



# Year 9

## Subject Pathways

### Brochure 2021

[Redacted]

[Redacted]



**SANDHILL VIEW**  
ASPIRE • ACHIEVE • ENJOY

# CORE SUBJECTS

## English Language



## Career Options

Journalist  
Digital Copywriter  
Editorial Assistant  
Lexicographer  
Publishing proof reader  
Teacher / Writer  
Web content manager

## Subject Content

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

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves. They will read a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will also write their own creative text to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

### Paper 2 - Writers' Viewpoints and Perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Students will also produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme.

### Non-exam assessment

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by giving a presentation in a formal context, responding appropriately to questions and to feedback, asking questions themselves to elicit clarification and by using spoken Standard English.

## Assessment Information

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

AO7: Demonstrate presentation skills in a formal setting.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

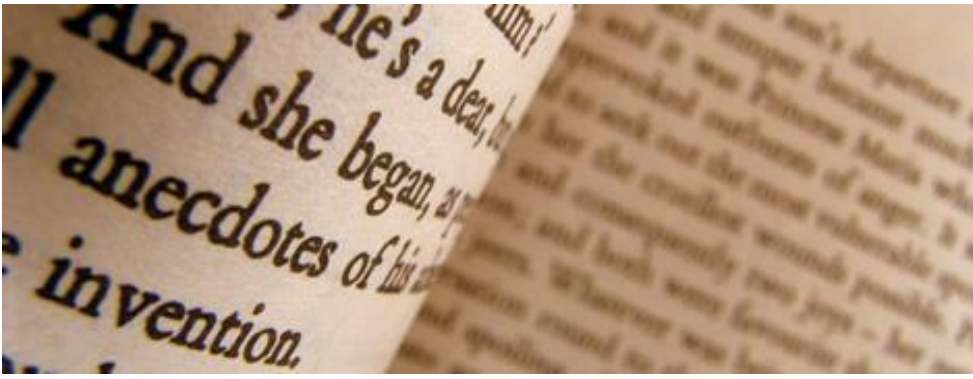
AO9: Use spoken Standard English effectively in speeches and presentations.

## Why Study...?

Our English curriculum enables students to develop: a knowledge, understanding and wide range of transferable literacy skills that promote a love of reading and a willingness to apply themselves to a broad range of new challenges. Students will develop skills of communication, collaboration, critical thinking, analysis, independence and adaptability that prepares them for life beyond school.

**Key Contact:** Emma Dolan ([dolan.e@sandhillview.com](mailto:dolan.e@sandhillview.com))

## English Literature



## Career Options

Journalist  
Digital Copywriter  
Editorial Assistant  
Lexicographer  
Publishing proof reader  
Teacher / Writer  
Web content manager

## Subject Content

### **Paper 1 - Shakespeare and the 19th-century novel**

Students will study Macbeth by William Shakespeare and A Christmas Carol by Charles Dickens.

### **Paper 2 – Modern Texts and Poetry**

Students will study An Inspector Calls by J.B Priestley and one cluster of 15 poems taken from the AQA poetry anthology, Poems Past and Present. The poems in each cluster are thematically linked and were written between 1789 and the present day. The title of the cluster is Power and conflict. There is also an unseen poetry section of the examination. Students experience a wide range of poetry in order to develop their ability to closely analyse unseen poems.

Students will develop reading comprehensions skills including: literal and inferential comprehension; critical reading; evaluation of a writer's choice of vocabulary, grammatical and structural features and comparing texts. They will also develop proficiency in producing clear and coherent text by writing effectively about literature for a range of purposes and by using accurate Standard English including accurate spelling, punctuation and grammar.

## Assessment Information

The exams will measure how students have achieved the following assessment objectives:

- AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Why Study...?

This course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature encourages students to read widely for pleasure and prepares them for studying literature at a higher level.

**Key Contact:** Emma Dolan ([dolan.e@sandhillview.com](mailto:dolan.e@sandhillview.com))

## Mathematics



## Career Options

Most jobs and careers will need you to use maths in some way and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.

