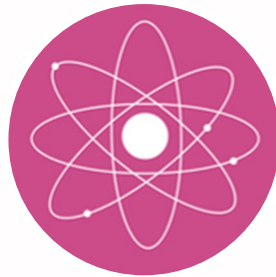
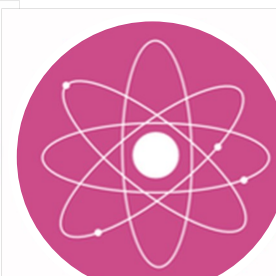
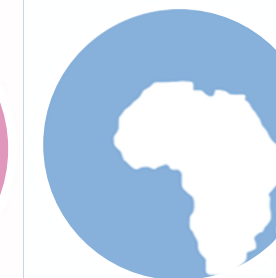


Millthorpe school



KEY STAGE 4 OPTIONS

Information for students and parents



2023-25



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A message from the Head

Welcome to our Key Stage 4 Options information booklet.

At Millthorpe we have the highest expectations of our young people and want them to gain high value qualifications for further education or employment. It is also important that students are given the opportunity to develop the personal and social skills necessary for success in the 21st century.

I believe our Key Stage 4 curriculum supports both of these aspirations. Our option choices are broad to keep open as many future careers choices as possible. It is important that Year 9 students take time to talk to staff, older students and of course, their parents/carers so that they make an informed decision.

Students have been placed in a pathway which is based on their GSCE Predictions and will enable you to study a broad and balanced range of subjects alongside your free choices.

I would particularly like to advise all students that these choices are personal. They should not be concerned about older brothers and sisters, or their friends' choices. If there is any doubt, choose subjects that they enjoy – they are far more likely to be successful if they enjoy a subject than if they or others think it is 'important'.

The key dates on the next page will keep you informed of the Key Stage 4 Options process.

If after reading this booklet you have any questions regarding the Options process please feel free to email Mrs V Armitage, Deputy Headteacher, v.armitage@millthorpe.southbank.academy

Yours faithfully

Ms Greenhalgh

Headteacher



Key dates:

Monday 23rd January	Assembly Launch to students Options Booklet emailed home and on Website
Wednesday 25th January	Options Evening 5.30-7.30pm 1st Talk 5.30 2nd Talk 6.15
Thursday 26th January	Options forms 'go live' (google form)
Wednesday 9th February	Deadline for forms Option process closes
Summer Term	Letter home to confirm choices

Qualifications

GCSE: General Certificate of Secondary Education

GCSEs are the main qualification taken by 14 - 16 year olds. GCSEs are graded 9 to 1 and U (Unclassified). All subjects have one Tier of entry except Mathematics, Sciences and Languages which have two Tiers of entry; Foundation Tier grades 5 - 1 and Higher Tier grades 9 - 3. Foundation students will not be able to access the highest grades.

Assessment will be mainly by exam.

Courses are designed for two years of study – they are no longer divided into different modules. Students will take all their exams in one period at the end of their course.

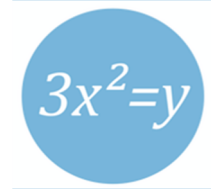
Vocational Qualifications

High quality vocational courses have been developed by exam boards over the last few years. These courses are graded as a Pass (P), Merit (M) or Distinction (D) and are equivalent to GCSEs (see table opposite). Vocational courses offer the opportunity for students to complete coursework which counts towards the final exam grade.

Old grades

New grades

A*		D*2	9
A		D2	8
B		M2	7
C		P2	6
D			5
E		P1	4
F			3
G			2
U			1
			U



Core Subjects:

English:

All students will study English Literature and English language.

Resulting in two GCSE Grades.

English Literature: students will study a range of British prose, drama and poetry.

English Language: students will study a range of non-fiction and fiction texts.

Maths

Students will a range of mathematical concepts including, algebra, ratio, geometry, probability and statistics.

Students will sit either foundation (grades 1-4) or higher (grades 5-9).

Science

All students study Biology, Chemistry and Physics.

