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INTRODUCTION

Dear Parent/Carer,

This booklet aims to describe the elements of the curriculum which students who are currently in Year 9 will study during Years 10 and 11 (September 2022 to June 2024).

A large part of the curriculum is compulsory for all students but there is also an element of choice which means that students can shape their own learning programme in KS4 according to their interests, their future education and career aspirations. The procedure for selecting option subjects is explained in these pages. Please spend some time reading this information to help your son make the best choices.

The "option procedure" begins in the Spring Term and during the Summer Term the school works very hard to make pupil choices possible. At Southborough we are keen to make the decision making process as easy as possible and to ensure that the right decisions are made.

We are committed to ensuring that all students at Southborough students have a broad and balanced curriculum. Most GCSE subjects are now examined at the end of Year 11 following the removal of the modular exam system. However, some subjects such as GCSE Art and DT, as well as most BTEC courses still contain a certain amount of external assessment and coursework components, and are no longer wholly coursework based, whilst most subjects also carry a number of marks for answers containing the correct spelling, punctuation and grammar. This means that syllabuses and assessment specifications will be different to those experienced by former Key Stage 4 cohorts.

Relevant questions you should ask yourself are:

- Which subjects do I enjoy?
- Which subjects am I good at?
- In which subjects have I made most progress since Year 7?
- Which subjects have I been advised to take?
- Which subjects do I need to consider for a career and my Sixth Form studies?

Whatever courses students eventually follow, the staff, with the help of parents, will encourage each individual to achieve his best with academic excellence and suitable progression rates into the Sixth Form or further education being the ultimate aim. Southborough High School has a very good examination record which we will strive to maintain. I hope you find this booklet informative and helpful in assisting you to make the right choices for your son.

Yours sincerely,

Ms A Banks
Head of Year 9 and Deputy SEND-Co

Mr D Sanders
*Senior Assistant Headteacher
Curriculum and Assessment*

COMMITMENT TO STUDY

A commitment to study is essential to success. This means hard work in school and at home. Pupils can expect an increased homework load during these two important years. All courses have substantial elements of preparation work to be done at home too.

Employers and institutions of further and higher education will be impressed by achieving good grades. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live and work. We therefore regard it as important that pupils continue to participate in extra-curricular activities (although it may be necessary to curtail these at times approaching examinations).

Good attendance at school is also vital to this success. It is also something that employers and colleges ask about in a reference.

WHERE CAN I GET INFORMATION ABOUT OPTIONS?

In order to make sound choices, pupils must be well informed.

INFORMATION can be obtained from a variety of sources:

1. The Library has a section dedicated to vocational and higher education information. There is also a large range of University prospectuses and apprenticeships materials in the 6th Form common room, which students can access through Mrs Taylor in A1.
2. The Careers Library has many resources regarding a whole range of Careers and post-16 opportunities. Employers and employees will often willingly discuss subject choices with young people.
3. Subject staff are happy to tell pupils as much as they need to know about GCSE courses in their departments. Heads of Faculty/Subject will be able to advise at the Year 9 Option Evening.
4. Form Tutors, Heads of Year and members of the Senior Leadership Team are always willing to discuss plans and any problems an individual may be experiencing.
5. Our school careers advisor (Jo Carroll), who provides independent advice and guidance (unbiased) is available for students to meet with and will meet 1-1 with all Y9 students before the end of the academic year.
6. Jobs4u – available online will give advice on option choices and career paths.
7. Kudos (Cascaid) is a website for careers information which is introduced to pupils during tutor time.
8. Through tutor periods and assemblies.

THE CURRICULUM FRAMEWORK: KEY STAGE 4

The Southborough curriculum at Key Stage 4 fulfils the statutory minimum requirements of the National Curriculum and provides a great deal more in addition. The curriculum is designed to meet the individual needs of every student and to provide motivation by offering a range of subjects, which will lead to a rounded education for every student. It is also planned to provide seamless continuity into post-16 education in the Sixth Form.

The curriculum is based upon a core of subjects as follows:

- English Language
- English Literature
- Science
- Mathematics (including GCSE Statistics)
- Physical Education
- Personal, Social, Health and Careers Education (PSHCE)

The remainder of the curriculum is the optional part, which consists of a number of subject choices. These are a variety of GCSE subjects and other appropriate courses. Access to work-based learning is also provided. The range of options will depend upon demand. Students' choices will be restricted to those courses, which are felt to be appropriate in terms of depth of study and demand.

The final choice of a student's curriculum in Key Stage 4 should involve student, parents and teachers. There may be subjects that are inappropriate for some students, while others may wish to pursue all subjects. There must be some choice made at this stage due to the demands of examination courses.

The curriculum is more than just exams. Some important issues are indeed covered within examination courses but it is vital to ensure that each student receives a rounded personal and social education.

The essential issues taught through cross-curricular studies and the general life of the school are:

- environmental education
- personal development
- relationships and sex education
- health education
- economic and industrial understanding
- citizenship
- work-related learning
- careers education and guidance
- community education, religious education
- equal opportunities.

The whole curriculum is designed to provide a broad, balanced, coherent and relevant education. It is important that each student ensures we understand his needs and that he understands the courses and choices available. This prospectus is intended to help that process.

NOTE: Raising of the Participation Age

Recent changes in government legislation means that your son must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until their 18th birthday.

CURRICULUM ASSESSMENT, RECORDING AND REPORTING

Students will take externally accredited exams in most of the courses they pursue. Some courses will, however, be internally accredited.

In external exams, grades will be awarded on what a student knows, understands and can do, and consequently the examinations demand far more than a good memory and the ability to churn out facts on the examination day. There is an emphasis on practical and relevant work combined with assessment of the course throughout the two years. Formal assessment will take place in all subjects within each of the exam weeks, in addition to ongoing formative and summative assessments taking place through classwork and homework.

In some of the courses described in this prospectus, coursework marks become part of the final result; hence students have a chance to amass "marks under their belt" before the final examination.

Find out from this booklet or by asking your teacher what you will be expected to do.

In a small number of cases assessment will be a project. This should help boys who have difficulties with written examinations since it values their on-going work.

Look carefully at each subject to see what percentage of the mark is awarded on coursework and what percentage on the final examination.