## Subject Content

### Higher

Algebra – Expressions, Equations, Substitution  
Number – Calculating, Estimating, Properties  
Geometry - Calculating Length, Space and Angles, Constructions, Transformations  
Statistics - Measures, Representing Data, Comparisons  
Probability – Single and Continuous Theory  
Ratio and Proportion - Comparisons using linear, square, cubic and exponential factors.  
Links to KS5

### Foundation

Algebra – Expressions, Equations, Substitution  
Number – Calculating, Estimating, Properties  
Geometry - Calculating Length and Space, Constructions, Transformations  
Statistics - Measures, Representing Data, Comparisons  
Probability – Single Theory  
Ratio and Proportion - Comparisons using linear factors.  
Consolidation of KS3

## Assessment Information

Throughout the course students will be shown past examinations and assessed regularly on these to gain experience and gauge progress. This also gives the pupil a clear indication of their current grade.

At the end of their course, students will sit three exams at either Foundation Tier grade 1-5 or Higher Tier grade 4-9. These three tests consist of one non calculator paper and two calculator papers.

## Why Study...?

Mathematics is the art of problem solving it is a part of everyday life. From predicting the weather to understanding the origins of the universe mathematics is used to describe and understand the world (and universe) around us. It is a vital tool in our increasingly technical world, playing an important role in many aspects of modern life, from protecting our details online to predicting the next stock market crash.

**Key Contact:** Adrian Goodwin ([goodwin.a@sandhillview.com](mailto:goodwin.a@sandhillview.com))



## Combined Science



## Career Options

Biochemist  
Geneticist  
Scene of crime officer  
Pathologist  
Data Analyst

## Subject Content

Cell Biology  
Organisation  
Infection and Response  
Bioenergetics  
Homeostasis and response  
Inheritance, variation and evolution  
Ecology

Atomic structure and the periodic table  
Bonding, structure and the properties of matter  
Quantitative chemistry  
Energy changes  
Chemical changes  
Rate and extent of chemical change  
Organic chemistry  
Chemical analysis  
Chemistry of the atmosphere  
Using resources

Energy  
Electricity  
Particle model of matter  
Atomic structure  
Forces  
Waves  
Magnetism and electromagnetism

## Assessment Information

Assessment is via 6 examinations.  
2 Biology, 2 Chemistry and 2 Physics.  
Each examination is 1 hr 15 minutes, 70 marks and accounts for 16.7% of the whole GCSE grade.

All of the assessments are combined together to form 2 GCSE grades in Science.

The exam has questions which range between;  
Multiple choice,  
Structured – where one question leads to the next,  
Closed short answer (right or wrong)  
Open response (Questions more open to interpretation)

## Why Study...?

Science helps us to study the world around us and to make sense of it. Science allows us to stop taking things at face value and allows us to develop an understanding of the 'how' things happen around us.

Science enables us to make choices in our lives with an informed decision behind us, allowing us to analyse the decision, before making it. As well as this the combined science course is worth 2 whole GCSE grades, making up a large proportion of your GCSE grades,

**Key Contact:** Glen Bunn ([Bunn.G@sandhillview.com](mailto:Bunn.G@sandhillview.com))

## Sport/PE



## Career Options

Sports Science lecturer  
PE teacher  
Physiotherapist  
Sports official e.g referee  
Sports Coach  
Personal Trainer  
Dietician  
Leisure Centre Manager

## Subject Content

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Then course is broken down into four units each worth 25% of the overall qualification and assessed through a range of evidence including practical performance, controlled assessment coursework and computer based examinations. A range of sports are covered including; Football, Badminton, Basketball, Trampolining, Rounders, Table Tennis and Fitness.

This course covers a wide range of practical and theoretical knowledge and has close links with Science, Maths and ICT. Not only this but through the different units you will develop a range of key skills including communication, time management, teamwork, organisation, target setting and confidence.

## Assessment Information

The course is split into 4 units, each worth 25% of your overall mark. 1 unit is the written exam of which you get 2 attempts. Attempt one in May of year 10 and attempt two in July of year 10. Whichever exam you score the highest on will be the mark you receive at the end. The other 3 units are coursework based where you will complete a combination of practical and theory assessments which will give you the final 75% of your overall mark.

