

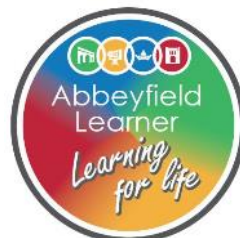
Abbeyfield
School



Year 9 Pathways Information 2024-2026



A guide to curriculum routes and new course information on offer to Year 10 students in September 2024.



Introduction



Dear Parents / Carers and students,

Welcome to the 2024-26 Options process for Year 9. This is always an exciting and important time for students as they make decisions about the courses they wish to study for the next two and possibly four years.

Abbeyfield School actively seeks to provide the breadth and choice that student's desire, within a framework of educational balance to enable our students to achieve the best possible range of qualifications in meeting their future aspirations.

All students will follow the core curriculum until the end of Year 11 which consists of English, Maths, Science, PE and PSHE. In addition, students are then guided through a pathway of additional choices and are advised about suitable subject combinations

Advice and guidance is an important part of the process and all Year 9 students have received an individual consultation with a member of the Senior Team as the initial stage in deciding the most appropriate courses to study further. Following on from their 1:1 meeting, we have produced a booklet with details of all subjects on offer as a guide to assist you in deciding.

We anticipate being able to meet the needs of the vast majority of our students requirements, however we do reserve the right to make the final decision on choice, in consultation with you.

Finally, please remember that it is the quality of outcomes and enjoyment of the subject that really matters. The aim of education remains to provide the necessary skills and knowledge that young people need for the future, whilst encouraging them to be lifelong learners.

If you have any questions or concerns about the Pathways process, please do not hesitate to contact myself or Miss Ahmet (RSL for Year 9).

Mrs J Virgin

Assistant Headteacher

Abbeyfield School

jmv@abbeyfield.wilts.sch.uk



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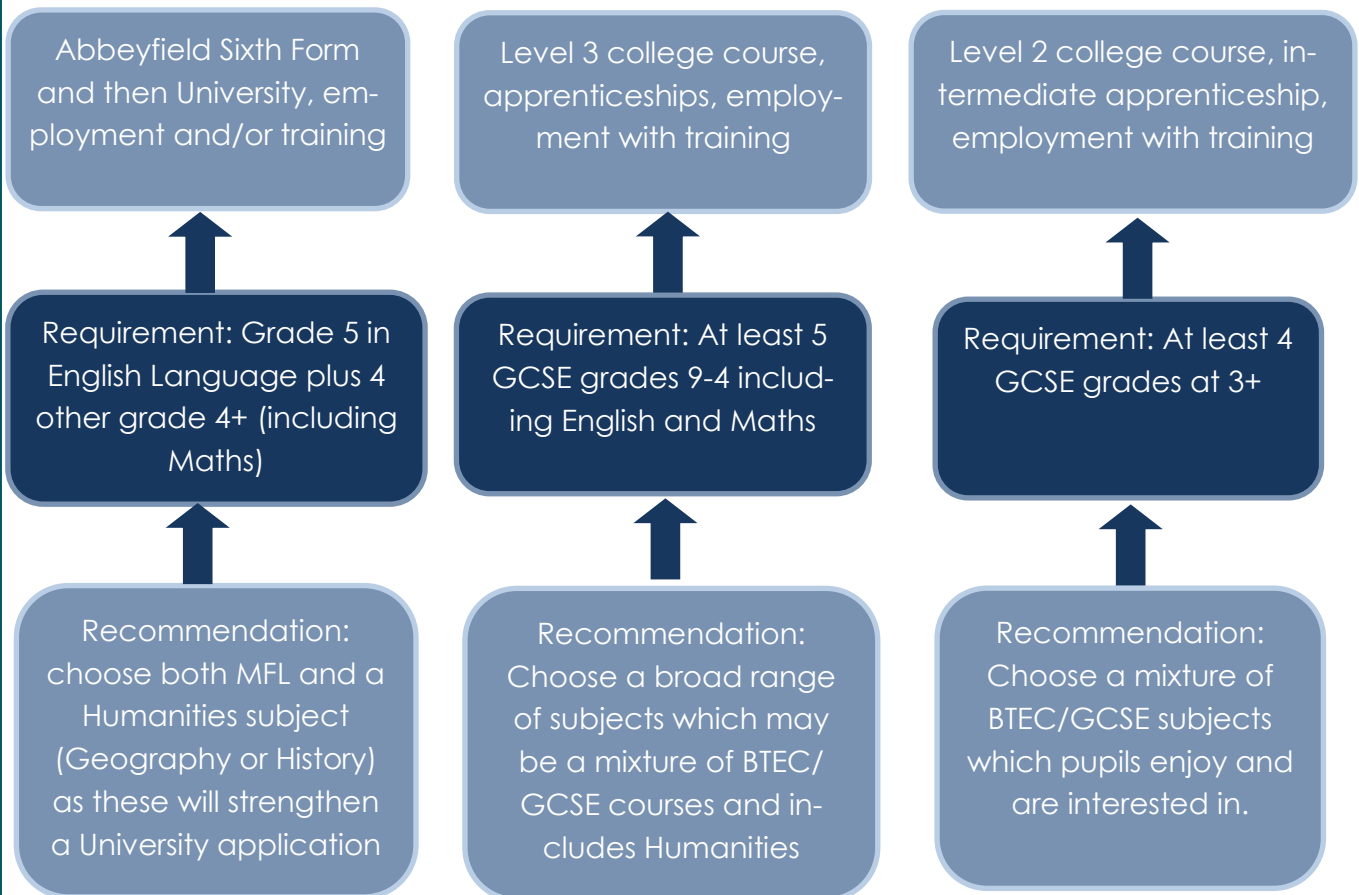
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How best to make my choices



When making your GCSE choices it is important to think about what you may wish to do after Year 11.

What do I want to do after Year 11?



Making good option choices

Making the right choice of courses at Key Stage 4 is very important because it may affect a pupil's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type and grade of qualifications a pupil will achieve as well as their enjoyment of Years 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the School. Pupils should ask themselves the following four questions:

1. What am I good at and what courses will I succeed in?

Recent progress reports and scores in assessments will help pupils to identify their areas of strength. If pupils are unsure about their ability to succeed in a particular course, they should ask their subject teacher at the end of a lesson or at the Year 9 Pupil and Parent Consultation Evening.

