, 70% is written work, similar to English Literature. **This would suit pupils who are confident in English Literature.**

## Assessment

Unit 1 and 2 are internally assessed and externally moderated. Unit 3 is assessed by an external examiner.

## Further Information

Please contact Miss Bowers or Mrs Cotton for any further details.



# GCSE: ENGLISH LANGUAGE

AQA

The AQA GCSE English Language course focuses on developing pupils' reading, writing, and analytical skills. Throughout the course, pupils engage with a wide range of texts, including literature, nonfiction, and media, to explore how language works in different contexts.

## What is studied

### Reading:

- Pupils analyse a variety of texts, including unseen extracts and texts from the 19th, 20th, and 21st centuries.
- They focus on how writers use language and structure to convey meaning and create effects.
- The study of language features, context, audience, and purpose is emphasised.

### Writing:

- Pupils develop their own writing skills, producing both descriptive and narrative pieces, as well as transactional writing (e.g., letters, articles, speeches).
- The course emphasises clarity, coherence, and effective use of language, including grammar, vocabulary, and punctuation.

### Spoken Language:

- The spoken language component focuses on pupils' ability to express ideas clearly and engage in discussions, presentations, and debates.
- This part of the course is assessed separately, and the skills are not part of the final GCSE grade but are reported separately.

## Examinations

The GCSE English Language assessment consists of two main exams:

### Paper 1: Explorations in Creative Reading and Writing

- Duration: 1 hour 45 minutes
- This paper assesses pupils' reading skills through an unseen fiction extract, followed by questions that test comprehension, analysis, and critical evaluation.
- It also includes a writing task, where pupils are asked to produce a descriptive or narrative piece.

### Paper 2: Writers' Viewpoints and Perspectives

- Duration: 1 hour 45 minutes
- This paper focuses on non-fiction texts and assesses pupils' ability to compare viewpoints and perspectives.
- It includes comprehension questions and an essay-style writing task where students must produce a response to a viewpoint.



## Assessment of Spoken Language

This element is assessed separately and does not contribute to the final grade but is reported as a separate endorsement (e.g., "Pass," "Merit," or "Distinction").

The AQA GCSE English Language course is designed to equip students with the essential skills for communication, critical thinking, and written expression, preparing them for a variety of future academic and career paths.

## Further Information

Please contact Miss Galtrey or Mr Bromley for any further details.

# GCSE: ENGLISH LITERATURE

AQA

The AQA GCSE English Literature course covers a broad range of literary texts, providing students with the opportunity to explore works from different time periods, genres, and themes. The course is designed to develop critical thinking and analytical skills, enabling students to engage with literature in a deeper and more meaningful way.

## What is studied

- **Shakespeare:** Students study *Macbeth* by William Shakespeare. The focus is on understanding the themes, characters and language of the play. They will also look at the historical and social context to fully appreciate the subtleties of the text.
- **19th-Century Novel:** They will study *A Christmas Carol* by Charles Dickens as a novel from the 19th century. As well as the plot and characters, the pupils also analyse how the text reflects the historical and social context of the time.
- **Modern Texts:** For the study of a 20th or 21st-century novel or play, pupils analyse *An Inspector Calls* by J.B. Priestley. The emphasis is on the themes, social context, and literary techniques used by the author.
- **Poetry:** Students explore a collection of poems, drawn from the AQA anthology. These poems cover various themes, including love, nature, war, and conflict. They will analyse the techniques poets use to express meaning.
- **Unseen Poetry:** In addition to the studied poems, students are required to analyse an unseen poem in the exam. This tests their ability to apply their understanding of poetic techniques to unfamiliar texts.

## Examinations

The GCSE English Literature assessment consists of two main exams:

### Paper 1: Shakespeare and the 19th-Century Novel

- This paper assesses students' understanding of the Shakespeare play and the 19th-century novel they have studied.
- The exam consists of two sections: one focused on Shakespeare and one on the 19th-century novel.
- It is a written exam lasting 1 hour and 45 minutes.

### Paper 2: Modern Texts and Poetry

- This paper assesses students' knowledge of the modern text they have studied and their ability to analyse poetry.
- It includes questions on the modern text, as well as a section on poetry (both studied and unseen).
- The exam lasts 2 hours and 15 minutes.

Pupils are assessed on their ability to analyse themes, characters, language, and structure, as well as their ability to write critically and persuasively.