It is likely that each course will involve each student in the completion of a considerable amount of work outside lesson time. In this respect, boys will be expected to take a large degree of responsibility for their own work by taking deadlines seriously and planning their work carefully. Homework and private study in the Library take on even greater importance in the context of external exams.

To help parents check on course progress there will be regular feedback about the various deadlines. There will be a report after each of the Exam Weeks. There will also be two pre-arranged Parent Consultation Evenings in Year 11 and a consultation evening in Year 10 so that parents can keep in touch with their son's progress.

At any other time parents can contact the tutor at school about concerns and queries, or use the student's ClassCharts ePlanner to contact any member of staff.

GCSE ENGLISH LANGUAGE & ENGLISH LITERATURE (AQA)

What will I learn?

In Key Stage 4 all students study GCSE English Language and GCSE English Literatures (AQA) for examination in Year 11.

How will I learn?

You will be taught various skills throughout the course; teaching and learning is sufficiently flexible to allow for a range of approaches and engagement. Literary and non-literary texts, from across time periods, will be studied.

How will I be assessed?

The **GCSE English Language** course is 100% examination (2 exams) that focus on reading and writing. There are 2 papers, worth 50% each. Reading looks at literary and non-literary fiction and non-fiction and writing is descriptive/narrative and to present a viewpoint. There is also a non-examined speaking and listening element studied and awarded (spoken language).

The **GCSE English Literature** course is 100% examination (2 exams), exploring Shakespeare and a nineteenth century novel (40%) and modern texts and poetry (both studied and unseen) that is 60% of the GCSE.

Where might it lead?

This course will prepare you for AS and A Level English Language and/or Literature and a number of other courses in higher education. All potential employers, in whatever career you choose, will be looking for people who can communicate clearly and express themselves appropriately.

Good communication skills are vital in all aspects of life.

Further information is available from:

Mr A Haque – Head of English

GCSE MATHEMATICS (AQA)

This course will be of particular interest to those who are interested in scientific, commercial and technical fields.

What will I learn?

You will study in greater depth the six main mathematical areas of number, algebra, ratio, geometry & measures, probability and statistics.

How will I learn?

You will learn through examples based upon every day and real life situations, especially drawing from business and science. References to art, design, the humanities and PE are also made showing how applicable maths is across the curriculum.

How will I be assessed?

GCSE Maths - You will take one non-calculator and two calculator exams in Year 11.
GCSE Statistics – You will take two examinations either at the end of Year 10 or at the end of Year 11 – This may change due to the impact of the pandemic.

There is no coursework.

Where might it lead?

Success in GCSE Mathematics makes you more impressive to prospective employers. If you go on to study A level Mathematics you will earn on average 13% more than people with non-mathematical A levels (by the time you are 30). Job opportunities include finance, engineering, science, economics, teaching, and ICT.

Students will also follow a second GCSE course in Statistics which teaches data handling skills. This involves two written calculator papers and no coursework, taken in Year 10. This is a valuable GCSE as a support for those wishing to study a variety of other subjects at college or university e.g. medicine, sciences, economics, the humanities, media and sports science.

Further information is available from:

Mrs Audouin-Leighton – Head of Maths

This course will be of particular interest to those who are interested in science but wish to select courses from other curriculum areas within their offer. High achievement in these qualifications could lead on to A-Level Sciences.

What will I learn?

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

The new GCSEs will also require students to carry out a minimum of sixteen practical activities for Combined Science. The practical activities can be completed at any point during the two-year GCSE course at the discretion of the centre. The development of practical skills is a fundamental and integral aspect of the study of any scientific subject which will help students throughout their course in preparation for the written examinations.

The units are as follows:

- **BIOLOGY:** 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
- **CHEMISTRY:** 1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes and cells 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
- **PHYSICS:** 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism

All units taught, are split up to create a spiral curriculum over the three years of study. Each topic will be revisited two or three times throughout the course with increasingly harder concepts discussed.

How will I learn?

Pupils study Biology, Chemistry and Physics as separate units in separate lessons (2 lessons per Science per week, 6 lessons in total) with specialist teachers. The learning is linked to contemporary situations and will provide pupils with a broad base with which to understand current issues in the world around them. Units are split up over years 9-11, with some basics covered in Year 9 and a spiral structure to learning where each topic, for example, electricity, is revisited several times to build up different ideas.

How will I be assessed?

Combined Science is assessed with 6 examination papers at the end of the 2-year course. The papers are each worth 16.7% of the overall grade and are broken down into Biology 1-3, Biology 4-6, Chemistry 1-3, Chemistry 4-6, Physics 1-3 and Physics 4-6. Each paper is 1hr 15 min in duration and is out of a maximum of 70 marks. Higher and Foundation tier papers are available, with the Foundation paper being restricted to a grade 5-5 (equivalent to a B/C in the old system). The practical skills are not externally assessed by coursework, but are assessed within the exam papers by expecting students to have completed and analysed a number of practical activities.

Where might it lead?

Science is necessary for progression to a wide range of college courses, A-Levels and a variety of career paths for example: nursing, engineering, dental hygienist, vet nurse, pharmacy etc. Chemistry, Biology and Physics A-levels are all accessible through this course, although Separate Science does cover more content and students would be slightly better prepared for these at the beginning of Year 12.

Combined Science is part of the minimum entry requirement for courses in, for example Science, Psychology, Sport and Exercise Science, BTEC Level 3 Science, Biology, Chemistry or Physics, NVQ Level 2 Engineering, NVQ Level 2 Electrical installations, photography, food technology and sports science.

Further information is available from:

Dr R White - Head of Science

Pupils with the potential to achieve higher levels in KS3 Science and those who have a dedicated interest in science will have the opportunity to study the separate science pathway. The high demands of the Triple/Separate Science route mean that students will have to commit to 9 lessons per week plus homework and regular revision. It is also important to note that when undertaking this route, students must study all 3 of the sciences. All pupils in Year 9 study GCSE content that is covered in both Combined and Separate Sciences to prepare them for the rigour of these courses. Studying the three separate GCSE Science qualifications aids the transition to Science AS and A Level.

What will I learn?

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

The new GCSEs will also require students to carry out a minimum of sixteen practical activities for Combined Science. The practical activities can be completed at any point during the two-year GCSE course at the discretion of the centre. The development of practical skills is a fundamental and integral aspect of the study of any scientific subject which will help students throughout their course in preparation for the written examinations.