### Year 10

- Unit 1 - Fitness for sport and exercise. Here you will learn about the components of fitness and the principles of training. You will explore different fitness training methods and investigate fitness testing to determine fitness levels.

- Unit 2 - Practical performance in sport. Here you will learn about the rules, regulations and scoring systems for selected sports. You will practically demonstrate skills, techniques and tactics in selected sports and be able to review sports performance.

### Year 11

- Unit 3 - Applying the principles of personal training. Here you will learn how to design a personal fitness training programme and review own personal fitness. You will explore the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training

- Unit 6 - Leading sports activities. Here you will know the attributes associated with successful sports leadership. Undertake the planning and leading of sports activities and review the planning and leading of sports activities.

## Why Study...?

If you enjoy being active, want to increase your practical skills, leadership and fitness, sport is a great subject to study. This is a great course to lead onto a wide range of career areas. It has a high percentage of controlled assessment (75%) which means a lot of your final grade comes from work completed in the lesson either in the form of coursework or practical video evidence.

**Key Contact:** Sarah Barnes ([Barnes.S@Sandhillview.com](mailto:Barnes.S@Sandhillview.com))

# OPTION SUBJECTS



## Art & Design



## Subject Content

### Year 10

Identity Project: You will explore different artistic techniques such as experiments with different paints, oil pastel, pencil, pen drawing, ink and more as well as a range of artists including.

Contemporary personal study: Students take control of their artistic journey. They shape their own project and art work from several starting points creating their own personal response.

### Year 11

Mock Exam where students take control of their artistic journey. They shape their own project and art work from several starting points creating their own personal response.

Externally set assignment which upon students, similar to the mock exam, will be creating their own personal response to a set assignment. This will include preparation time in lessons then a 10 hour supervised exam.

OR

### BTEC Art and Design

All learner work is generated through practical projects, briefs, assignments and workshops, preparing them through the development of portfolios supporting progression to Level 3 study.

## Career Options

- Fashion Design
- Graphic Design
- Theatre Design
- Animator
- Video Game Designer
- Illustrator
- Museum Curator
- Photographer
- Architecture
- Product Design
- Textile Design
- Ceramics
- Advertising
- Publishing
- Interior Design
- Fashion and Media Journalism
- Hair and Make-Up Design
- Retail Design
- Exhibition Design
- Jewellery Design
- Artist
- Visual Media
- Teaching

## Assessment Information

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- **Component 2 Externally set assignment:** there's a separate externally set task paper for each title. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

BTEC Art and Design

- 100% internally assessed

## Why Study...?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, art and design is the best choice for you!

The skills you gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

**Key Contact: Rachel Moody (Moody.R@sandhillview.com)**

# Child Development

# Career Options

Nursery assistant  
Nursery teacher  
Social worker  
Paediatrician  
Primary school teacher  
Child psychologist  
Speech and language therapist  
Teaching assistant



## Subject Content

NCFE Level 2 CACHE Child Development and care qualification consists of 3 units.

### Unit 1: An introduction to working with children aged 0-5 years

- the differences between the voluntary, private and statutory sectors and the range of provision within your area and the variety of settings that are available for children
- the roles and responsibilities and limits of the role of the early years worker
- the importance of treating children with fairness and equality and how to do this
- the different learning styles that people use and how to identify your own preferred style and study skills.

### Unit 2: Development and well-being 0-5 years

- Physical, intellectual, language, emotional and social development of a child from birth to 5 years.
- a range of methods early years workers can use for observing children
- the importance of routines and how to support the health and well-being of the child
- how to safeguard children to keep them safe and healthy
- the transitions experienced by children, and the possible effects on children and how to support children through transitions to provide consistency and reassurance

### Unit 3: Child care and development 0-5 years

is the examination unit . You are externally assessed on the content covered in Unit 1 and Unit 2.

## Assessment Information

This level 2 Child Development and Care Course is taught over two years. Throughout the two years, the course is made up of 3 taught units.

Unit 1 and Unit 2 are coursework units which go towards 50% of the overall grade. These are graded between A\*-D.