In addition to the exams, there are no controlled assessments, but students are expected to demonstrate a deep understanding of the texts through their written responses in the exams.

## Further Information

Please contact Miss Galtrey or Mr Bromley for any further details.





# GCSE: FRENCH

## AQA

### Modern Foreign Languages – **French**

Pupils study the **AQA GCSE French** course and cover content across 3 themes:

- Theme 1 – People and Lifestyle (Identity and Relationships with Others; Healthy Living and Lifestyle; Education and Work)
- Theme 2 – Popular Culture (Free-time Activities; Customs, Festivals and Celebrations; Celebrity Culture)
- Theme 3 – Communication and the World Around Us (Travel and Tourism; Media and Technology; The Environment)

### Other Details

Pupils will learn about the topics above, while improving their communication skills, literacy, confidence and problem-solving skills. Pupils will consolidate and build on the vocabulary, structures and tenses learned in KS3, as well as developing their cultural understanding and gaining language and exam strategies for the four different linguistic skills.

### Assessment

All papers are sat at the end of Year 11.

#### **Paper 1 – Listening (25%)**

The listening paper involves pupils listening to an audio track while answering questions about what they have heard on the exam paper. There is also a dictation task where pupils transcribe short spoken extracts.

#### **Paper 2 – Speaking (25%)**

The speaking test involves pupils responding to 3 tasks – a role-play, a reading aloud task and a photo card task with a conversation. There is preparation time before pupils enter the exam where they can write notes which can then be read in the exam.

#### **Paper 3 – Reading (25%)**

The reading paper involves pupils responding to questions on written texts in the language being studied. All questions and answers are in English. There is also a translation from the target language into English.

#### **Paper – Writing (25%)**

The writing paper involves pupils responding in writing to several questions in the language being studied. There is also a translation from English into the target language.

### Further Information

Please contact Mr Wardley for any further details.



# GCSE: GEOGRAPHY

## AQA

This exciting course is based on a balanced framework of physical and human geography. It allows pupils to investigate the link between the two themes, and examine the battle between the man-made and natural worlds.

We have developed a range of resources to accompany the course and topics include:

- Natural hazards including volcanoes, earthquakes and weather hazards such as tropical storms;
- Living world, including tropical rainforests and cold environments;
- Physical landscapes including coasts and rivers;
- Urban issues and challenges;
- The changing economic world;
- Managing resources e.g. energy.

## Course Requirements

An interest in Geography and an aptitude towards independent learning is essential. It will be of interest to pupils who excel in science or maths or have an active interest in the great outdoors.

Large sections of the course will be relevant to pupils with interest in business, finance or management.

## Other Details

All pupils are taken on two field trips. Last year all pupils visited a local windfarm, to see how the sustainable energy affects the built environment, and completed a river study in North Yorkshire.

## Assessment

There are three exams at the end of this AQA course:

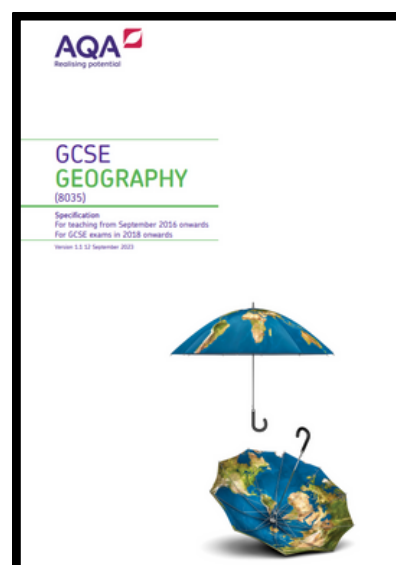
**Paper 1** | 1hr 30 minutes 35% of the marks - Physical Geography topics

**Paper 2** | 1hr 30 minutes 35% of the mark - Human Geography topics

**Paper 3** | 1hr 30 minutes 30% of the mark - Questions relating to the activities completed on the Year 10 geography trips, and a booklet of information made available 12 weeks before the end of the course.

## Further Information

Please contact Mr Taylor for any further details.



# GCSE: HISTORY

## Edexcel

The course is the Pearson Edexcel GCSE History.

It uses an enquiry/skills-based approach, assessing problem solving, interpretation of evidence and historical knowledge.

