

Belmont
Community
School

KS4 Options 2021
Course Details



KS4 Options 2021

At Belmont Community School we are proud to be able to continue to offer our students a strong academic core programme that is supported by a diverse range of option choices.

Please note:

The information contained within has been provided by the appropriate Head of Department and is correct as of February 2021. Whilst we will always endeavour to accommodate individual requirements, we reserve the right to make changes that may affect arrangements prior to, or during Key Stage 4.

An electronic version of this publication is available from the school website at:

www.belmontschool.org.uk

(Clicking on any text that is underlined in blue will take you directly to the linked documentation.)

Parents' & Options Evening:

Wednesday 12th May 2021

Options Choice Form Deadline:

Friday 21st May 2020

Keep up to date with our latest news:



[@Belmont_School](https://twitter.com/Belmont_School)



Follow us on
Instagram

[@belmontcommunityschool](https://www.instagram.com/belmontcommunityschool)

Contents

[Making Choices](#)

[Key Stage 4 Curriculum](#)

[The English Baccalaureate \(EBacc\)](#)

[Post 16 Progression](#)

[English Language](#)

[English Literature](#)

[Mathematics](#)

[Science](#)

[French](#)

[Personal Development](#)

[Physical Education: Core](#)

[Geography](#)

[History](#)

[Art, Craft and Design](#)

[Business Studies](#)

[Computer Science](#)

[Constructing the Built Environment](#)

[Design and Technology](#)

[Drama](#)

[Food Preparation and Nutrition](#)

[Health & Social Care](#)

[Music](#)

[Photography](#)

[Religious Studies](#)

[Sports Studies](#)

[Sports Science](#)

[Travel and Tourism](#)

Making Choices

Making the right choices

The next few years are the most important in your education so far. For the first time you will be able to choose some of the subjects you are going to study. Choosing the right subjects is very important. The choices you make now will form part of your curriculum for the next 3 years.

This booklet contains information on our core curriculum, which all students must follow, as well as information about subjects that are options. Whatever you choose to study, you can be assured that the range of subjects on offer provides a tremendous opportunity to follow a curriculum that is suited to your own strengths, interests and ambitions.

Support to help you make the right choices

As well as the information provided within this booklet, you will also receive advice and guidance in the following ways:

- Parents' and Options Evening, where you and your parents/carers will have the opportunity to discuss individual subjects with staff.
- Talks from subject teachers in lessons.
- An individual discussion with a member of staff, should you wish.

Making your final decision

Make sure that you take advantage of all of the support on offer. Discuss the options subjects you are considering with your parents/carers at home, as well as teachers in school.

Make sure that you understand all of the relevant information about individual subjects that you are interested in, for example, the qualification awarded, the assessment requirements, progression to work and further education etc.

If you, or your parents/carers, are unsure about anything at any stage during the options process, please feel free to contact your Head of Year, Mrs Laverick at school for further advice.

a.laverick@belmontschool.org.uk

Remember that the choice is yours so make sure you make the right choices for you!

Completing the form

Once you are ready to make your final choices you will need to complete an Options Choice Form, which will be issued after the Year 8 Parents / Options Evening on Wednesday 12th May. If you require any support with this, please ask a member of staff.

What happens next?

We look at the options you have selected and try to fit them with the options choices of all of the students in your year group. We always try our very best to give you your first choice of options, however, in some cases we may need to use your reserve choices too. It is therefore very important that you record 2 reserve choices **in order of preference**. We will then notify you of which options subjects you have been allocated.

And finally....

At Belmont Community School we are committed to making sure that you have the very best preparation for adult life. We have a tradition of students who have made successful choices and have gone on to achieve excellent outcomes at the end of year 11. We believe that our curriculum will help all of you to make the best possible start to the next exciting stage of your individual journeys.

Key Stage 4 Curriculum

Curriculum Overview

We believe an excellent curriculum is one that:

- challenges, motivates, inspires and leads to a lifelong interest in subjects
- allows students to achieve
- helps prepare students for further education whether academic/vocational or combined
- prepares students for the world of work and life

We are committed to providing a curriculum with breadth that allows all of our students to be able to achieve this. It is very important that all students can access an individual learning pathway that is suitable and challenging.

Compulsory	Free Choice: <u>ONE</u> from each block		
Core subjects	Option A	Option B	Option C
English Language	Art, Craft & Design	Art, Craft & Design	Geography
English Literature	Photography	Photography	History
Mathematics	Drama	Drama	
Science	Music	Music	
French	Food Preparation & Nutrition	Food Preparation & Nutrition	
Physical Education	Constructing the Built Environment	Constructing the Built Environment	
Personal Development	Design & Technology	Design & Technology	
IT	Sports Studies	Sports Studies	
	Sports Science	Sports Science	
	Business Studies	Business Studies	
	Travel & Tourism	Travel & Tourism	
	Health & Social Care	Health & Social Care	
	Religious Studies	Religious Studies	
	Computer Science	Computer Science	
	Geography	Geography	
	History	History	

Allocation

The timetable consists of 6 x periods per day, each lasting 50 minutes.

Students will spend 21 periods per week following the core curriculum.

In addition, they will also spend 9 periods per week studying 3 option subjects.

The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is not a qualification in its own right. It has been established to provide information to parents, and others, about the achievements of pupils in a core set of academic subjects which are shown to enhance performance in English and Maths, as well as improving the chances of progressing onto further study or employment.

The EBacc subjects are:

- English Language and Literature
- Mathematics
- The sciences
- History or Geography (referred to as Humanities)
- A language (e.g. French)

Subjects that contribute to the EBacc criteria are highlighted throughout the booklet.

Post 16 Progression

Raising the Participation Age

The Education and Skills Act 2008 has raised the age of compulsory participation in education or training for young people until their 18th birthday for all those born in September 1997 or later. The aim of raising the participation age (RPA) is to help ensure that every young person has the opportunity to gain skills and qualifications that enable them to progress to higher education, work and adult life.

The qualifications that students gain aged 16 strongly influence their post-16 route and subsequent life prospects. Evidence from a DfE study in 2010 showed that students with 5 or more good GCSE grades earn on average around 9-11% more than those without, while those with 2 or more A-Levels earn on average around 14% more than those without.

All young people will therefore be required to continue to study or train until their 18th birthday in one of several ways:

- Study full-time in a school, college or with a training provider
- Full-time work or volunteering combined with part-time education or training
- An apprenticeship (www.apprenticeships.org.uk)

From August 2014 students who have not achieved a “good pass” in English and/or maths GCSE by age 16 must continue to work towards achieving these qualifications or an approved interim qualification as a ‘stepping stone’ towards GCSE as a condition of student places being funded. See <https://www.gov.uk/government/speeches/maths-and-english-provision-in-post-16-education> for up-to-date guidance on this.