The units are as follows:

- **BIOLOGY:** 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
- **CHEMISTRY:** 1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes and cells 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
- **PHYSICS:** 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism

All units taught are split up to create a spiral curriculum over the three years of study. Each topic will be revisited two or three times throughout the course with increasingly harder concepts discussed. Units are similar to combined Science but have much more content within them.

How will I learn?

Pupils study Biology, Chemistry and Physics as separate units in separate lessons (3 lessons per Science per week, 9 lessons in total) with specialist teachers. The learning is linked to contemporary situations and will provide pupils with a broad base with which to understand current issues in the world around them. Units are split up over years 9-11, with some basics covered in Year 9 and a spiral structure to learning where each topic, for example, electricity, is revisited several times to build up different ideas.

How will I be assessed?

All separate Science GCSEs will be assessed through two final exam papers. Each paper is 1hr 45min duration and is out of a maximum of 90 marks. Each paper is worth 50% of the overall grade. Higher and Foundation tier papers are available, with the Foundation paper being restricted to a grade 5 (equivalent to a B/C in the old system). The practical skills are not externally assessed by coursework, but are assessed within the exam papers by expecting students to have completed and analysed a number of practical activities.

Where might it lead?

Following the Triple Science pathway allows pupils the opportunity to study each subject in depth. The qualifications are excellent preparation for AS/A Level Sciences or science related NVQ Level 3 qualifications as well as an excellent route towards a career within the field of Science such as medicine, nursing, vet science, architecture, biochemistry, physiotherapy, engineering, conservation, forensic science, marine biology, meteorology, pharmacy, research in science.

Further information is available from:

Dr R White – Head of Science

What we aim to do

All pupils have a compulsory core PE session in Key Stage 4. In core PE students follow a programme that is designed to build upon knowledge gained through Key Stage 3.

Sport promotion and independence are key areas that we are looking to build with these sessions. Students will follow a timetable of traditional sports that will be taught through game situations with a focus on development of teamwork and enjoyment. The student's sports will change every term and will focus on developing game skills and teamwork.

What we study

Our philosophy is to promote sport and encourage students to take up sports that they could very easily continue after Key Stage 4. We believe that, when students reach Key Stage 4, they will know what sports they enjoy and we aim to provide an environment where they can participate in sports that they enjoy and achieve in.

Our programme will consist of the following sports:

Autumn Term: Rugby and Football

Spring Term: Fitness (at Tolworth Gym), Handball, Volleyball, Table Tennis, Football

Summer Term: Table Tennis, Cricket, Rounders

These options are occasionally subject to change due to popularity.

This programme allows students to develop physical, social and personal skills through discovering team and individual sports. Opportunities for coaching will be provided in team and individual sports. The programme also allows an opportunity for pupils to relieve the pressure of their academic subjects.

Further information available from: Mr J Colbert, Head of PE

Personal, Social, Health and Citizenship Education – Delivered through PERSONAL DEVELOPMENT TIME (PDT)

- PERSONAL, SOCIAL, HEALTH and ECONOMIC Education
- HEALTH Education
- RELATIONSHIPS and SEX Education
- CAREERS Education

During KS4, Years 10 and 11, your son will get a dedicated lesson, 50 minutes per week, in which the school's Citizenship curriculum will be delivered by tutors. During the year, there may be additional 'drop days' where important holistic educational events take place, and in Year 10, the Aspirations Week takes place in the Summer term for Year 10. These valuable sessions enable the school to provide a variety of workshops, presentations and interactive work with outside agencies and visitors.

The topics covered will include:

- Year 10**
- the responsibility of being a Young Adult
 - : Health and Wellbeing
 - : Social issues
 - : Substance misuse
 - : Eating disorders
 - : University visits
 - : Independent learning events
 - Health Education/Relationships/Living in the wider world
 - : Teen Pregnancy
 - : Healthy relationships
 - : Future employment skills
 - : Respecting faith
 - : British values
 - : Gambling
 - : Budgeting and managing your finances
 - National Careers Week
 - Aspirations Week
- Year 11**
- Preparation for Working Life
 - : 16+ decisions – Sixth Form
 - : Preparation for employment
 - : Employment opportunities/career pathways – Mock Interviews
 - : Career opportunities
 - Study skills/Revision styles/Coursework activities
 - National Careers Week
 - : Risk taking and personal safety
 - : Driving under the influence

The Citizenship programme will help to raise the boys' confidence, develop their ability to work with people and make sure they are well informed about the issues and problems they face as they move towards seeking a place in the adult world.

This course will be of particular interest to those who enjoy being creative, exploring a range of media, techniques and processes, being independent and investigating exciting new ideas. A significant component of the course will involve developing your skills using digital media and photography.

What will I learn?

You will learn how to produce artwork through a range of new media (using Graphic tablets with Photoshop) and fine art approaches such as drawing and painting, mixed media, sculpture, computer aided design and printmaking. You will discover how to use a variety of materials and explore many techniques and processes including: how to produce paintings on canvas; constructing, moulding and making through clay, withies, plaster and Mod Roc. You will investigate how other artists have produced work relating to a particular theme, time or context and how to produce a final outcome showing your own exploration and conclusion using a brief based around a theme. You will also participate in trips to galleries and museums as part of the course.

How will I learn?

You will be given set briefs or themes which you will respond to in a personal way, such as: natural forms and landscape, popular culture or architecture. You will investigate the themes whilst focussing on acquiring particular skills and approaches. You will explore your own ideas and produce a final outcome using a variety of media such as a large scale painting or drawing, a series of prints, ceramic sculpture or computer aided artwork.

The lessons will be based on exploring how to use materials, techniques and processes that will give you the skills that enable **you** to choose the most appropriate approach for your chosen idea, or final outcome.

How will I be assessed?

The structure of the course is as follows:

- 60% coursework. (60%):
Coursework consists of completing three main projects over the two years, from which only the best work will be assessed. Students will be given a starting point from which they will have time to prepare by experimenting with different materials, media, approaches and a range of images. Students will also investigate the work of different artists including those that are studied during a gallery trip in London.
- Externally set exam. (40%):
Students will complete a final practical outcome in April of their final year of study (10 hours). Students select their own question and prepare for the 10 hour session over approximately 8 weeks by exploring a range of approaches and techniques that they have previously mastered. The work is marked by the art department and then moderated by an external examiner.