There are four study areas:

- American West: 1830-95 (study in depth - world history)
- USA at Home and Abroad: 1954-1975 (skills/source study of modern history)
- Elizabethan England: 1558-1588 (study in depth - British history)
- Medicine Through Time: 1250 - now (present day) and The Western Front (1914-1918) (study of change over time - world history)

## Course Requirements

A genuine interest in history as well as the ability to complete tasks according to set deadlines are essential.

## Other Details

Visit to the Western Front (residential) - as part of the historical environment unit. Pupils are able to experience life in the trenches and see first-hand surgical equipment and methods used to deal with injured soldiers.

There are several careers that are traditionally associated with history qualification such as law, education, politics, as well as careers in the police force, the civil service or in journalism.

## Assessment

**Paper 1** - Historic Environment and Medicine Through Time

**Paper 2** - American West and Early Elizabethan England

**Paper 3** - The USA 1954-75

Marks are also awarded for spelling, punctuation and grammar within Paper 1 and Paper 3. All papers are taken at the end of Year 11.

## Further Information

Please contact Mrs Bradshaw-Smith for any further details.



# GCSE: MATHEMATICS

## Edexcel

All pupils at Kettlethorpe High School will study mathematics. The study of mathematics ensures that pupils develop a wide range of skills which they can apply to other areas of the curriculum such as geography, science, technology and engineering. It empowers pupils to understand their financial situation and plan for their own healthy economic futures. They learn to use mathematical language to reason and make sense of the world, a transferable skill to equip them for adulthood.

## Other Details

Pupils will learn content in;

- Number
- Algebra
- Ratio and proportion
- Geometry and Measure
- Statistics and Probability

## Assessment

The qualification consists of three equally weighted written exam papers at either foundation tier (grades 1 – 5) or higher tier (grades 4 – 9).

**Paper 1** | non-calculator

**Paper 2** | calculator

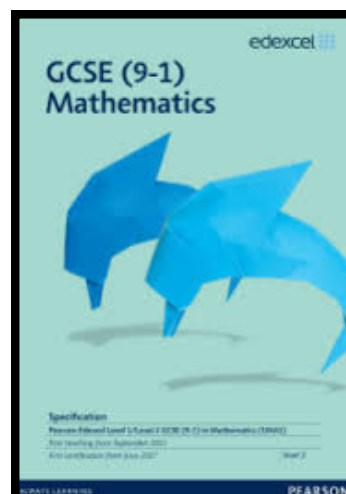
**Paper 3** | calculator

All assessments are 90 minutes long.

The content outlined for each tier will be assessed across all three papers to give one overall grade.

## Further Information

Please contact Mrs Donnachie for any further details.



# GCSE: MEDIA STUDIES

## Eduqas

GCSE Media Studies allows pupils to understand the role of the media in daily life. It combines the critical study of the media industry and the analysis of pieces of media with practical production. The following forms are studied in depth: newspapers, television, music video and online, social and participatory media.

There are a number of exciting careers in media: in advertising, the press, TV or radio industries or maybe in an area of the media that will be completely new by the time pupils enter the world of work. This course will enable them to find out more about the opportunities in the media industry before taking other qualifications.

### Course Requirements

Pupils will analyse media products regularly so being able to express their opinions and ideas confidently both orally and written would be beneficial.

In the controlled assignment pupils will have to develop a response to their chosen brief by creating a product aimed at the specified audience. They will also have to submit research and planning materials.

### Other Details

At school pupils have access to the full Adobe products, Green Screen technology as well as a full assortment of audio-visual equipment and video editing software.

### Assessment

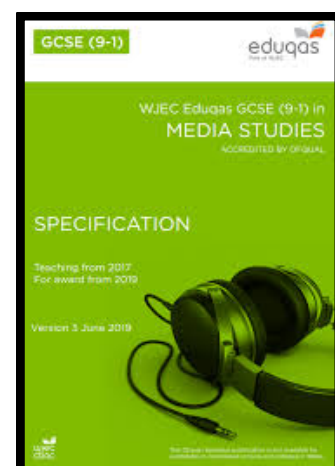
Pupils are assessed through:

- an internally assessed controlled assignment (worth 30% of their final grade) and
- 2 exams taken in Year 11 (worth 70% of their final mark). Exam board for this course is Eduqas.

Throughout the course, pupils will complete regular homework tasks which will help them develop their ability to answer exam based questions.

### Further Information

Please contact Mrs Howell for any further details.





