



Year 9 Preferences

Subject Information for Students and Parents/Carers



Kingsthorpe College

ASPIRATION | RESPONSIBILITY | RESPECT | CARE

STUDENT SUBJECT PREFERENCE INFORMATION

Introduction

All students in Y10 and Y11 have to study Maths, Science, English Literature and English Language along with Core RE and PSHE (non-examined subject). These form part of the **core curriculum**.

We have 2 pathways at Key Stage 4 based on our in-depth knowledge of the students. These pathways take into account things such as CATs score, academic ability, reading ages and attendance:

Pathway 1 - English Baccalaureate (Ebacc)

In order to achieve the English Baccalaureate, students must follow the core curriculum plus at least 2 from the following options (at least one choice must be either Geography or History):

- Geography
- History
- Modern Foreign Languages (French, German)

Students will then be able to choose 1 additional subject of their choice.

This pathway is best suited to those who are looking to further study at A-level and going on to Russell Group Universities in the future.

Pathway 2 - The KC Central Curriculum

Students will study the cores subjects and either History or Geography (or both) with 2 other subject preference available. The majority of the year group will follow this broad and balanced pathway.

All Other Subjects

All subjects are GCSE or equivalent standard and allow students to follow on to study further at A-level and beyond and prepare students for a range of workplaces. We have a wide range of subjects that build upon those studied in KS3, and some new subjects that widen student experience.

STUDENT PREFERENCE TIMELINE

Key Dates:

Thursday 21st November – Year 9 Subject Preference Evening 6.00 pm to 8.00pm. Individual subject teacher appointments.

Wednesday 11th December – Year 9 Parents Evening – individual appointments with current subject teachers.

Friday 13th December – Subject Preference form shared with students via email.

Friday 17th January – Subject Preference form deadline at 3pm.

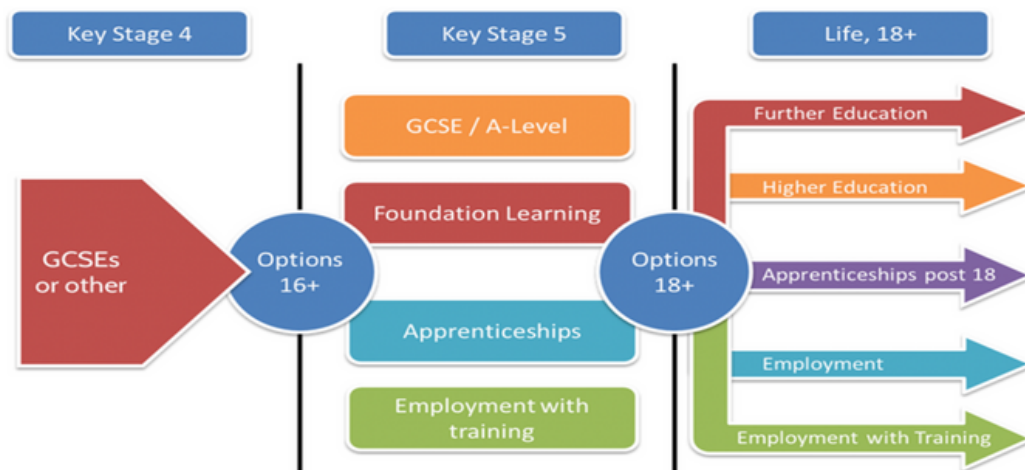
Support and advice when making subject preferences

The first point of contact should you have any questions about making preference choices is the Year 9 Team and subject teachers. They have a good knowledge of the curriculum and should be able to answer any questions. It is incredibly important that students make informed decisions about their preferences, as there are very limited opportunities to change subjects once the students enter Year 10.

What to think about

Take time to think things through:

- Consider which subjects you are good at, are interested in, or enjoy.
- Look at the way courses are assessed. If you don't like traditional exams, you may prefer some subjects which include coursework, such as Art or Drama.
- Choosing a balance of subjects may help to keep your future options open.
- If you're trying to choose between two subjects, think about how each option fits with your other subjects. Does a subject go well with your other choices? Or does a subject provide a welcome change? If you're taking lots of essay-based subjects, it can be nice to include one choice with a more practical focus.



How to choose your subject:

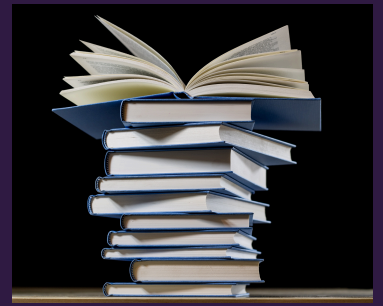
- Because you enjoy the subject.
- Because you have researched the subject and think you will be good at it.
- Because the subject interests you.
- Because they may link to your future career ambitions.