Where might it lead?

You could move onto further education such as the A Level in art, or other courses such as BTECs. Alternatively, the GCSE will give you a creative grounding, the ability to problem-solve and generate independent ideas, skills that employers value highly. If you wish to enter a career within the visual arts then there are numerous possibilities such as: architecture, graphic design, illustration, advertising, product design, set design, special effects for film and TV, video game designer, fashion design, textile design, artist, teacher, art therapy and gallery curator – to name a few.

Further information is available from:

Mr D Morgan - Head of Art

GCSE BUSINESS STUDIES (EDEXCEL)

This qualification enables students to know and understand business concepts, terminology, objectives and the nature of business on individuals and wider society. Students will apply knowledge and understanding to business issues and to different types and sizes of business in local, national and global contexts. They will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems.

What will I learn?

There are two themes in Business, Theme 1: Investigating small business and Theme 2: Building a business. Under those themes there are several topics that you will study including: Enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective, understanding external influences on business, growing the business, making marketing, operation, financial and human resources decisions.

How will I learn?

Through studying GCSE Business students will:

- Apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts
- develop an understanding of how these contexts impact on business behaviour
- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts

How will I be assessed?

Paper 1- Theme 1: Investigating small business

Written exam:

- 1 hour 30 minutes
- 90 marks
- 50% of the qualification

Paper 2- Theme 2: Building a business

Written exam:

- 1 hour 30 minutes
- 90 marks
- 50% of the qualification

Where might it lead?

On completion of the GCSE, students could initially progress to BTEC Level 3 in Business or an A Level Economics. These courses will prepare learners for: University, Apprenticeships and/or full-time work. Future careers include: banking, sales and management.

Further information is available from:

Ms C Andreou – Head of Business

What will I learn?

The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

How will I learn?

Component One: Exploring Enterprises - you will examine different local enterprises to develop your knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

Component Two: Planning for and Pitching an Enterprise Activity - you will individually select an idea for a micro-enterprise activity to plan and pitch. You will individually pitch your business plan for your idea to an audience and then use the feedback to review your plan and pitch.

Component Three: Promotion and Finance for Enterprise - you will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

There is one external assessment, **Component 3**, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts. It requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

Where might it lead?

After you have finished the course, you may want to go on to further study subjects such as Business, Enterprise and Entrepreneurship, Marketing, Computing or ICT. Alternatively, you might want to study a technical route designed to lead to work, or take an apprenticeship or a traineeship in the enterprise sector. BTEC Level 2 could lead to: study of a vocational qualification at Level 3, such as a BTEC Level 3 in Business, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Further information is available from:

Miss C Andreou – Head of Business Studies

GCSE DRAMA (AQA)

This course will be of particular interest to those who are interested in all aspects of the performing arts – both on and off the stage!

What will I learn?

Drama is sharing an idea, an emotion, a piece of history. Drama is also about people and how we connect with each other. What about the people who put a production together? Drama is not only about what you see and learn on the stage but also about how the performance is put together – from writing, designing and directing. Drama is the only subject where confidence consistently builds and oracy is always valued, providing students with communication skills for life.

The new AQA specification is more rigorous than before. You will learn the roles and responsibilities within theatre, understand the types of staging. You will explore the text *Blood Brothers* practically in lessons and workshops. You will also learn more performance skills and develop the Drama work you have done to a higher level. You will create your own performance from a stimulus in groups and you will also perform two contrasting extracts from a set text. You will prepare for all aspects of GCSE Drama through workshops, after school rehearsals, homework time and in lesson. You will have the opportunity to showcase this work to a variety of audiences, such as younger school children and to friends, teachers and family.

We will study a play for the examination, seeing it on the page as well as on the stage! We will also go on trips to the theatre to see how actors and designers work to put a play together.

How will I learn?

Through practical, hands-on assessments (performances). These will be marked by your teacher and an external examiner. Exploration of set texts will be done practically as well as in writing.

60% of the overall GCSE is a written exam where you will study a set play for section B of the exam as well as a live performance which you will analyse for section C of the exam. The analytical writing skills you will learn and develop for the written exam, will help you with your English exams too!

How will I be assessed?

GCSE Drama is 40% practical (of which there is a coursework element) and 60% written exam.

Where might it lead?

A GCSE in Drama will open doors for you, both on and off stage and television. The confidence gained in Drama will help you in any workplace. You do not have to want to be an actor to take Drama! Drama is about communication, designing, exploring, analysing, critiquing, understanding characters and their intentions, interpretation and confidence building. Being able to work independently and as a team member are skills which are required in most workplaces and a GCSE in Drama will prove you have that necessary skillset.

Further information is available from:

Miss C Parsons – Drama Teacher

GCSE Design & Technology (AQA)

This will be of particular interest to those who want to acquire design and making skills through design briefs by studying product design using wood, metals and plastics, mechanisms.

What will I learn?

The Design & Technology qualification is modern and relevant, so pupils can learn about contemporary technologies (3-d printer, CNC router and vinyl cutter), materials and processes, as well as established practices (with wood, plastic and metal).

The GCSE places greater emphasis on understanding and applying iterative design processes (making a product, again and again, with different materials whilst improving it).

Pupils will use their creativity and imagination to design (through drawing skills and 2-d design software) and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

How will I learn?

In Year 10 the work is organised into a variety of modules involving 'mini' projects, which will require you to demonstrate your designing and making skills. Surrounding these will be theory lessons to provide you with the necessary knowledge and understanding for this level of study.

In Year 11, the majority of your lesson time will be spent working on and developing your major coursework project.

How will I be assessed?

The GCSE is made up of two units:

1. **2 hr written examination** (50% weighting)
 - Core technical principles
 - Specialist technical principles
 - Designing and making principles
2. **Non-exam assessment** – design and make project (50% weighting)

Where might it lead?

Product Design A Level, vocational qualifications, Engineering diploma or BTEC, Manufacturing and Product Design diploma, apprenticeship (e.g. carpentry).