As a school, we will continue to provide careers education and guidance as part of the core programme during Key Stage 4. The National Careers Service website (<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>) can also be accessed by parents and students at any time for more information about education, training and work.

Financial support is available for young people struggling with additional costs. Up to £1200 a year is currently available from the 16-19 Bursary Fund (www.gov.uk/1619-bursary-fund). Sixth Forms and Colleges can also offer bursaries to anyone finding it difficult to pay costs like transport, meals, books or equipment.

Further information on RPA is available at:

<https://www.gov.uk/government/policies/increasing-opportunities-for-young-people-and-helping-them-to-achieve-their-potential/supporting-pages/raising-the-participation-age>

Progression to University

It is critical that all students make curriculum choices that will allow them to progress to particular employment and courses when they leave school. To this end we have included information about this for each course, as well as links to websites that provide further information and support.

GCSE grades can play an important part in securing a place at a university of choice. A good GCSE pass in English is often required for many courses, as is Mathematics. Some courses require higher grades in these subjects; for example, many science and engineering courses will specify higher grades in GCSE English. Some universities require you to have a good GCSE pass in a foreign language as well.

Universities are entitled to set their own admission criteria based on points made up from A-level or vocational courses.

Some courses recommend for you to have studied specific subjects at A-level.

Detailed information on each university’s entrance requirements can be found on the UCAS website at: <https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements>

English Language

Core subject
EBacc subject

Qualification:	1 GCSE
Awarding body / specification No.	AQA / 8700

Why study?

English provides you with the literacy skills to function competently in life, whether it is reading a newspaper or applying for a job. English allows students to demonstrate their ability in functional English – it provides students with the skills and abilities to take an active and responsible role in their communities, workplaces and everyday lives. Learning to communicate their ideas and emotions, through reading, writing, speaking and listening, provides students with greater access to the whole curriculum and beyond.

Course content:

English Language is a single GCSE but provides a depth of study that includes texts from a range of genres, speaking and listening, creative writing and the functional elements of English. Pupils are assessed on their ability to read a text and explore it in depth and on their ability to write for different audiences and purposes.

English Language GCSE comprises two externally assessed examinations and one non-examination assessment:

- Explorations in Creative Reading and Writing (50% of final GCSE)
- Writers' Viewpoints and Perspectives (50% of final GCSE)
- Non-examination assessment in Spoken Language (0% weighting of GCSE)

Assessment and examinations:

The qualification is 100% terminally assessed by examination at the end of the course.

There are no tiers of entry for this examination. Questions are designed to take students on an assessment journey from lower tariff tasks through to more extended responses.

Curriculum enrichment:

The English Department offers after school sessions for all pupils. Students also have the opportunity to take part in enrichment activities, such as theatre trips, to support their learning.

Further education:

Sixth Form / College courses	University courses
A-Level English Literature A-Level English Language	English Literature; Education; Linguistics; Creative Writing; Media; Drama; Psychology; Sociology; Social Work and Journalism.

Careers:

Education, media, advertising, public sector roles, law, journalism, publishing and social work are only a few examples of the many careers that the study of English and English Literature can lead to.

Further information, advice and guidance:

Head of Department contact	Mrs A Warr a.warr@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700 http://www.afterenglish.ac.uk

English Literature

Core subject
EBacc subject

Qualification:

1 GCSE

Awarding body / specification No.

AQA/ 8702 or Edexcel 1ETO

Why study?

All pupils will study English Literature. English Literature allows students to respond to global literature as well as texts that have had a significant influence on our heritage. Students experience a range of literature, drawn from contemporary and modern texts and English Literary Heritage texts.

Literature plays a key role in the cultural, emotional and social development of young people, through widespread reading of a range of literary genres.

Course content:

English Literature comprises two externally assessed examinations.

- Paper 1: Shakespeare and the 19th-century novel (40% external examination)
- Paper 2: Modern texts and poetry (60% external examination)

All students will study a Shakespeare text, a 19th-century novel, a modern drama text and a range of poetry,

Assessment and examinations:

The qualification is 100% terminally assessed by examination at the end of the course.

There are no tiers of entry for examinations.

All assessments are closed book: any stimulus material required will be provided as part of the assessment.

Curriculum enrichment:

If possible, theatre trips are arranged for our students, so they can broaden their appreciation of literature beyond the written text.

Further education:

Sixth Form / College courses

A-Level English Literature

University courses

English Literature; Education; Linguistics; Creative Writing; Media; Drama; Psychology; Sociology; Social Work and Journalism.

Careers:

Education, media, journalism, performing arts, advertising, public sector roles, law, publishing and social work are only a few examples of the many careers that the study of English Literature can lead to.

Further information, advice and guidance:

Head of Department contact

Mrs A Warr
a.warr@belmontschool.org.uk

Useful websites and other support

http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/qualifications.pearson.com/content/dam/pdf/GCSE/English%20Literature/2015/specification-and-sample-assesment/9781446914359_GCSE_2015_L12_Englit.pdf
<http://www.allaboutcareers.com/campaigns/what-can-i-do-with-an-english-degree>

Mathematics

Core subject
EBacc subject

Qualification:	1 GCSE
Awarding body / specification No.	Edexcel / 1MA1

Why study?

Mathematics provides you with the numeracy skills required to take control of your daily lives, whether managing finances or judging the latest government statistics. It's not just at university that the ability to follow logical instructions, to manipulate equations and deal with basic geometry can be useful. Most people, in all walks of life, find that the topics they were taught at GCSE come up again and again. For example, employers rate data-handling ability as one of their top requirements in new recruits.

Mathematics gives you the vital tools needed to study many degree subjects, particularly among the laboratory and social sciences, as well as in engineering and technology. It also teaches you a wide range of transferable skills that will benefit you in whatever job you take.

Course content:

Students will study Statistics and Probability, Number, Ratio and Proportion, Rates of change, Algebra, Geometry and Measures over the three year course. Students will also be taught the skills to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems throughout the course. There is an increased emphasis on the ability of students to apply their mathematical knowledge to solve problems in mathematical and non-mathematical contexts. .

Assessment and examinations:

Assessment consists of three written examinations of equal weighting taken at the end of the course. The first paper is a non-calculator paper, and the second and third papers are both calculator papers. Each paper is 90 minutes long.

There are two tiers of entry: foundation and higher.

The foundation tier covers grades 1 – 5

The higher tier covers grades 4 – 9

All students will sit examinations at the end of the course.