How not to choose your subject:

- Because you like the teacher.
- Because you think it will be easy.
- Because your brother or sister took the subject.
- It is a new subject and you don't really know what it involves.
- Because your friends are taking the subject.

Core: GCSE English Language & Literature

WHERE CAN ENGLISH TAKE ME?



BIG IDEAS IN THIS SUBJECT

- How might a writer use language to deliver a social, political, or personal message to their audience?
- How might I craft my writing to engage my audience; make them think, laugh, sympathise, or imagine the world through my eyes?
- What impact the things written in the past have on the way we perceive our world today, or in the future?
- How might the way I write, or evaluate the writing of others, allow me to take part in the greatest conversations of our time?
- How might the style of how we study English help me develop higher order critical thinking skills - skills to take with me to any future qualification or workplace?

COURSE OUTLINE & CONTENT

As a student of English at GCSE, you will be reading a wide range of poetry and prose fiction / non-fiction from diverse backgrounds, including the set text *A Christmas Carol*, whilst also exploring writing for the stage through studying *Macbeth* and *An Inspector Calls*.

What makes this different to what you have done before is that you will take the role of a critic and consider this writing from a more evaluative perspective, therefore what you think about the text starts to matter so much more.

You will also master the craft of the writer through taking inspiration from what you read to enhance your own narrative, descriptive and transactional writing, and also the ability to speak and present to a variety of different audiences.

ASSESSMENT

GCSE English is made up of two separate qualifications:

- English Language - 2 exams: 50% writing and 50% reading & one speaking assessment.
- English Literature - 2 exams: 3 set texts and comparison of poetry.

PROGRESSION

This course could lead to a number of professions, including careers in Journalism, Law, further and higher education and Social Media.

Core: GCSE Maths

WHERE CAN MATHS TAKE ME?



BIG IDEAS IN THIS SUBJECT

- Number (e.g. fractions, decimals, and percentages etc.)
- Algebra (e.g. factorising and expanding etc.)
- Ratio, Proportion, and rates of change (e.g. sharing in a ratio, proportionality etc.)
- Geometry and Measures (e.g. Area, Volume, Calculating Angles, etc.)
- Probability (e.g. chance of events happening, Venn diagrams etc.)
- Statistics (e.g. averages and graphs)

COURSE OUTLINE & CONTENT

The course in Year 10 and 11 builds upon the topics students have covered in Years 7, 8 and 9 which will enable students to apply transferable skills. The main emphasis of this course is to get students to apply their knowledge to solve practical problems. For example: Could you work out the discount on your shopping? Can you analyse graphs and timetables? Could you do this with or without a calculator?

ASSESSMENT

Students will complete three final examination papers at the end of the course. One paper is a non-calculator paper, the other two are calculator allowed papers. There are two tiers available, foundation which covers grades 1-5 and higher which covers grades 4-9.

PROGRESSION

GCSE Mathematics is well regarded and is the first step for any career in Engineering, Medicine, Arts, Economics, Business or Science. Grade 4/5 is also required to gain employment in many fields.

Core: GCSE Combined Science

WHERE CAN SCIENCE TAKE ME?



BIG IDEAS IN THIS SUBJECT

- Problem solving skills.
- Analytical skills.
- Evaluation skills.
- Graph drawing.
- Data interpretation.
- Application of core ideas to unfamiliar contexts.
- Manipulation of mathematical formulae.

COURSE OUTLINE & CONTENT

The study begins with the fundamental concepts of Biology, Chemistry and Physics being developed in year one, before moving on to the more in-depth study of key ideas in year two. In each of these subjects, importance is placed on developing the knowledge, skills and understanding of how science works in the world at large, as well as in the laboratory. As practical work is at the heart of science, there are a series of compulsory practical experiments that all students will participate in.

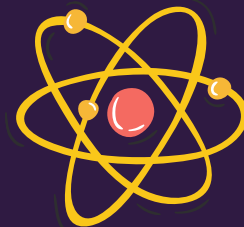
ASSESSMENT

Each subject has two written papers, (a total of six exams) which assess knowledge, understanding and practical application. Students will be placed in either Higher or Foundation tier based on overall attainment over the course of the 2 years.

PROGRESSION

GCSE Combined Science is a compulsory but highly regarded course and gives students the basis to go into many career opportunities within the world of science and beyond.

Core: GCSE Triple Science



WHERE CAN SCIENCE TAKE ME?

BIOLOGY

CHEMISTRY

PHYSICS

BIG IDEAS IN THIS SUBJECT

- Problem solving skills, analytical skills, evaluation skills, graph drawing, data interpretation.
- Application of core ideas to unfamiliar contexts and manipulation of mathematical formulae.