Unit 3 is an externally assessed scenario based short answer examination which also contributes to 50% of the overall grade. This examination is also graded from A\*-D. The topics included in the short answer examination are covered within the taught coursework units 1 and 2.

## Why Study...?

This course aims to develop your knowledge and understanding of the development and well-being of children aged 0-5 and gives you an insight into the roles and responsibilities necessary for working with children in a variety of settings and job roles. This course also not only prepares you to work with children but also prepares you for later life when becoming parents which will give you a strong understanding of how children grow and develop and how you as a parent could help your child develop further and in line with a child's expected development.

**Key Contact: Sarah Barnes (Barnes.S@Sandhillview.com)**

## Computer Science



## Career Options

Cyber Security  
Web Developer  
Software Architect  
Systems Engineer  
Games Designer

## Subject Content

### Paper 1 Computer Systems:

- Study how processors work
- Investigate computer memory and storage
- Explore modern network layouts and how they function
- Build skills in the ever important realm of cyber security
- Investigate how types of software are used within computer systems
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues

### Paper 2 Computational Thinking, Algorithms and Programming

- Study fundamental algorithms in computer science
- Build a firm foundation in programming techniques
- Produce programs through diagrams
- Thoroughly test programs and make them resistant to misuse
- Explore Boolean algebra (AND, OR, NOT)
- Understand how we store data within computers in binary form

## Assessment Information

Computer Science is assessed through two external exams, Paper 1 Computer Systems and Paper 2 Computational Thinking, Algorithms and Programming. Each exam is worth 50% of your overall grade.

There will be ample opportunity to program during the course. You will be given a range of programming tasks to complete, but the marks won't count which takes the pressure off you as you code.

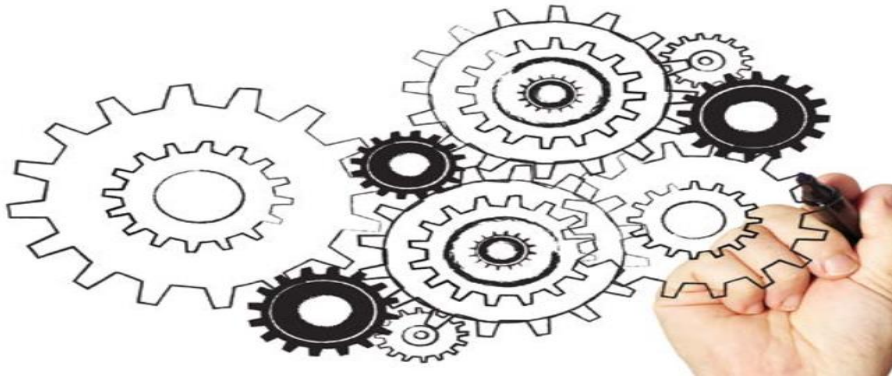
## Why Study...?

Computers are changing every part of our lives at an ever increasing rate – why not drive the future?

In this GCSE: Discover how computers work, Experience programming and making new software, find out how hackers attack computers, and Solve logical problems.

**Key Contact:** Jenny Davies ([davies.j@sandhillview.com](mailto:davies.j@sandhillview.com))

## Engineering Design



## Career Options

This course could lead to entry into any engineering or design based professions, or practical based apprenticeships.

## Subject Content

This course covers a range of practical and theory based engineering topics. You will begin with practical wood working skills in the workshop and develop these skills through a series of practical based activities. This will include the safe use of tools and machinery, making a range of wooden joints culminating in a project that incorporates these new skills. Alongside these tasks you will learn the theory knowledge to prepare you for the written exam. The theory elements are all about engineering in industry. You will look at the design cycle and how products are designed and made. This covers every stage in detail from the sourcing of raw materials and why they are chosen based on their properties/availability and environmental impact. It goes on to the manufacturing elements looking at a range of machines and processes and finally what happens when you discard a product and the impact it would have on the environment, and how to reduce this impact.

This course covers a wide range of technical and engineering knowledge and has close links to science and geography topics. Along with the practical skills you will look at environmental issues when designing, new/smart materials and their properties, forces and a wide range of other areas that would be perfect for someone wanting to progress to a career in engineering.