2. What am I interested in and enjoy?

Most pupils can quickly identify their favourite lessons but it is important to make sure pupils choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 9 class. It is unlikely that pupils will have the same teacher or group in a subject next year.



3. What type of learner am I?

There are many different types of learners. Some pupils learn best through vocational experiences where they can see how their learning applies directly to the world of work. Kinesthetic learners have a preference for learning through some sort of physical activity, such as carrying out practical experiments in science, making something in product design or performing in dance. Auditory learners find it easiest to learn through listening and speaking, for example aural activities in French and Spanish, while visual learners have a preference for learning through studying pictures, images and diagrams, such as map work in geography. All courses are designed to have a variety of activities that appeal to pupils with different learning preferences, although some courses may be particularly well suited to certain types of learner. Therefore, pupils should aim to choose a combination of subjects that contain at least one or two courses that match their learning type.

4. What qualifications do I need for my next step after Year 11 and beyond?

One of the most important outcomes of Key Stage 4 is that pupils achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long-term aspirations. If pupils are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many pupils will not know exactly what career they want to pursue and should not be overly concerned if they are unsure about what they want to do after Year 11, so long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open. However, it is important that pupils think ahead as much as possible and find out what qualifications they may need for their desired post-16 education.

Reasons to be careful

1. Do not select a subject because your friends are studying it.
2. Be cautious when selecting a subject because you enjoy a particular teacher. You may have a different teacher in Year 10 and your focus should identify skills and enjoyment of the subject.

Further help, information and guidance

This booklet provides information about the courses on offer and the options process and is available at all times on the School website. Please ensure you attend the Year 9 Pathways evening and speak with all of the subject teachers as this is a valuable opportunity to discuss a pupil's potential for Key Stage 4 courses and seek further course information. Similarly, it is important to watch the online presentation from Mrs Virgin & Mr Norgrove as this will give an overview of the options process.

Staff (role)	Area of advice	Initials for e-mail contact
Year 9 Tutor	- overview of a pupil's areas of strength - options process	Various
Subject Teachers	- more information about a course - a pupil's likely outcome for a course	Various
Miss R Ahmet Head of Year	- overview of a pupil's areas of strength - options process	REA
Mrs J Virgin Assistant Headteacher	- options process - progression routes	JMV
Mrs Adams (SEN Department)	- advice for pupils with SEN	TMA
Mr J Stewart Deputy Headteacher	- information about curriculum decisions - advice about careers, apprenticeships and employment with training	JRS



Useful websites for reference:

Career advice and guidance:

1. **National Careers Service:** <https://nationalcareersservice.direct.gov.uk/>
2. **Career Pilot—information about qualifications and educational changes as well as potential routes to careers:** <https://www.careerpilot.org.uk/>
3. **Advice for subject choices:** <https://www.careeralchemy.co.uk/inspired-teenager.html>
4. **Looking ahead to careers:** <https://www.prospects.ac.uk/careers-advice>
5. **What are your options:**
www.apprenticeship.org
www.icould.com

Further Education information:

Abbeyfield 6th form pages: <https://abbeyfield.wilts.sch.uk/useful-links/sixth-form/>

Which University website: <http://university.which.co.uk/>

University statistics and information: <https://www.ucas.com/>

The Core Curriculum

The core curriculum provides students the opportunity to achieve up to 7 GCSEs. Further information about these courses is included in the booklet. All students study **English Literature** in addition to **English Language**.



All students study GCSE **Mathematics** and in addition some will also do Further Maths, Statistics or Functional skills.

Science offers 2 pathways.

- Students who select Separate Sciences will study Physics, Chemistry and Biology separately.
- Combined Science provides a balanced Science curriculum covering all three subjects.

Students can continue to A Level Sciences having studied Combined Science or the Separate Science route

Subject	English	Maths	Science	PE	PHSE Enrichment	Option Choices
1 hr periods	8	8	10	3	1	20
Qualifications	2 GCSEs	2 GCSEs	2 GCSEs	Not accredited	Not accredited	4 GCSEs/ BTEC's

Abbeyfield continues to place great emphasis on supporting students to achieve the best possible outcomes in English and Maths as literacy/numeracy skills are essential to students future progression routes. With the government raising the participation age, students who do not achieve a GCSE 9-4 in English and Maths will be required to continue studying these subjects at their education provider. This would be delivered through various routes:-

- Apprenticeship – work based learning
- Full time education in college or school
- Part time education or training if employed