COURSE OUTLINE & CONTENT

The study begins with the fundamental concepts of Biology, Chemistry and Physics being developed in year one, with ample time being given to detailed examples and large amounts of practical work. In year two, these ideas are developed further and begin to develop students into capable scientific thinkers. Together, year one and year two make up three separate GCSEs worth of content (Biology, Chemistry and Physics).

In each of these subjects, importance is placed on developing the knowledge, skills and understanding of how science works in the world at large, as well as in the laboratory. As practical work is at the heart of science, there are a series of compulsory practical experiments that all students will participate in. The function of these is to consolidate the scientific concepts being studied and to develop and master the required skills.

ASSESSMENT

Each subject is a separate GCSE qualification, and each consists of two written papers of 1 hour and 45 minutes duration. Each paper is weighted equally and worth 50% of the overall grade awarded for that subject.

Since this course results in 3 GCSEs being awarded, each paper represents 50% of the overall grades which are reported as 3 separate grades. When taking this option, students will therefore be sitting a total of 6 exams to cover the 3 sciences. Based on overall attainment, they will be placed in one of two tiers of assessment; Foundation or Higher, in the final examinations which take place in the summer of Year 11.

PROGRESSION

Triple Science is a highly regarded subject. Successfully completing this course to the required standard will enable you to pursue Biology, Chemistry or Physics at Post 16. This course is therefore ideal for entry to A Level studies and provides the best possible foundation for anyone considering a role in any area linked to science.

Core: RE

WHERE CAN RE TAKE ME?



BIG IDEAS IN THIS SUBJECT

Students will learn skills in interpreting and evaluating pieces of information, communicating and applying their knowledge, and in solving problems. Students will also have an opportunity to develop their debating skills.

COURSE OUTLINE & CONTENT

This course is compulsory for all students. It introduces them to different ethical ideas around topics like marriage, divorce, war, pacifism as well as the religious beliefs and opinions of Muslims and Christians. Students will look at some of the most important questions about how people behave and why as well as the impact this behaviour has on the world.

ASSESSMENT

Students will have a 1 hour and 45 minute exam at the end of Year 11. Questions range from simple multiple choice to more advanced essay style questions where you will get an opportunity to express their own ideas and compare them to the views of Christians and Muslims.

PROGRESSION

The course could take students towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher or philosopher, in organisations such as the Peace Corps or Amnesty International, or in any career that requires an understanding of people.

Core: PSHE

WHERE CAN PHSE TAKE ME?



BIG IDEAS IN THIS SUBJECT

Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success.

COURSE OUTLINE & CONTENT

PSHE will be taught 1 lesson fortnightly. Other sessions out of the curriculum will be led by external specialists throughout the year.

Content

Health and Wellbeing

Mental health and ill health, stigma including self-harm, safeguarding health, including during periods of transition or change

Exploring influence

The influence and impact of drugs, gangs, role models and the media

Building for the Future

Self-efficacy, stress management, and future opportunities

Independence

Responsible health choices, and safety in independent contexts

Living in the Wider World

Labour Market Information & Work Experience.

Students have an in depth look at current Labour Market Information to guide their understanding of the local job market and the sectors to look at for their specific ideas around employment. Year 10 also brings them the opportunity to attend a full week of work experience with follow up discussion in order for them to evaluate what they have experienced and draw conclusions to help them continue along the right pathway for them.

Employable Me.

This module introduces students to the skills and qualities employers look for in individuals. It informs them about job description and person specifications before moving into preparing them for interviews with role play.

Core: PSHE

WHERE CAN PHSE TAKE ME?



Post 16, Alternatives and Beyond.

This module helps students gain a full understanding of what is available to them at Post 16, Higher Education or Approved Training as well as giving them information to take beyond their statutory education. Year 11 students have priority access to our Altogether Careers Advisor with a focused 1:1 appointment slot to discuss their options and give advice should they already have a clear chosen pathway

Financial Management.

This term Year 11s learn about financial matters such as; why we budget and how we budget. They also learn about taxes, national insurance, National Minimum Wage, bank accounts, bank statements, payslips, different types of payment cards and borrowing, and paying bills.

Relationship and Sex Education (RSE)

Healthy relationships

Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography

Addressing extremism and Radicalisation

Communities, belonging and challenging extremism

Families

Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

Communication in Relationships

Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse

Ebacc: Modern Foreign Languages - GCSE French

WHERE CAN FRENCH TAKE ME?