Students will study either Triple Science (separate GCSEs in Biology, Chemistry and Physics) or Combined Science.

Triple Science

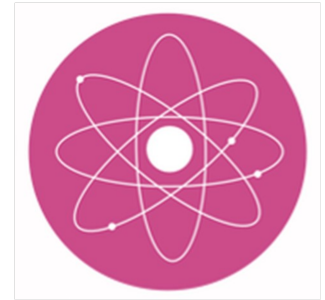
Students who wish to be considered for Triple Science need to choose it as an Option as more time is given on timetable for Triple Science students.

Students who opt for Triple Science sit two exams in each science:

Biology, Chemistry and Physics, resulting in three separate GCSE grades.

Combined Science

Students who take Combined Science also sit two exams in each Science but Combined Science students do not receive separate grades for Biology, Chemistry and Physics. Instead, their marks for each exam are added together and an overall grade for Science is awarded. This grade is a split grade worth two GCSEs.



continued.....

Post 16

It is worth noting that our local Colleges and School 6th Forms accept candidates for A-Level Science who have achieved grades of 6-6 and above in Combined Science as well as grade 6 in the relevant Triple Science (s).

Do I need to study all three Sciences?

Yes.

Students who opt for Triple Science will complete three separate GCSEs in Biology, Chemistry and Physics.

Students who opt for Combined Science will cover Biology, Chemistry and Physics content and sit two exams for each subject. These marks are added together and a grade awarded that equates to two GCSEs.

Physical Education (non examined)

Students will have core Physical Education lessons which promotes a healthy active lifestyle and great for mental health.

Personal Development (non examined)

Students continue to learn and develop skills and knowledge that will prepare them for life beyond school.



Art

Content

The course is broadly based and requires candidates to develop an understanding of Fine Art through the practical activities of making and investigating. The evaluation of their own work and that of other artists, crafts persons and designers from different periods and cultures is a statutory component of the course. This, in turn, leads to a more lively appreciation of the natural and man made environment and enables students to make informed responses to their experiences.

Account is taken of candidates' personal aptitudes and interests in order that they may develop their potential to the full.

By the end of the course, candidates will have experienced working in at least two of the following areas which may overlap and combine.

- Drawing and/or painting
- Sculpture, land art or installation
- Printmaking
- Photography*, film or video
- Mixed media

Please note that a limited amount of written annotation work is part of this course.

*Please note that photography is not 'taught'. Photographs are taken to record and develop ideas.

Coursework

Candidates are expected to develop a personal portfolio of work undertaken during the course of study which must include more than one project. Students' coursework portfolios account for 60% of the total marks awarded.

Externally Set Assignment

The paper is set by the Examination Board and is issued from 1 January in Year 11' should be '2 January'.

This examination accounts for 40% of the final marks and consists of a series of general themes or starting points from which the candidates have to select one and make a personal response. The paper is set by the Examination Board and is issued from 1 January in Year 11. After the preparation period candidates have to complete their personal project in ten hours of supervised time. Choice of media is at the discretion and preference of individual students.

Progression

The AQA Fine Art GCSE is highly regarded by Further Education institutions and employers.

Students wishing to pursue the subject further may progress to A Level or embark



Child Development

The Cambridge National in Child Development is a practical-based qualification which equips the learner with the knowledge and skills to nurture and care for children in their early years.

Why choose Child Development?

This GCSE equivalent qualification will inspire and equip the candidate with independence and confidence in using skills that are relevant to the childcare sector. Studying Child Development, candidates will explore:

- The biological development of a baby, from embryo to newborn
- Opportunities to promote positive health and wellbeing for child development
- Creating safe and nurturing environments for children to thrive
- Investigating the nutritional requirements of children from birth to five years and developing suitable meal plans
- Researching appropriate equipment to meet children's needs in their early years
- A Child Study: developing research-based learning opportunities through play and psychological techniques in observation to evaluate their approach.