## Assessment Information

The course is split into 4 units, each worth 25% of your overall mark. 1 unit is the final written exam which you get 2 attempts at, one in January of year 11 and the second in the May.

Whichever exam you score the highest on will be the mark you receive at the end. The other 3 units are coursework based where you will research, design and make a product which will give you the final 75% of your overall mark.

1. For the first unit (R106) you will be researching a product looking at existing products and how/why they were made. You will also look at materials and manufacturing processes which will link to the theory work you have covered.
2. The second unit (R107) is design based and you will have to design a series of products using a range of drawing techniques such as isometric, 2 point perspective, orthographic as well as computer based drawing.
3. The final unit (R108) is practical based and you will have to safely make a product showing a range of practical skills and the independent use of tools and machinery.

### Course Structure:

- Year 10 – Advanced skills in the Engineering areas including theory and practical based skills along with the start of the controlled assessment units.
- Year 11 – You will complete the written and practical controlled assessment units which are worth 75% of your overall grade. You will complete the written examination which lasts for 1 hour and is worth 25% of your overall grade

## Why Study...?

This is a great course to lead onto a wide range of career areas. It has a high percentage of controlled assessment (75%) which means a lot of your final grade comes from work completed in the lesson. According to the labour market, engineering is one of the most needed jobs in the future.

**Key Contact: Anthony Blake (Blake.A@sandhillview.com)**



# French

# Career Options

Language qualifications can be beneficial in many careers, including ...

- Engineering
- Finance
- Media
- Politics
- Travel & Tourism
- Law
- Marketing



## Subject Content

### Areas studied include:

- **Identity and culture:**
  - Me, my family and friends
  - Technology in everyday life
  - Free-time activities;
  - Customs and festivals.
- **Local, national, international and global areas of interest:**
  - Home, town, neighbourhood and region
  - Social issues
  - Global issues
  - Travel and tourism
- **Current and future study and employment:**
  - My studies
  - Life at school/college
  - Education post-16
  - Jobs, carer choices and ambitions

## Assessment Information

### You will be assessed in four key language skills:

- **Listening (25%)** – Exam paper at the end of the course requiring you to respond to spoken material relating to a range of topics covered throughout the course.
- **Speaking (25%)** – Speaking exam towards the end of the course testing effective communication and interaction on a range of topics. Foundation tier 7-9 minutes / Higher tier 10-12 minutes comprising:
  - Photo card
  - Role play
  - General conversation
- **Reading (25%)** – Exam paper at the end of the course requiring you to respond to written material relating to a range of topics covered throughout the course.
- **Writing (25%)** – Exam paper at the end of the course requiring you to give written responses relating to a range of topics covered throughout the course. This will include structured writing and translation into French.

## Why Study French?

- **Develop your skills to use and understand another language.**
- **Learn about other cultures and countries.**
- **Broaden your horizons and create opportunities for travel, work and further study.**

**Key Contact: Clare Osborn ([osborn.c@sandhillview.com](mailto:osborn.c@sandhillview.com))**



# Geography



## Career Options

AS / A2 level courses, BTEC courses as well as BA and BSc degree courses available to study post 16.

There are many career opportunities open to geographers including teaching, town planning and environmental services amongst many others. Geography graduates are very highly sought after by employers because of their transferable skills.

## Subject Content

Students learn about contemporary issues like urban changes, resource management and development. As well as core knowledge and understanding of physical processes such as how rivers, weather systems and plate tectonics impact on the human environment. Students are also given the opportunity to develop their geographical investigation skills through fieldwork, allowing them to develop their numerical, cartographic, and statistical skills.

### Areas studied include:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills.

## Assessment Information

**Students will sit three separate exams which will make up your overall grade.**

**Physical and human geography is split into two separate papers, which are equally weighted. T**

**The third paper is Geographical applications. This tests Geographical skills, fieldwork knowledge and includes questions based upon a pre-released booklet given to teachers and students 12 weeks before the exam.**

**How the course is assessed:**

**Paper 1 : Living with the physical environment.**

**1 hour 30-minute exam, worth 35% of the total GCSE**

**Paper 2: Challenges of the human environment**

**1 hour 30-minute exam, worth 35% of the total GCSE**

**Paper 3: Geographical applications**

**1 hour 15-minute exam worth 30% of the total GCSE**

## Why Study...?

Geography really is the study of the world around us.