BIG IDEAS IN THIS SUBJECT

Wouldn't it be great to broaden your horizons and be able to communicate with someone else in a different language? Imagine being able to go abroad and be able to understand what other people are talking about, and it not be in English; most adults would love to be able to do that! Imagine being able to study a subject at university; but also, be able to do a language as part of your degree course so that you could go and live and work abroad for a year.

More than 220 million people speak French on all five continents, and it is a major language of international communication. It is the second most widely learned language after English, and the sixth most widely spoken language in the world. Could you take advantage of this fact?

COURSE OUTLINE & CONTENT

The main emphasis of the GCSE course is for students to develop their knowledge of both the language and culture, whilst continuing to develop the 4 language skills of listening, reading, speaking, and writing. The course in Year 10 and 11 builds upon the vocabulary and grammar structures that students have covered during KS3; enabling them to apply their knowledge and broaden it.

ASSESSMENT

Students take all their exams at the end of Year 11 at either Foundation or Higher Tier. There are 4 examinations in reading, writing, speaking, and listening, and they are each worth 25% of the final grade.

PROGRESSION

Speaking another language opens up a world of opportunities. Language skills are in high demand in an extremely competitive job market and an international career can be extremely rewarding. Research has shown that studying a language will also provide you with invaluable communications skills as well as improving your decisiveness, problem-solving ability and negotiation skills. It can lead to translating, interpreting or teaching, but there are many other jobs which involve languages.

<https://www.topuniversities.com/blog/top-5-jobs-language-graduates-not-translation>

Ebacc: Modern Foreign Languages - GCSE German

WHERE CAN GERMAN TAKE ME?



BIG IDEAS IN THIS SUBJECT

Wouldn't it be great to broaden your horizons and be able to communicate with someone else in a different language? Imagine being able to go abroad and be able to understand what other people are talking about, and it not be in English; most adults would love to be able to do that! Imagine being able to study a subject at university; but also, be able to do a language as part of your degree course so that you could go and live and work abroad for a year.

German is the sole official language of Germany, Austria and Liechtenstein, and is a co-official language in Switzerland, Belgium and Luxembourg. With all of those countries combined, approximately 95 million people in Europe speak German as their first language, which makes it the most widely-understood language after English. Could you take advantage of this fact?

COURSE OUTLINE & CONTENT

The main emphasis of the GCSE course is for students to develop their knowledge of both the language and culture, whilst continuing to develop the key language skills of listening, reading, speaking, and writing. The course in Year 10 and 11 builds upon the vocabulary and grammar structures that students have covered during KS3; enabling them to apply their knowledge and broaden it.

ASSESSMENT

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<https://www.topuniversities.com/blog/top-5-jobs-language-graduates-not-translation>

Ebacc: GCSE Geography



WHERE CAN GEOGRAPHY TAKE ME?

BIG IDEAS IN THIS SUBJECT

By the end of this course students will have a greater understanding of:

- How our world is physically changing.
- How we are adapting and responding to climate change.
- The environmental challenges that we are facing.
- How development varies across the world.
- How the UK is changing.

Students will also:

- Have greater problem solving skills.
- Be able to make detailed links between people and processes.
- Carry out exciting fieldwork and investigations.

COURSE OUTLINE & CONTENT

Geography is an inspiring, flexible, and dynamic subject about the real world outside the classroom which enables students to gain a greater understanding of our beautiful planet. Students will study both human and physical geography, as well as broadening their map and geographical application skills. The course covers a broad range of topics from ecosystems and water, to globalisation and development.

ASSESSMENT

Component 1: Investigating geographical issues (1-hour 45-minute written exam) - 40%.

Component 2: Problem solving Geography (1-hour 30-minute written exam) - 30%.

Component 3: The fieldwork enquiry is based on research and accounts (1-hour 30-minute written exam) - 30%

PROGRESSION

Geography can lead to a wide and varied number of careers and broaden understanding of the world, its environments, and its people.

Ebacc: GCSE History

WHERE CAN HISTORY TAKE ME?



BIG IDEAS IN THIS SUBJECT

History is a broad subject that enables students to acquire the skills employers look for: the ability to assess, analyse, communicate, write reports and make presentations. Throughout the course students will develop their communication (both written and presentation based), reading, working with others, problem solving, critical thinking, analysis and evaluation, reaching judgements and improving their own learning.

COURSE OUTLINE & CONTENT

History at GCSE will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement.