All students will study three mandatory topics as follows:

R057 Health and well-being for child development (40%) and is assessed as an external exam. They learn about the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care and the importance of creating the best conditions for a child to thrive.

The following two units are both Coursework tasks and are 30% of your final grade each.

These are completed in lessons and moderated by the exam board

R058 Create a safe environment and understand nutritional needs of children from birth to five years (30%)

Research into child safety and nutritional and hygiene requirements of children from birth to five years, and then demonstrate in a practical activity how these needs are met to promote a child's development and well-being.

R059 Understand the development of a child from birth to five years (30%)

Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.



Computer Science

Computing is of enormous importance to the economy. Computer Science is a discipline itself but is also an ‘underpinning’ skill set across all subject areas.

We take part in Cyber Security competitions and do partake in trips to various organisations involved in this area. This involves a high level of problem solving and a willingness to get things wrong; but be resilient to learn from the mistakes. There is teamwork and other key soft skills involved in this.

The OCR J277 GCSE in Computer Science will encourage learners to: Understand and apply fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programmes. Think creatively, innovatively, analytically, logically and critically. Furthermore, we learn to understand the components that make up digital systems and how they communicate with each other.

Unit 1 Computer systems 50%

Covers: Systems Architecture; Memory, Storage; Wired and wireless networks; Network topologies; protocols and layers; Systems security and System software.

Assessment: Written exam
1 hour 30 minutes. 80 Marks.

Unit 2 Computational thinking, algorithms and programming 50%

Covers: Algorithms; Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages and Data representation.

Assessment: Written exam
1 hour 30 minutes. 80 Marks.

Non-Assessed Programming Project

Covers: Programming techniques; Analysis; Design; Development; Testing, Evaluation and conclusions.

Totalling 20 hours.

Progression

Computer Science opens the door to very diverse career paths: roles within the games design industry, robotics, engineering, network management, medicine or perhaps cyber security, digital forensics or even app development.



Drama

Content

This is a practical and creative course for those who have a love of Drama and who wish to develop their skills in the subject. It is a challenging but immensely enjoyable course that will enable students to learn new and exciting things about themselves and their abilities.

the course, students will produce performance work that includes both acting from scripts and devising their own work from a range of stimulus materials. There will also be an introduction to technical skills such as lighting, sound, design and stage management.

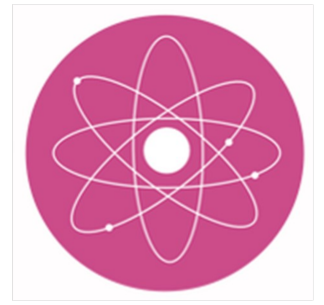
Good teamwork is essential and the willingness to work with others, be motivated and share ideas is more important than acting experience. Students will be expected to maintain good attendance, attend compulsory evening theatre visits and exams and, when necessary, to rehearse in their own time; commitment and a focussed hard-working approach are essential if success is to be achieved on this course.

Practical Work

Practical work is worth 60% of the total marks and is divided into two components: Devising Drama and Texts in Practice.

Devising Drama is worth 40% of the total marks and tests students on their ability to create, perform, analyse and evaluate their own devised work. This is assessed through both the submission of an individual written devising log documenting the devising process and a final group performance. This component is marked within school and moderated through AQA.

Texts in Practice is worth 20% of the total marks and requires students to perform two key extracts from a scripted play. This component is marked by a visiting assessor from AQA.



Ethics

Introduction

Religion and Ethics covers two of the major world religions and four contemporary ethical themes ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Thematic Studies involves students exploring four themes from the viewpoint of Christians and Buddhists.

The RE department run a trip every two years to Poland where we visit the Nazi concentration camp at Auschwitz and consider the effect the Holocaust had on the Jewish population in Krakow. Students on the Religion and Ethics course will be given first refusal on a place on this trip.

