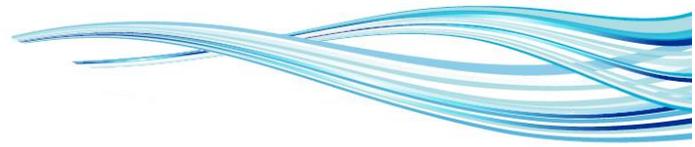




# Year 9 Pathways Prospectus 2018





## **Introduction by the Headteacher**

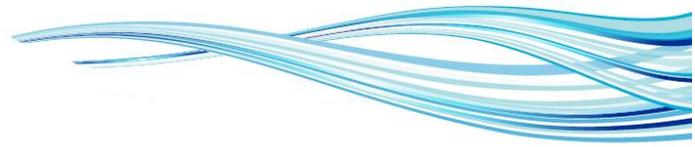
Welcome to Year 9 Pathways. It is an exciting time as it is the first time in your school career where you have some choice in what you study in the next two academic years. The compulsory subjects that you have to study make sure that your timetable is broad balanced with your option choices personalising it to you. All of the courses will require you to work hard throughout the two years.

Make sure that you ask a lot of questions as this will help you to make the right choices for you.

Good luck.

Mrs Christine McLintock

Headteacher



## **"Pathways" at Sir William Ramsay School**

This is a crucial time for our Year 9 students; making the right course choices is an important step on the road to a successful future. In line with curriculum developments to GCSEs, BTECs, assessments and grading we have developed this booklet to offer information on the optional courses to allow you to make an informed choice. You should think carefully about the following:

- Your strengths and current performance in all subjects and interests.
- Likely future progression beyond the age of 16

You should then discuss your ideas with parents/carers, the relevant subject staff, your Tutor, your friends and students currently studying these subjects in Years 10 and 11.

For the next two years you will continue to be part of a Tutor Group and the role of your Tutor will be increasingly important as you face the challenges of GCSE, BTEC and require support and advice.

**Please communicate with your Tutor regularly – they will be able to help you at the appropriate time.**

### ***A Note to Parents/Carers***

Whichever path our students take, we at Sir William Ramsay School ensure that we invest the time and effort at Year 9 and 11 to ensure your son/daughter follows the Pathway to which they are best suited. There are core courses that are compulsory which are designed and endorsed by the government to help students enhance and develop skills to increase their chances of success and give them a wide range of opportunities for the future.

The curriculum at Sir William Ramsay School has been designed:

- To be broad and balanced
- To maximise students' strengths.
- To allow students to select a coherent programme of study to enable them to access a meaningful progression through to Post 16 and beyond

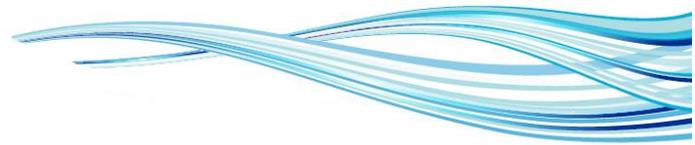
With this in mind, a small number of students with particular needs may well be offered an alternative curriculum that is more suited to them which would include Level 1 courses such as Personal and Social Development and Jamie Oliver's Home Cooking. Staff at the school will contact the parents/carers of students if an alternative curriculum is required and discuss with them on an individual basis.

As part of the Government reforms to the Key Stage 4 Curriculum from September 2016, all GCSE subjects will begin to measure the attainment of students with levels ranging from 9 -1 rather than A\* - G. The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities. The achievement of a level 5 on the new 9 to 1 grading scale at GCSE will be considered the new 'good pass' that will be used to hold the government and schools to account. This is comparable to a low B or high C under the old grading system and raises the bar for performance across the board.



### Grading new GCSEs from 2017

| New grading structure  | Current grading structure |
|------------------------|---------------------------|
| 9                      | A*                        |
| 8                      |                           |
| 7                      | A                         |
| 6                      | B                         |
| ⑤ <b>STRONG PASS</b>   |                           |
| ④ <b>STANDARD PASS</b> | C                         |
| 3                      | D                         |
| 2                      | E                         |
| 1                      | F                         |
|                        | G                         |
| U                      | U                         |



## Homework in KS4

All students should have a structured routine for homework. Many subjects have a considerable coursework element: deadlines must be met throughout Years 10 and 11. Work of the highest quality is essential if students are to achieve their best grades.

Parents / Carers have an important part to play in encouraging a conscientious approach to regular home study and are able to view student homework tasks through the 'Show My Homework' website. All students have been given a username and password that gives them 24/7 access to their homework. Please contact us if you need help logging on.

## Qualifications

Many parents/carers have told us how confusing qualifications names have become. The table below is designed as a brief overview to help you understand the range and standard of qualifications.

| <b>Qualification</b>                             | <b>Explanations</b>  |
|--|--|
| <b>GCSE</b>                                      | General Certificate of Secondary Education<br>Most common qualification for Year 11 Students –<br>Grades 9-1 in all subjects   |
| <b>Combined Award</b>                            | Combined Award GCSE courses are worth 2 GCSEs  |
| <b>VTCT</b>                                      | VTCT are specific work related qualifications<br>They are equivalent to a GCSE and are graded Pass,<br>Merit and Distinction   |
| <b>AQA Technical Award</b>                       | AQA Technical Awards are vocational qualifications<br>similar to BTEC.   |
| <b>Cambridge National Certificate Levels 1/2</b> | This is a vocational course. It is equivalent to a GCSE<br>at 9-1 and is graded Pass, Merit and Distinction  |
| <b>BTEC First<br/>BTEC Tech Award</b>            | BTECs are work related qualifications suitable for a<br>wide range of students.<br>There are two types of qualifications at the moment:<br>BTEC First and BTEC Tech Awards. They are Level 1<br>and Level 2 courses.<br>They are equivalent to a GCSE at 9-1 and are graded<br>Pass, Merit and Distinction |
| <b>Levels</b>                                    | <b>Explanations</b>  |
| <b>Level 1</b>                                   | Level 1 awarded criteria is the equivalent to a GCSE<br>grade 3-1  |
| <b>Level 2</b>                                   | Level 2 awarded criteria is the equivalent to a GCSE<br>grade 9-4  |

### Levels of qualification available at the school

Courses may be assessed in different ways. At present the main forms of assessment are:

**Examinations:** All courses leading to a qualification will have an examination element

**Coursework:** Assessed as you go through the course

**Controlled Assessment:** Externally set and assessed but the date is set within the school.

BTEC and VTCT and The AQA Technical award courses are vocational - directly related to an area of work. They are assessed mainly by coursework with some examined work and will suit hard-working students who have a particular vocational interest or strength in coursework.



## **Key Stage 4 to 5 Pathways**

During Years 10 and 11 all students will follow a range of level 2 courses such as GCSE, BTEC and NVQ designed to offer a broad and balanced education. These will equip them with the skills, knowledge and qualifications needed to progress to the Sixth Form, higher education, the world of work and all aspects of their lives.

The Key Stage 4 to 5 Pathways programme begins in Years 9 & 10 and runs through to Year 13. We spend time with students, identifying their strengths and mapping out progression to possible Sixth Form choices. These choices are flexible and include traditional level 3 - 'A' Level Courses - but also allow students to pursue BTEC level 2 or 3 courses and re-take GCSEs in English Language and/or Maths as well.