The two year course covers the following exam units:

- Crime and Punishment c.1250 to present (exam course – thematic study 20%)
- The Norman Conquest, 1065-1087 (exam course – British depth study 20%)
- Site investigation of Rockingham Castle (exam course – History around Us 20%)
- The Making of America, 1789-1900 (exam course – period study 20%)
- Living under Nazi Rule 1933 – 1945 (exam course – world depth study 20%)

ASSESSMENT

- **British History Paper** (1 hour 45 minutes) 40% – assessing the Crime and Punishment and Norman Conquest units.
- **History Around Us** (1 hour) 20% – assessing the Rockingham Castle site study.
- **World History Paper** (1 hour 45 minutes) 40% – assessing the Making of America and Living Under Nazi Rule units.

PROGRESSION

History can lead to a wide and varied number of careers including law, journalism and education and also broaden understanding of the world, people and political situations.

Ebacc: GCSE Computer Science

WHERE CAN COMPUTER SCIENCE TAKE ME?



BIG IDEAS IN THIS SUBJECT

GCSE Computer Science gives students a real, in-depth, understanding of how computer technology works. The course will encourage students to understand and apply the fundamental principles and concepts of Computer Science. It will also encourage students to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

COURSE OUTLINE & CONTENT

Within the course, students will build on the knowledge gained in Key Stage 3 including further investigation into the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

Students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Students will be introduced to algorithms and programming techniques, predominantly in Python, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will also become familiar with computing related mathematics.

ASSESSMENT

There are two written papers, each are worth 50% of the GCSE:

- **Paper 1** (2 hours): Computational thinking and programming skills including code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.
- **Paper 2** (1 hour 45 minutes): Computing concepts including data representation, computer systems, computer networks, cyber security, relational databases, SQL and the legal, moral and ethic aspects of technology in the modern world.

PROGRESSION

The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area who will be able to apply their skills to solving technical problems in areas such as engineering, financial and resource management, science and medicine.

Open: GCSE Fine Art

WHERE CAN ART TAKE ME?



BIG IDEAS IN THIS SUBJECT

This course will introduce students to a range of processes and techniques that take account of both traditional and new methods such as:

- painting,
- drawing using a wide range of media,
- printmaking,
- collage,
- mixed media.

Students will also learn to research historical and contemporary creative practice, and to communicate ideas, feelings and images both visually and through words.

COURSE OUTLINE & CONTENT

This GCSE covers a range of creative activities through the duration of an extended coursework portfolio. Students will have the opportunity to experiment with different media in order to explore your strengths and preferences. The main aim of the course is to develop students visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment.

ASSESSMENT

Students will be expected to produce a coursework portfolio throughout the course. It is essential that students investigate the work of a variety of artists, and can demonstrate (both in their planning and final pieces) how this and other research has informed their study. Coursework makes up 60% of the GCSE.

Upon completion of the coursework portfolio, Students then prepare for the externally set task (exam). Students will have access to the exam paper prior to the exam to enable students to create their own response and preparatory work before students sit the 10-hour exam, split over 2 days. The externally set task makes up the other 40% of the GCSE.

PROGRESSION

Fine Art is a visual arts course that can lead to a wide range of careers. It can be a perfect start to a career in fashion, interior design, set design, graphic design, retail industries and more.

Open: GCSE Photography

WHERE CAN PHOTOGRAPHY TAKE ME?



BIG IDEAS IN THIS SUBJECT

The main aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment. Students will have the opportunity to experiment with different cameras, as well as editing software and possibly traditional darkroom methods.

COURSE OUTLINE & CONTENT

We want this course to be an inspiring and creative GCSE that will encourage students to consider a wide range of approaches to express a student's photographic sensitivity. The course covers a range of activities and in-depth assignments to support students in their individual creative photographic development. For this course, students should have a desire and ambition to develop their visual skills and understanding of the photographic process. It would be beneficial to have some experience of using a digital camera and image editing software.

ASSESSMENT

Practical outcomes supported by your photographic investigations will be presented in a Powerpoint presentation which documents and records the creative photographic journey from start to finish. This is known as the 'coursework portfolio'. Students are expected to select and present their best work as a single body of work. Coursework makes up 60% of the GCSE.

Upon completion of the coursework portfolio, they then prepare for the externally set task (exam). Students will have access to the exam paper prior to the exam to enable them to create their own response and preparatory work before they sit the 10 hour exam, split over 2 days. The externally set tasks make up the other 40% of the GCSE.

PROGRESSION

There are many careers as a future progression from GCSE in Photography, including advertising, marketing, graphic design, print design, fashion design, architecture, fashion styling, publishing, teaching, and careers within the media.

Open: GCSE Textiles

WHERE CAN TEXTILES TAKE ME?



BIG IDEAS IN THIS SUBJECT

This course will introduce students to a range of processes and techniques in fabric design and manipulation, during the course students should develop skills in;

- Print making
- Fabric construction
- Fabric dyeing
- Surface design
- Drawing
- Embellishment

Students will also learn to research historical and contemporary creative practice in art and fashion, and to communicate ideas, feelings and images both visually and through words.