Further information is available from:

Mr D Sowerbutts – Head of Engineering Faculty

Vocational Award in Engineering – Qualification TBC due to BTEC reforms

This will be of particular interest to those who want to acquire technical knowledge and technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design.

What will I learn?

The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly
- knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry
- knowledge of the stages involved in planning and implementing an engineering project
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

How will I learn?

In Year 10 students will explore the links between the various engineering sectors and the role of design in the production of engineered products.

Students will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component.

In Year 11 students will investigate and create solutions to problems in response to given engineering briefs.

How will I be assessed?

The BTEC is made up of three units:

1. Exploring Engineering Sectors and Design Applications – internally assessed
2. Investigating an Engineering Project - internally assessed
3. Responding to an Engineering Brief - externally assessed

Where might it lead?

Product Design A Level, vocational qualifications, Engineering diploma or BTEC, Manufacturing and Product Design diploma, apprenticeship (e.g. carpentry).

Further information is available from:

Mr D Sowerbutts – Head of Engineering Faculty

City & Guilds Technical Award in Constructing and Maintaining the Built Environment

This will be suitable for students who are interested in a career in construction like plumbing, painting and decorating, carpentry and plastering. You don't need any experience - you just need to be serious about having a go and seeing if construction is the right career for you.

What will I learn?

You will explore the structure of the construction and built environment industry in terms of how different people work together to deliver construction projects. You will develop an understanding of what makes a building and how the selection of different materials, affects the overall look and feel. You will have the opportunity to carry out a selection of realistic practical construction tasks related to the repair, maintenance and refurbishment of a building.

The qualification has four units:

- Working in the built environment
- Construction methods and materials
- Maintenance, repair and refurbishment of buildings
- Using tools to construct and maintain buildings

How will I learn?

You will learn the key elements of the four units through practical activities. This includes learning basic health and safety as well as good working practices.

You will demonstrate your progress through practical assignments. There is also an optional multiple-choice online exam covering health, safety and working practices. It is a good idea to take this optional exam if you are thinking of progressing to another qualification.

How will I be assessed?

To gain this qualification, candidates must successfully achieve the following assessments:

- One externally set, externally moderated assignment
- One externally set, externally marked exam, sat under examination conditions

This qualification is graded Pass/Merit/Distinction/Distinction*.

The understanding developed is fundamental to an introduction to any aspect of Construction and Building Services, including:

- Design and Planning
- Civil Engineering
- Construction project management
- Building services engineering specific qualifications (eg Electrical Services, Plumbing)
- Construction craft qualifications

You will also find your understanding and skills useful to progress to an apprenticeship related to construction or building services engineering.

Further information is available from:

Mr D Sowerbutts – Head of Engineering Faculty

The AQA specification caters for language learners of **ALL** abilities and aims to equip students with the ability to communicate within a variety of contexts and with confidence.

What will I learn?

The GCSE covers three main topic areas

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

Students will acquire a strong understanding of French/Spanish grammar and develop their ability to understand different types of spoken language by listening to authentic sources. Students will also learn to communicate orally across a range of specified contexts and write detailed texts, communicating in a number of different grammatical tenses.

How will I learn?

- Strong emphasis on developing literacy skills in the target language through the reading of authentic texts
- A focus on developing the ability to write complex texts with a range of opinions and ideas from MEMORY.

How will I be assessed?

- **Paper 1 Listening exam: 25% of GCSE** 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier)
- **Paper 2 Speaking exam: 25% of GCSE** Non-exam assessment 7 – 9 minutes (Foundation Tier) + preparation time 10 – 12 minutes (Higher Tier) + preparation time. 60 marks (for each of Foundation Tier and Higher Tier)
- **Paper 3 Written exam 25% of GCSE** 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier)
- **Paper 4 Written exam 25% of GCSE** 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier

Where might it lead?

- It is shown that employees who speak another language typically earn 10% - 15% more than their peers.
- In competitive job markets like law, engineering, finance and medicine, speaking another language can often send your CV to the top of the pile.
- Learning a language improves your understanding of other cultures and improves your ability to make new friends and travel

Further information is available from:

Mr D Johnson - Head of Modern Foreign Languages

What will I learn?

Paper 1 – The physical environment.

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Geographical skills

Paper 2 – The human environment.

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

Paper 3 – Geographical investigation: fieldwork and UK challenges.

- Issue evaluation
- Fieldwork
- Geographical skills

How will I learn?

Learning Geography at Southborough High School enables a variety of teaching and learning approaches. On these exciting and relevant units of study, students learn geography through the two themes of the physical environment and human society, and they investigate the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

How will I be assessed?

Paper 1 - The physical environment: 37.5% of the overall GCSE

Paper 2 - The human environment: 37.5% of the overall GCSE

Paper 3 - Geographical investigation: fieldwork and UK challenges (25% of the overall GCSE)

Where might it lead?

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

Further information is available from: Mr I Needs – Head of Humanities **and** Mr R Carter – Head of Geography

What will I learn?**Paper 1 - Crime and Punishment, c.1000 to present**

- Medieval Britain c.1000-c.1500
- Early Modern Britain c.1500-c.1750
- Industrial Britain c.1750-c.1900
- Britain since c.1900

Paper 2 (Topic 1) – Anglo-Saxon and Norman England, 1060–1088

- England on the eve of the conquest: the character of late Anglo-Saxon England
- Invasion and victory: how and why William of Normandy became King of England in 1066
- Resistance and response: the establishment of Norman rule between 1067 and 1071
- Castles: the nature and purpose of Norman castles in England to 1087
- Conquest and control: the impact of the Norman Conquest on English society to 1087

Paper 2 (Topic 2) – Superpower relations and the Cold War, 1941-1991

- Ideological differences between the superpowers
- Development of the atomic bomb
- Truman Doctrine and the Cominform and the formation of NATO
- Berlin; from division to unification
- The Cuban Missile Crisis
- The Prague Spring
- Détente, SALT 1 and SALT 2
- Reagan to Gorbachev; Second Cold War, perestroika and glasnost

Paper 3 – Weimar and Nazi Germany, 1918–1939

- Dictatorship
- Control and opposition, 1933-1939
- Changing lives, 1933-1939
- Germany in War
- Occupation

How will I learn?

Studying History at Southborough High School encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The GCSE course is based on content, which helps learners to address fundamental issues in human history. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past and their own lives now.