Regular, unseen past paper assessments will take place throughout the course with detailed feedback on strengths and areas for improvement. These assessments are full GCSE papers and provide extremely accurate information about the current attainment of our students.

Curriculum enrichment:

The Mathematics department runs a variety of workshops for Key Stage 4 students after school, as well as a drop-in facility for additional support with homework. Students are encouraged to participate in a number of challenges including the UK Mathematics Challenge and the Durham County Secondary Mathematics Challenge. Students will apply their functional skills in Mathematics in real life contexts such as planning visits, financial aspects or looking at healthy lifestyles as an integral part of the course.

Further education:

Sixth Form / College courses	University courses
AS / A-Level Mathematics AS / A-Level Further Mathematics AS / A-Level Use of Mathematics	Mathematics; Accounting; Engineering; Sciences; Computing; IT and many more. Many university disciplines welcome and value Mathematics qualifications.

Careers:

Scientific; Engineering; IT; Banking and Finance; Health and Medicine; Accountancy and many more.

Further information, advice and guidance:

Head of Department contact	Mr N. Siday n.siday@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html http://en.wikibooks.org/wiki/A-level_Mathematics/Edexcel http://www.whatuni.com/degrees/courses/Degree-list/Mathematics-Degree-courses-UK/qualification/M/search_category/5967/loc.html

Science

**Core subject
EBacc subject**

Qualification:	Separate = GCSE Biology, Chemistry & Physics / 3 GCSEs Combined = GCSE 2 GCSEs
Awarding body / specification No.	Separate = Edexcel 1BI0/1CH0/1PH0, Combined = Edexcel/1CS0

Why study?

GCSE Combined Science is most suitable for students not looking to study science at A-level although high GCSE grades in combined science are accepted for A-level entry and can be easier to gain.

GCSE Separate science reduces the jump up to A-level for students progressing from GCSEs and is thus suited to those wanting to take science A-levels.

Course pathway depends on outcomes at the end of Y10 and is not determined before this.

Course content:

Biology

Paper 1 - Key concepts in biology; Cells and control; Genetics; Natural selection and genetic modification; Health, disease and the development of medicines

Paper 2 - Key concepts in biology; Plant structures and their functions; Animal coordination, control and homeostasis; Exchange and transport in animals; Ecosystems and material cycles

Separate science adds further content to the combined science topics.

Chemistry

Paper 1- Key concepts in chemistry; States of matter and mixtures; Chemical changes; Extracting metals and equilibria.

Paper 2 - Key concepts in chemistry; Groups in the periodic table; Rates of reaction and energy changes; Fuels and Earth science.

Separate science has students cover the same content with the addition of two topics: Separate Chemistry 1 and Separate Chemistry 2.

Physics

Paper 1 - Key concepts of physics; Motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity.

Paper 2 - Key concepts of physics; Energy - Forces doing work; Forces and their effects; Electricity and circuits; Magnetism and the motor effect; Electromagnetic induction; Particle model; Forces and matter

Separate science has students cover the topics above with some additional content and adds two topics Astronomy and Static electricity.

Assessment and examinations:

Separate science and combined science both have six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Students will be required to take all Science GCSE assessments in June at the end of the course.

In separate science - Each written paper lasts 1 hour 45 minutes and is worth 100 marks which is 50% of the GCSE in that subject. **In combined science** - Each paper has a written exam: 1 hour 10 minutes worth 60 marks (16.7% of the GCSE).

Curriculum enrichment:

Frequent trips take place as well as STEM club. Homework and revision sessions are all so offered.

Further education:

Sixth Form / College courses

AS / A-Level Biology, Chemistry and Physics as well as applied science and medical science BTECs.

University courses and Apprenticeships

A range of courses including, for example, degrees in Biology; Biochemistry; Chemistry; Physics; Environmental Sciences; Ecology; Engineering and Sports Science.
Some apprenticeships require science GCSEs (particularly engineering).

Careers:

Biological sciences; marine biology; zoology; biochemistry; pharmacy; health & medicine; sports science.

Further information, advice and guidance:

Head of Department contact

Mr I Davidson
i.davidson@belmontschool.org.uk

Useful websites and other support

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-3>

French

Core subject
EBacc subject

Qualification:

1 GCSE

Awarding body / specification No.

AQA / 8658

Why study?

A foreign language provides you with the ability to communicate in the wider world. With the ever-growing globalisation of the job market, having a command of a foreign language can be a real advantage in the workplace. Studying an additional language, in this case French, increases your employability within this contest. Not everyone who studies a language specialises in it. You do not have to follow the career of a teacher, translator or interpreter - most people use languages as an extra skill to supplement their chosen career path. Who knows where you may be in ten or twenty years' time – perhaps working abroad? If you have a language GCSE, employers can see that you have good communication and decoding skills.

Course content:

The course deals with three broad themes:

Identity and culture

- this includes relationships with family and friends, free-time activities, customs and festivals in the foreign country and technology in everyday life.

Local, national, international and global areas of interest

- this includes looking at your local area, travel and tourism, social issues and broader global issues such as the environment, charity work and homelessness.

Current and future study and employment

- this includes your current studies, life at school and your plans for when you leave at 16 as well as looking further ahead to your long term career plans.

Assessment and examinations:

Assessment comprises four components: listening, speaking, reading and writing, with each component having equal weighting. There are two tiers of entry, foundation and higher and all papers must be taken at the same tier.

The foundation tier can cover the grades 1 - 5

The higher tier can cover the grades 4 - 9

All assessment is completed at the end of year 11

Curriculum enrichment:

The MFL department has run trips to France to visit the beautiful city of Paris as well as to Aachen in Germany to visit the famous Christmas market.

We also offer after school sessions for Key Stage 4 students for extra revision or help.

Further education:

Sixth Form / College courses

AS / A-Level French

University courses

French language degrees or language as a subsidiary (for example Law or Business with French)

Careers:

There are any number of careers in which a language can be useful: law, journalism, politics, cabin crew, coach driving, teaching, armed forces to name a few.

Further information, advice and guidance:

Head of
Department
contact

Mr M. Pine
m.pine@belmontschool.org.uk

Useful websites
and other support

www.topuniversities.com/subject-guides/modern-language-degrees
<http://www.aqa.org.uk/subjects/languages/bm-GCSE>
<https://targetjobs.co.uk/careers-advice/career-planning/435032-using-your-language-skills>
www.memrise.com www.quizlet.com

Personal Development

Core subject

Qualification:

n/a

Awarding body / specification No.

n/a

Why study?