COURSE OUTLINE & CONTENT

This GCSE covers a range of creative activities through the duration of an extended coursework portfolio. Students will have the opportunity to experiment with different media in order to explore strengths and preferences. The main aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment.

ASSESSMENT

Students will be expected to produce a coursework portfolio throughout the course. It is essential that students investigate the work of a variety of artists, and can demonstrate (both in their planning and final pieces) how this and other research has informed their study. Coursework makes up 60% of the GCSE.

Upon completion of the coursework portfolio, students then prepare for the externally set task (exam). You will have access to the exam paper prior to the exam to enable you to create your own response and preparatory work before you sit the 10-hour exam, split over 2 days. The externally set task makes up the other 40% of the GCSE.

PROGRESSION

Textiles is a visual, practical arts course that can lead to a wide range of careers. It can be a perfect start to a career in fashion, interior design, costume design, retail industries and more.

Open: GCSE Philosophy & Ethics (RE)

WHERE CAN PHILOSOPHY AND ETHICS TAKE ME?



BIG IDEAS IN THIS SUBJECT

Students will learn skills in interpreting and evaluating pieces of information, communicating and applying your knowledge, and in solving problems. They will also have an opportunity to develop their debating skills.

COURSE OUTLINE & CONTENT

This course offers a modern and inspiring option that will help students learn about the approaches of religion and philosophy to some of the fundamental questions about human existence, and to some of the most important questions about how people behave and why. They will also look at different philosophies and learn about ethics in areas such as medicine and in relation to peace and justice, poverty and wealth, and more.

ASSESSMENT

Paper One - Christianity and Islam - one hour and 45 minutes

Paper Two - Thematic Studies - one hour and 45 minutes

PROGRESSION

The course could take students towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher or philosopher, in organisations such as the Peace Corps or Amnesty International, or in any career that requires an understanding of people.

Open: GCSE Music

WHERE CAN MUSIC TAKE ME?



BIG IDEAS IN THIS SUBJECT

All students will develop their key skills as performers, both solo and in small ensembles. The underpinning skills of theory and composition will be further developed, along with aural skills. Students will also learn about the history of western classical music and other genres.

COURSE OUTLINE & CONTENT

This course combines practical performance with the essential skills of theory and composition, along with the skill of listening and responding to music.

ASSESSMENT

The course is assessed as follows:

- Listening and contextual understanding - Written examination (1 hour 30 minutes) - 40% of the total examination marks.
- Performing, both solo and ensemble - internally assessed and externally moderated - 30% of the total examination marks.
- Composing - one composition to a set brief, one free choice composition, to last a minimum of 3 minutes in total - 30% of the total examination marks.

PROGRESSION

This course will act as a solid foundation for progression towards A Level Music and Music Technology. The skills developed of critical self-analysis and improvement will prove useful in any further study.

Open: GCSE Sociology

WHERE CAN SOCIOLOGY TAKE ME?



BIG IDEAS IN THIS SUBJECT

- To think analytically about your life and the world.
- Assembling and evaluating evidence.
- Thinking critically and writing efficiently.
- Constructing and presenting persuasive arguments.
- Generate new knowledge from conducting research.

COURSE OUTLINE & CONTENT

Sociology involves studying human social life, groups and societies in a systematic way. Sociologists investigate and explain the social world and our behaviour in it. They are particularly interested in understanding the ways in which society influences us and shapes our daily lives. Through studying sociology, students will explore and ask questions about the workings of the society they live in. Studying society will help to understand how society is organised, and to make sense of student's own experiences in it. Sociology can be thought provoking and challenging because it encourages us to think carefully about our views and assumptions.

ASSESSMENT

Students will be required to complete two examinations that each contain two modules:

Paper 1: Education and Family.

Paper 2: Crime and Deviance and Social Stratification.

PROGRESSION

The skills and abilities that you develop over the duration of the course lay the foundations to a range of opportunities and careers in fields that include: the criminal justice system, journalism, events management, government and governments advisory departments, health and social care, teaching and working in youth and community groups.

Vocational Studies at Kingsthorpe College

We offer Vocational courses across a range of subjects to give students an alternative way to learn and be assessed.

VOCATIONAL STUDIES CAN BE TAKEN IN;

- Enterprise and Marketing
- ICT
- Performing Arts – Dance
- Performing Arts – Drama
- Health and Social Care
- Sport

Each of these courses follow the same course format. For each subject, 3 components, or units are studied over the course of Year 10 and 11.