# GCSE: MUSIC

## AQA

The core content of this course is as follows:

- Understanding music (40%)
- Performing music (30%)
- Composing music (30%)

### Course Requirements

Pupils **must be able to sing or perform on an instrument**. The highest grades can only be achieved if pupils have reached at least instrumental grade 4 ABRSM, or Rock School equivalent standard by Year 11.

**The ability to read music is a huge advantage in all areas of the course.**

### Other Details

At school pupils have access to practice rooms; specialised rehearsal spaces equipped with a drum kit, electric guitars, bass guitars, and a whole range of acoustic and orchestral instruments.

Pupils are encouraged to become involved in our musical community by participating in our extra-curricular clubs, concerts and assemblies.

### Assessment

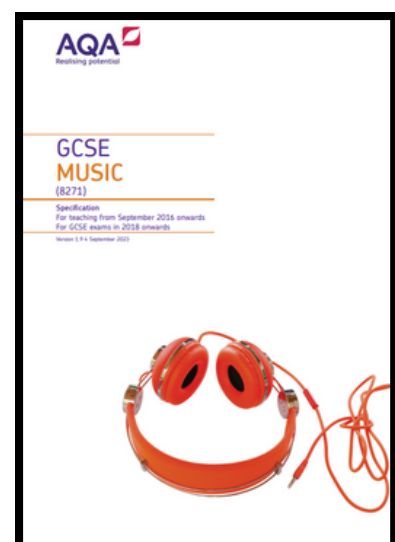
Pupils are assessed by one externally assessed written exam in Year 11 (worth 40% of the final mark) as well as two performances - one solo and one in an ensemble – which are marked by teacher and are worth 30% of the final grade.

Controlled assessment comprises two **individually** done compositions which together are 30% of the total marks. Guidance can be given by your teacher, and composition lessons in groups during Year 9 prepare you for this.

Exam board for this course is AQA.

### Further Information

Please contact Ms Bebbington-Slater or Mr Griffiths for any further details.



# GCSE: PHYSICAL EDUCATION

*Edexcel*

This course is split into both theory (70%) and practical (30%) assessments.

The theoretical aspects of the course are designed to develop a pupil's knowledge and understanding of factors around performance and participation in sport. The theory specification covers such topics as: healthy and active lifestyles, influences, exercise and fitness, your personal well-being, psychology of sport, cardiovascular system, respiratory system, muscular system, skeletal system. These components of the course will be assessed through two exams at the end of Year 11.

The practical element of the course will see pupils take part in a range of team and individual activities in lessons. However, pupils can also be assessed in activities they do outside of school. Previous assessments have included Golf, Skiing, Horse Riding and Cycling. Pupils will be assessed in three activities for their GCSE of which one must be a team and one must be an individual activity.

## Course Requirements

An interest in sport, a high level of commitment and a positive attitude for all aspects is essential for the course. The understanding, too, that a high proportion of the course is classroom/theory based. For all practical lessons/assessment pupils must always bring and be in full PE kit.

## Assessment

The theory element is assessed through two exam papers in Year 11 and the piece of controlled assessment to improve fitness levels.

For the controlled assessment pupils must plan, carry out and then deliver a personal exercise programme. This will focus on an area of fitness a pupil will want to improve for their activity and then work towards improving it through a range of different methods. Pupils then have to evaluate how successful they were in meeting their goals.

## Further Information

Please contact Mr Towler for any further details.

**\*Please note** that pupils can take **only one** of Physical Education GCSE, Outdoor Pursuits Cambridge National or Sports Studies Cambridge National.



# GCSE: RELIGIOUS STUDIES

*Edexcel*

Pupils are following the Edexcel Religious Studies B GCSE. This course requires the study of Christianity and at least one other religion. Therefore pupils will study: Religion and Ethics in Christianity and Religion, Peace and Conflict in Islam.

Within each unit we will look at

- Beliefs in God (Christianity and Islam),
- Living a religious life (Christianity and Islam),
- Marriage and Family (Christianity),
- Matters of Life and Death (Christianity),
- Crime and Punishment (Islam)
- Peace and Conflict (Islam).

The course enables learners to adopt an enquiring, critical and reflective approach to the study of religion, explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and develop their own values, opinions and attitudes in light of their learning.

## Course Requirements

Good literacy skills are essential.

## Other Details

The course caters for candidates of any religious persuasion or none. The main requirements are enthusiasm for Religious Studies and a determination to work hard throughout the course.

In the past we have also found that this course is generally better suited to pupils who **have strong literacy skills**.