Personal Development is designed to cover a range of content including Religious Education and will be delivered via a series of structured drop-down days, in tutor time and across the wider curriculum. It is not about being religious, but about exploring what you think and being aware of what others think. It is a flexible and interactive course of study in which students will examine how religious beliefs interact with moral, ethical and cultural issues. Students will learn about British Values and what they mean in the modern world, preparing them for life in 'Modern Britain'.

Course content:

Students will cover a range of relevant topics across the three years of Key Stage 4. These include: Relationships, Poverty, Health, Drugs and Addiction, Sex and Relationships Education.

Personal Insight and Spiritual Development:

We will nurture students' curiosity about the world around them and encourage them to embrace new experiences which broaden their understanding.

Moral Understanding and Relationships:

We will strive to develop a sense of moral and social purpose; ensuring students are able to make reasoned and responsible responses to moral dilemmas and have a clear recognition of right and wrong. Students will have a clear understanding of the consequences of their actions.

Social Development and Skills:

We will actively support students in their social development. Our core values underpin the ethos of our school and characterise the way we work.

We will provide opportunities for students to develop their leadership, teamwork and other social skills.

Understanding and Respect for Different Characteristics:

We will provide purposeful opportunities for students to learn about people of different characteristics: Be that cultural, religious, gender, racial, sexual, disability or age in order to appreciate and respect diversity.

Promotion of Spiritual, Moral, Social and Cultural Development and Community Cohesion:

We will develop strategies to work with communities locally, regionally, nationally and internationally.

Work related learning:

We will provide a suite of work related learning opportunities for all students across all curriculum areas.

Learning Outside of the Classroom:

We will provide students with a wealth of learning outside the classroom opportunities to enrich their curriculum and learning experiences.

Enterprise and Employability:

We will provide opportunities for students to develop their entrepreneurial employability skills.

British Values:

We will educate students on what it means to be British and prepare them for life in the multicultural society that is modern Britain.

Physical Education: Core

Core subject

Qualification: n/a

Awarding body / specification No. n/a

Why study?

Physical Education is a compulsory subject in the Key Stage 4 curriculum with two periods set aside for activities for all students, including those who opt for GCSE PE or BTEC Sport. One of the main aims of the course is to encourage long-term participation in sport and exercise, further developing an understanding of what constitutes a healthy lifestyle. Students are also encouraged to improve and refine skills in a particular sport.

Course content:

Through a P.E. options system you will be able to participate in activities that you enjoy and experience new sports that have not been available to you at Key Stage 3. This includes a unit of work in sports leadership.

Assessment and examinations:

This does not lead to an external qualification, however you will continue to develop important physical and social skills during Key Stage 4 PE, such as leadership and communication. You will also develop your ability to plan and work independently by developing strategies and tactics in various activities. These are vital skills for you as you progress towards GCSE examinations and prepare for life after Belmont.

Curriculum enrichment:

Students are encouraged to improve their practical skills by taking part in the wide range of extracurricular clubs and activities that run at lunchtime and after school.

Further information, advice and guidance:

Head of Department contact

Mrs N. Roberts
n.roberts@belmontschool.org.uk

Useful websites and other support

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198952/pe/ks4>

Geography

Option subject
EBacc subject

Qualification:

1 GCSE

Awarding body / specification No.

AQA / 8035

Why study?

Geography is a diverse subject that investigates local, national and global issues, including climate change and poverty. Geographers are very versatile and highly employable as they have a wide range of transferable skills such as communication, technological and problem solving, as well as a solid base of literacy and numeracy skills.

Course content:

Paper 1: Living with the physical environment:

Students investigate tectonic and weather hazards in a variety of contexts regarding cause, effect and management. Our first topic also investigates climate change. After this, the course covers the "Living world" which involves the study of tropical rainforests and cold environments. The last area of this paper looks at the physical processes that occur in river and coastal environments and the challenges/opportunities they pose for human activities.

Paper 2: Challenges of the human environment:

Students study three themes in this section looking at global cities and the challenges of an ever increasing population, with a specific focus on Rio and Newcastle. Students then consider the economic challenges of countries such as Nigeria and developments in the UK and the rest of the world. Lastly, students tackle the issue of resource management at a variety of scales, with a particular focus on water.

Paper 3: Geographical applications:

Students will complete two fieldwork visits and also an issue evaluation exercise that students receive prior to the examination.

Assessment and examinations:

Questions require students to use a range of geographical, numerical and statistical skills. The exam papers require a high level of literacy to understand unseen resources provided in the exam papers and answer questions which demand an extended response.

Assessment consists of three exam papers:

Paper 1: Living with the physical environment. 1 hour and 30 minutes. 35% of the GCSE.

Paper 2: Challenges in the human environment. 1 hour and 30 minutes. 35% of the GCSE.

Paper 3: Geographical applications. 1 hour and 15 minutes. 30% of the GCSE.

Curriculum enrichment:

The Geography department runs after school intervention sessions for GCSE students. Regular revision and drop in sessions are provided to offer additional support. We offer students opportunities to attend Geographical Association lectures at Northumbria University and learn from guest speakers, including international professionals. We plan to offer a trip to Northern Ireland for students to study the Giant's Causeway and industrial heritage at the Titanic Centre, Belfast.

Further education:

Sixth Form / College courses

AS / A-Level Geography
AS / A-Level Environmental Studies
AS / A-Level Geology

University courses

A range of courses including, for example, degrees in Geography (BA or BSc), Hazard Management, International development, Environmental Studies, Geology, Marine Geography, Geophysics and Earth Sciences

Careers:

A range of careers including climate change analyst, international aid/development, disaster and emergency planner, broadcasting, urban planning, refugee and asylum advisor, meteorology, environmental lawyer, coastal engineering, air traffic control, accountancy, armed services.