Progression

A qualification in Religion and

These four themes are:

Religion and Family – covers sex, marriage and divorce and families and gender equality

Religion and Life – covers the origins of the universe and the value of human life (including abortion and euthanasia)

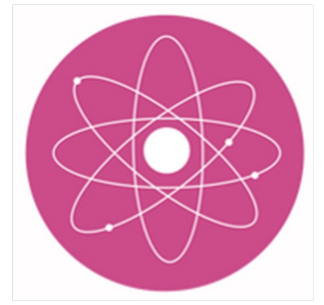
Crime and Punishment – covers crime and the causes of crime and issues surrounding punishment

Content

The course is divided into two components – Study of Religions and Thematic Studies.

Study of Religions involves students looking at two religions; **Christianity and Buddhism**. For **Christianity** this includes a study of key beliefs, the life of Jesus, worship and festivals and the role of the church. For **Buddhism** this

Ethics can be a benefit in many professions. **Doctors**, for example, need a firm understanding of medical ethics. **Lawyers & Judges** must study Religion & Law as part of their training and finally, **Social Workers** and **Police Officers** must have a good understanding of religious and cultural issues in order to understand and empathise with the people they are entrusted to help.



Engineering

Pupils undertake two practical projects at the start of Year 10 to help build up their skills and experiences. These practical projects may include engineering the following products: a pocket screwdriver, a MP3 speaker, a lamp, a bike light and a pewter cast key-ring

The practical work includes the disciplines of electronics, lathe work, casting and computer aided manufacture. Students work with a range of materials such as metals, plastics and wood.

Students will develop drawing skills through technical drawing and computer aided design.

After the first half of year 10, pupils apply their new knowledge and understanding to their unit 1 component where they manufacture a complex engineering product in response to a brief from the exam board. This unit represents 50% their final grade.

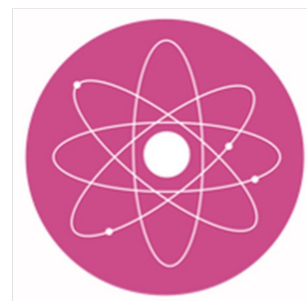
At the start of year 11, the focus is on unit 2 which covers the design aspect of Engineering. At this point, students will complete a design task in response to a brief from the exam board. This task represents 25% of their final grade.

At the end of year 11, pupils will sit an exam that is 1 hour 30 minutes. This will test their knowledge of materials, processes and drawing techniques. The final exam represents 25% of their final grade. Pupils are fully prepared for this examination through revision lessons and homework activities.

This is a Level 1 / Level 2 GCSE equivalent qualification with the grading Distinction*, Distinction, Merit and Pass. The qualification consists of 3 units.

If students wish to pursue a career in engineering they have various options after Millthorpe. They may consider 'A' Level engineering, vocational courses or a Modern Apprenticeship where you train in the workplace.

Engineering skills are in demand and are highly valued and recognised by employers and colleges. Engineering is central to an exciting range of businesses and industries, including space, construction, transport and much more.



Fashion and Textiles

Textiles is intended for those pupils who are interested in fashion illustration, fashion design or art textiles; making of objects using fabrics and threads. The course will involve working to design briefs, identifying and exploring problems, planning courses of action, using appropriate equipment and materials and designing.

Areas of study will include:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Students can then choose 1 or more areas to develop as they produce the range of work needed to fulfil this subject's GCSE requirements.

Assessment:

Students are required to produce a portfolio of evidence throughout the two year course. They also required to complete a controlled examination, which is similar to a unit of work but produced in a limited time and concluded in 10 hours under exam conditions.

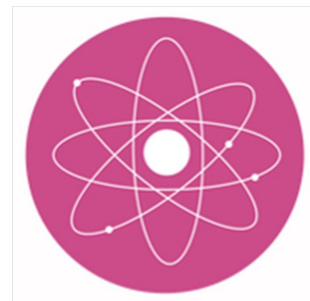
Assessment is:

60% – Coursework
40% – Controlled Test

Further Education/Future Careers:

Students completing the textile course will gain the necessary skills to continue their artistic development at further then higher education level. The course offers a broad skills base including design, surface decorating and embellishment , construction of textiles items. York College and local sixth forms offer a range of excellent textile courses

Careers in the creative industries are varied and students will discover opportunities as they continue their route through further education courses.