Qualifications and Assessment

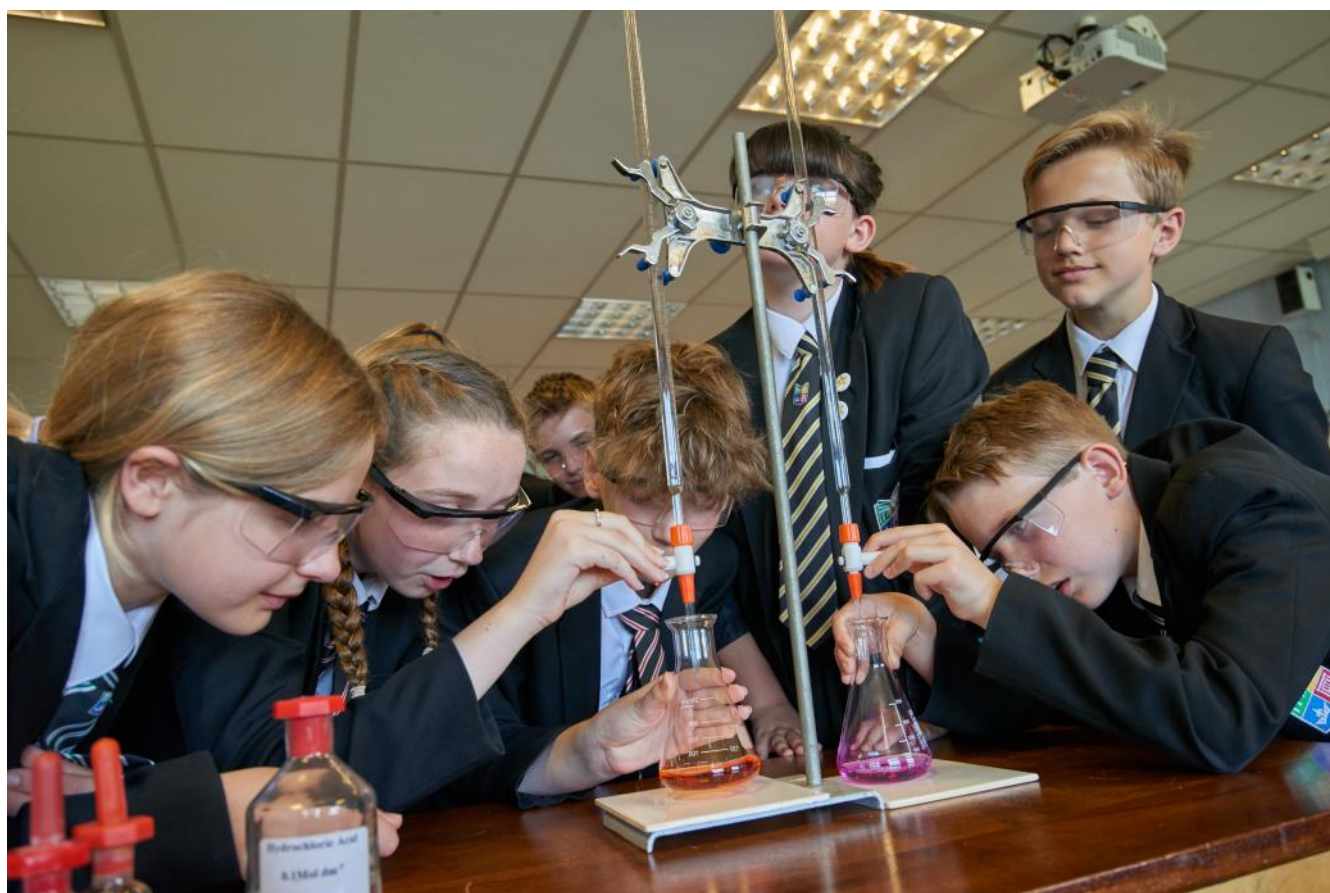
Following government changes GCSE courses are now assessed linearly with all examinations taking place at the end of the course. Students commencing GCSE courses in September 2024 will have the majority of their examinations during Year 11 in May/June of 2026.

Controlled assessment is the other main form of GCSE assessment. This consists of coursework which is completed in class during Year 10 and/or Year 11.



The Core Subjects

All students follow these subjects.



English Language (GCSE)

Examination Board: AQA



Course Aim

To help students communicate clearly, effectively and appropriately through both the written and spoken word. All students study the course. It also aims to provide a wide range of activities and skills that will allow students to enjoy and become actively involved in the subject. Students studying English Language will study English Literature as well.

Course Content

Students develop the skills of Reading, Writing, Speaking and Listening. Many of the tasks and activities involve all three of these. They might, for example, be asked to read a newspaper article, respond to an article or report, covering the same topic, and then to write a letter giving their own opinions of the programme. All work undertaken will be in preparation for examination conditions.

Assessment Criteria

The course is assessed by external examinations only.

Examinations: 100% - two papers equally weighted at 50% each.

Tiers of Entry

The exam is a single-tier entry, with the full range of grades available.

Structure of Examinations

- Paper One - Explorations in Creative Reading and Writing (50%). This paper focuses on an unseen fiction piece and goes on to test descriptive and narrative writing ability.
- Paper Two - Writers' Viewpoints and Perspectives (50%). This paper focuses on non-fiction and literary non-fiction, with a writing task that tests discursive writing skills.
- Speaking and Listening is a separate award, based on presenting and responding to questions and feedback.

For further information please contact **Ms Powell jmp@abbeyfield.wilts.sch.uk** or **Miss Champion rmc@abbeyfield.wilts.sch.uk**

English Literature (GCSE)

Examination Board: AQA



Course Aim

To extend our students' experience of reading and develop critical and analytical skills at the start of KS4. Students who take English Literature also take English Language.

Course Content

During the course students will study a range of texts and will be shown how to respond to them critically in detail. They will look at issues contained in the texts and at how the authors have used language to achieve their effects. Students are encouraged to think and respond for themselves and as such they are taught how to communicate personal opinions and interpretations as effectively as possible. Some of the texts will be by pre 1914 writers, including William Shakespeare, and we also look at the social, historical and cultural influences on these authors. All assessment in this qualification is done via external examinations.

Assessment Criteria

The course is assessed by external examinations only.

Examinations: 100% - one weighted at 40%, the other at 60%.

Tiers of Entry

The exam is a single-tier entry, with the full range of grades available.

Structure of Examinations

- **Paper 1** - Shakespeare and the Nineteenth Century Novel (40%)
In this paper, students will answer questions on one Shakespeare play and one novel.
- **Paper 2** - Modern Texts and Poetry (60%)
In this paper students will complete an essay question on a modern piece of prose or drama, a comparison between two poems, and a response to an unseen poem.

Students will prepare the texts with their teachers in great detail, and will be encouraged to revise thoroughly. The exams are all closed book.

Further Details

Whenever possible, theatre visits are organised. We also look at film to see how a particular piece transfers from page to screen.

For further information please contact **Ms Powell jmp@abbeyfield.wilts.sch.uk** or **Miss Champion rmc@abbeyfield.wilts.sch.uk**

Mathematics (GCSE)

Examination Board: AQA



Course Aim

Virtually every student in the school is entered for GCSE Maths. The overarching aim is to encourage students to develop a positive attitude to the subject and to enable them to grow in confidence in applying their maths skills to everyday problems. A secondary target is to help students develop the capacity to think and communicate mathematically. The study of maths increasingly demands that students are able to work co-operatively and share their ideas in a confident and purposeful manner with others.

Course Content

All students in Year 9 have already started the new GCSE course which now has a grading system of 1 to 9. 1 is the lowest grade and 9 is the highest. The course content is a continuation and extension of the knowledge gained lower down the school but the new GCSE has a broader and deeper content and is expected to offer more challenge to the majority of students. Students continue to study the four key areas of Number, Geometry and Measures, Algebra and Statistics but they will also be expected to demonstrate an ability to reason mathematically and solve every day problems. These skills are also an extension of what students have encountered lower down the school but will demand a greater ability to communicate and present ideas in a sound mathematical manner. The emphasis is now on fluency in maths skills, reasoning and communicating mathematically and in problem solving.