Further information, advice and guidance:

Head of Department contact

Mr Harvey
a.harvey@belmontschool.org.uk

Useful websites and other support

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<h1>History</h1>		Option subject EBacc subject
Qualification:	1 GCSE	
Awarding body / specification No.	Edexcel History	

Why study?
<p>History GCSE gives students the opportunity to make links between key individuals, events and progress throughout history. It supports the development of key skills such as justifying an argument, explaining cause and consequence, and analysis of source material.</p> <p>The course enables students to study history in a variety of ways: in depth, across a broad span of time, thematically and with reference to a diversity of cultures. The topics covered have clear links to modern issues affecting the world today and will support not only the academic progress of students but also their development as responsible citizens.</p>

Course content:
<p>Unit 1: Thematic study of a historic environment Crime and punishment in Britain, c1000-present and Whitechapel c1870-c1900 including crime, policing and the inner city.</p> <p>Unit 2: Period study and British depth study The American West c1835-c1895, and Anglo-Saxon and Norman England c1060-c1088.</p> <p>Unit 3: Modern depth study USA conflict at home and abroad: 1954-75</p>

Assessment and examinations:
<p>Assessment comprises three papers: Paper 1 (30% - 1 hour 15 mins), Paper 2 (40% - 1 hour 45mins) and Paper 3 (30% - 1 hour 20 mins).</p> <p>These are all written exams taken in the Summer term of Year 11. The exam questions require high levels of literacy and a large proportion of marks are for specific factual knowledge recall, including dates of events.</p>

Curriculum enrichment:
<p>The History department runs after school intervention sessions for Key Stage 4 students. We also provide revision sessions and a drop in facility where students can come for additional support with homework. The department currently runs a GCSE trip to London where students can spend time using source material and visiting sites relating to their course.</p>

Further education:	
Sixth Form / College courses	University courses
AS / A-Level History AS / A-Level Ancient History AS / A-Level Law AS/ A-Level Classics	A range of courses including degrees in History, Law, Journalism, Business and Politics.
Careers:	
Journalism, politics, police, administration, civil service, legal profession, armed forces, local government, teaching, archaeology, archivist and any profession which requires logical thought.	

Further information, advice and guidance:	
Head of Department contact	Ms Pickard r.pickard@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

Art, Craft and Design

Option subject

Qualification:	1 GCSE
Awarding body / specification No.	AQA / 8201

Why study?

If you choose to study Art, Craft and Design you will explore a range of practical activities and respond in a personal way to different themes and ideas. The course is broad based and offers you a variety of experiences in a range of media, processes and techniques. These include: print, collage, surface pattern, painting and drawing enabling you to develop confidence with your skills. You will continue to develop your critical thinking in response to a range of art, artists, craftspeople and designers. You will also develop skills including research, investigating, experimenting and problem solving. The GCSE course will provide you with the relevant skills-based knowledge for the study of Art and Design and related subjects at further/higher education and subsequent careers within the art and design field.

Course content:

Component 1: Portfolio:

A portfolio that shows explicit coverage of the four assessment objectives. This will include a sustained project evidencing the journey from initial engagement to realism of intentions and a selection of further work undertaken during the course of study. The work shows evidence of two or more areas of study which are: Fine Art, Graphic Communication, Textiles Design, Three Dimensional Design and Photography.

Component 2: Externally Set Assignment:

Set by the examination board. Students select one question to research, explore ideas and develop a personal response to their chosen question/theme. This involves a preparatory period followed by 10 hours of controlled assessment.

Assessment and examinations:

A portfolio of work studying at least two areas of work and an externally set assignment:

Component 1: Portfolio work - 60% of the award

Component 2: Externally set assignment – 40% of the award

The portfolio should be selected from work undertaken during the course of study and must include a sustained project and a selection of further work undertaken during the course of study.

Curriculum enrichment:

KS4 Art Club held weekly

Further education:

Sixth Form / College courses

BTEC Nationals in Art and Design
AS/A2 in: Art, Craft and Design Fine Art;
Graphic Communication, Photography, Textiles Design, Three Dimensional Design.

University courses

A range of courses including degrees in: Fine Art; Fashion Design; Textile Design; Surface Pattern; Sculpture; Product Design; Illustration; Animation; Interior Design and Architecture.

Careers:

Artist; sculptor; illustrator; interior and architectural designer; television, film and theatre set designer; fashion/textiles designer; surface pattern designer; animator; ceramics; silversmithing; jewellery designer; graphic designer; product design; web designer; game designer and advertising.

Further information, advice and guidance:

Head of Department contact	Mrs L. Dobbs L.dobbs@belmontschool.org.uk
-----------------------------------	--

Useful websites and other support	http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 http://www.bbc.co.uk/education/subjects/z6hs34j http://www.studentartguide.com/articles/a-level-art-sketchbook http://creativeskillset.org/creative_industries
--	--

Business Studies

Option subject

Qualification:

BTEC Tech Award (equivalent to 1 GCSE)

Awarding body / specification No.

Pearson / 60319161

Why study?

Business helps you to develop many important skills, such as numeracy, literacy, ICT, problem solving, information collecting, as well as analytical, evaluative and social skills. All young people are stakeholders in society and as each of you enters the world of work, continues into further education or even chooses to run your own business, you will all take your role in the global community. Social and environmental issues already affect you, you will have the right to vote in a few years time and you are already affected by the government's provision of services. In dealing with all of these issues, Business is a hugely important, relevant and useful course to study.

This course aims to give you a practical understanding of what "being in business" is all about. It has a particular focus on enterprise, which is an important part of the business sector and plays a major role in the UK economy. This course will help you develop your knowledge, understanding and competency in different areas of business and enterprise. It will help you develop a range of skills, techniques, personal qualities and attitudes essential for successful performance in working life.

Course content:

The course includes 3 mandatory components:.

1. Exploring enterprises
2. Planning for and pitching an enterprise activity
3. Promotion and finance for enterprise

You will also cover a number of key ICT skills.

Assessment and examinations:

Components 1 and 2 are both worth 30% of the overall grade and are assessed internally through assignment work. Component 3 is worth 40% of the overall grade and is assessed via a 2 hour written examination..

Curriculum enrichment:

Students will take part in educational visits to collect evidence for their coursework assignments. In recent years, we have visited Sunderland's Stadium of Light to work with a young entrepreneur and taken part in the Foundation of Light Enterprise programme. Links are made to local and national businesses wherever possible and students are encouraged to use their own network to find out more information about businesses in the local area. The Business Studies department offers weekly after school drop in sessions for additional support.

Further education:

Sixth Form / College courses

AS / A-Level Business Studies
Level 3 BTEC Business or other Level 3 technical awards

University courses

Business Studies; Business Enterprise;
International Business; Business Management;
Business Administration; Business and Economics;
Business Law.

Careers:

There are a wide variety of careers related to Business Studies. Examples include: banking, finance, entrepreneurship, administration, human resources, customer service, marketing, retail, advertising, product management, general management, teaching, and financial planning.