## **Timetable to Success**

We will support you at every step, starting with Pathways and Careers sessions for each Year 9 tutor group from January 2018. Our 'Connexions' (Careers) Personal Advisers are available for support and advice at the office in the Learning Resources Centre, or you can contact your tutor to arrange a meeting. Mrs Henwood is also available to help as Academic Leader Year 9.

Remember – consider subjects you enjoy and those you feel you can achieve in. It is worthwhile considering your Sixth Form choices now if it helps you to reach a decision; Mrs Caro or Mrs LeCount will be happy to discuss these with you.

## **What to do next....**

Using the "Pathways" form available on February 8th, highlight your curriculum pathway:

Please note - we make every attempt to timetable as many first choices as we can, but it is not always possible to guarantee every combination. If there are any issues with your choices a 1:1 meeting will be held.

If you are unsure about which Science you are doing then please see your Science teacher.

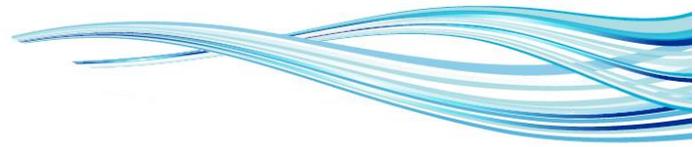
Bring your "Pathways" Decision form in and hand it to your Form Tutor.

Decision Forms must be handed to either Form Tutor or Mrs. Henwood by  
**Friday 9th March 2018**

Good Luck!

Mrs M Henwood  
**Academic Leader for Year 9**

Mrs G Llewellyn  
**Assistant Head**



## **PATHWAYS SUBJECTS**

### **GCSE Art and Design** **Edexcel / Pearson IADO**

The course is provided by Edexcel/Pearson. A minimum 16GB USB for the transfer of coursework between school and home is recommended for photography students.

#### **Course Outline**

The course is set over 2 years with a combination of coursework and exam. The course work is 60% and the Exam including preparation work is 40%

#### **Course Content**

This course is the 'foundation' of our GCSE provision offering the widest range of techniques and materials, with work often combining different media. The central activities throughout the course are drawing, painting and mixed media. The aim is to develop the ability to use these mediums to record observations and to visualise ideas and communicate to others in visual forms. In addition, a wide range of new materials and techniques will be explored such as printing, three dimensional work and photography / ICT manipulation. Students can also develop work in different subject areas for this subject such as 3D, Graphics and Ceramics

#### **Course Requirements**

Students need to have good drawing skills and a good work ethic. Students need to have a keen interest in the Visual Arts to be successful on this course. Ideally students will need to reach Level 5 by the end of KS3



## **GCSE Photography** **Edexcel /Pearson IPYO**

It is also possible for students to take a specialist (endorsed) GCSE course in Art Photography. These courses are targeted at students showing good skills in the arts.

### **Course Outline**

The course is set over 2 years with a combination of coursework and exam. The course work is 60% and the Exam including preparation work is 40%

### **Course Content**

This course is suitable for students working to create imagery through digital media and darkroom and manipulate this imagery through a range of photographic techniques. The aim is to develop the ability to use digital media to record observations and to visualise ideas and to communicate these ideas to others. A wide range of new techniques will be explored such as Photoshop manipulation, sculptural work, photo montage, joiners and mixed media.

### **Course Requirements**

Students need to have a good work ethic. Students need to have a keen interest in the Visual Arts to be successful on this course. Ideally students will need to reach Level 5 by the end of KS3

### **Assessment**

Throughout Year 10, progress is assessed by both the teacher and by the students themselves. The final assessment is in the form of a presentation of coursework and a controlled test towards the end of Year 11.

*You can opt for both Art and Design and Photography but you should discuss this with your art teacher beforehand to assess if you are able to commit to the required time needed to be successful on both courses.*

### **Progression**

What can these courses lead to beyond Year 11?

For those who show a particular interest and aptitude the subject can be studied as an 'A' level subject in the Sixth Form.

Many students from this school also go on to pursue Art and Design courses such as the Foundation Course at Bucks New University High Wycombe, and other relevant Universities. These lead to a variety of different Fine Art and Arts Degree courses and a wide range of Art & Design-based

Careers: such as, Industrial Design, Graphic Design, Media Work, Fashion Design. In fact, more students from Art and Design courses obtain jobs in their chosen field than from any other type of Higher Education course.

We have a 100% success rate at getting our students on to both Foundation and Degree courses.

These options are not only of value to those wishing to pursue the subject beyond school. They can provide a chance to create and express personal ideas; it can provide enjoyment and a sense of achievement. It is a fact that Art and Design and Photography have a daily impact on our lives. Just about everything man-made we wear and use, both large and small, has been designed by someone. It is interesting to note that many business-based courses now include a design element and employers recognise the value of creative employees.



## **VTCT Level 2 Certificate in Hairdressing and Beauty Therapy**

This is a course aimed at those interested in pursuing further qualifications in Beauty Therapy or within the hairdressing/ complementary therapy industries. The Beauty Academy is purpose built, has modern practical working stations and is equipped with a full range of hairdressing and beauty therapy products and equipment.

### **Course Outline**

This course is made up of an examination paper and 3 projects. Running alongside this course will be a practical based unit, Creating an Image Based on a Theme. Both courses will run together over 2 years.

### **Course Content**

The course is made up of the following units. Understanding the Hair and Beauty Sector, this unit will be graded on examination results. The following three units will be project based. They include: Hair and Beauty Research Project, Hair and Beauty Science and Marketing Hair and Beauty Services and Products. The final unit is Creating an Image Based on a Theme, which will involve a practical assessment and one written assignment.

### **Assessment/Units**

You will gain the following qualification

UV21578 – Understanding the Hair and Beauty Sector

UV21579 – Hair and Beauty Research Project

UV21581 – Marketing Hair and Beauty Services and Products

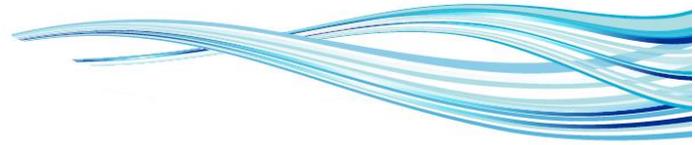
UV21582 – Hair and Beauty Science

AM20073 – Creating an Image Based on a Theme

### **Progression**

The course aids progression onto higher level qualifications at VTCT level 3, or TECH LEVEL.





## **Equipment and Resources**

All students will require a blue tunic which is ordered through Ellisons and black leggings for their practical lesson.

Students will need a blue lever arched folder with plastic wallets and dividers for their theory work.

There is a useful text book – The Official Guide to the Diploma in Hair and Beauty Studies by Jane Goldsbro and Elaine White. ISBN 978140801761-6



## **Cambridge Nationals Certificate Level 1/Level 2 in Information Technologies**

### **OCR J808**

#### **Course Outline**

In Years 10 and 11, students will be undertaking the new vocational course in IT and acquire the skills in studying Information Technology to aid progression to further study. It will also prepare you to enter the workplace. There are potential employment opportunities in the Digital and Social Technology or Computing sectors.

The course is designed to give students a real understanding of their digital environment, develop key skills, and prepare them for their future use of IT in their chosen careers across a wide range of job roles.

#### **Course Content**

Students will study two units across the two years. Each Unit Assessment is graded at Pass, Merit, Distinction and Distinction\* at Level 1 and Level 2. They must complete both units of assessment to achieve the qualification.