Food Preparation and Nutrition

The Food preparation and nutrition GCSE will equip pupils with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating. They will develop vital life skills enabling them to feed themselves and others both affordably and nutritiously. Food Preparation skills - these are intended to be integrated into the 5 sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Pupils will be required to use a wide range of ingredients to cook their dishes. Pupils who need help with sourcing and providing ingredients, may be eligible for support with this.

Please discuss this with us.

This qualification is suitable for vegetarians or those who have allergies as we always offer alternatives.

Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways.

Assessment

Paper 1: Food Preparation and nutrition

What is assessed? Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

Written exam: 1 hour 45 minutes

50% of final GCSE grade

Non-exam Assessment

Task 1: Food investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 1: Written or electronic report (1500-2100)

Task 2: Food preparation
Students knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Task 2: Written or electronic portfolio Including photographic evidence of the final three dishes



French

Languages are a “communication subject”.

This is a two year linear full GCSE. It follows the AQA specification and all exams will take place at the end of the course.

Students study all of the following themes:

- Identity and culture.
- Local, national, international and global areas of interest.
- Current and future study and employment.
- Assessment

Paper 1 Listening - 25% of total grade

Understanding and responding to different types of spoken language.

Written exam:

Foundation Tier (35 minutes - 40 marks) Higher Tier (45 minutes - 50 marks).

Paper 2 Speaking - 25% of total grade

Communicating effectively in speech

for a variety of purposes

Non-exam assessment:

Foundation Tier (7-9 minutes - 60 marks) Higher Tier (10-12 minutes - 60 marks).

Paper 3 Reading - 25% of total grade
Understanding and responding to different types of written language.

Written exam:

Foundation Tier (45 minutes - 60 marks) Higher Tier (1 hour - 60 marks).

Paper 4 Writing - 25% of total grade
Communicating effectively in writing for a variety of purposes.

Written exam:

Foundation Tier (1 hour - 50 marks) Higher Tier (1 hour 15 minutes - 60 marks).

Why study languages?

Languages develop your skills to enable you to market yourself effectively in a global economy and to develop valuable skills for life beyond school.



Geography

Geography is a 'discovery subject'. It provides a way of thinking about the world: looking at it, investigating it, perhaps even understanding it in new ways.

Unit 1: Living with the Physical Environment– 35%

This unit is concerned with the dynamic nature of physical processes and systems, and human interactions with them. The aims of this unit are to develop an understanding of the tectonic, geomorphical, biological and meteorological processes and the need for management strategies to deal with the consequences of human interference with these processes.

Topics Include:

The Challenge of Natural Hazards

The Living World

UK Physical Landscapes

Unit 2: Challenges in the Human Environment– 35% of qualification

This unit is concerned with human processes, systems and outcomes.

Topics Include:

Urban Issues and Challenges

Changing Economic World

Challenge of Resource Management

Unit 3: Geographical Applications - 30% of qualification

In this topic students will be required to draw together knowledge, understanding and skills from the full course of study. The Issues Evaluation section contributes a critical thinking and problem solving element to the assessment structure whilst the Fieldwork section requires students to undertake two geographical fieldwork investigations. This means that there will be opportunities for two fieldtrips: Malham Tarn at the end of Year 9 and a local river at the end of Year 10.

An optional residential field trip to Iceland will be offered providing practical experience of the Glaciation, Rivers, Tectonics and Urban elements of the course.

Why study Geography?

In our ever changing world, Geography allows you to keep up to date with interesting global events and topical issues; to see how they will impact on our everyday lives. Students will travel the world from the classroom, exploring case studies in the UK, newly emerging economies and lower income countries. The range of skills that geography helps to develop is so diverse that geography graduates today have the **highest rates of employment of all university leavers.**



German

This is a two year linear full GCSE. It follows the AQA specification and all exams will take place at the end of the course.