The KS4 GCSE Geography curriculum offers students the chance to study the issues that will shape their present and future lives. Across the subject, students study a varied mix of human and physical topics. They can learn and understand the world we live in, how physical processes such as earthquakes occur, as well as understanding human aspects such as poverty.

**Key Contact: Kay Parker (Parker.K@sandhillview.com)**

## German



## Career Options

Language qualifications can be beneficial in many careers, including ...

- Engineering
- Finance
- Media
- Politics
- Travel & Tourism
- Law
- Marketing

## Subject Content

### Areas studied include:

- **Identity and culture:**
  - Me, my family and friends
  - Technology in everyday life
  - Free-time activities;
  - Customs and festivals.
- **Local, national, international and global areas of interest:**
  - Home, town, neighbourhood and region
  - Social issues
  - Global issues
  - Travel and tourism
- **Current and future study and employment:**
  - My studies
  - Life at school/college
  - Education post-16
  - Jobs, carer choices and ambitions

## Assessment Information

### You will be assessed in four key language skills:

- **Listening (25%)** – Exam paper at the end of the course requiring you to respond to spoken material relating to a range of topics covered throughout the course.
- **Speaking (25%)** – Speaking exam towards the end of the course testing effective communication and interaction on a range of topics. Foundation tier 7-9 minutes / Higher tier 10-12 minutes comprising:
  - Photo card
  - Role play
  - General conversation
- **Reading (25%)** – Exam paper at the end of the course requiring you to respond to written material relating to a range of topics covered throughout the course.
- **Writing (25%)** – Exam paper at the end of the course requiring you to give written responses relating to a range of topics covered throughout the course. This will include structured writing and translation into German.

## Why Study German?

- Develop your skills to use and understand another language.
- Learn about other cultures and countries.
- Broaden your horizons and create opportunities for travel, work and further study.

**Key Contact: Clare Osborn ([osborn.c@sandhillview.com](mailto:osborn.c@sandhillview.com))**

# Graphic Communications



## Career Options

- Advertising Art director
- Animator
- Artworker
- Concept Artist
- Creative Director
- Graphic Designer
- Illustrator
- Advertising
- Marketing Specialist
- Product Designer
- Multi-media Artist
- Fashion Designer
- Film and Video Editor
- Web Designer
- Game Designer
- UX Designer
- Interior Designer
- Logo Designer
- Brand Identity Designer
- Teaching

## Subject Content

### **Unit 1 – Introduction to Graphic Design**

Students will learn about the formal elements of Graphic Design, which include colour, tone, line, composition, typography and imagery. They will be doing this by working with physical and digital materials.

### **Unit 2 – Graphic Design Practice**

Students will explore the work of recognised Graphic Designers. They will be researching, studying and evaluating the work of others and creating their own personal response influenced by that designer.

### **Unit 3 – Responding to a Graphic Design Brief**

Students will analyse and practice responding to a set design brief. In this students will understand the requirements and development of ideas to meet a client needs.

### **Unit 4 – Graphic Design Portfolio**

Students will explore what it takes to work in the Graphic Design industry by looking at different ways to present a professional portfolio. Students will create and review their own personal portfolio as a Graphic Designer.

## Assessment Information

**Assessment Component 1** – Internal Assessment which is all portfolio based. This will be a 50% contribution to your final grade.

**Assessment Component 2** – External Assessment, task-based exam. This will be a invigilated task-based exam assessing the application of your skills and knowledge. This will contribute to 50% of your final grade.

## Why Study...?

Graphic designers express their creativity every day. As well as picking colour palettes and choosing imagery and type, they also have to think 'outside the box' to solve challenging briefs.

If you're a creative type, with a good eye for detail, Graphic Design gives you the opportunity to bring your ideas to life!