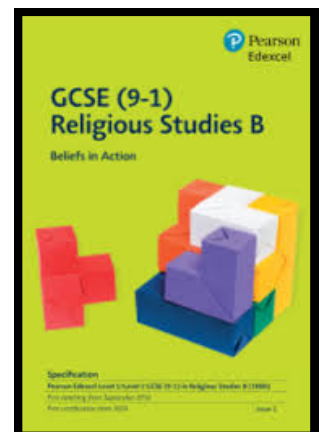
## Assessment

Pupils will be assessed by two exams at the end of Year 11, each 1 hour 45mins long.

In the assessment, pupils will be expected to give reasons for religious beliefs and practices, and to evaluate statements about the topics that we have covered.

## Further Information

Please get in touch with Miss Miles for any further details.



# GCSE: SCIENCE (COMBINED & TRIPLE)

AQA

## What will I study in Combined Science Dual Award?

The following topics are studied during the course:

Biology	Chemistry	Physics
• Cells	• Atomic Structure & the periodic table	• Energy
• Organisation	• Bonding, structure & properties of matter	• Electricity
• Infection & response	• Quantitative chemistry	• Particle model of matter
• Bioenergetics	• Chemical changes	• Atomic structure
• Homeostasis & response	• Energy changes	• Forces
• Inheritance, variation & evolution	• The rate & extent of chemical change	• Waves
• Ecology	• Organic chemistry	• Magnetism & electromagnetism
	• Chemical analysis • Chemistry of the atmosphere • Using resources	

## Course Requirements

The Combined Science course will continue to build upon Key Stage 3 science skills and develop: analysis and evaluation, mathematical technique, literacy ability and the skill to critically plan scientific investigations.

Using those skills will allow you to further develop your knowledge of science content and scientific enquiry.

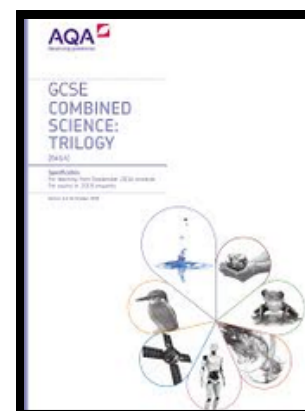
## Assessment

Examinations will take place at the end of Key Stage 4. You will complete examinations in all three science disciplines, studying paper 1 and paper 2 content in each focus area. There will be six examinations in total. Each examination is 1 hour and 15 minutes. Pupils will achieve a combined grade across the six examinations studied, to award two GCSE grade outcomes.

## Further Information

A combined science qualification can lead to a diverse range of careers. Scientists have an exceptional breadth of skills that are applicable to many future settings, making this subject very significant and worthwhile!

**For those pupils guided to study the triple science pathway, additional information will be provided when this process begins. Usually this takes place during Term 1 of Year 9.**



# GCSE: SPANISH

## AQA

### Modern Foreign Languages – **Spanish**

Pupils study the AQA **GCSE Spanish** course and cover content across 3 themes:

- Theme 1 – People and Lifestyle (Identity and Relationships with Others; Healthy Living and Lifestyle; Education and Work)
- Theme 2 – Popular Culture (Free-time Activities; Customs, Festivals and Celebrations; Celebrity Culture)
- Theme 3 – Communication and the World Around Us (Travel and Tourism; Media and Technology; The Environment)

### Other Details

Pupils will learn about the topics above, while improving their communication skills, literacy, confidence and problem-solving skills. Pupils will consolidate and build on the vocabulary, structures and tenses learned in KS3, as well as developing their cultural understanding and gaining language and exam strategies for the four different linguistic skills.

### Assessment

All papers are sat at the end of Year 11.

#### **Paper 1 – Listening (25%)**

The listening paper involves pupils listening to an audio track while answering questions about what they have heard on the exam paper. There is also a dictation task where pupils transcribe short spoken extracts.

#### **Paper 2 – Speaking (25%)**

The speaking test involves pupils responding to 3 tasks – a role-play, a reading aloud task and a photo card task with a conversation. There is preparation time before pupils enter the exam where they can write notes which can then be read in the exam.