Further information, advice and guidance:

Head of Department contact

Mrs H. Latta
h.latta@belmontschool.org.uk

Useful websites and other support

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>
<http://www.careers-in-business.com/>
<http://www.whatuni.com/degree-courses/search?subject=business-studies>

<h1>Computer Science</h1>		Option subject EBacc subject
Qualification:	1 GCSE	
Awarding body / specification No.	Edexcel / 1CP2	

Why study?
This qualification is designed to reflect the importance of computation in the modern world today and in the future. You will be introduced to the core principles of computer science and develop skills in problem solving and computational thinking. You will learn to design, build and test your own programming solutions. This course gives you excellent preparation for further study and employment in the field of computer science. The world is changing. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. You will develop your knowledge and understanding of how technology can be used proactively to help with current issues that impact on modern society, preparing you for your next steps in today's global world.
Course content:
Component 1 - Principles of Computer Science (50%) This component is based on the underlying principles of computer science. This includes computational thinking, understanding data, computers and networks. You will also investigate emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including legal, ethical and ownership issues. This component is assessed by a written examination lasting 1 hour 30 minutes.
Component 2 - Application of Computational Thinking (50%) This component focuses on problem solving with programming. The main focus of the paper is understanding what algorithms are and how they work, understanding how to decompose and analyse problems and the ability to read, write, refine and evaluate programs. This component is assessed by a 2 hour practical paper which will be completed on-screen.
Assessment and examinations:
There are 2 papers which are equally weighted. Paper 1 consists of 5 compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short, medium and extended open response, tabular and diagrammatic questions. Paper 2 is a practical paper which is completed on-screen. You will be required to design, test and refine programs in order to solve problems. This assessment consists of 6 compulsory questions.
Curriculum enrichment:
The department runs weekly after school drop in sessions for students to receive additional support. Prior to the written examinations a series of after school revision sessions will also be available.

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Computing / Computer Science Level 3 Diploma BTEC Technical Level in Computing	Computing; Computer Science; Games Programming; Computing with Business; Computing with Mathematics; Computer Forensics; Information Systems; Creative Technology; Software Engineering;
Careers:	
Possible careers include game designer, applications developer, network manager, software engineer, IT consultant, IT trainer, multimedia programmer, systems analyst, database administrator, network engineer and teacher.	

Head of Department contact	Mrs H. Latta h.latta@belmontschool.org.uk
Useful websites and other support	https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE_L1_L2_Computer_Science_2020_Specification.pdf http://www.whatuni.com/degree-courses/search?subject=computer-science

Constructing the Built Environment

Option subject

Qualification:	Level 2 Award in Constructing the Built Environment
Awarding body / specification No.	WJEC / 603/3068/5

Why study?

WJEC Level 1/2 Award in Constructing the Built Environment offers a learning experience that focuses learning through acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

This nationally recognised work related qualification designed to prepare you for employment or further training in the construction sector.

As well as finding out about the materials, processes and careers that are involved in creating our everyday environment, you will work in three occupational areas (carpentry and joinery, electrical and tiling), learning skills that you can use in everyday life.

Course content:

Unit 1: Safety and Security in Construction

- Knowing about possible hazards associated with construction processes is the starting point of working safely and securely. In this unit you will learn how to look for and identify hazards to safety and security. You will learn how to measure the risk of these hazards so that you can plan ways in which you can limit the risk and work safely and securely, whatever your role or location.

Unit 2: Developing Construction Skills

- Throughout this unit you will learn how to understand technical information in order to identify the materials, tools and equipment needed to complete construction tasks. You will develop skills in three areas: carpentry and joinery, plumbing and basic electrics, ensuring that you take account of any health and safety issues.

Unit 3: Planning Construction Projects

- Through this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with mathematics and planning skills developed through this unit, so that you can plan construction projects.

Assessment and examinations:

Unit 1 is assessed externally through a one hour online examination. You will sit this at the end of year 10 and have one resit opportunity at the end of year 11.

For Unit 2 you will need to produce a practical outcome with a supporting written portfolio showing how you planned the activity and reviewing its success.

Unit 3 is externally assessed through a two hour online examination. You will sit this at the end of year 10 and have one resit opportunity at the end of year 11.

Curriculum enrichment:

Support for completing portfolio and practical work is available through weekly after school sessions and lunchtime drop ins.

Further education:

Sixth Form / College courses	University courses
Level 3 WJEC qualifications, Construction NVQ and Apprenticeships	Civil Engineering, Surveying, Site Management

Careers:

The WJEC Level 2 Award in Constructing the Built Environment is a widely recognised entry point into the many different training and career opportunities in construction.

Further information, advice and guidance:

Head of Department contact	Mr A. Hall a.hall@belmontschool.org.uk
Useful websites and other support	https://www.eduqas.co.uk/qualifications/constructing-the-built-environment/ https://www.citb.co.uk/

<h1>Design and Technology</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	AQA/8552	

Why study?
This course gives students the opportunity to get a much broader insight into the world of design and the application of new and emerging technologies. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.
Course content:
This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. These are: New and emerging technologies; Energy generation and storage; Developments in new materials; Systems approach to designing; Mechanical devices and Materials and their working properties. They will be taught in the context of a range of different materials comprising: Papers and boards; Natural and manufactured timbers; Metals and alloys; Polymers and Textiles. All of this section must be taught and all will be assessed. Students will have the opportunity to study specialist technical principles in greater depth in one material area choosing from: Papers and boards; Timber based materials; Metal based materials; Polymers; Textile based materials; Electronic and mechanical systems.
Assessment and examinations:
There are two elements to the assessment. A single 2 hour exam to be taken at the end of year 11 worth 50% of the overall award, and a non-examined assessment (NEA) also worth 50% of the final award, The exam will cover the Core technical principles (20 marks); Specialist technical principles (30 marks) and Designing and making principles (50 marks) The NEA will allow the students to show their understanding of these same principals in one practical design and make project. They are required to produce a completed prototype artifact and a portfolio of supporting evidence.
Curriculum enrichment:
The Technology department runs workshops for Key Stage 4 students after school. This facility is designed to give help with both design and practical work issues. Homework support sessions are also offered.

Further education:	
Sixth Form / College courses	University courses
A-Level Design and Technology BTEC National Electronics/Electrical Engineering	Product Design, Design and Technology Degree, 3 Dimensional Design Degree
Careers:	
Product Designer, Architect, Architectural Technician, Electrical Engineer, Teacher/Lecturer	

Further information, advice and guidance:	
Head of Department contact	Mr A. Hall a.hall@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552 http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level https://www.whatuni.com/degree-courses/search?q=design-and-technology

<h1>Drama</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	Edexcel/1DRO	

Why study?
This course will allow students interested in theatre, arts and the spoken word to develop their knowledge and dramatic skills. Students will take part in a variety of workshop based lessons, developing their skills using text-based plays and presenting their work through the medium of drama.
Course content:
The course is made up of three components.
Component 1: Devising
Students work in a group of between 3- 6 to create and develop a devised piece from a stimulus. Students create a portfolio covering the creating and developing process and analysis and evaluation of this process as well as performing their finished piece. Students can choose to perform or design the set, sound or lighting. This unit is worth 40% and is internally assessed and externally moderated.
Component 2: Performance from text
Students will either perform in and/or design for two key extracts from a performance text. This can be a monologue, duologue or a group performance. This is worth 20% and is internally assessed by a visiting examiner.
Component 3: Theatre Makers in Practice
Students take part in the practical exploration and study of a complete performance text. They also watch and evaluate a live theatre performance. This is assessed by a 1 hour and 45 minutes written examination. This is worth 40 % of the qualification.
Assessment and examinations:
Students are assessed on their practical performance work and portfolio for components 1 and 2. Students can choose to be assessed as a designer (Sound/lighting or Set Design) or as a performer.
Curriculum enrichment:
Throughout the two years students are offered a variety of enrichment and extracurricular activities in Drama. Examples include: drama club, theatre visits and workshops with professional performers, London trip, pantomime, summer show, weekly GCSE help sessions after school and the opportunity to take graded examinations in musical theatre (vocal).

