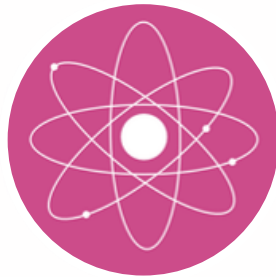


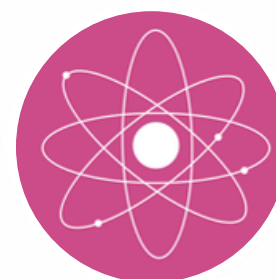
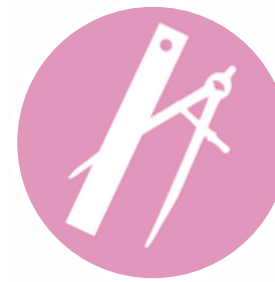


# Millthorpe school



## KEY STAGE 4 OPTIONS

Information for students and parents



2024-26



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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.

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

Our free 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 but importantly advise all students that these choices are personal. They should not be concerned about older brothers and sisters, or their friends' choices.

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](mailto:v.armitage@millthorpe.southbank.academy)

Yours faithfully



**Ms Greenhalgh**  
Headteacher



## Key dates:

Tuesday 24th January	Assembly Launch to students Options Booklet emailed home and on Web-site
Thursday 25th January	Options Evening 5.00-7.00pm (Main Hall) 1st Talk 5pm 2nd Talk 5.45pm
Friday 26th January	Options forms 'go live' (google form)
Friday 9th February	Deadline for forms Option process closes
Summer Term	Letter home to confirm choices

Subject	Location
Art	B14
Computer Science	B4
Science	B3
History	B6
Geography	B7
Engineering/ 3D Design/ Graphics	B11
Food & Child Development	B10
Drama / Music	B12
Ethics	B9
Sports Studies	B13
French / German	B5



# Qualifications

## GCSE: General Certificate of Secondary Education

GCSEs are the main qualification taken by 14 to 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
			8
A		D2	7
			6
B		M2	5
			4
C		P2	3
			2
D		P1	1
E			U
F			
G			
U			

The table below illustrates how KS3 levels may progress to GCSE level:

Level	Descriptor	Expected GCSE outcome if this working level is sustained
Excelling	Working well above age related expectations.	GCSE grade 8 to 9
Exceeding	Working beyond age related expectations.	GCSE grade 6 to 7
Achieving	Working at age related expectations.	GCSE grade 4 to 5
Developing	Working towards age related expectations.	GCSE grade 2 to 3
Emerging	Working below age related expectations.	GCSE grade U to 1



## 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 study a range of mathematical concepts including, algebra, ratio, geometry, probability and statistics.

Students will sit either foundation (grades 1-5) or higher (grades 3-9).

### Science

All students study Biology, Chemistry and Physics.

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

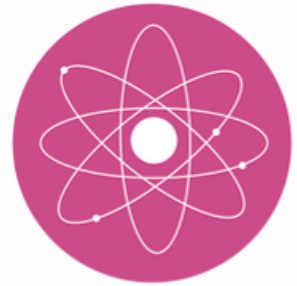
### Triple Science (Pathway 1 or 2 who meet achieving in Maths, English, Science)

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



continued.....

### **Post 16**

It is worth noting that our local Colleges and School 6<sup>th</sup> 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, however..

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

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.

## Assessment

### 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 in Year 11 on the 2nd 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

## Progression

Computer Science opens the door to very diverse career paths: roles within the games design industry,





# 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.

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.

## Assessment

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 post-natal 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

Computer Science is a rapidly growing field with a very high demand for skilled professionals.

Computer Science encourages logical thinking and problem-solving skills. It teaches you how to break down complex problems into smaller, more manageable parts, and how to develop algorithms to solve them.

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.

## Assessment

**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

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.

Over 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.

Drama helps build confidence, self-esteem and social skills, and is useful for students wishing to take up jobs working directly with the public. It is an excellent preparation for those who wish to pursue any other further qualifications in Drama or Performing Arts beyond GCSE and for those who wish to audition for Drama colleges in the future.