**Key Contact: Anthony Blake (Blake.A@sandhillview.com)**

## History



## Career Options

Law  
Media  
Politics  
Public sector  
Economics  
Teaching

## Subject Content

### **P1: Conflict and tension 1918-1939:**

A study of the inter-war period between the First and Second World War. We study the Treaty of Versailles and how Germany was 'punished' for their part in the First World War, how the League of Nations was set up to keep peace but failed to do so during the 1930s. We then look at Adolf Hitler's attempts to overturn the Treaty of Versailles and achieve his aims to make Germany great again. This includes his foreign policy and occupation of land in Europe which resulted in a Second World War

### **P1: America: Opportunity and Inequality 1920-73:**

A study of the significant events and people in the USA during part of the 20<sup>th</sup> century. This will cover the 'Roaring Twenties'- prosperity, culture, flapper and gangsters. Followed by the crash and Depression during the 1930s, and then onto the post war era of the American Dream, McCarthyism and the campaign for civil rights.

### **P2: Britain: health and the people c1000-present:**

A through time study where we focus on how healthcare has developed over a 1000 year period. We start at the Middle Ages and go right through to the present day, focusing on developments in surgery, public health and disease and infection. Topics include the Black Death, the discovery of germs and the creation of the NHS.

### **P2: Norman England 1066-1100**

A short British study of the last successful invader of England: William the Conqueror. We study how William was able to win the Battle of Hastings and gain control of the English people, the changes he introduced to ordinary life like the feudal system, law and religion.

## Assessment Information

### **EXAMINATION ONLY SUBJECT**

### **PAPER 1: Understanding the Modern World (50%)**

Written Examination Paper – 2 hours (10 exam questions ranging from 4 marks to 20 marks)

### **PAPER 2: Shaping the Nation (50%)**

Written Examination Paper – 2 hours (8 exam questions ranging from 8 marks to 20 marks)

### **SKILLS REQUIRED:**

Enquiring mind-set to question ideas about the past, good level of literacy to express opinions and explain events in extended writing, resilience to cope with the demands of a challenging course and the motivation to try your best!

## Why Study...?

- **HISTORY** teaches us about the world in which we live today, who we are, where we come from & asks why?
- **HISTORY** is a challenging & interesting subject which deals with big issues like power, discrimination & war

**Key Contact:** Louise Southwick (Southwick.L@sandhillview.com)



## Digital Information Technology



## Career Options

IT Technician  
Network Technician  
Cyber Security  
Digital Marketer  
IT Project Manager

## Subject Content

### **Component 1: Exploring User Interface Design Principles and Project Planning Techniques**

You will develop your understanding of what makes an effective user interface; and how to effectively manage a project. You will use this understanding to plan, design and create a user interface.

### **Component 2: Collecting, Presenting and Interpreting Data**

You will understand the characteristics of data and information; and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.

### **Component 3: Effective Digital Working Practices**

You will explore how organisations use digital systems and the wider implications associated with their use. You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems.

## Assessment Information

The three components in the qualification give students the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data.

The qualification consists of two internal assessments (60%) and one external assessment (40%).

## Why Study Digital Information Technology?

Students will learn a strong mix of creative design and technical knowledge. Ideal for learners who want to progress to a digital Apprenticeship or BTEC Level 3 Nationals. A new digital qualification that gives students a real insight into the modern fundamentals of IT. The external assessment, is structured to be relevant to IT.

**Key Contact:** Jenny Davies ([davies.j@sandhillview.com](mailto:davies.j@sandhillview.com))



## Performing Arts



## Career Options

- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer

## Subject Content

Through studying for this qualification students will:

- understand how work is undertaken in the performance industry across a variety of disciplines
- understand performance, production and promotional roles across disciplines
- explore skills and qualities required to work in performance and technical roles
- apply performance and production skills in developing a performance
- work in performance, pre-production and production roles
- show creative and technical skills in response to a brief.

## Assessment Information

Unit 1: Working in the Performance Industry 40% of the course

For this unit you will learn about:

- Roles, responsibilities, skills and qualities in the industry
- The national organisations that work with the industry.
- How performers are promoted
- Production planning
- Rehearsal processes

You will complete an externally assessed written assessment for this unit.