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Performing Arts; Drama & Theatre Studies; Music Technology; BTEC Level 3 Diploma in Performing Arts AS / A level English Literature	Drama; Dance; Performing Arts; Stage and Costume Design; Theatre Studies
Careers:	
Actor; performer; lighting/sound technician, childcare; tutor; teacher; lawyer.	

Further information, advice and guidance:	
Head of Department Contact	Mrs J Cooper j.cooper@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html http://www.bbc.co.uk/education/subjects/zbckjxs

Food Preparation and Nutrition

Option subject

Qualification:	1 GCSE
Awarding body / specification No.	AQA / 8585

Why study?

Food Preparation and Nutrition is a new, exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course content:

Food preparation skills are integrated into five core topics:

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

Assessment and examinations:

There is one tier of assessment covering grades 9-1

Paper 1: A 1 hour 45 exam - 50% of the award

This will assess the students' theoretical knowledge of the five key areas outlined above.

Non-Examined Assessment (NEA): two tasks worth 50% of the award

Task 1:

Food investigation- a practical investigation into the working characteristics, functional and chemical properties of ingredients.

Task 2:

Food preparation assessment- planning, preparation, cooking and presentation of food reflecting the application of nutrition relating to the chosen task. Students are required to produce a final menu of three dishes in three hours.

Curriculum enrichment:

The Technology department provides homework clubs, controlled assessment support and field visits where appropriate.

Further education:

Sixth Form / College courses

BTEC/NVQ/City & Guilds/A-Levels available in:
Catering and Hospitality
Professional Cookery
Food Technology

University courses

Food Technology
Food Science
Home Economics: Food Design
Hospitality & Culinary Management

Careers:

Careers in food research and marketing, catering and hospitality for example chef; food technologist; food research scientist; food product developer and designer and quality controller or diet related careers such as dietician.

Further information, advice and guidance:

Head of Department contact

Mr A. Hall
a.hall@belmontschool.org.uk

Useful websites and other support

<http://www.aqa.org.uk/subjects/food-preparation-and-nutrition>
<http://www.whatuni.com/degrees/courses/degree-courses/food-technology-degree-courses-united-kingdom/food+technology/m/united+kingdom/united+kingdom/25/0/0/0/r/0/1/0/uc/0/0/page.html>

Health & Social Care

Option
subject

Qualification:

BTEC Tech Award (equivalent to 1 GCSE)

Awarding body / specification No.

Pearson / 603/0395/5

Why study?

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one tenth of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and demand for people to fill these vital jobs will increase. This course will give you a taste of what the health and social care sector is like. You will be able to explore the core values, develop valuable skills and explore potential careers.

Course content:

The course is split into 3 components:

Component 1 - Human Lifespan Development

In this component you will learn about how we grow and develop throughout our lives. You will explore how we develop physically, emotionally, socially and intellectually over time. You will investigate how various factors, events and choices may impact on growth and development. You will also discover how people adapt to life events and cope with making changes.

Component 2 - Health and Social Care Values

In this component you will get to know how the Health and Social Care sector works and the care values that underpin it. You will learn which health and social care services are available and discover who is involved in providing these services. You will explore what might stop people from accessing the services they need, and look at the care values the sector has to make sure people get the care and protection they need.

Component 3 - Health and Wellbeing

In this component you will learn what being 'healthy' means to different people. You will explore the different factors that might influence health and wellbeing. You will learn to identify key health indicators and how to interpret them. You will create a health and wellbeing improvement plan which includes targets and recommendations of support services available.

Assessment and examinations:

Components 1 and 2 are both worth 30% of the overall grade and are assessed internally through assignment work. Component 3 is worth 40% of the overall grade and is assessed via a 2 hour written exam in which you will create a health and wellbeing improvement plan for an individual based on a brief set by the exam board.

Curriculum enrichment:

Links will be made with local health and social care services wherever possible. There will be an opportunity to plan and lead an event for local service users. The department runs weekly after school sessions for additional support.

Further education:

Sixth Form / College courses

A Levels in a range of subjects
Level 3 Health & Social Care
Level 3 Child Development

University courses

Health & Social Care Management
Health & Social Care
Nursing

Careers:

Nurse; midwife; health visitor; health care assistant; alternative therapist; mental health worker; support worker; teacher; child psychologist; youth group worker and social worker.

Further information, advice and guidance:

**Head of
Department
contact**

Mrs H. Latta
h.latta@belmontschool.org.uk

**Useful websites
and other
support**

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>
<http://www.whatuni.com/degree-courses/search?q=health-and-social-care>

<h1>Music</h1>		Option subject
Qualification:	BTEC Tech Award in MUSIC PRACTICE	
Awarding body / specification No.	Pearson	

Why study?
<p>Music focuses on the development of practical musicianship skills: performing, composing and exploring/understanding music. Performing music requires you to develop your performance skills as a soloist and an ensemble player. If you are a confident performer, already play a musical instrument, or sing, to a good standard, then this is the course for you.</p> <p>Composing/ Arranging music allows you to create your own interpretation of pieces and form your own styles and expression.</p> <p>Exploring/understanding music enhances auditory skills and covers different genres of music: 60's-70's, 80's-90's, 00's to present day, World music and fusion, Music for media: film, TV or computer games, Western Classical styles of music and Jazz and Blues.</p>
Course content:
<p>Component 1: Exploring Music Products and Styles</p> <p>Through listening and performance students will develop an appreciation of styles and genres of music. Styles and genres include the study of popular music: 60's-70's, 80's-90's, 00's to present day, world music and fusion, music for media: film, TV/ computer games, Western Classical, Jazz and Blues. Students will also explore techniques used to create music products.</p> <p>Component 2: Music Skills Development</p> <p>Students will have the opportunity to develop two musical disciplines through engagement in performance and practical tasks. Documenting the process for improvement and development will be part of this component.</p> <p>Component 3: Responding to a Commercial Music Brief</p> <p>Students develop practical musicianship either as a composer/ performer or producer.</p>
Assessment and examinations:
There is 1 externally assessed component 40%; 2 internally assessed units 60%
Curriculum enrichment:
Extra curricular music activities including choir and ensemble groups. Recital evenings and carol service. Trips including London trip, cultural exchange and local orchestral/vocal concerts. Weekly GCSE help sessions after school and the opportunity to take graded examinations in musical theatre (vocal).