#### **Unit R012: Understanding tools, techniques, methods and processes for technological solutions (Exam)**

This unit will help students to broaden their IT knowledge and understanding to help them to make decisions and appropriate choices when developing a technological solution.

Students will understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals.

#### **Unit R013: Developing technological solutions (Controlled Assessment Project)**

This unit is completed over 20 hours. It is internally completed and assessed externally. The assessment focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information using a wide range of technologies to plan, create and test an integrated technological solution.

#### **Course Requirements**

The requirements for this course are that you have a positive attitude towards all aspects of Information Technology. You will be required to use different software so familiarity with computers and applications is desirable but not essential.

#### **Assessment**

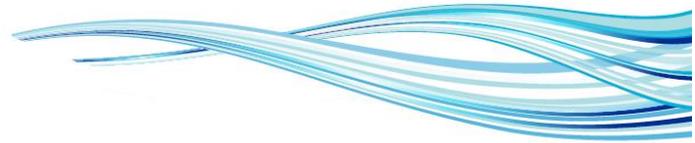
The OCR Cambridge Nationals Certificate Level 1/Level 2 in Information Technologies is assessed through a combination of coursework (50%) and exams (50%). Both are externally assessed by OCR Examination Board.

#### **Enrichment:**

The department offers Lunchtime and After School sessions for Homework Catch Up, support and for computer use.

#### **Progression**

This course could lead to Level 3 OCR or BTEC or 'A' Level courses in the Sixth Form and Further Education. It will also support progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.



## **BTEC Tech Award in Performing Arts** **Pearson YTP96**

Drama has a range of benefits that include self-expression, development of imagination, artistic awareness, fluency of speech, self-knowledge, self-discipline and self-confidence. Learning how to co-operate in groups, problem solving on social and moral dilemmas - helping students prepare for real life.

The Pearson BTEC Tech Award in Performing Arts allows students to use Drama as a means of exploration where they can explore the construction of character and narrative and work as ensemble to develop devised and scripted performances.

### **Course Outline**

During the course students will work practically to explore how to develop and portray characters. Students will also use Drama techniques to explore a range of specific play texts. Over the two years Students will participate in workshop style lessons where they will develop their own acting skills and will look at different ways of bringing a script to life. Students will also focus on Practitioners and will explore the influences they had on theatre.

### **Course Requirements**

All students must have an interest and a passion for Drama. Students must be willing to work and communicate with others and take part in practical based lessons.

### **Assessment**

**Component 1:** Exploring the Performing Arts. (Internally assessed. 30% of the course.)

**Component 2:** Developing Skills and techniques. (Internally assessed. 30% of the course.)

**Component 3:** Performing to a Brief. (Externally assessed. 40% of the course.)

### **Progression**

This course could lead to Performing Arts or Drama in the Sixth Form and related subjects in Further and Higher Education





## **BTEC First Engineering** **Edexcel/ Pearson BPX70**

The course is provided by Edexcel/Pearson. Voluntary contributions of £10 each year help to cover the costs of materials necessary to complete practical tasks. There are no recommended revision guides.

### **Course Outline**

BTEC Firsts are designed to build or develop your knowledge about Engineering. Successful completion of the course can lead either to employment in the Engineering sector or on to study BTEC Level 3 Engineering at an alternative learning centre.

The course is divided into 3 units that are assessed through an online assessment, coursework assignments and projects. Assignments are based on industry-related situations and provide opportunities for developing teamwork and independent study. The majority of teaching is practical, in the well-equipped workshops.

### **Course Content**

Two core units are studied:

The Engineered World  
Investigating an Engineering Product

One further unit:

Machining Techniques

### **Course Requirements**

You should have an interest in how engineered products are made using a variety of techniques and scales of production. You will use practical knowledge and understanding to apply to the theory behind the manufacture of products and also be interested in making small metal based products using a range of tools and processes.

### **Assessment**

The Engineered World is externally assessed using an on screen test and is worth 25% of the BTEC. Edexcel sets and marks the test. Unit 2, investigating an engineered product, is internally assessed and comprises 25% of the course. It involves studying an existing product with which you are familiar and considering how it has been manufactured and from what material. Unit 7, the machining techniques, is 50% of the course. The majority of this unit involves manufacturing components to make up two or more engineered products.

### **Progression**

This course could lead on to BTEC Level 3 Engineering course at an alternative learning centre or another Design Technology related subject in the Sixth Form, (we currently offer Product Design based at Holmer Green School) and then on to Level 4 or degree course in Further or Higher Education

## **GCSE Design Technology** **AQA 8552**

The course is provided by AQA. Voluntary contributions of £10 each year help to cover the costs of materials necessary to complete practical tasks. The CGP New Grade 9-1 GCSE Design & Technology AQA Revision Guide is recommended, as is a minimum 16GB USB for the transfer of coursework between school and home.

### **Course Outline**

The new AQA GCSE Design Technology qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. This is a course that enables you to build on your creativity and work with a keen attention to detail.

### **Course Requirements**

You should enjoy designing and making products as you have experienced previously in the school in any of the Resistant Materials or Textiles areas of Design Technology.

You should have an interest in how familiar products have been manufactured both as a one off product produced in a workshop and how it has been made in an industrial situation.

### **Assessment**

| <b>Internal assessment NEA<br/>(Non-Examined Assessment)</b>   | <b>External assessment</b>  |
|--|---|
| <p><b>Practical Application of:</b><br/>Core technical principles<br/>Specialist technical principles<br/>Designing and making principles</p> <p><b>How it's assessed:</b><br/>Non-exam assessment (NEA): 30–35 hours approx.<br/>100 marks<br/>50% of GCSE</p> <p><b>Task(s):</b><br/>Substantial design and make task<br/>Assessment criteria:<br/>Identifying and investigating design possibilities<br/>Producing a design brief and specification<br/>Generating design ideas<br/>Developing design ideas<br/>Realising design ideas<br/>Analysing &amp; evaluating</p> <p>Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA</p> <p>Students will produce a prototype and a</p> | <p><b>What's assessed:</b><br/>Core technical principles<br/>Specialist technical principles<br/>Designing and making principles</p> <p><b>How it's assessed:</b><br/>Written exam: 2 hours<br/>100 marks<br/>50% of GCSE</p> <p><b>Questions:</b><br/>Section A – Core technical principles (20 marks)<br/><br/>A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.<br/><br/>Section B – Specialist technical principles (30 marks)<br/><br/>Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.<br/><br/>Section C – Designing and making principles (50 marks)</p> |

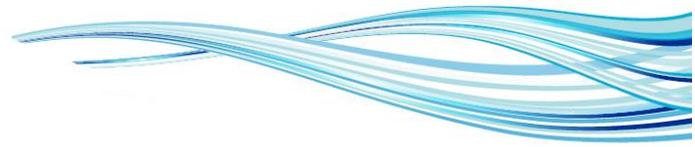


|  |   |
|--|---|
| <p>portfolio of evidence</p> <p>Work will be marked by teachers and moderated by AQA</p> | <p>A mixture of short answer and extended response questions.</p> |
|--|---|

### **Progression**

Following on from this course, students are well placed to take an A Level in Design Technology – Product Design, (currently offered at Holmer Green School). Those wishing to look to apprenticeships or other areas of further education would have gained highly useful transferable skills such as problem solving, practical application of knowledge and a wide range of practical capabilities using a range of tools and processes.