Assessment Criteria

For both Foundation and Higher tier students will sit three papers one non-calculator paper and two calculator papers. Each paper is weighted equally. Each paper is one hour in duration and all offer a mix of question styles from short single mark questions to multi-step problems with the mathematical demand increasing as a student progresses through the paper. All papers are taken in June of Year 11 and can be retaken in November provided the student sat the examination in June.

Further Details

The decision about which tier to enter a candidate for is very important as not all grades are available to all tiers. Students are entered for the tier which is most appropriate to their predicted level of attainment in Year 11. The final decision, which is taken after mock examinations and regular class assessment in Year 11, is based upon teachers' professional judgement taking individual needs into account.

For further information please contact **Mrs L Duff** ljh@abbeyfieldschool.co.uk

Level 2 Further Maths (FSMQ)



Course Aim

The Further Maths FSMQ (Free Standing Maths Qualification) is an excellent link between GCSE and AS level Maths. It is suitable for students who are able to work at 7 to 9 grade in GCSE Mathematics.

Course Content

The course extends the understanding of some topics covered at GCSE, such as surds, perimeter, area and volume, special angle theorems, sequences and rules for them, solving equations and inequalities, equations and features of straight lines and trigonometry. It also dips into the AS Maths course and the AS Further Maths course by introducing work in the areas of calculus, matrices and proof.

Assessment Criteria

It is assessed by two exams, the non-calculator paper is worth 50% of the marks and the calculator paper is worth 50%. There is no coursework or controlled assessment. Students can achieve grades 5 to 9 and these grades are equivalent to the same grades on GCSE courses.

Further Details

Students who go on to study A Level Maths will find the transition to that course much easier as a result of doing the FSMQ and those who do not take Maths beyond GCSE will have an extra qualification to be proud of.

For further information please contact **Mrs L Duff** ljh@abbeyfield.wilts.sch.uk

GCSE Statistics



Course Aim

The Statistics GCSE is an excellent additional qualification that can be studied alongside GCSE Maths. Students will be entered for Foundation or Higher, as appropriate, and can access grades 1 to 9. The aim is to give students another Mathematical GCSE and to introduce them to new areas of Statistics.

Course Content

The course will consolidate and extend the statistics element of the Maths GCSE. Statistical Diagrams such as Histograms and Cumulative Frequency Curves will be covered in more detail, as will calculations such as averages and the Interquartile Range. In addition to this, students will learn about other diagrams used to represent data (such as Choropleth Diagrams), and more sophisticated ways of analysing data (such as Standard deviation).

Assessment Criteria

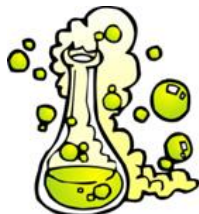
Students will sit the GCSE at the end of Year 10. There are two calculator papers both 1 hour and 45 minutes. Statistics is graded in the same way as the Mathematics GCSE. Foundation: 1 – 5 and Higher: 4 – 9.

Further Details

Studying the GCSE Statistics course will support students' Maths as well as preparing them for the statistics they may well meet in A-levels such as Psychology and Geography. It is also, of course, an additional GCSE which students proudly include on their CV.

For further information please contact **Mrs L Duff** ljh@abbeyfield.wilts.sch.uk

Combined Science (GCSE)



Course Aim

Science is a set of ideas about the material world. AQA encourages the development of knowledge and understanding in science through opportunities for working scientifically. This includes investigating, observing, experimenting or testing out ideas and thinking about them.

Course Content

The course will encourage students to:

- develop scientific knowledge and conceptual understanding of science
- develop understanding of the nature, processes and methods of science
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

The course will be delivered as specific Biology, Chemistry and Physics topics.

Assessment Criteria

There will be six exams at the end of the two year course. Two Biology, two Chemistry and two Physics papers.

Practical assessment: Practical work is at the heart of science, students will complete 16 core practicals. This will enable them to develop skills in the use of apparatus and techniques as detailed in the specification. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

Further Details

The majority of students follow the Combined Science route. Students will be awarded two GCSE grades at the end of the course ranging from 9-9 to 1-1.

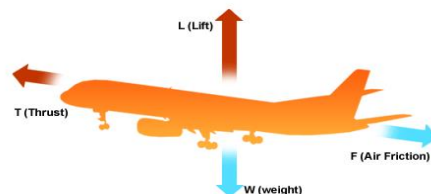
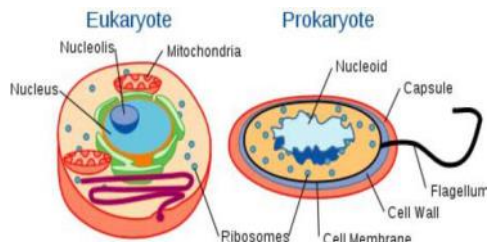
For further information please contact **Mrs Silcock sas@abbeyfield.wilts.sch.uk**



The Optional Subjects



Separate Sciences (GCSE)



Course Aim

Science is a set of ideas about the material world. AQA encourages the development of knowledge and understanding in science through opportunities for working scientifically. This includes investigating, observing, experimenting or testing out ideas and thinking about them.

Course Content

The course will encourage students to:

- develop scientific knowledge and conceptual understanding of science
- develop understanding of the nature, processes and methods of science
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

The course will be delivered as specific Biology, Chemistry and Physics topics.

Assessment Criteria

There will be six exams at the end of the two year course. Two Biology, two Chemistry and two Physics papers leading to three qualifications (GCSE Biology, GCSE Chemistry and GCSE Physics).

Practical assessment: Practical work is at the heart of science, students will complete 8 core practicals in each Science. This will enable them to develop skills in the use of apparatus and techniques as detailed in the specification. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

Further Details

Students will be able to opt for Separate Science route. Students following this route will be awarded three Science GCSE grades: GCSE Biology, GCSE Chemistry and GCSE Physics. Students considering this route should enjoy all three sciences as they will have equal time for biology, chemistry and physics. Students should be aware that selecting this option will mean 5 hours/fortnight of biology, chemistry and physics—a total of 15 hours of science/fortnight.

For further information please contact **Mrs Silcock** sas@abbeyfield.wilts.sch.uk

BTEC Health and Social Care



Course Aim

BTEC Health and Social Care is a broad and challenging course introducing you to the health and social care sector.