## Assessment

### Practical Work

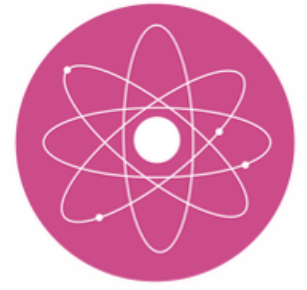
Practical work is worth 60% of the total marks and is divided into two components: Devising Drama and Texts in Practice.

**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.

### Written Paper

There is a final written exam of 1 hour 45 minutes in length covering three areas: testing knowledge and understanding of theatre roles and terminology, study of a set scripted play and analysis and evaluation of a live theatre production seen. This accounts for the remaining 40% of the total marks



# Ethics

Religion and Ethics covers two of the major world religions and four contemporary ethical themes, ensuring students have a diverse choice of 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. The course is divided into two components –

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

**Study of Religions involves** students looking at two religions: Christianity and Islam. For Christianity this includes a study of key beliefs, the life of Jesus, worship and festivals and the role of the church. For Islam this includes a study of key beliefs, life after death, the Prophets, the 5 Pillars and festivals.

The thematic studies are:

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

**Religion and Life** – covers the origins of the universe, the value of human life (including abortion and euthanasia) and the use and abuse of the environment.

**Crime and Punishment** – covers crime, the causes of crime, the aims of punishment and forgiveness.

**Human Rights and Social Justice**— covers prejudice and discrimination, religious freedom and teachings about wealth.

## Progression

Ethics can be a benefit in many professions. Doctors, for example, need a firm understanding of medical ethics. Lawyers & Judges must study Religion 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 (Level 1/2)

Engineering is a perfect option for anyone looking for career in the fields on Engineering, Manufacture or STEM.

Students undertake practical and design projects at the start of Year 10 to help build up their skills and experiences. These projects may include engineering the following products: precision manufacture, CAD/CAM, production/reading of orthographic drawings, speakers, tools.

The practical element of the course (60%) includes the disciplines of electronics, machine work, 2D and 3D CAD, maths in engineering and creative drawing. Students work with a range of materials such as metals, plastics and woods. Students will develop drawing skills through technical drawing and 3D drawing.

After the first term of Year 10, student apply their new knowledge and understanding to increasingly challenging engineering projects before their unit 1 component is launched on 1st June.

For Unit 1 they manufacture a complex engineering product in response to a brief from the exam board and working orthographic drawings. This unit represents 30% their final grade and requires a written folder of evidence to be produced and submitted.

At the start of Year 11, the focus is on Unit 2 which covers the Design Development aspect of Engineering. At this point, students will complete a design task in response to a brief from the exam board. This task represents 30% of their final grade.

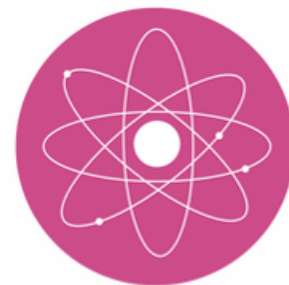
At the end of year 11, students will sit an exam that is 1 hour 30 minutes. This will test their knowledge of materials, processes and drawing techniques. The final exam represents 40% of their final grade. Students are fully prepared for this examination through the skills they have learned, theory lessons throughout Year 10 & 11 and homework activities.

This is a Level 1 /Level 2 GCSE equivalent qualification, in which the follow level can be achieved at Level 2 and Level 1: Distinction\*, Distinction,

## Progression

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 high 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.



# 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.

## Progression

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

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.

Written or electronic report (1500-2100 words)

**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.

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).

## Progression

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, geomorphic, 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 bring together their knowledge, understanding, and skills gained throughout the entire course. The Issues Evaluation part adds a critical thinking and problem-solving aspect to the assessment structure, while the Fieldwork section requires students to conduct two geographical fieldwork investigations. This means they'll get the chance to go on an investigation to Hornsea, studying both human and physical geography.

Additionally, there's an optional residential field trip to Iceland, offering practical experience in Glaciation, Rivers, Tectonics, and Urban elements of the course.