## **Technical Award in Fashion and Textiles** **AQA 3720**

The course is provided by AQA. Voluntary contributions of £10 each year help to cover the costs of materials necessary to complete practical tasks. The course will be new in 2018, (if accredited), so a revision guide will be forthcoming.

NB: If the course is not accredited in time for the options process students will be able to study the Design & Technology GCSE with a Textiles focus.

### **Course Outline**

The new Level 1/2 Technical Award is ideally suited to students who enjoy learning through practical activities and it has a focus on creativity. It allows students to develop knowledge, skills and experience that could open the door to a career in the Fashion and Textile industry.

This vocational qualification fulfils entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE at Key Stage 4.

Unit 1: Skills demonstration (internally assessed)

You will carry out a number of bite-sized projects to demonstrate your competence in 12 core skills, producing a series of small made products and recording your work in a concise portfolio.

Unit 2: Extended making project (internally assessed)

This is an extended project that showcases the skills you have developed in Unit 1 and knowledge you have developed through Unit 3. You will develop skills in planning and development, making, testing and evaluation and communication.

Unit 3: Fundamentals of fashion and textiles (externally assessed)

You will study the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it, learning about materials and their properties and also about possible careers within the industry.

The course will develop a wide range of practical making skills incorporating surface embellishment, joining and finishing, combining materials and colouring fabrics.

### **Course Requirements**

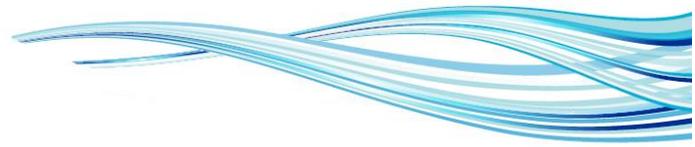
You should enjoy designing and making Textile products.

### **Assessment**

| Internal assessment  | External assessment   |
|--|---|
| 1. Skills demonstration<br>• 30% of overall qualification<br>• 72 marks    | 3. Fundamentals of Fashion and Textiles<br>• 40% of overall qualification<br>• Written exam: 1 hour 30 minutes<br>• 96 marks            |
| 2. Extended making project<br>• 30% of overall qualification<br>• 72 marks | Section A<br>20 multiple choice questions (20 marks)<br>Section B<br>Mixture of short answer and extended response questions (76 marks) |

### **Progression**

Upon completion, you can progress to Technical Certificates and other Level 3 vocational qualifications such as BTEC Extended Level 3 Diploma in Fashion and Textiles or A-level Design and Technology: Fashion and Textiles.



Those wishing to look to apprenticeships or other areas of further education would have gained highly useful transferable skills such as problem solving, practical application of knowledge and a wide range of practical capabilities using a range of tools and processes.



## **GCSE Design and Technology – Food Preparation and Nutrition** **AQA 8585**

The course is provided by AQA. Voluntary contributions of £10 each year help to cover the costs of materials necessary to complete practical tasks. The CGP New Grade 9-1 GCSE Food Preparation & Nutrition AQA Revision Guide is recommended.

### **Course outline**

During this course you will learn about the knowledge, understanding and skills required to cook and apply the principles of food science and nutrition. You will learn about the functional and chemical properties of food and apply these to practical situations as well as contamination, food spoilage, food safety, sustainability, food labelling and marketing.

### **Course requirements**

You must have a keen interest in food and be able to apply knowledge to practical situations. You should also have an interest in the scientific elements of food and nutrition and be interested in food preparation

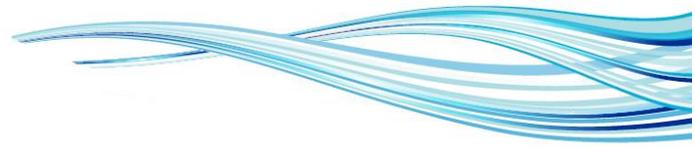
### **Assessment**

| Internal Assessment   | External Assessment  |
|---|--|
| 15% Food science investigation including 10 hours of experimental work evidenced through photographs and a written document       | 50% written examination (end of year 11) comprising multiple choice, descriptive and essay style questions |
| 35% Food preparation assessment which involves the production of a 3 course meal demonstrating a wide range of preparation skills |  |

### **Progression**

Learning to work independently and to research a wide range of topics are skills which you will develop throughout the course. These are transferable skills and will benefit you considerably whichever career path you choose to follow.

Students who study GCSE Food Preparation and Nutrition go on to study Level 3 Food Science and Nutrition. You can also study any Design and Technology related course post-16. If post-16 is not for you, employers will value the GCSE Food Preparation and Nutrition qualification as it develops creative, technical and transferable skills.



## **GCSE Geography** **AQA 8035**

GCSE Geography encourages you to learn about different people and places around the world. It is a very broad subject and covers a wide range of topics including natural hazards, rivers and coasts, population and settlement and economic development.

### **Course Outline**

There will be no tiers and no controlled assessment. The spec will expect students to complete two pieces of fieldwork and show an understanding of both physical and human geography.

The course is divided into three themes.

### ***The three themes:***

- **Living with the physical environment** – Section A: The challenge of natural hazards. Section B: Physical landscapes in the UK. Section C: The living world
- **The World around us** – Section A: Urban issues and challenges. Section B: The changing economic world. Section C: The challenge of resource
- **Geographical skills - Section A: Issue evaluation.** The issue(s) will arise from any aspect of the subject content but may extend beyond it through the use of resources.  
**Section B: Fieldwork.** Students' understanding of the enquiry process will be assessed in the following two ways: 1. Questions based on the use of fieldwork materials from an unfamiliar context. 2. Questions based on students' individual enquiry work.

Three examinations will assess each theme individually.

### **Course Requirements**

If you are the type of person with a genuine interest in these kinds of issues then Geography might be the right choice for you. Geography is an academic subject that provides you with a wide range of skills including fieldwork investigations, interpreting and presenting data and graphs and writing reports. Most importantly, choose Geography if it is a subject that you enjoy.

### **Assessment**

**Unit 1 Living with the physical environment:** 1 ½ hour written examination (35% of final grade)

**Unit 2 The World around us:** 1 ½ hour written examination (35% of final grade)

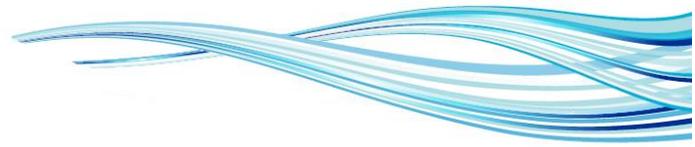
**Unit 3 Geographical Enquiry:** 1 ½ hour written examination (30% of final grade)

### **Progression**

This subject could lead on directly to a Level 3 (A level) qualification in the Sixth Form or to courses in Further and Higher Education. Geography can be useful for a wide range of employment opportunities and provides you with a flexible qualification.

### **Revision guides**

The most effective revision guide which we recommend for students is the CGP AQA revision guide, ISBN 978 1 78294 610 6 and the workbook with exam questions in, ISBN 978 1 78294 613 7.



## **BTEC Tech Award in Health and Social Care**

### **Edexcel / Pearson XPE31**

This course is purpose built for students who wish to pursue a career in Health, Child Care or Social Care areas. Units studied will have a varied focus and will prepare students with the skills needed for Level 3 or for apprenticeships in this sector. This course specifically aims to develop research and language skills which are essential for BTEC level 3 and all "A" Level courses.