The award will allow you to gain knowledge and skills which are fundamental to a career in care. This will include skills used by health care professions on a daily basis, designing individual health care plans and learning the importance of care values in real scenarios.

Course Content

The course is separated into 3 components:

- Human Lifespan Development - where we learn how individuals develop at different stages of their life, how different life circumstances can affect the individual and how care services need to adapt to provide services accordingly.
- Health and Social Care Services and Values - Focussed on the values of giving high quality services to individuals; looking in detail at specific parts of the care services and the roles carers play in providing quality care. It also looks at the difficulties faced in care provision.
- Health and Wellbeing - An introduction to the factors which help or hinder good physical and emotional wellbeing, investigating how life circumstances and choices can affect this.

Assessment Criteria

You will be assessed in two different ways.

Components 1 and 2 are assessed through internal assessment where you are given a set task based on the content taught in those components and a minimum of 6hrs to complete them. Component 1 will be completed during Year 10 and in Year 11 students will complete component 2.

Component 3 will be externally assessed as an exam written and marked by Pearson. This will bring together everything learned in the 3 components.

For further information please contact **Mr Gingell pjg@abbeyfield.wilts.sch.uk**



Languages



Mr D Wicks - Head of MFL
dmw@abbeyfield.wilts.sch.uk



Spanish (GCSE)

Examination Board: AQA



AQA Spanish GCSE 8692 – Course structure from 2024 onwards.

AQA are changing their assessment criteria at GCSE level.

Our teaching will change to adapt to the new requirements.

We want to develop our students' language skills to their full potential with the AQA GCSE Spanish course we run.

Course Aim

At Abbeyfield, we want to help students have a positive attitude to language learning and we fully recognise the value of speaking another language? That's why our curriculum plans have been developed with engaging and relevant content – designed for learners to be able to access both Foundation and Higher exam tiers.

Come and join us on a languages journey that starts in Chippenham, but ends with you feeling confident to communicate well in a French or Spanish speaking country.

Assessment Criteria

Paper 1: Listening

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Paper 2: Speaking

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

Paper 3: Reading

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from the target language into English

Paper 4: Writing

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into the target language

Further Details

To ensure success at GCSE, linguistic structures, grammar, cultural awareness and spontaneity are emphasised in lessons. Languages can take you anywhere. Why not take the chance to study them at GCSE level?

For further information please contact **Mr Wicks** dmw@abbeyfield.wilts.sch.uk



Humanities



Mr M Bryant - Head of Humanities
mjb@abbeyfield.wilts.sch.uk



Geography (GCSE)

Examination Board: OCR B



Course Aim

GCSE Geography students will follow the OCR B Geography specification which provides a dynamic, contemporary and exciting opportunity for students to engage with the world around them. Our hope is that studying Geography at GCSE will inspire a lifelong love of Geography by drawing on issues that are relevant to students at both a national, and global level. Studying Geography GCSE will enable students to develop enquiring minds whilst also equipping them with skills which will support them in other subjects, and with post-16 study. There are strong cross-curricular links with other Humanities subjects and Business, as well as Maths, English and Science.

Geography is a dynamic and fast paced subject and to be successful you will need an awareness of current national and global issues – wider reading is fundamental to accessing higher grades.

For example, how has Covid19 impacted on our urban areas, development of countries, and natural ecosystems, and how the UK leaving the EU in January 2020 has affected our global position in trade and international migration?

To be successful, students will need to be both numerate and literate.

Course Content / Assessment Criteria

The course also runs fieldwork opportunities to support both the physical and human fieldwork elements of the curriculum.

Content Overview	Assessment Overview	
<ul style="list-style-type: none">Global HazardsChanging ClimateDistinctive LandscapesSustaining EcosystemsFieldworkGeographical Skills	Our Natural World (01) 70 Marks 1 hour 15 minutes written paper	35% of total GCSE
<ul style="list-style-type: none">Urban FuturesDynamic DevelopmentUK in the 21st CenturyResource RelianceFieldworkGeographical Skills	People and Society (02) 70 Marks 1 hour 15 minutes written paper	35% of total GCSE
<ul style="list-style-type: none">Geographical SkillsDecision Making Exercise	Geographical Exploration (03)* 60 Marks 1 hour 30 minutes written paper	30% of total GCSE

Further Details

For further information please contact **Mrs Foster** ECF@abbeyfield.wilts.sch.uk

History (GCSE)

Examination Board: Edexcel



Course Aim

Through this course you will develop your knowledge and understanding of a broad and diverse study of the history of Britain and the wider world. You will have to develop empathy and understanding of the actions and achievements of others. You have to be prepared to put forward your case and argue it and you will have to use evidence to draw conclusions and make judgements. You will also need to employ your skills to make sense of sources and interpretations and make judgements on their usefulness and strengths.

Course Content

Unit 1: Crime and Punishment in Britain from c1000 to the present and a case study of Whitechapel.

- In this paper you will explore how Crime and Punishment has changed in Britain over time, looking at the patterns of change, trends and turning points, and the influence of factors causing change such as societies, individuals and institutions like the Church and government.
- Expect poaching, corporal and capital punishment, beggars, witchcraft, the Bloody Code, highway robbery and the development of police and prisons to name a few.
- Alongside this we will complete a study into Jack the Ripper's Whitechapel (1870-1900), examining the factors influencing crime (including immigration, prostitution, alcoholism and Jack the Ripper) and policing in the inner city.

Unit 2: Period study and British depth study

- In this you will study the Cold War 1941-1991; this will examine its causes, development and collapse and explore events and themes such as the arms race, the Berlin Wall and the Cuban Missile Crisis
- Alongside this period study we will explore Anglo-Saxon and Norman England. In this you will explore issues in society and key individuals considering the consequence and significance of key events and laws.

Unit 3: Weimar and Nazi Germany 1918-39.

- In this you will explore Germany after the First World War and how the Nazis came to power in 1933. You will study the impact of the Nazis on German society looking at propaganda, education and resistance. We will also consider the Nazi treatment of minorities and anti-Semitism

Assessment Criteria:

All three areas are externally assessed in exams at the end of Year 11.

Further Details:

For further information please contact **Mr Bryant mjb@abbeyfield.wilts.sch.uk or Mr Chilcott imc@abbeyfield.wilts.sch.uk**

Religion, Philosophy & Ethics - Full Course (GCSE)



Examination Board: AQA Specification A

Course Aim

Have you ever wondered why something is right or wrong and who decides? Why some people suffer and others live a privileged life? What impact scientific advancement has had on society? Have you ever considered whether medical advances are moving society forward or allowing human beings to play God? Or even quite simply why are we here and is there meaning to life?