How will I be assessed?

Crime and Punishment	= 30% of overall GCSE
Anglo-Saxon and Norman England	= 20% of overall GCSE
Superpower relations and the Cold War	= 20% of overall GCSE
Weimar and Nazi Germany, 1918–1939	= 20% of overall GCSE

Where might it lead?

Upon completion of this two year course, students will have the skills and experience to progress onto A-level and beyond.

Further information is available from: Mr I Needs – Head of Humanities

BTEC Technical Award in Digital Information Technology (EDEXCEL)

This will be of particular interest to those who enjoy design and technology and have an interest in use of IT in the real world.

What will I learn?

In this qualification, which is 120 GLH, you will develop important technical skills in data interpretation, data presentation and data protection. You will cover aspects of user interface (UI) design and development, and learn how to develop a project plan for your own UI designs.

Cybercrime is an increasing threat – understanding the different types of threats and how to mitigate against them is vital to any business that uses and retains sensitive data. You will develop an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

Organisations often implement technological improvements by rolling out change projects, sound understanding how projects are structured is of vital importance. This qualification will enable you to use project-planning tools, models and techniques within a digital context.

Digital projects today often involve working with diverse teams across different locations. You will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

How will I learn?

Throughout the course there will be a variety of different learning opportunities, from teacher and student lead lessons, to mini projects and preparation for assignments. There is a selection of paper and digital based resources to support students learning during the course.

How will I be assessed?

The BTEC is made up of three units:

1. Exploring User Interface Design Principles and Project Planning Techniques(36 GLH, Internal assessment 3 assignments)
2. Collecting, Presenting and Interpreting Data (36 GLH, Internal assessment 3 assignments)
3. Effective Digital Working Practises (48 GLH, External assessment 1 exam Jan and/or June Year 11)

Where might it lead?

You might wish to go on to study a Level 3 course in Information Technology. If you then wish to specialise your learning in a specific digital vocation, you could consider a BTEC Level 2 Technical Diploma in Digital Technology, which enables you to select from three pathways: Data Management, Digital Applications or Network & Cyber Security.

Alternatively, you may want to progress to an apprenticeship, for example at Level 3 in Digital Marketer, Infrastructure Technician or Software Development Technician.

Further information is available from:

Head of ICT - Mr Swinchin-Rew

Cambridge National in Creative iMedia (OCR)

This course will be of particular interest to those who are interested in film, television, internet, gaming, magazines and advertising.

What will I learn?

You will learn to:

- Explore media products with confidence and knowledge.
- Create your own media products and have the choice to follow, extend or challenge conventions.
- Develop an interest in the richness of all areas of media output.
- Experience and develop an appreciation of a wide range of media products.
- Provoke and stimulate a sense of personal and social awareness and an ability to empathise with others.
- Encourage you to be both self-critical and aware of the media in the wider context.
- Be aware that skills developed in Creative iMedia have a vital contribution to make to your work across the whole curriculum and to life outside school, including the workplace.
- Explore the role of audiences, language and institutions in media.

How will I learn?

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. This qualification will provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The 'hands on approach' - structure of the qualification has strong relevance to the way people use the technology required in creative media.

How will I be assessed?

Assessment: 75% coursework, 25% examination. Equivalent to one GCSE.

Where might it lead?

You can continue studying Digital Creative Media Production at Sixth Form level. Students will also get the opportunity to become involved and run our own in-house media production company. Careers that value a media qualification include working in the media industries, such as TV, film, radio, gaming and journalism, as well as sales, advertising, event management and marketing.

Further information is available from:

Ms M Glendenning - Head of Media

This will be of particular interest to those who are interested in developing their musical skills and broadening their understanding of music and musical opportunities.

What will I learn?

The course allows each student to work individually and in a group and encourages development of instrumental technique on a choice of instruments, in a range of styles.

The course will:

- Enable students to develop and improve as musicians on a choice of instruments
- Give students the opportunity to experience and develop understanding of a wide range of musical genres
- Allow students to develop skills in ICT Music Technology
- Introduce students to the vocational potential in music and inspire their futures
- Improve and develop students' key skills: communication, leadership, co-operation in preparation for work
- Give students the opportunity to work creatively and expressively

How will I learn?

The course allows each student to work individually and in a group and encourages the development of instrument technique on a choice of instruments, in a range of styles.

How will I be assessed?

1. Coursework – Performing (30%)
2. Coursework – Composition (30%)
3. Listening exam (40%)

The areas of study are:

- **Musical Devices**
- **Music for Ensembles**
- **Film Music**
- **Popular Music**

Where might it lead?

The course will prepare the students for further education and work in the vast and ever expanding music industry.

Further information is available from:

Mr D Morgan – Head of Art and Music

This course will be of particular interest to those who have an interest in sport and wish to pursue a career in areas such as physiotherapy, nutrition, sports coaching, officiating and any Biology based career. The new specification (first exam 2018) is very much based on a solid understanding of Human Biology and its practical implications to sport.

What will I learn?

- Applied anatomy and physiology – Body systems (Muscular System/Cardiovascular system/Respiratory system/Skeletal system)
- Movement analysis
- Physical training – Methods of training/fitness testing/health and skill related fitness/heart rate training
- Health, fitness and well-being
- Sport Psychology
- Use of data

How will I learn?

Content will be taught through practical and theoretical lessons. E-learning will be a big focus for all classes as will independent learning and group work. The new style of the course is designed to prepare students for A Level and, as such, the course will be taught with this in mind.

How will I be assessed and achieve my GCSE grade?

- 60% of the course is examined in two 1 hour 30 minutes theoretical exams
- 40% is examined practically. Students will need to choose three sports (one team sport, one individual sport and one other of either). Students have free choice of over fifteen different sports that they can be assessed in.

What options do I have from studying GCSE PE?

Students can continue studying Physical Education at Key Stage 5, either through A Level PE or BTEC Sport (which is recognised by universities as an equivalent qualification to A Level). This can lead to university subjects such as Sports Science, Physiotherapy and Nutrition. It can also lead to careers within the sport and leisure industry.

Further information is available from:

Mr J Colbert – Head of Physical Education

Cambridge National in Sport (OCR)

This course will be of particular interest to those who have an interest in sport and wish to pursue a career in areas such as physiotherapy, nutrition, sports coaching, officiating and any sport based career

What will I learn?