### **Course Outline**

There are three components studied over two years, two of which are coursework based and one that will be externally examined via a set task. The first two components are covered in year 1 and aims to be completed by The Spring term. The final unit is synoptic; the teaching for this begins at the start of the summer term in preparation for a January sitting of the first attempt. If needed, a second attempt will be completed in the May/June exam session. The components are as follows:

- Component 1 – Human Lifespan Development (coursework)
- Component 2 – Health and Social Care Services and Values (coursework)
- Component 3 – Health and Well-being (examined externally; dates set by the board and is usually January/May)

### **Course Requirements**

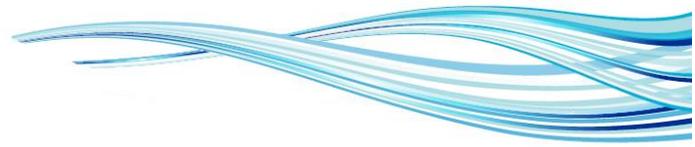
To do this course successfully, you will need to have a keen interest in the subject. Key skills that you will need are to be able to listen carefully (in order to develop the language you need to complete assignments and the exam) and to work independently and as a part of a group.

### **Assessment**

In year 10, TWO coursework components will be taught from September to March. The external exam will usually be taken in the spring examination session (January of year 11) and is in the form of a 3 hour set task. If you did not pass the examined unit in the January session, you will need to re-sit this in the summer sitting. Assignments must be completed to the best of your ability within the deadlines set as late submissions do not qualify for re-submission. Assignments are only allowed to be submitted for feedback once. However, your teacher will give you informal feedback to help you make improvements and give you mock tasks so you know what to do. After this, you will need to INDEPENDENTLY do a final submission and be graded on the work that you produce.

### **Progression**

This course will provide an advantage for doing BTEC Level 3 in Health and Social Care (1 "A" Level equivalent) which is on offer in the Sixth Form. From this students can progress into the Health and Social Care sector as apprentices and go into tertiary education onto courses like Nursing and Social Work. There are employment opportunities in statutory, private and voluntary provision of care services and there is a real need for qualified personnel in this sector in modern society.



## **BTEC First Business** **Edexcel / Pearson BPX69**

Students who take the First Award in Business are those who have a keen interest in Business and how it operates. They enjoy studying a subject that is relevant to their own lives and experience and want to find out more about Business through personal research and investigation.

Business Education courses provide useful life skills for all students and also a good foundation for entering the world of work. Industry and Commerce require people who are able to work independently, solve problems and who are self-motivated.

### **Course Content**

Students will study four units across the two years.

#### **Unit 1: Enterprise in the Business World (Coursework)**

Students will explore what businesses do, trends that affect them, how they operate and the factors that influence their success. Students will also plan an idea for a realistic business start-up in the local area.

#### **Unit 2: Finance for Business (Exam)**

Students will explore the types of costs that businesses incur and the ways in which the sale of products and services generate revenue. They will also learn how businesses plan for success by using break even analysis and cash flow forecasts. Students will also learn how to analyse key financial statements (e.g. profit and loss accounts, balance sheets).

#### **Unit 3: Promoting a Brand (Coursework)**

Students will find out what it takes to build a brand and what a business has to consider when planning brand development. Students will investigate the importance of branding to a business and why businesses need to review and update their brands.

#### **Unit 4: Principles of Customer Service (Coursework)**

Students will discover that the key to success for businesses is the ability to keep customers happy. They will learn how businesses build relationships with customers and aim to provide consistent and reliable customer service to meet their needs and expectations. Students will have the opportunity to develop their own understanding of the importance of delivering excellent customer service through the development of their own customer service skills.

### **Course requirements**

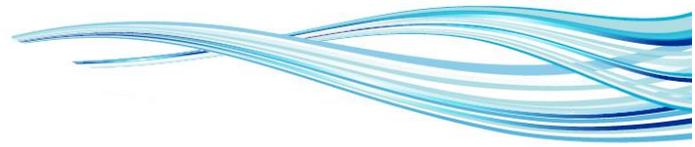
Due to the high volume of coursework covered in the course, you need to be a good independent learner and able to manage your time effectively.

### **Assessment**

The BTEC Level 1/Level 2 First Award in Business is assessed through a combination of coursework (75%) and exams (25%).

### **Progression**

This course could lead to Level 3 BTEC or A' Level courses in the Sixth Form and Further Education.



## **GCSE History**

### **AQA 8145**

#### **Course outline**

This AQA history course allows students to study a wide range of topics from Nazi Germany to the movement of people over a thousand years. Topics include the colonisation of North America, the impact of expansion into India and Africa as well as the movement of groups of people such as the Irish and Jewish communities. Students will also build on previous knowledge about slavery, World War One and World War Two.

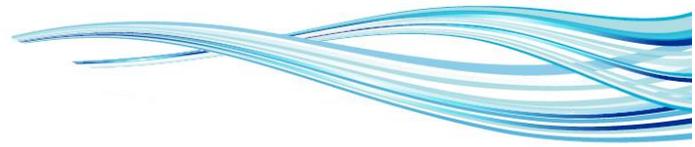
There is no coursework with this course.

#### **Course content**

| <b>Paper 1: Section A Unit 1</b>                   | <b>Section A Unit 2</b>          | <b>Paper 2 Section B Unit 1</b>  | <b>Section B Unit 2</b>                                 |
|--|----------------------------------|--|---|
| 1B Germany 1890 – 1945: Democracy and dictatorship | Conflict and tension 1918 - 1939 | 2C Britain: Migration, empires and the people c.790 to the present day | Historical environment: Elizabethan England 1568 – 1603 |

#### **Assessment**

| <b>Paper 1</b>  | <b>Paper 2</b>   |
|---|--|
| <p><b>What's assessed</b><br/>In Section A there is a choice of <b>four</b> period studies, each with a focus on two key developments in a country's history over at least a 50 year period.<br/>In Section B there is a choice of <b>five</b> wider world depth studies. These focus on international conflict and tension.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 84 marks (including 4 marks for spelling, punctuation and grammar)</li> <li>• 50% of GCSE</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A – six compulsory questions (40 marks)</li> <li>• Section B – four compulsory questions (40 marks)</li> <li>• Plus 4 marks for spelling, punctuation and grammar</li> </ul> | <p><b>What's assessed</b><br/>In Section A there is a choice of <b>three</b> thematic studies, which look at key developments in Britain over a long period.<br/>In Section B there is a choice of <b>four</b> British depth studies incorporating the study of a specific historic environment.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 84 marks (including 4 marks for spelling, punctuation and grammar)</li> <li>• 50% of GCSE</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A – four compulsory questions (40 marks)</li> <li>• Section B – four compulsory questions (40 marks)</li> <li>• Plus 4 marks for spelling, punctuation and grammar</li> </ul> |

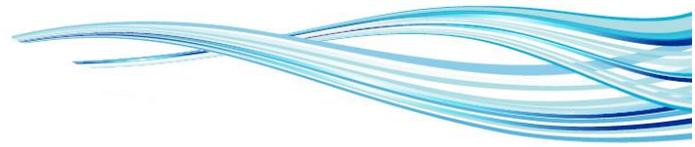


## **Requirements**

It would be beneficial if students have achieved a level 6 in Year 9 and have good literacy skills. They must also be willing to attend revision sessions every Thursday and have good organisational skills.