Unit 2: Planning and Performing 60% of the course.

For this unit you will:

- Watch and respond to a live performance
- Complete and document pre-production planning.
- Rehearse material
- Perform your role
- Review the performance

This is a project which is assessed internally.

## Why Study...?

60% of this course is centred around performing. If you enjoy acting then this is the course for you! There is an exam unit which makes up 40% of the course, but 60% of the course is practically based and thus you will spend a large portion of your lesson time performing and preparing performances. Do you enjoy Drama at KS3? If so, then this is the course for you.

**Key Contact:** Selina McLaughlin (McLaughlin.S@sandhillview.com)

# Photography



# Career Options

- Photographer
- Fashion Photographer
- Filmmaker
- Fine Art photographer
- Forensic photographer
- Medical photographer
- Industrial photographer
- Nature Photographer
- Photographic illustrator
- Photographic technician
- Teacher
- Journalist
- Picture editor
- Researcher
- Social photographer
- Sports Photographer

## Subject Content

### Year 10

You will study and explore abstract portraits focusing on Photographers John Coplans and Tim Booth creating a personal response to the theme.

Project 2 is Fantastic and Strange. You will study contemporary artists and photographers. You will choose from a range of artists to explore the meaning behind their work and apply it to your own using the framework provided.

### Year 11

Mock exam project: Students will choose a past GCSE question to create a mini project to encourage independent learning.

Externally set task is issued. Students will build a portfolio based on this task, working towards a 10 hour exam.

## Assessment Information

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- **Component 2 Externally set assignment:** there's a separate externally set task paper for each title. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

## Why Study...?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in photography with AQA. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

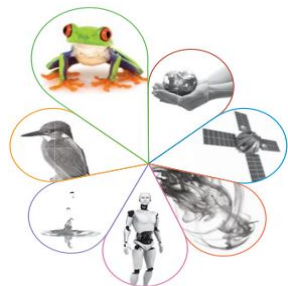
**Key Contact: Rachel Moody (Moody.R@sandhillview.com)**

## Separate Science:

### Biology

### Chemistry

### Physics



## Career Options

Medicine

Astrophysics

Pharmacology

Mechanical Engineering

Pathology

Clean energy consultant

## Subject Content

Do you question why things are the way they are and want to know how things work? Do you have a passion for our planet, the environment and the plants and animals that inhabit it? Do you find yourself staring at the stars and wondering? As we all become more aware of just how precious our planet is to humanity it is only natural that we should want to know more. Separate Sciences provided that deeper understanding of the world around us and follows the majority of the content for 'Combined science' – (see options sheet for topic list), but also adds in extra depth which is essential to students that are interested in studying Sciences at A-Level.

In addition to this, students get to explore Space Physics, which offers an in depth study into the start of our Universe and the birth and death of stars.

Students studying Separate Sciences will access more required practical work, for example studying the rate of decay in Biology.

In conclusion this course prepares you for the demands of A level science and is the gateway to numerous and exciting career paths.

## Assessment Information

Assessment is via 2 examinations per subject. Each examination is 1 hr 45 minutes, 100 marks and accounts for 50% of the whole GCSE grade, for each of the overall subjects.

The 2 examinations for each subject are added together and will then give you 3 GCSE grades;  
Biology  
Chemistry  
Physics

The exam has questions which range between;  
Multiple choice,  
Structured – where one question leads to the next,  
Closed short answer (right or wrong)  
Open response (Questions more open to interpretation)

## Why Study...?

Separate Science allows you to obtain 3 grades in Science, one each in Biology, Chemistry and Physics. This allows you to show your strengths in each subject and is very valuable when applying for further education and higher education places. Separate Science is suitable for students that want to stretch themselves and open doors for higher education in Science and study some of the aspirational careers listed in the box above. By studying three sciences you show that you are capable of accessing a demanding course and are able to work across different disciplines with skill, diligence and enthusiasm. These are things that Colleges, 6<sup>th</sup> form and Universities look for in students.

**Key Contact: Glen Bunn (Bunn.G@sandhillview.com)**