One component of each course will be externally assessed in the form of an exam which takes place during Year 11.

The other 2 components are internally assessed. Students are taught content and are assessed by applying this content to an assignment brief, set by the exam board. These assignment briefs are released twice a year for BTEC subjects and once a year for OCR subjects. The assessment takes place in a controlled manner, during lesson time, over a period of between 8 and 12 hours per component. This will often be broken down into different tasks, each completed an hour or two at a time. Teachers are limited in the feedback they can offer during the assessment, but students will be given the opportunity, before they sit these controlled assessments, to practise the requirements of them. These internally assessed components are then marked and internally moderated within school, before a sample of work is sent to an external moderator from the exam board.

Vocational studies, whilst now different in their approach, provide students with the opportunity to be assessed throughout the 2 years of study. The vocational courses we offer incorporate a mixture of theoretical and practical learning, they allow you to get a good foundational understanding of the subject and link well to the units studied in the Level 3 courses in those same subjects in our 6th form.

Open: OCR Cambridge National Level 1 / Level 2 qualification in Enterprise and Marketing



WHERE CAN ENTERPRISE TAKE ME?

BIG IDEAS IN THIS SUBJECT

A Cambridge National qualification is a vocational qualification equivalent in value to a GCSE and gives students the chance to put their learning into practice, develop skills and builds confidence. Cambridge National in Enterprise and Marketing encourages students to develop the skills and applied knowledge they'll need in the business and enterprise sector.

As part of the Cambridge National, students will cover:

- Applying real life business techniques to understand your customers and develop a product
- How businesses attract and keep their customers
- Researching and designing your own business proposal – complete with facts and figures
- How to research potential customers, present data and act on feedback
- Preparing a business proposal and pitching your idea
- How to develop a brand identity and promote your product.

COURSE OUTLINE & CONTENT

Building futures through practical skills:

This course will develop a range of skills which will help students succeed in other subjects too. These skills include:

- Analytical skills
- Creative thinking
- Digital presentation skills
- Research and planning
- Problem solving
- Verbal communication and presentation skills.

ASSESSMENT

- Non-exam internal assessments (Unit 1 Design a Business Proposal and Unit 2 Market and Pitch a Business Proposal weighted 30% each) total of 60%.
- Final exam total of 40%.
- The assessment process recognises your strengths. Good performance in some units will make up for weaker performance in others.

PROGRESSION

By developing applied knowledge and practical skills in setting up and running a successful business enterprise, this course will give students the opportunity to progress on to A Level Business, a Cambridge Technical in Business, a T Level in Digital Business, or an apprenticeship before starting university or work. Careers in Business could take students anywhere – from working in top city offices to launching their own business and being an entrepreneur.

Open: Cambridge National in Creative iMedia

WHERE CAN ICT TAKE ME?



BIG IDEAS IN THIS SUBJECT

Students may be interested in this if they want an engaging qualification where they will use their learning in practical, real-life situations, such as:

- Developing visual identities for clients
- Planning and creating original digital graphics
- Planning, creating and reviewing original digital media products.

COURSE OUTLINE & CONTENT

There are two mandatory units and one optional unit.

Unit R093: Creative iMedia in the media industry. In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Unit R094: Visual identity and digital graphics In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

The third unit will be a controlled assessment from: Characters and comics, Animation and audio, Interactive digital media, Visual imaging or Digital games.

ASSESSMENT

Unit R093 is assessed by exam (40% of the final grade), while the other two units are assessed through controlled assessment (60% of the final grade).

PROGRESSION

Achievement at Level 2 in this qualification offers opportunities to progress to level 3 qualifications such as IT or Media. Students may also progress onto apprenticeships in areas such as Digital Marketing or Digital Production Design

Open: BTEC Tech Award Performing Arts: Dance

WHERE CAN DANCE TAKE ME?



BIG IDEAS IN THIS SUBJECT

The course will give students the opportunity to work in the studio and get hands-on experience of dancing in a number of different styles, choreographing, and developing performances for an audience. Students will also develop their understanding of the performing arts by examining practitioners' work and the processes used to create dance performance.

COURSE OUTLINE & CONTENT

- Performance skills.
- Choreography and rehearsal practice.
- Analysis of performance skills.
- Target setting linked to areas for development.
- Reflection and collaboration with others.

ASSESSMENT

A BTEC in Dance is very practical and designed to prepare students for working in this sector, so they will be given real-life scenarios to focus your work on which is mainly practical and internally assessed. There are also written elements in the form of journals and assignments.

Component 1: Exploring the Performing Arts.

Component 2: Developing Skills and Techniques in the Performing Arts.

Component 3: Performing to a Brief.