#### **Paper 3 – Reading (25%)**

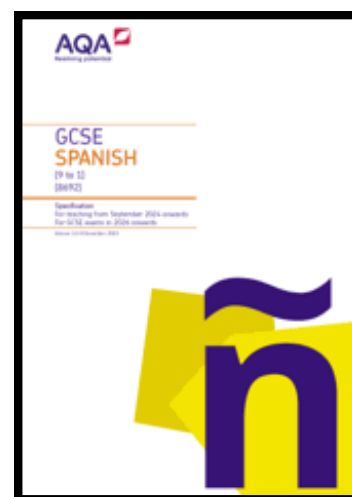
The reading paper involves pupils responding to questions on written texts in the language being studied. All questions and answers are in English. There is also a translation from the target language into English.

#### **Paper – Writing (25%)**

The writing paper involves pupils responding in writing to several questions in the language being studied. There is also a translation from English into the target language.

### Further Information

Please contact Mr Wardley for any further details.





# CAMBRIDGE NATIONAL: CHILD DEVELOPMENT

OCR

*For those on Excel or Achieve Route only*

Students in Key Stage 4 have the opportunity to study the Cambridge National Certificate in Child Development, which is the equivalent of one GCSE.

## What will be studied?

### **R057: Health and well-being for child development**

In this unit, students will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

### **R058: Creating a safe environment and understand the nutritional needs of children from birth to five years**

In this unit, students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

### **R059: Understand the development of a child from one to five years**

In this unit, students will learn the expected developmental norms for children from one to five years. Students will also learn the importance of creating plans and providing different play activities to support children in their development.

## Assessment

### **Cambridge National Certificate in Child Development (OCR J890)**

#### **Examination (50%)**

##### Paper 1

Health and Wellbeing for child development - 1 hour 15 minutes

#### **Non-exam assessment (NEA - 50%)**

##### Component 1

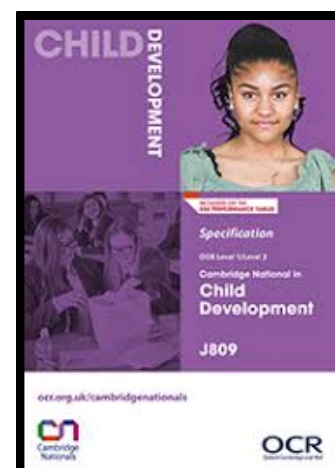
Creating a safe environment and understand the nutritional needs of children from birth to five years - *25% of qualification*

##### Component 2

Understand the development of a child from birth to five years - *25% of qualification*

## Further Information

Please contact Mrs Cotton for any further details.



# GCSE: ART & DESIGN

## PHOTOGRAPHY

### AQA

*For those on Excel or Achieve Route only*

The course consists of experiences in a range of processes, media, materials and techniques appropriate to the pupil's skills, interests and abilities. Pupils will develop an understanding of photography through practical activities and evaluating their own work and the work of contemporary practitioners and others from different times, cultures and traditions.

We follow the AQA syllabus in Photography. Photography is defined here as the practice of producing images using photographic film or digital methods of development and production to create static or moving images.



## Course Requirements

Homework is set regularly and is an essential part of the portfolio the pupils produce and examination preparation. Pupils are expected to spend at least one hour per week of their own time on set photography or investigation assignment.

## Other Details

Photography is an artist and creative subject suitable for learners that have some digital knowledge or interest in creative processes.

There are no tiers of entry.

## Assessment

### Controlled Assessment

Pupils complete a portfolio of work that covers various skills, techniques and photography styles. They cover three main areas; surrealism, portrait and landscape. This is 60% of the overall GCSE marks.

### Assessment Arrangements

As well as the controlled assessment detailed above, there is an externally set task that allows several weeks to complete the preparatory studies. The pupils then have ten hours under supervised conditions to complete their final outcome. This is worth 40% of the overall mark.

## Further Information

Please contact Ms Sankey for further details.

Pupils **can** take photography alongside Art and Design (Fine Art) GCSE, Art and Design (Textile Design) GCSE or Art and Design (Graphic Communication) GCSE.

# AQA UNIT AWARD: DESIGN AND TECHNOLOGY

AQA

*For those on Achieve Route only*

The AQA Unit Awards Scheme (UAS) in Design and Technology is a more practical and vocational based curriculum offer compared to the more academic offering in GCSE Design and Technology. The course will offer more opportunities for pupils to achieve unit accredited awards that are recognised by local colleges and are provided by the AQA examination board. These units can lead up to a level two qualification (GCSE equivalent) The intent of the UAS is to boost confidence, increases engagement and improves motivation, helping pupils to make progress on their lifelong Design and Technology learning journey.