## **Progression**

GCSE History is a highly respected qualification amongst colleges and employers and could lead to further study in the Sixth Form or University or employment.



## **BTEC First Creative Digital Media Production** **Edexcel / Pearson HDD11**

In an increasingly media saturated world it is essential that we understand and question how and why the media has such a powerful influence on all our lives. The Edexcel BTEC Level 1/2 First Award in Creative Digital Media Production course involves a range of theory and practical based assessments.

### **Course Outline**

During the course all students will study a variety of media texts and gain a variety of media skills from Moving Image to Publishing, to help them investigate, compare, comment and develop relevant industry standard media skills.

### **Course Requirements**

All students must have an interest in the media especially films and to have a creative, imaginative mind.

### **Assessment**

External:

Unit 1: Digital Media Sectors and Audiences

Internal:

Unit 2: Planning and Pitching a Digital Media Product

Unit 3: Digital Moving Image Production

Unit 5: Digital Publishing Production

This course is equivalent to 1 GCSE

### **Progression**

Many students remain in the sixth form to continue their studies onto Level 3 Extended Creative in Creative Digital Media or A Level Media Studies.

## **BTEC First Music**

### **Edexcel / Pearson HDD10**

#### **Course Outline**

It focuses on aspects of employment within the Music Industry and provides learners with practical opportunities to develop performing, composing and theoretical skills.

#### **Course Requirements**

The main requirement for this course is that you have a positive attitude towards all aspects of Music. However, you will need some basic musicianship, e.g. be able to play an instrument or sing, or be willing to learn. You will be required to perform and compose both as an individual and as part of a group. You will frequently have the opportunity to use the department's resources and will be expected to understand the responsibility this creates. As a representative of Music in the Upper School, you will also be expected to take part in extra-curricular Music activities.

Private instrumental or singing lessons are compulsory if you choose the course. Assistance may be available where there is need.

#### **Course Content**

Throughout the course, learners study four units. The two core units are:

**Unit 1: The Music Industry** – Provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

**Unit 2: Managing a Music Product** – This unit looks at the development of a music product including its planning, management and promotion. You will have to either produce your own CD or your own live event.

A further two optional specialist units are offered. These will include opportunities to develop skills such as performing, composing and working with music technology.

We aim to include as much vocational based experience as possible. This may include visits to recording studios, talks with professional musicians and experience of live music in concerts.

#### **Assessment**

Unit 1 is externally assessed by means of a one hour written exam. All other units are internally assessed.

#### **Progression**

Completing a BTEC Level 2 qualification provides an excellent grounding for further study, such as a Level 3 qualification currently available in the Sixth Form.



## **BTEC First in Sport** **Edexcel / Pearson BPX73**

### **Course Outline**

This course is in addition to the compulsory core PE programme that students follow from year 7 through to the end of year 11. It looks at sport and fitness in far greater detail than is possible in the core PE programme, both practically and theoretically.

This option allows students to develop their knowledge and understanding of health and fitness through completing scenario based assignments.

### **Assessment**

The BTEC Sport qualification is assessed through 2 core components:

Theory Examination (25%)

Internally Assessed (Externally Moderated) Assignments (75%)

### **Units**

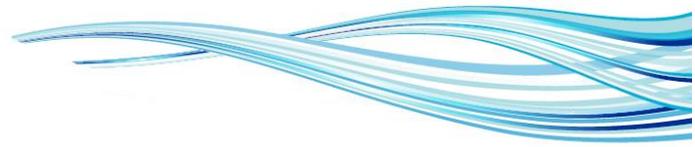
This course is taught through both classroom based and practical lessons and is assessed through 3 internally assessed units and 1 externally set examination.

- Fitness for Sport and Exercise (Examination)
- Training for Personal Fitness (Assignment)
- Practical Sports Performance (Assignment)
- Leading Sports Activities (Assignment)

### **Progression**

This is an ideal course for those students with a passion and talent for sport and provides a good grounding for further studies at BTEC Level 3 Sport courses in the Sixth Form. This is a sound stepping stone for studying Sport in Higher Education and/or embarking on a career within the sport and leisure industry.





## **GCSE Philosophy, Ethics and Religion** **OCR J625**

### **Course Outline**

GCSE Philosophy and Ethics (Religious Studies) enables students to engage in a modern and stimulating course by looking at relevant issue-based topics which are accessible to all students regardless of faith or background.

The optioned choice is a full course GCSE and is centred around 3 topics: Philosophy, Ethics and further study of a major world religion.

In line with Government expectations all students will have the opportunity to study for a non-optioned, non-examined course of philosophy and Ethics called 'modern philosophy' which is 1 hour per fortnight.

### **Course Content**

The structure of the course will be as follows:

#### *Modern Philosophy and Ethics (J625/07-Christianity)*

**Dialogue between religious and non-religious beliefs and attitudes;** Clashes between religion and scientific developments in Euthanasia, abortion, genetic manipulation and others. Attitudes towards Equality, Clashes in secular values in schools and the world, The rise of Humanism.

**The existence of God, gods and the ultimate reality;** Understanding the concept of God, Religious experiences and conscience, philosophical arguments for the existence of God.

**Relationships and families;** gender roles, marriage, divorce, civil partnerships, sex and contraception.

**Religion, peace and conflict;** Violence and conflict, terrorism, Holy war, pacifism, forgiveness and reconciliation.

*(Assessed in 1 x 2 hour paper)*

#### *Beliefs and teachings and practices-*

**Christianity** (unit J625/01) including a study of creation, beliefs in Jesus, the nature of God, beliefs in life after death.

**Islam** (J625/03) including a study of core beliefs (Allah, Muhammad (pbuh) pillars) sources of wisdom and life after death.

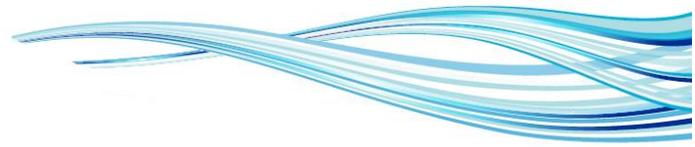
*(Assessed in 2 x 1 hour exams)*

### **Assessment**

Students will sit the GCSE at the end of year 11. There is no course work for this subject. There will be 3 exams in total.

### **Progression**

This course could lead on to A-Level Philosophy & Ethics in the Sixth Form and is an excellent preparation for Further and Higher Education study or the world of work. Other subjects for further study that benefit from GCSE Religious Studies include English, Psychology, History and Law.



## **GCSE Modern Foreign Languages – Spanish** **AQA 8698**

### **Course Outline**

Students will either be entered at Foundation or Higher Level for each skill area (Listening, Speaking, Reading and Writing).

### **Course Content**

- Develop understanding of the spoken and written forms of Spanish in a range of contexts.
- Develop the ability to communicate effectively in Spanish, through both the spoken and written word using a range of vocabulary and structures.
- Develop knowledge and understanding of the grammar of Spanish and the ability to apply it.
- Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
- Develop knowledge and understanding of countries and communities where Spanish is spoken.
- Provide a suitable foundation for further study and/or practical use of Spanish.

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

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

### **Course requirements**

Students are required to understand and communicate in another language in order to enhance their language skills and increase their confidence. Students are expected to develop their language skills and normally have the opportunity to do so with the Foreign Language Assistant once a fortnight.