PROGRESSION

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

Open: BTEC Tech Award Performing Arts: Drama

WHERE CAN DRAMA TAKE ME?



BIG IDEAS IN THIS SUBJECT

Students will engage in a range of drama activities exploring a theme, topic or issue. This will enable students to deepen their understanding of the theme and come to appreciate how the dramatic medium can be used to communicate meaning.

COURSE OUTLINE & CONTENT

Students will develop skills in a range of areas including your vocal abilities, movement, role play, group work and interpretation. This course will also deepen knowledge of theatre practitioners and dramatic style. Finally, students will learn how to interpret authors' intentions by producing a published play.

ASSESSMENT

Students will be assessed practically, and your work will be accompanied by written log books, online exams and presentations.

Component 1: Exploring the Performing Arts.

Component 2: Developing Skills and Techniques in the Performing Arts.

Component 3: Responding to a Brief.

PROGRESSION

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

Open: Cambridge Nationals Health & Social Care



WHERE CAN H&SC TAKE ME?

BIG IDEAS IN THIS SUBJECT

- Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence.
- Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.
- Creating, presenting/delivering information to a group or an individual.

COURSE OUTLINE & CONTENT

You will study two mandatory units:

- R032 - Principles of Care in Health & Social Care settings.
- R033 - Supporting individuals through life events.

One optional unit will be studied from:

- R034 - Creative & Therapeutic activities
- R035 - Health Promotion Campaigns

ASSESSMENT

R032 - Will be externally assessed in the form of an exam sat at the end of Year 11. For the other 2 units studied, content will be taught that will then be assessed by applying this knowledge to an assignment brief set by the exam board. This assessment takes place in controlled conditions. These assessments will be marked internally, but moderated by the exam board.

PROGRESSION

Achievement at level 2 can lead to progression onto a level 3 qualification in health and social care or childcare. It could also lead to higher education and careers such as physiotherapy, nursing, midwifery, speech and language therapy, mental health nursing, psychology, social work or employment within Early Years Care and Education.

Open: OCR Cambridge Nationals in Sport Science

WHERE CAN SPORT TAKE ME?



BIG IDEAS IN THIS SUBJECT

How might an individual train for a specific sport?

What impact might this training have on their body systems?

How does an individual plan and develop training sessions over a period of time?

How would someone treat a common sports injury?

COURSE OUTLINE & CONTENT

Students will study two mandatory units:

- R180: Reducing the risk of sports injuries and dealing with common medical conditions
- R181: Applying the principles of training: fitness and how it affects skill performance

One optional unit will also be studied, from:

- R182: The body's response to physical activity and how technology informs this
- R183: Nutrition and sports performance

ASSESSMENT

R180 will be externally assessed in the form of an exam sat at the end of Year 11. For the other 2 units studied, content will be taught that will then be assessed by applying this knowledge to an assignment brief set by the exam board. This assessment takes place in controlled conditions. These assessments will be marked internally, but moderated by the exam board.

PROGRESSION

The subject-specific knowledge and skills outlined above which are developed through studying this qualification, will give you a strong foundation for a career in a variety of sporting fields, including; gym instruction, sports coaching and sport development.

Open: BTEC Tech Award in Art & Design practice: 3D Ceramics



WHERE CAN CERAMICS TAKE ME?

BIG IDEAS IN THIS SUBJECT

This course will give students the opportunity to design and make their own original artworks out of clay. Students will develop an understanding of ceramics by researching artists and experimenting with materials. The course has a vocational focus, giving students the opportunity to apply their academic knowledge to everyday and work contexts.

Students will develop their skill in modelling, coiling and slab building. Students will also learn to add surface finish to their work using materials such as glaze and oxides. Students will also complete work in traditional and new technologies such as photography and digital editing.

COURSE OUTLINE & CONTENT

A three-dimensional design course encourages you to think outside the box. If you prefer to make with your hands and sculpt with both form and shape, this is the ideal hands on course for you. Students will have the opportunity to experiment with different media in order to explore your strengths and preferences.

ASSESSMENT

Assessment takes place in year 11 and is made up of two separate components. The assessments take the form of real-life briefs that students use as a starting point for their own project. These assessments are completed in lesson with their teacher.

PROGRESSION

Three-Dimensional design is a visual arts course that can lead to a wide range of careers. It can be the perfect start to a career as an architect, set designer, jewellery designer or ceramicist.

NOTES

A series of horizontal lines intended for writing notes.



The courses described in this booklet form the curriculum which Kingsthorpe College intends to offer for students entering Year 10 in Autumn 2025.

The Headteacher reserves the right to make changes to the curriculum if necessary.

Please be aware that we may not be able to run courses with very low demand.

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