## Course Requirements

Materials are provided by school, no specialist equipment is needed at home due to all aspects of the course and practical work taking place in lesson time. Good attendance, as always, is essential to ensure pupils' completion of units and certification.

## Assessment

UAS allows all pupils to engage with learning and have their achievements formally recognised. Pupils are rewarded with a certificate each time they successfully complete a unit of learning. They will build up a portfolio of certificates to evidence their skills, knowledge and experience in Design and Technology.

## Further Information

Please contact Mr Vare or Mr Hugill for any further details.

# ASDAN LEVEL 1/LEVEL 2 CERTIFICATE OF PERSONAL EFFECTIVENESS (COPE) ASDAN

*For those on Achieve Route only*

ASDAN's Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification that enables students to develop and demonstrate a range of personal and employability skills. The qualification is taught and assessed in modules, each covering a different topic or area of interest. There is scope for personalisation, and several modules focus on work-related learning, independent living and your place in the local and wider community.

## Course Requirements

An interest in your own future and personal development is essential. You should be interested in the wider world, our local community and your place within it. The ability to take responsibility for your own learning and organisation is important, as is the ability to collaborate effectively with others.

## Assessment

This course is modular and assessed through the submission of a portfolio of evidence. It can be completed at Level 1 or Level 2. Each module is made up of different challenges that can be completed in a variety of situations – in school, in the community, in the workplace and also in the home. For some challenges you must also show evidence of developing the six CoPE skills units:

1. Introduction to working with others
2. Introduction to Improving Own Learning and Performance
3. Introduction to Problem Solving
4. Planning and Carrying out a Piece of Research
5. Communicating Through Discussion
6. Planning and Giving and Oral Presentation

Your work is internally assessed and externally moderated.

## Further Information

Please contact Mr Griffiths for any further details.



# ASDAN PERSONAL DEVELOPMENT PROGRAMME (PDP) BRONZE, SILVER OR GOLD

ASDAN

*For those on Achieve Route only*

ASDAN's Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

## Course Requirements

The course is coursework based and covers a range of skills and life skills, see below:

- Communication
- My community
- Sport and leisure
- Independent living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values
- Combined studies

Pupils spend one lesson per week on the allotment working with Grow Wakefield and experience a wide range of activities that produce exciting opportunities to create evidence for their portfolio.

## Assessment

At Kettlethorpe all pupils are working towards a Bronze award in Year 9, a Silver award in Year 10 and a Gold award in Year 11.

- 6 credits (approx. 60 hours) are needed to achieve Bronze
- 12 credits (approx. 120 hours) are needed to achieve Silver
- 18 credits (approx. 180 hours) are needed to achieve Gold

## Further Information

Please contact Mr Griffiths for any further details.





# BTEC: HOME COOKING SKILLS

## YEAR 9 - LEVEL 1 | YEAR 11 - LEVEL 2

*Edexcel*

*For those on Achieve Route only*

### **Year 9**

This is a practical based course. Students will learn how to prepare and cook basic dishes, developing the skills and techniques to enable them to cook at home. The focus is on making healthy meals from scratch. We start with breakfast ideas looking at the many ways to cook eggs, we then move on to lunches and look at preparing healthy sandwiches and soups. Students will then complete an assessment where they are required to cook a suitable dish independently. On completion, they will be awarded a Level 1 BTEC Home Cooking Skills award.

Alongside this students, will also have the opportunity to complete some AQA short courses The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised. Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

### **Year 10**

We continue with practical learning, developing more complex skills and techniques. We make dishes such as bread, pastry and muffins, cheesecake, and panna cotta, focusing on serving and presenting dishes to a high standard. Students carry out a mock practical assessment to prepare them for their actual assessment in year 11. This involves a 3 hour practical assessment where students work independently to prepare and cook a healthy two-course lunch. Completion of this will result in a Level 2 BTEC Home Cooking Skills Award.

Alongside this students, will also have the opportunity to complete some AQA short courses The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised. Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.



### **Year 11**

Students will complete their assessment for Level 2 BTEC Home Cooking skills award in the first term. This involves a 3-hour practical exam where students independently prepare and present a two-course meal to showcase the skills that they have learned. We will continue to develop practical skills and techniques throughout the year, preparing healthy family meals from scratch. It is hoped that students will share the skills that they have learned to teach others how to cook.

Alongside this students, will also have the opportunity to complete some AQA short courses The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised. Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

### **Further Information**

Please contact Mrs George for any further details.