These are some of the BIG QUESTIONS that Religious Studies will allow you to investigate. The course will challenge you to consider these issues and more, developing your own ideas whilst forming an understanding to how Christians and Buddhists respond to these questions and practice their religion.

Course Content

The course is divided into two components;

1. Component One:

The Study of Christianity (25% of qualification). Candidates will study the beliefs, teachings and practices of Christianity

The Study of a world faith: Buddhism (25% of qualification). Candidates will study the beliefs, teachings and practices of Buddhism.

2. Component Two:

The Study of Religious, Philosophical and Ethical Studies in the modern world based on four themes. These themes are;

- Relationships and families
- Religion and life
- Religion, crime and punishment
- Religion, peace and conflict

Assessment Criteria

Each study will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of topics.

Component 1 – 1 hour 45 minutes (50 minutes per religion)

Component 2 – 1 hour 45 minutes (25 minutes per theme)

Further Details

For further information please contact **Mr Warrington** jnw@abbeyfield.wilts.sch.uk

Business Studies (GCSE)

Examination Board: AQA



Course Content

Students will apply their knowledge and understanding to business decision making including: The specification requires students to draw on the knowledge and understanding to:

- Use business terminology to identify and explain business activity
- Apply business concepts to familiar and unfamiliar contexts
- Develop problem solving and decision making skills relevant to business
- Investigate, analyse and evaluate business opportunities and issues
- Make justified decisions using both qualitative and quantitative data including its selection,
- Interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Assessment

Students will sit 2 exams to the end of Year 11 following the linear approach to examinations.

Paper 1

Influences of operations and HRM on business activity.

What's assessed

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2

Influences of marketing and finance on business activity .

What's assessed

- Business in the real world
- Influences on business
- Marketing
- Finance

These are both written exams and will take 1 hour 45 minutes each to complete.

In both papers you will be given multiple choice, case study and synoptic based questions.

For further information please contact **Mrs Edwards** jme@abbeyfield.wilts.sch.uk

Digital Information Technology

Examination Board: BTEC



Course Aim

Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. e. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.

Course Content

Btec Digital Information Technology Award will give learners the opportunity to develop knowledge and skills through realistic vocational contexts with the main focus on key skills such as project planning, designing and creating a user interface and legal and ethical codes of conduct. Learners will also gain the knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Assessment Criteria

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the digital sector, and specialist skills and techniques such as project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2.

1 Exploring User Interface Design Principles and Project Planning Techniques 30%

2 Collecting, Presenting and Interpreting Data 30%

3 Effective Digital Working Practices 40%

Components 1 and 2 are internally assessed and externally moderated (Y10)

Component 3 External assessment set and marked by Pearson 1 hour 30 minutes (Y11)

Further Details

For further information please contact **Mrs Barry pcb@abbeyfield.wilts.sch.uk**



Media Studies



Ms J Powell - Head of English
jmp@abbeyfield.wilts.sch.uk



Media Studies

Examination Board: Eduqas



Course Aim

With the average adult consuming media for almost 8 hours a day, we feel that Media Studies is a subject not only relevant, but essential, for many young people today. How someone responds to the media they consume will affect their ideas about people, places, society, politics, culture, themselves and their place in the world. We want to nurture students' capacity to critically evaluate the media they consume and how it is shaping the world around them. GCSE Media Studies equips students with the knowledge and skills to do this as well as providing them an opportunity for creativity and autonomy when it comes to the media production they will research and create for coursework (NEA). For students who are interested in a future within the Media Industry, or work in social sciences, communications or public-facing roles, this subject is a great introduction to some of the experience and skills required for these career paths.

Course Content

Students will study the GCSE Media Studies course offered by the exam board, Eduqas. The course includes study of set products from all forms of media (advertising and marketing, film industry, magazines, music videos, online media, newspapers, radio, television and video games) and introduces students to aspects of media language, representation, media industries, audiences and contexts.

Assessment Criteria

Students work towards their final assessments in Year 11, in the form of:

- Exam 1 (40%) - Media Language, Representation, Industries and Audiences
- Exam 2 (30%) - in-depth study of two Media forms e.g. Television and Music
- Coursework (30%) - Media Production

Further Details

As well as lesson time, students will be expected to complete regular homework and will be encouraged to keep up to date with topical media to enable them to engage with the evolving nature of this industry.

For further information please contact **Ms Powell jmp@abbeyfield.wilts.sch.uk**



Creative Arts



Mr A Jennings - Head of Creative
aoj@abbeyfield.wilts.sch.uk



Art & Design: Fine Art (GCSE)

Examination Board: AQA



Course Aim

Students will begin their coursework portfolio from the very beginning of Year 10. Art is a wonderfully rewarding subject to study but it is also labour intensive so it is vital students manage their time well from day one and do not allow themselves to fall behind. Students will submit their work for teacher assessment at regular intervals throughout Year 10 and 11. They can use this feedback to refine and improve their work right up until the deadline of April in Year 11. Students embark on their external assignment in January of Year 11. The assignment comes in the form of an exam paper containing a number of themes. Students will need to select one theme to explore independently. Their preparatory project leads to their own idea for a final outcome which is produced in a 10 hour exam. (usually in April) It is important for students to realise that the preparatory work is just as important as the final outcome if they are to meet a high standard in the four assessment objectives.

Course Content

Themes are set by individual teachers, however, they are always tailored to student's strengths. Currently students opting for GCSE will produce 3 projects for their coursework portfolio.

Work may be produced on paper or in sketchbooks and will include work in both two and three dimensions. As the course title suggests, the course content involves working with traditional art techniques such as drawing, painting, printmaking and sculpture. Students will need to have good drawing skills as a foundation to developing work in a range of media.

Assessment Criteria

Students are assessed according to the GCSE assessment objectives:

- AO1 Researching and analysing the work of artists, craftspeople and designers.
- AO2 Developing ideas and exploring media, techniques and processes.
- AO3 Recording observations from primary and secondary sources.
- AO4 presenting a personal response, making connections with the work of other artists.