### **Assessment**

Within the limits indicated in the syllabus, students should be able to demonstrate the following skills:

Listening – Understanding and responding to different types of spoken language

Speaking - Communicating and interacting effectively in speech for a variety of purposes

Reading – Understanding and responding to different types of written language

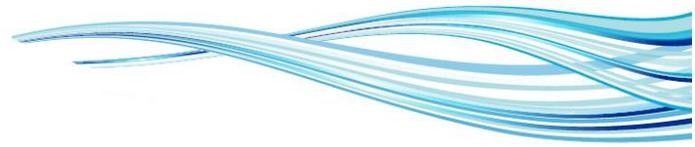
Writing - Communicating effectively in writing for a variety of purposes

Two tiers of examination are offered: Higher (grades 4 to 9); Foundation – (grades 1 to 5).

Students will be entered at either Foundation Level or Higher Level depending on their progress.

### **Progression**

These subjects could lead on to Level 3 'A' level study in the Sixth Form or Further and Higher Education courses at college or university.



## **GCSE English Language & GCSE English Literature** **Edexcel/Pearson 1ENO & 1ETO**

### **Course Outline**

As a core subject, like Maths, English forms the centre of a platform of qualifications which will stay with you throughout your time in Education and work or University. It develops pupils' communication skills, covering reading, writing, speaking and listening. Students are given the best opportunities to reach their potential. What you learn in English Language and English Literature will enrich you, challenge you and open doors for you.

### **GCSE English Language**

This qualification is taken alongside GCSE English Literature to enable students to leave with two GCSEs in total. We follow the Edexcel specification.

The English Language GCSE has two components: Component One, Fiction and Imaginative Writing and Component Two, Non-Fiction and Transactional Writing.

Component One requires pupils to read a range of prose fiction, particularly 19<sup>th</sup> century fiction, and then use this reading to stimulate and develop their own writing. It is worth 40% of the final GCSE.

Component Two requires pupils to study a range of 20<sup>th</sup> and 21<sup>st</sup> century non-fiction texts. They will develop their ability to analyse the writing of others as well as producing non-fiction texts of their own. This component is worth 60% of the final GCSE.

### **GCSE English Literature**

This course allows pupils to study literature from different time periods, taken from the British Literary Heritage, and a range of genres: Prose, Poetry and Drama. Once again, pupils will follow the Edexcel specification which has two components.

Component One – Shakespeare and Post-1914 Literature - requires pupils to study a Shakespeare play as well as a modern play or novel. Pupils will develop their ability to analyse the structure, form and language, building on the skills that they have developed in Key Stage Three. It is worth 50% of the final qualification.

Component Two – 19<sup>th</sup> Century Novel and Poetry since 1789 – requires pupils to study a novel and a collection of poetry. Again, pupils will build on skills of analysis, also developing their ability to provide a personal response and compare texts. This is also worth 50% of the final qualification.

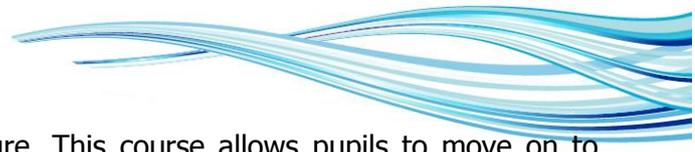
### **Speaking and Listening Endorsement**

As a core subject, all students are required to plan a presentation, with a question and answer section, as part of their Speaking and Listening endorsement.

- Spoken Language assessments will be assessed by teachers using a set of criteria that will be common across all exam boards.
- There are three levels of achievement- Pass, Merit and Distinction- and one outcome indicating the required standard was not met- Not Classified. This grade will not affect student's GCSE Language grade; it is a separate endorsement.
- Exam boards will monitor a sample of Speaking and Listening assessments, where the exam board has requested that schools submit audio-visual recordings.

### **Assessment**

Entries are no longer tiered. Pupils will now be marked on a scale from 1 – 9. Examinations will be taken in June at the end of Year 11. Both qualifications are entirely assessed by external examination.



## **Progression**

As a core subject, English will prove essential for your future. This course allows pupils to move on to AS/A2/Level 3 study in the Sixth Form in a variety of subjects and is universally accepted as a benchmark requirement for college, work or Higher Education.



## **GCSE Mathematics** **EDEXCEL 1MA1**

### **Course outline**

A basic knowledge of mathematics is an essential part of modern life and the mathematics syllabus provides students with a firm foundation in the fundamentals of mathematics. Students start the GCSE mathematics course in Year 9 and follow a linear course in line with their ability in mathematics until the summer of Year 11, when they sit their GCSE examinations. Each student's progress is carefully monitored to determine the appropriate GCSE tier of entry.

The Mathematics GCSE enables students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

In addition to basic writing materials, students also require the following equipment for their mathematics lessons: ruler marked with centimetres and millimetres, eraser, protractor or angle measurer, a pair of compasses and a scientific calculator.

### **Course content**

There are six main areas of study:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Within each of these topics there is significant emphasis on problem-solving and linking mathematical knowledge to everyday life and.

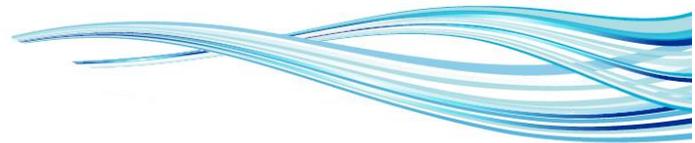
### **Assessment**

There are two tiers of entry for the GCSE examination: Higher and Foundation. For both tiers students complete 3 exams of 90 minutes at the end of the course, one non-calculator paper and two calculator papers. There is no controlled assessment element for this qualification. Students are entered for Edexcel GCSE Mathematics and the department uses the Pearson Edexcel (9 - 1) textbooks and online support materials.

### **Progression**

This course provides a strong foundation for further academic and vocational study and for employment, giving students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology

## GCSE Science



At KS4, the Science department offer two pathways;

- **Separate Sciences - 3 GCSEs awarded in Biology, Chemistry and Physics**
- **Combined Science - 2 GCSEs; each is a combination of Biology, Chemistry and Physics**

The Science department use Year 9 as a transition year into KS4. As a result all students are currently studying GCSE units in Physics, Chemistry and Biology. Based on progress this year, students will then be allocated to one of the courses above in Year 10.

### Separate Sciences

Those chosen to study Separate Sciences will continue to complete a separate GCSE in each of the three Sciences. Once in Year 11, students will have the opportunity to consolidate this learning and practise exam technique. The students chosen for this course will be nominated by teachers and discussions will be held with students and parents / carers regarding the suitability of this course for you.

***Biology, Chemistry and Physics are only available as part of the Separate Sciences award, therefore students must study all three Sciences.***

### GCSE Separate Sciences (Biology, Chemistry, Physics)

#### AQA Biology 8416

#### AQA Chemistry 8462

#### AQA Physics 8463

#### **Course requirements**

- Able literacy and numeracy skills
- Ability to prepare and perform well on terminal exams

#### **Assessment**

- Terminal Exams in the summer of Y11

|                                       | <b>Biology*</b>         | <b>Chemistry*</b>       | <b>Physics*</b>      |
|---------------------------------------|-------------------------|-------------------------|----------------------|
| Number of GCSE qualifications awarded | 1                       | 1                       | 1                    |
| Tiers                                 | Higher or Foundation    | Higher or Foundation    | Higher or Foundation |
| Exams                                 | B1 and B2<br>(33% each) | C1 and C2<br>(33% each) | P1 and P2 (33% each) |



There are two examination tiers, Higher & Foundation. The decision about which tier students will be entered for will be made during Year 11. This will be based on performance on internal mocks, target grades and attitude to learning.