Students study all of the following themes:

Identity and culture.

Local, National, International and Global areas of interest.

Current and future study.

Employment.

Assessment

Paper 1 Listening - 25% of total grade

Understanding and responding to different types of spoken language.

Written exam:

Foundation Tier (35 minutes - 40 marks) Higher Tier (45 minutes - 50 marks).

Paper 2 Speaking - 25% of total grade

Communicating effectively in speech for a variety of purposes.

Non-exam assessment:

Foundation Tier (7-9 minutes - 60 marks) Higher Tier (10-12 minutes - 60 marks).

Paper 3 Reading - 25% of total grade

Understanding and responding to different types of written language.

Written exam:

Foundation Tier (45 minutes - 60 marks) Higher Tier (1 hour - 60 marks).

Paper 4 Writing - 25% of total grade

Communicating effectively in writing for a variety of purposes.

Written exam:

Foundation Tier (1 hour - 50 marks)
Higher Tier (1 hour 15 minutes - 60 marks).



Graphics

Graphics is intended for those students who are interested in advertising, illustration and in the promotion of ideas, information and new images.

The course will involve working to design briefs, identifying and exploring problems, planning courses of action, using appropriate equipment and materials, designing and working in a variety of media including computer graphics.

Areas of study will include:

Students will be introduced to the following areas:

- Advertising
- Illustration
- Computer aided design
- Packaging
- Typography

Assessment

Students are required to produce a portfolio of evidence throughout the two year course.

They also required to complete a controlled examination, which is similar to a unit of work but produced in a limited time and concluded in 10 hours under exam conditions.

60% – Coursework

40% – Controlled Test

Further Education/Future Careers:

Students completing the Graphics course will gain the necessary skills to continue their artistic development at further then higher education level. The course offers a broad skills base including design, creative ICT applications Photoshop and use of mixed media which equips students to go on to Graphics courses as well as other design courses .

Careers in the creative industries are varied and students will discover opportunities as they continue their route through further education courses.



History

We believe in the importance of not just learning history but learning *from* history. Understanding past events, people and their significance gives students a better insight into the world around them. This is a two year course that is examined with 2 AQA papers at the end of Year 11.

Year 10

Paper 1: The Modern World

In Section A, we study Germany 1890-1945: Democracy and the dictatorship. The focus is on key developments in this country's history over a 50 year period including the growth of democracy, the Depression and the experiences of Germans under the Nazis.

In Section B students will study conflict and tension in Asia 1950-1975, including how and why conflict and tension arose, what the consequences were and the role of the nations and states involved. This topic looks at conflict in Korea and the Vietnam War.

These 2 topics will be assessed in a 2 hour exam at the end of Year 11 and is worth 50% of the marks.

Year 11

Paper 2, Section A: Britain - Health and the People

Enables students to look at key developments over a long sweep of time from the year 1000 to the present day.

Paper 2, Section B: Elizabethan England, c1568-1603. This enables students to look at British society at a critical time in the country's development and how the historic environment was shaped by that society. Students will study Elizabeth's court and parliament, life in Elizabethan times and the troubles she faced at home and abroad.

Traditionally we have visited the **Battlefields** as part of our study of Germany and the **Thackray Medical Museum** as part of the Health and the People unit.

What can you do with a History GCSE?

Some careers that are favoured by people with a History background are: Law, Journalism, politician, company director, archaeologist, curation (museums, galleries, archives and libraries), business, economics and social research.



Music

The course is designed not only to develop the musical interests of students but also to broaden their understanding of other musical cultures and styles. The three main skills which have been developed at Key Stage 3 (Performing, Composing and Listening) are continued through topic work at Key Stage 4.

The Areas of study are:

Western Classical Tradition

1650 - 1910

Popular Music

Traditional Music

Western Classical Tradition

since 1910

The emphasis is very much on the practical side: students are encouraged to bring their chosen instrument into the classroom in order to develop their skills. It is not essential to play an instrument but it is advisable to learn one during the course.