Further Details

As well as lesson time, students will be expected to complete homework every week and will be encouraged to attend after school art clubs to enable them to keep up to date with coursework and receive extra guidance from the teacher.

For further information please contact **Mrs Deevey-Hare** cxd@abbeyfield.wilts.sch.uk

Art & Design: Photography (GCSE)

Examination Board: AQA



Course Aim

GCSE Photography is a two year course that will provide successful students with a nationally recognised qualification. The course aims to represent the ever growing need for visual communication within industry and culture. With this intention, the course allows students to explore the subject by acquiring the full range of skills and techniques needed to appreciate visual communication. This specification provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests through the digital and manual mediums.

GCSE Photography is for students with a keen interest in creativity and visual communication. The course is aimed at students who have developed their art & graphics skills fully in Key Stage 3 and want to explore a new branch of visual arts. They will have the opportunity to respond independently to briefs and develop the confidence to express themselves creatively. The GCSE is suited to students who have developed strong visual and analytical skills. The course is by no means entirely visual, with students required to analyse and evaluate the work of both professional photographers/designers and their own practice. It is suited to those with an enquiring mind, an independent way of thinking and a willingness to take on new ideas and experiment.

Course Content

In this 2 year course, students will learn how to use a digital camera, visual computer editing software, and a range of manual techniques to complete a series of creative projects. The course will involve researching the different genres of photography and design from documentary, fine art, and commercial.

The main emphasis will be on experimentation and developing ideas towards a personal outcome. We aim to teach our students to show mature visual and conceptual understanding. Students will showcase work on OneNote, keeping a digital portfolio, culminate in an end of year exhibition.

Assessment Criteria

Within each unit, there are four assessment objectives that are used to determine grades:

60% Coursework / 40% External Assignment

AO1	Research	AO3	Record
AO2	Develop	AO4	Present

Further Details

As well as lesson time, students will be expected to complete homework every week and will be encouraged to attend after school photography clubs to enable them to keep up to date with coursework and receive extra guidance from the teacher.

For further information please contact **Mrs Straw** cjs@abbeyfield.wilts.sch.uk

Drama (GCSE)

Examination Board: Edexcel



Course Aim

GCSE Drama provides successful students with not only an excellent drama skill set and cultural knowledge of theatre, play texts and production methods, but also equips students with covetable workplace skills including verbal communication, presentation, manners and creative teamwork.

Students will be able to explore how drama is created, including all the acting and staging skills that are needed to put a piece of drama onto the stage. They will all study a key text which is the same work chosen by the English department. Students on the course find this text sharing beneficial to their understanding and workload. There is the flexibility for students to pursue the technical lighting pathway in one or more of the components.

GCSE Drama is a practical exploration of theatre making—acting, improvising, set design and/or lighting. There is an academic rigour which underpins this practical approach.

Current Year 10 students opinions about the course:

“ I am enjoying the freedom we have with practical moments, I like how we are being taught the drama techniques it is an easy way of remembering things”

“I find it really fun, entertaining and interesting.”

“I like the people and how much practical work we do”

“I enjoy growing performance skills and confidence”

Course Content

Devising: Students are given a starting stimulus and create a polished piece for a small internal audience. The piece will communicate their understanding of plot, character, themes and also, if the student chooses, a fully realised lighting scheme for the piece.

Performance of a Text: Generally working on either a monologue or duologue, students will take an extract from a text - chosen to suit them and their interests, to perform in front of an examiner and small audience. Again, this could be offered as a lighting design piece.

Theatre makers in Practice: This is the written exam in which students study An Inspector Calls and answer questions on how actors could interpret the characters and how designers can bring the piece to life. There is also a section based on a live piece professional piece which students have seen.

Assessment Objectives

		% in GCSE
1	Devising - written portfolio and practical piece - either as actor or designer	40
2	Performing an extract of text to an examiner - either as actor or designer (the design option requires additional written document)	20
3	Theatre Makers in Practice - written exam based on interpreting An Inspector Calls and a live theatre piece seen.	40

Further Details

This YouTube video highlights the opinions of current and recently graduated students who explain their reasons for choosing the course and how they found it. Available on the Abbeyfield School YouTube Channel. <https://www.youtube.com/watch?v=Bg1dWYs17M8&t=4s>

For further information please contact **Mrs Young zey@abbeyfield.wilts.sch.uk** or **Mrs Crook tec@abbeyfield.wilts.sch.uk**

Music (GCSE)

Examination Board: Eduqas



Course Aim

Develop understanding and appreciation of a range of different kinds of music, extending students own interests and increasing their ability to make judgements about musical quality. Develop broader life skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

Course Content

Performing: students will continue to develop performing skills on their chosen instruments and will produce one solo and one ensemble performance (30%). Students will perform on the instrument of their choice.

Composing: students will produce two compositions, one of which will be in relation to a brief, and one will be a free composition (30%). Students will use instruments and music technology.

Appraising: a listening and written paper is taken at the end of the course, based on wider listening, and the 2 set works studied which draws on music from all four areas of study and the three strands of learning (40%). Students will be taught how to read music and analyse scores.

Assessment Criteria

Performing and composing coursework is completed under controlled conditions

Unit 1: Performing (30%)

One solo performance (15%)

One ensemble performance (15%)

Unit 2: Composition (30%)

One based on a set brief (15%)

One free composition (15 %)

Unit 3: Appraising (40%)

One hour and 30 minute written paper relating to wider listening, and 2 set works that will be studied throughout the course. The Areas of Study are:

Area of Study 1 – Musical Forms and Devices

Area of Study 2 – Music for Ensemble

Area of Study 3 – Film Music

Area of Study 4 – Popular Music

*Please note that students should already be taking instrumental or vocal music lessons, and working towards a grade 2/3 standard. HOWEVER, if you are interested, but don't play an instrument/sing, there is support available for initiating this. **For more information on this requirement, please contact Mr Jennings***

For further information please contact **Mr Jennings** aoj@abbeyfield.wilts.sch.uk

Design Technology: Design and Technology (GCSE)



Examination Board: AQA

Course Aim

This course is one which will appeal to pupils interested in designing and making. The course provides a good foundation for a career in manufacturing, engineering or Industrial/Product Design.

The course is labour intensive and relies heavily on a student's commitment to working and experimenting in their own time.