- Reducing the risk of sports injury
- Applying the principles of training
- The bodies response to physical training
- Sport nutrition

How will I learn?

Content will be delivered through practical and theory lessons with an emphasis on practical lessons and independent study. Students will be expected to study and complete coursework.

How will I be assessed and achieve my GCSE grade?

Unit 1 is externally assessed through an exam. This exam will be sat at the end of year 10 and then with a resit opportunity in January of year 11. The other 3 units will be coursework based and will be spread throughout the 2 years. Opportunities to improve coursework grades are given and so this would suit students who feel they need a little more guidance on their work.

What options do I have from studying GCSE PE?

Students can then choose to study level 2 or 3 BTEC Sport (which is recognised by universities as an equivalent qualification to A Level). This can lead to university subjects such as Sports Science, Physiotherapy and Nutrition. It can also lead to careers within the sport and leisure industry.

Further information is available from:

Mr J Colbert – Head of Physical Education

GCSE Food Preparation and Nutrition (OCR)

This course will be of particular interest to those who are interested in the hospitality and catering industry.

What will I learn?

All content is covered in all components. There are four sections to the course..

Section A: Nutrition. This covers topic areas such as the relationship between diet and health; nutritional and dietary needs of different groups of people; energy balance; nutritional content of the main commodity groups

Section B: Food (food provenance and food choice). Areas of study would investigate food provenance: source and supply; food processing and production; technological developments to support better health and food production, for instance.

Section C: Cooking and food preparation. Learners would investigate food science; sensory properties and food safety.

Section D: Skills requirements (preparation and cooking techniques). A key component of the overall experience, learners will develop a range of culinary skills including knife skills; preparation and techniques; cooking methods; sauces; as well as learning how to judge and manipulate sensory properties.

How will I learn?

You will have a mixture of practical and theoretical lessons. You will cover the theory of food and nutrition as stated above and practically you will learn about how to cook and prepare different meals.

How will I be assessed and achieve my GCSE grade?

50% of the course is assessed through one theory paper.
15% of the course is through a coursework based food investigation task.
35% of the course is assessed through practical preparation of food.

Where might it lead?

There are a huge variety of jobs within the catering and hospitality industry that this course could lead to.

A list of potential future careers: Chef/cook, nutritionist, personal trainer, catering manager, hospitality manager.

Students who study this course may continue on to study A level Biology or Chemistry or any science such as A level PE or LLevel 3 Sport.

Further information is available from:

Mr D Sowerbutts – Head of Engineering Faculty

GCSE RELIGIOUS STUDIES (AQA)

This course will be of particular interest to those who are interested in what religion and philosophy can contribute to our understanding of morality.

What will I learn?

Matters pertaining to religion are a key influence driving human behaviour. Religion continues to remain a force for good and for bad. Effectively tackling some of the challenges presented in the modern world requires a sound and solid grasp of religious outlooks and contemporary moral issues. This course seeks to address both these areas of human interest and concern.

GCSE Religious Studies involves the study of both **Christianity and Islam**. We study the *beliefs, teachings and practices* of these two important religions, followed by millions upon millions of people across the world.

GCSE Religious Studies **also involves the study of 4 'themes' or 'areas of human behaviour'**. Topics studied are:

'Relationships and Families'. Consideration is given to sex, marriage and divorce, as well as family life and issues relating to gender equality.

'Religion, Peace and Conflict'. Consideration is given to the Just War theory, weapons of mass destruction, Jihad, pacifism, terrorism and refugees.

'Religion, Crime and Punishment'. Consideration is given to the causes of crime, the aims of punishment, alternatives to punishment, capital punishment.

'Religion, Human Rights and Social Justice.' Consideration is given to prejudice and discrimination, tolerance, wealth and poverty, trafficking and charities.

We will address theories about the causes of and responses to crime and punishment, for example, prison, probation, community service and electronic tagging and we will consider alternatives to punishment, for example restorative justice and issues arising from capital punishment. We will study prison reform and 'weaknesses' in the administration of justice in this country, including miscarriages of justice. Youth offending will attract particular attention.

How will I learn?

You will learn through core reading and discussion, individual and group presentation and evaluation of ideas, and select use of appropriate DVD resources and internet-based material.

How will I be assessed?

Final assessment is via **two 1 hour and 45 minute exams**, each contributing 50% of the final award. Both exams are sat at the end of the two year course. There is no coursework or controlled assessment.

Where might it lead?

The course provides a firm foundation for higher level studies at AS and A2 level.

Further information is available from:

Mrs J Fox – Head of Religious Studies
Mr M Iles - Teacher of RS
Mr I Needs – Head of Humanities

DUKE OF EDINBURGH AWARD – BRONZE LEVEL

Who is it for?

DofE Awards programmes help young people aged 14 to 25.

What is it?

DofE Awards programmes help young people aged 14 to 25 to develop their confidence, self-reliance, increase their commitment to achieving set goals and aid their transition into becoming responsible adults. Participants will see new talents and skills develop and emotional maturity blossom whilst also building their fitness and initiative.

The balanced programme of activities develops the whole person – mind, body and soul, in an environment of social interaction and team working. Doing the DofE awards involves developing a personal programme of challenging activities allowing participants to gain unique experiences and rewards.

Both employers and educational establishments are aware of the outcomes to be gained from participating within the DofE awards and thus award holders become highly valued.



How do the DofE Awards work?