## Progression

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).



# Graphic Communication

GCSE Graphics is intended for those students who are interested in Graphic Design, Advertising, Illustration and in the promotion of ideas, information and new images. Students explore a wide range of Art and Design techniques including both physical and digital manipulation of images.

The course involves working from a range of starting points, identifying and exploring problems, gaining inspiration from artists and designers, developing and refining ideas, using appropriate equipment and materials, designing and working in a variety of media including computer graphics. Students utilise Photoshop, which is industry standard software, to develop quality outcomes.

## Areas of study include:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Interactive design (including web, app and game)
- Multi-media
- Package design
- Signage
- Typography

## Assessment

Students are required to produce a portfolio of evidence throughout the two year course. Their Portfolio is worth 60% of their qualification. They are also required to complete an Externally Set Assignment, which is similar to the first Portfolio of work but produced in a more controlled time. The theme for this assignment is chosen from a selection of starting points set by the exam board in January of Year 11 and the final outcomes are completed in a 10 hour practical exam at the end of the unit.

60% – Portfolio

40% – Externally Set Assignment

## Progress

Students completing the Graphics course will gain the necessary skills to continue their development as a designer at further than 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 disciplines.



# 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, which 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

## Progression

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

This is a varied and exciting course which is a perfect choice for any student who likes composing, performing and analysing music. Throughout the two year course, we learn about the following four areas of study:

**AoS 1: Musical Forms and Devices**

**AoS 2: Music for Ensemble**

**AoS 3: Film Music**

**AoS 4: Popular Music**

These areas of study cover music from the Baroque, Classical and Romantic eras right through to the music of today. They help to develop an in-depth knowledge of the theory of music, musical elements and musical language. They can also provide a rich source of material when developing performance and composition skills. Students are not required to get instrumental lessons, although this is advised. However, students must have an interest in a particular instrument and be willing to work hard to develop their skills on it throughout the course (this can include voice).

All students studying GCSE Music will also be required to take part in the Music extra-curricular programme and perform in concerts regularly.

## **Assessment:**

**60% of the GCSE music course is based around practical coursework** in the form of performing as both a soloist and part of an ensemble and composing. **The other component, a listening and appraising exam, is worth 40%**, which is a 1 hour and 15 minutes listening and analysing exam.

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

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

**Understanding Music:** Students sit a 1 hour 15 minute written examination which determines the final 40% of their GCSE grade.



# 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 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.

## 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 Planning

### 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.

### Progression

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.



# 3D Design

The 3D Design course allows students to design, prototype and make primarily functional and aesthetic consumer products and objects.

The course involves working from a range of starting points, identifying and exploring problems, gaining inspiration from artists and designers, and developing and refining ideas. 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 learn to freehand sketch in order to communicate their ideas, and then develop their work in Computer Aided Design applications such as 2D Design, Google sketch-up and Tinkercad. These skills enable students to design effectively, communicate their ideas and acquire the skills required in the workplace.

## Areas of study include:

- Architectural design
- Interior design
- Product design
- Exhibition design
- Environmental/landscape design
- Sculpture
- Design for theatre, film and television
- Jewellery and body adornment

## Assessment

Students are required to produce a portfolio of evidence throughout the two year course. This will include a number of skills based practical projects as well as a longer sustained project. This Portfolio is worth 60% of their qualification.

They also required to complete an Externally Set Assignment, which is similar to the first Portfolio of work but produced in a more controlled time. The theme for this assignment is chosen from a selection of starting points set by the exam board in January of Year 11 and the final outcomes are completed in a 10 hour practical exam at the end of the unit.

60% – Portfolio

40% – Externally Set Assignment

## Progression

Students completing the 3D course will gain the necessary skills to continue their development as a designer at further then higher education level. The course offers a broad skills base which equips students to go on to a diverse range of De-

## Key points.....

- All students will need to complete an Options Form ( one that is specific to their pathway) 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 or
- Ms Sarah Tapscott Head of Year  
s.tapscott.millthorpe.southbank.academy