**Progression**

Successful completion of this award could lead on to further study of Science A-Levels and Science related jobs.

## **GCSE Combined Science Award** **AQA 8464**

For those chosen to study Combined Science, you will continue to complete Biology, Chemistry and Physics topics contributing to two GCSE qualifications. In Year 11, students will revise units and practise exam questions.

The grades awarded for Separate Sciences and Combined Science will be based on terminal exams that will be taken in the summer of year 11.

### **Course requirements**

- Able literacy and numeracy skills
- Ability to prepare and perform well on terminal exams

### **Assessment**

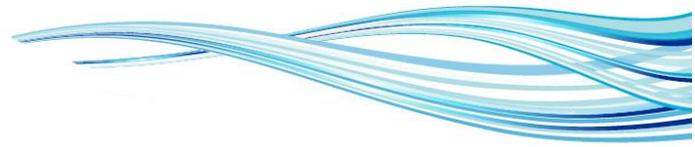
- Terminal exams in the summer of Year 11
- There are two examination tiers, Higher & Foundation. The decision about what tier students will be entered for will be made at the beginning of Year 11. This will be based on performance on internal mocks, target grades and attitude to learning.

|                                       | <b>Combined Science</b>                |
|---------------------------------------|--|
| Number of GCSE qualifications awarded | 2                                      |
| Tiers                                 | Higher or Foundation                   |
| Exams (Summer 2018)                   | B1, B2, C1, C2, P1, P2<br>(16.7% each) |

### **Progression**

Successful completion of this award could lead on to further study of Science A-Levels and Science related jobs.





## **Core Physical Education & Games**

Physical education is compulsory for all Year 10 and 11 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Netball, Badminton, Athletics, Cricket, Rounders, Tennis, Handball, Boxercise, Basketball, Football, Rugby, Football and Fitness Gym.

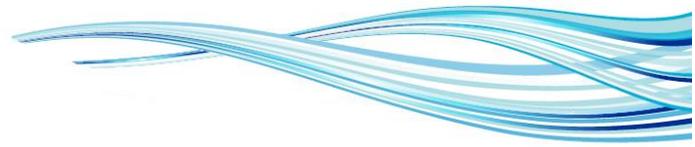
The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

Within the core PE programme for a group of motivated students there will be the opportunity to undertake a **Sports Leaders Level 1** Award. This qualification would support those undertaking the BTEC Sport or GCSE PE courses or for those who would like to gain a qualification relating to working with young people. During core PE lessons students will complete tasks relating to how we plan and run sporting activities. The lessons for this will be taught through a combination of practical and theory lessons.

## **Careers Education**

The Careers Education and Guidance at Sir William Ramsay is aimed at developing the five capabilities below, to enable students to:

- Make informed decisions now and for the future drawing on self-knowledge;
- Make informed decisions now and for the future by making effective use of information and guidance;
- Make and implement action plans;
- Develop and demonstrate key skills important for the world of work;
- Experience work, business and community related activities, through a range of providers.



## **Sixth Form**

Key Stage 4 courses are excellent preparation for Sixth Form studies and beyond.

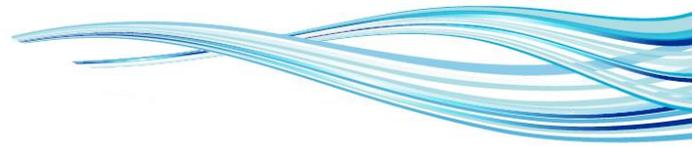
Although it may seem like a long way off, it is essential for students to consider where they hope to be in three to five years' time. This will help to make the right choices which will allow them to build towards their chosen goal. The world today is competitive and we want to give students the best chance to succeed in whatever path they choose, whether it be taking up an apprenticeship, going into the world of work or to go on to Higher Education. Post 16 Education is a fantastic stepping stone for all of these.

Sir William Ramsay School Sixth Form offers a range of A level and BTEC Level 3 courses as well as Tech Level 2 and 3 in Beauty Therapy, catering for a variety of students' learning needs and future ambitions. Students also have the chance to study enrichment courses, to complement their core curriculum, including Extended Project Qualification, leadership opportunities and Community Services both inside and outside of school. The Sixth Form attracts applications from the majority of Sir William Ramsay School students as well as students from a number of other schools and colleges.

Throughout their time with us in Sixth Form, students receive a lot of independent advice around their Future Options and they are supported with whatever choices they make. In Year 12, students experience fortnightly lectures around future options, study skills, and general wellbeing, including stress management. In Year 13, we provide students with weekly sessions with their tutors in order to guide them through their University applications, CV writing and research into the world of work and apprenticeships. We still have a large number of students choosing to go to University and are successful in their applications. However, it isn't for everyone and students are supported and facilitated in whatever route they decide to take.

Students will receive information about Sixth Form courses throughout Key Stage 4 and Sixth Form applications will begin in the Autumn Term of Year 11.

Please do not hesitate to contact us should you require further information.



## **Useful Contacts**

We hope that you have a better insight into your option "Pathways" for Years 10 and 11 having read this booklet. If, however, there are questions you still need to ask, please use these contacts as appropriate:

Mrs Henwood  
MFL teacher & Academic Leader—Year 9  
**E-mail:** [mhenwood@swr.school](mailto:mhenwood@swr.school) (01494) 815211

Mrs Wolfenden  
Head of Department-SENCO  
**E-mail:** [ewolfenden@swr.school](mailto:ewolfenden@swr.school) (01494) 815211

### **Connexions:**

Lisa Goodman  
School Connexions Personal Advisors  
Connexions - the Careers Advisory Service  
**E-mail:** [LisaGoodman@connexionsbucks.org.uk](mailto:LisaGoodman@connexionsbucks.org.uk) (08452) 171368

### **Progression to Sixth Form & University:**

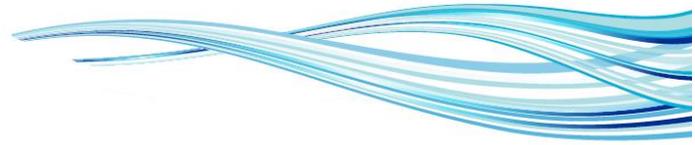
Miss E Le Count  
Head of Sixth Form  
**E-mail:** [elecoun@swr.school](mailto:elecoun@swr.school) (01494) 815211

### **Awarding Bodies Websites;**

**AQA;**  
[www.AQA.org.uk](http://www.AQA.org.uk)

**Edexcel;** (This also covers BTEC qualifications)  
<http://qualifications.pearson.com>

**OCR;**  
<http://www.ocr.org.uk/>



## **Checklist**

**Congratulations!** You have got to the last page of the "Pathways" booklet - you must have made your choices.

Just in case, here is a reminder of what you should do....

Using the "Pathways" form included with this booklet, highlight your curriculum pathway:

**Decision Forms must be handed in by  
Friday 9<sup>th</sup> March 2018**

*And finally, don't forget to email Mrs Henwood if you have any questions regarding your "Pathways" choices.*