Course Content

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Assessment Criteria

Students are assessed according to the GCSE assessment objectives:

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How the NEA (Non-exam assessment) is assessed

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks
- 50% of GCSE

For more information please contact **Miss N Ritzaki** ncr@abbeyfield.wilts.sch.uk

Hospitality and Catering (Level 1/2 Vocational Award)



Examination Board: WJEC

Course Aim

This Level 1/2 Vocational Award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Course Content

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1	The Hospitality and Catering Industry
Unit 2	Hospitality and Catering in Action

Students must complete both units.

Further Details

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as

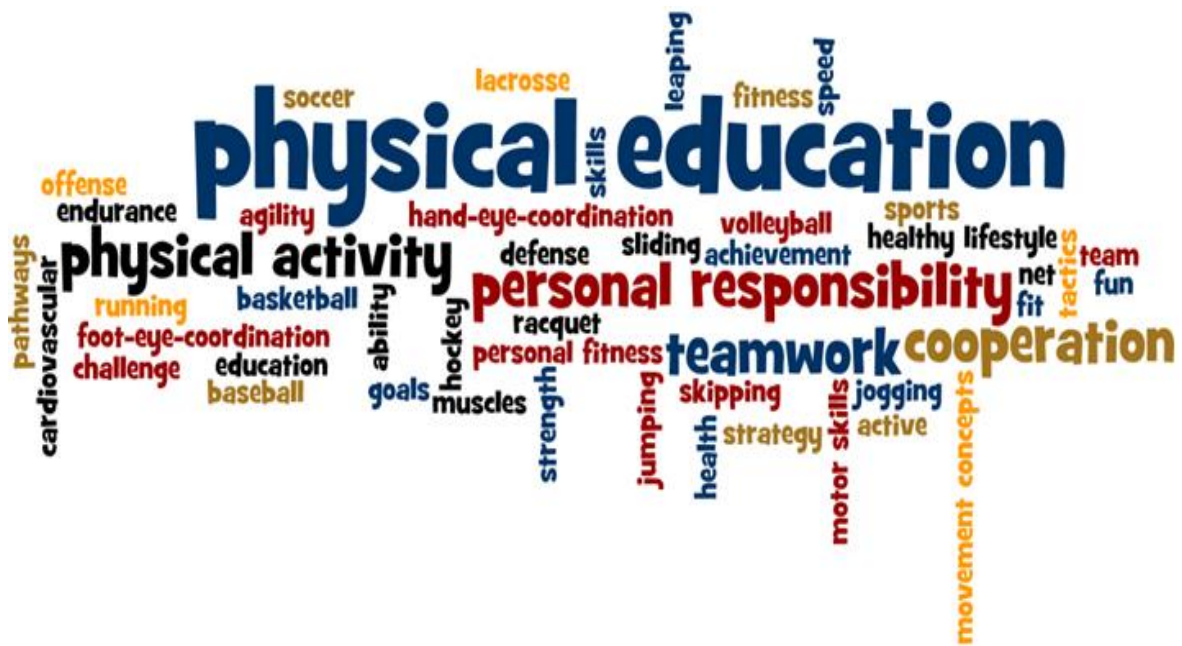
- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Opportunities to engage in competitions locally and the listen to experts in their field.

For further information please contact **Miss N Ritzaki** ncr@abbeyfield.sch.uk



Physical Education



Mr J Baker - Head of PE
jnb@abbeyfield.wilts.sch.uk



Cambridge National in Sport

Examination Board: OCR



Course Aim

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

Understanding contemporary issues in sport and how they impact on different sporting activities. Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity. How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations. Understanding the relationship between sport and the media and applying this to real life examples. How to evaluate and interpret the different ways in which sport is represented by the media.

Assessment

R184: Contemporary issues in sport

This is assessed by an exam. Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

R185: Performance and leadership in sports activities

This is assessed by a set assignment. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

R186: Sports and the media

This is assessed by a set assignment. Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport.

To be considered for this course students must be absolutely passionate and knowledgeable about sport and regularly participating in Sport outside of school.

For further information contact **Mr Baker** jnb@abbeyfield.wilts.sch.uk



BTEC Personal Growth and Wellbeing (Life Skills)



Mrs T Adams

tma@abbeyfield.wilts.sch.uk

BTEC Personal Growth and Wellbeing (Life Skills)

Examination Board: Edexcel



Course Aim

Develop the student's essential skills and personal qualities that are required to achieve success in their future.

Course Content

To successfully complete the BTEC Personal Growth (at either Level 1 or Level 2) students must work through a variety of modules focused around growth and wellbeing.

This course is designed to create engaging conversations about life's big issues, and helps learners to gain a better knowledge of themselves and the world around them.

Students must present workbooks of evidence which documents learning from the challenges and activities from some of the key learning areas below:

- Skills for Social Success
- Environmental Awareness
- Financial Awareness
- Personal Progress
- Physical Health & Wellbeing
- Emotional Wellbeing

Assessment Criteria

There are 8 possible modules available for the students to study and demonstrate a range of skills and understanding.

A variety of these modules will be chosen based on the group of students following the course.

Assessment will be carried out continually via observation of practical tasks and the collation of evidence in workbooks. Dependent upon the quality of the work a level 1 or 2 qualification can be awarded.

There is no final examination.

Further Details

This course may involve a number of visits to enhance and develop the use of the essential life skills in a realistic context.

For further information please contact **Mrs Adams** tma@abbeyfield.wilts.sch.uk



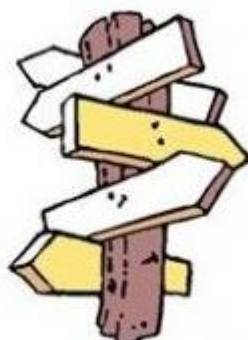
What next?

Return of Pathways Form – Friday 2nd February 2024

The Options Form must be completed and returned by **Friday 2nd February 2024**. The form will be sent to all parents electronically. Further advice and guidance for students and parents can be given via tutors, Raising Standards Leader, Careers advisors (Mr Stewart and Mr Chilcott) as well as Mrs Virgin.

A reminder, that Thursday 11th January is Year 9 Options Evening. This is an opportunity for parents and students to speak to their subject teachers about progress this year. We strongly encourage parents to view all the information provided first and make appointments where you have further questions about taking the subject at GCSE.

If you have any further questions about subjects and the qualifications on offer then please contact the Head of Department or subject teachers in the first instance.





Notes



Notes