Students will develop the ability to evaluate and analyse musical elements from specified study pieces.

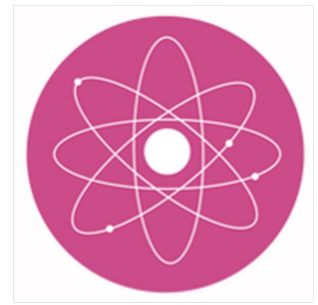
Students are encouraged to use computer skills to develop their composition work and will use 'Sibelius' notation software. In order to develop performance skills (performance counts for 30% of the course), students should be willing to take part in one of the school ensembles or start their own band: ideally students should already be having lessons on their chosen instrument.

Assessment:

Performance: Students will prepare and perform one solo piece which will count towards 30% of their GCSE.

Composing: Students will compose two pieces of music which count for 30% of their GCSE.

Understanding Music: Students sit a 1 hour 30 minute written examination counting towards 40% of their GCSE



Sports Studies

GCSE Physical Education is a theory based qualification which has an element of practical performance included within the syllabus. The majority of the learning will be in the classroom with students gaining knowledge about various aspects of sport, health and exercise. Although there will be practical lessons, it is important to stress that this qualification is not just an extension of PE, and by its very nature it is quite an academic subject. An interest in all aspects of sport will certainly be beneficial for somebody considering this option.

The course will cover:

Fitness and Body Systems
Applied anatomy and physiology
Physical training.
Health and Performance
Sport psychology
Socio-cultural influences.

Practical Assessed on 3 physical activities from a set list. One must be a team sport, one must be an individual sport. Final sport could be either.

Personal Exercise Programme
(Practical)

Assessment

Theoretical Component: 60%

Students will be assessed via 2 written papers. Paper 1 is worth 36% (1 hour 30 minute exam). Paper 2 is worth 24% (1 hour and 15 minute)

Practical Performance: 40%

The three sports chosen will be internally assessed and then externally moderated. Each sport will be assessed on the candidate's ability to perform specific skills (1-10) and the candidate's ability to be influential in their sport in a competitive situation (1-25). 35 marks will be available for each sport. Practical performance is worth 30% of the final grade.

The Personal Exercise Programme is an individual six week training programme carried out by the candidate. The PEP is internally marked and externally moderated. The PEP is worth 10% of the final grade.

The course has elements of the Science curriculum and will require a good standard of written English. Students often engage in the wider Millthorpe sports calendars, helping out with the extra-curricular programme.

Employment opportunities in the sports industry are broad and varied and this qualification would be a great start for anyone wishing to have a career in sport.



Product Design

In Product Design pupils will make a range of 3D products using a range of materials and manufacturing processes. During the course pupils will work with plastic, wood and metal using a range of techniques from hand tools to the latest industry techniques such as laser cutters and 3D printers.

Students will design, prototype and make primarily functional and aesthetic consumer products and objects.

Drawing skills are also very important. Students will learn to freehand sketch and then develop their ideas in computer aided design applications such as Google sketch-up. These skills enable students to design effectively, communicate their ideas and acquire the skills required in the workplace.

Over the two year course pupils will complete a coursework folder and a final controlled assessment.

Portfolio

Students will be required to produce a Portfolio of work that has been completed over KS4. This will comprise of a number of exciting short practical projects such as redesigning and making speaker system. This will be carried out using various manufacturing methods.

As part of the portfolio students will include research on relevant design movements and contemporary designers in order to complete design tasks set out in specific briefs provided. The portfolio counts for 60% of the final grade.

Key points.....

- All students will need to complete an Options Form in order to choose the combination of GCSE subjects.
- This booklet will be available on the school website.
- We try very hard to accommodate every student's choice of subjects. Some courses may not run or have a limited number of places. Students will be informed if this is the case and other options will have to be considered.
- Questions regarding the Options process please feel free to email Mrs V Armitage, Deputy Headteacher, v.armitage@millthorpe.southbank.academy