Sections	Types of Activities (outside of normal school, college, university and work times and curriculum)	Length of time required to complete (minimum 1 hour per week on each section)
Volunteering	Something which uses your time to benefit groups of people or individuals. This can include activities such as volunteering in a charity shop, peer mentoring or supporting other students within your school / college / youth club.	Bronze / age 14 plus 1 section for 6 months 2 sections for 3 months
Skills	To learn or develop a skill that interests and benefits you. This can be learning a musical instrument, languages, photography, art, ITC, mechanics etc.	Silver / age 15 plus 2 sections for 6 months 1 section for 3 months
Physical	To take part in a sport or physical activity that will help to keep you fit and maintain a healthy lifestyle i.e. dance classes, gym or any form of sports and fitness classes	<i>Direct entrants are required to complete an</i>

Sections	Types of Activities (outside of normal school, college, university and work times and curriculum)	Length of time required to complete (minimum 1 hour per week on each section)
		<p><i>additional 6 months for one of the longer sections</i></p> <p>Gold / age 16 plus</p> <p>2 sections for 12 months</p> <p>1 section for 6 months</p> <p>and a Residential Project</p> <p><i>Direct entrants are required to complete an additional 6 months for one of the longer sections</i></p> <p>Participants have up until their 25th Birthday to complete their full award</p>
Expeditions	<p>To undertake a journey using own physical effort- walking, cycling, paddling or horse riding in a team and be self-sufficient for the duration of your journey.</p> <ol style="list-style-type: none"> 1. Undertake a practice journey to acquire the necessary skills to complete the assessment journey- Navigation, camp craft first-aid, dealing with emergencies, team work and proficiency in mode of travel. 2. Complete an assessment expedition that meets all 20 conditions of the DofE expedition. 3. Deliver a presentation of your choosing. <p>All expeditions are to be delivered by qualified staff and assessed by a DofE accredited assessor.</p>	<p>All participants are required to undertake a practice and assessment expeditions for each level.</p> <p>Bronze- 2 days 1 night</p> <p>Silver- 3 days 2 nights</p> <p>Gold- 4 days 3 nights</p> <p><i>In addition, Gold participants are required to complete a residential project</i></p>

What will I learn?

- **Personal, Interpersonal and Team skills** (manage money, communicate effectively in a wide variety of situations)
- **Active Citizenship** (community based project)
- **Entrepreneurship and Enterprise** (to learn skills of teamwork, budgeting, risk management and leadership)
- **Preparation for work** (young people to think about the future, write CV, interview and presentation skills)
- **Enrichment projects** (to include projects relating to healthy life styles, sports, cooking etc.)

How will I learn?

By taking part in the full range of activities cited above and recording your successes in a portfolio of work. These topics will involve you in using your preferred learning style and you will be given opportunities to develop both your decision making and reflective skills where all of your achievements will be celebrated.

The setting will be slightly less formal than in more academic settings. Students will be encouraged to make decisions about the activities they take part in and take responsibility for their own work and behaviour, the idea being that where possible the programme is led by the young people themselves with focus on independent learning.

How will I be assessed?

In a variety of ways with both **formative**, (what you do in class how you answer questions) and **summative** assessment-where performance is measured with outcomes and presented in your individual portfolio and presentations.

Your folders will be both internally and externally accredited.

All students will work towards a **Certificate** sized qualification at level 1

Level 1 certificate : a minimum of 21credits (7 modules)

Students will have the chance to do some modules in level 2 once they have achieved their level 1

Level 2 certificate :a minimum of 24 credits with at least 18 at level 2 and no credits below level 1

Where might it lead?

The Prince's Trust qualifications have several progression routes, they are recognised nationally by employers and may help to get you on to further training, an apprenticeship or indirectly into employment as they help develop employability skills which have been recognised by the world of work. They help you to make important decisions about where they would like to go next in terms of your personal development. Most importantly they help to develop life skills in students who maybe do not see themselves as academics and are not sure about where their personal strengths lie.

Further information is available from:

Mrs T Pollicott Prince's Trust Advisor (also from the Prince's Trust website)

THE LIBRARY

Whichever courses you are studying, the Library can help you.

Teachers in all subjects supply information and materials, which are stored, catalogued and indexed so that everyone can use them. Reference copies of textbooks and revision guides are available for use at lunchtime, before or after school.

You should by now be familiar with the way the library works and be able to find your way around the different sections using the Eclipse system on the computer.

You may be directly referred here to study material for a particular piece of coursework, or instructed to find 'extra' or 'background' information, which can add both breadth and depth to your work.

Evidence of this kind of initiative/self-help on your part can make all the difference when final grades are being assessed.

Currently available:

- Fiction/reference/non-fiction books
- Newspapers/magazines/periodicals
- Computer services – bank of twenty-two PCs linked to whole school network with access to the internet
- Textbooks and revision guides
- University prospectuses and careers information

The aim of the Library is to help students to be as independent as possible and to learn to be resourceful with the guidance and support of teachers. Flexible learning will support the work of all subjects and thus all students.

The Library also makes an important contribution to the extra-curricular and social life of the school in the sense that it is a meeting place to see displays, book fairs, etc. and to talk to teachers.

So, whether in a timetabled access period, inside lesson time, lunchtimes or after school, visits to the Library for study or recreation should be regarded as important, useful and enjoyable.

The Library is open before school Tuesday to Friday from 8.00 – 8.40 am and after school Monday to Friday until 4.10pm for access to resources, computers and homework club.

THE SIXTH FORM

Even now in Year 9, you should be aiming to join the Sixth Form after the next two years of study.

This may seem a long way off but the next two years at Southborough will pass extremely quickly! There are many opportunities waiting for you in the Sixth Form; your education should be seen as a lifelong experience.

The thriving Sixth Form offers a wide range of courses for young men and women of all abilities. There is a programme of study suitable for everyone in the school, and we offer as broad a range of courses as other schools in the borough with incorporated Sixth Forms.

In addition to the study element there is also a thriving social element to Sixth Form life, with regular trips and other exciting events on the calendar. Each student in year 12 will also have access to a number of 'Enrichment' activities organised by the school. Options include; first aid, canoeing certificates, golf lessons, DIY lessons, swimming, production of a school magazine, volunteering opportunities and many more. A large part of the 6th Form offer is about preparing young people for life after Southborough. All students are supported by their tutor and the year team to ensure that they make a successful transition on to their next phase of learning, whether at University, College, through an apprenticeship or traineeship, or in the world of full-time employment.

Every Year 11 student has a 1-1 interview with the Head of 6th Form to discuss their study options and get independent advice and guidance regarding their future. We aim to provide a curriculum that is accessible to all and these meetings are an opportunity for young people to really start to define their short and long-term goals relating to education and careers. In addition to these interviews, the 6th Form team, in collaboration with Heads of Faculty, subject specialists, University admissions staff, Colleges and local vocational employment providers offer special parent/student evenings where you can get important information and meet course tutors.

There is a Sixth Form PowerPoint presentation on the school website and via YouTube, in addition to subject videos which explore each subject in more detail.