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Music/ Music Technology BTEC First Music BTEC level 3 Music BTEC Level 3 Performing Arts	Music (BA Hons, BMus, BEd), Performing Arts, Music Technology, Teaching, actor, composition, musical theatre, performance, record production.
Careers:	
Performer; composer; technician; peripatetic teacher; journalist; accompanist; conductor; arranger.	

Further information, advice and guidance:	
Head of Department contact	Mrs J Summers j.summers@belmontschool.org.uk
Useful websites and other support	www.teachinggadget.com

<h1>Photography</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	AQA / 8206	

Why study?
You will work in several areas of light and lens based photography including: portraiture, landscape, still life, fine art, documentary, experimental imagery and new media such as computer manipulated photography. You will be introduced to a variety of experiences, exploring a range of photographic media techniques and processes. These will include technical and creative skills such as the use of : viewpoints, composition, focus, control, depth of field. It will also introduce the use of techniques, technology and equipment to create exciting original images and personal work in response to a theme.
Course content:
Component 1: Portfolio A portfolio that shows explicit coverage of the four assessment objectives. This will include a sustained project evidencing the journey from initial engagement to realism of intentions and a selection of further work undertaken during the course of study. The work will show evidence of one or more areas of study which are: portraiture, location/studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image or fashion photography.
Component 2: Externally Set Assignment Set by the examination board. Students select one question to research, explore ideas and develop a personal response to their chosen question/theme. This involves a preparatory period followed by 10 hour of controlled assessment.
Assessment and examinations:
A portfolio of work studying at least two areas of work and an externally set assignment: Component 1: Portfolio work - 60% of the award Component 2: Externally set assignment – 40% of the award The portfolio should be selected from work undertaken during the course of study and must include a sustained project and a selection of further work undertaken during the course of study.
Curriculum enrichment:
Key Stage 4 photography club is held weekly.

Further education:	
Sixth Form / College courses	University courses
A-Level Photography	Photography; Design, Film & Photography; Photography & Video Art; Media Photography; Creative Media (Photography) Animation; Film/Media Studies; Wildlife Photography and Fine Art.
Careers:	
Photographer: freelance; general (portraits, weddings); medical; scene of crime; forensic, fashion; wildlife; advertising and editorial; photojournalist, unit stills (takes photographs of film sets or studio shoots); digital imaging specialist; technical support engineer.	

Further information, advice and guidance:	
Head of Department contact	Mrs L. Dobbs L.dobbs@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 www.gcsephotography.co.uk http://creativeskillset.org/creative_industries/photo_imaging

<h1>Religious Studies</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	Eduqas	

Why study?
Religious Studies teaches you to understand the viewpoint of other people, while developing a solid moral compass of your own. It is not about making you 'religious', it is about enabling you to think critically and analytically for yourself about religious and ethical issues. It is about you, your life and the moral issues you will face living in a multi-ethnic, multi-faith society.
Course content:
<p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</p> <ul style="list-style-type: none"> ● Issues of Relationships ● Issues of Life and Death ● Issues of Good and Evil ● Issues of Human Rights <p>Component 2: Study of Christianity</p> <ul style="list-style-type: none"> ● The beliefs and practices of Christianity <p>Component 3: Study of a World Faith</p> <ul style="list-style-type: none"> ● The beliefs and teachings of Islam
Assessment and examinations:
Assessment comprises of 3 examinations: Paper 1 (2 hours), Paper 2 (1 hours) and Paper 3 (1 hour)
Curriculum enrichment:
The Humanities department runs after school sessions for Key Stage 4 students. We also provide revision sessions and a drop in facility where students can come for additional support with homework.

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Religious Studies, History and English AS / A-Level Philosophy AS / A-Level Social Sciences (Law, Sociology and Psychology) BTEC Level 3 Extended Diploma in Public Services (Uniformed)	Theology and Religious Studies; Politics, Ethics and Philosophy; Social Sciences; Law; Medical Humanities; Sociology; Psychology; Government and Politics; Communication and Culture
Careers:	
Advice worker; counsellor; housing adviser; journalist; librarian; teacher; lawyer; youth and community worker. Other jobs and careers that appreciate the skills Religious Studies will give you are medicine, the police, the armed forces and caring professions such as social work, nursing and the probation service.	

Further information, advice and guidance:	
Head of Department contact	Miss M Bloomfield m.bloomfield@belmontschool.org.uk
Useful websites and other support	http://www.eduqas.co.uk/qualifications/religious-studies/gcse/index.html

Sports Studies

Option subject

Qualification:	OCR Cambridge National In Sports Studies
Awarding body / specification No.	OCR Cambridge Nationals 600/5121/8

Why study?

The OCR Cambridge National in Sports Studies is a practical work related course that is designed to introduce students to the world of sport and possible employment. Students will learn by completing projects and assignments based on practical situations.

Course content:

UNIT RO51 - Contemporary issues in sport (25%) - This is assessed externally through a 60 minute exam. Topic included: Factors affecting participation; How sport promotes values; Importance of hosting a major event; Role of national governing bodies.

UNIT RO52 - Developing sports skills (25%) - This is a centre assessed unit. This is assessed through practical lessons. Pupils are assessed in their practical ability in one team and individual sport. They are also assessed in their ability to evaluate performance and referee/umpire.

UNIT RO53 - Sports leadership (25%) - Pupils are assessed on their ability to plan, lead and evaluate an activity session for a group of younger students

UNIT RO56 - Developing knowledge and skills in outdoor activities (25%) - Pupils are assessed on their ability to plan outdoor activities and assessed on their ability. Students will go off site to take part in outdoor activities.

Assessment and examinations:

The OCR Cambridge National in Sports Studies course is predominantly coursework based but also features an online assessment which is worth 25% of the final mark. Students will complete different assignments based on the work covered in lessons. All of the units are graded at pass, merit and distinction.

Unit RO51 - Contemporary Issues is externally assessed by the examination board using a formal examination.. All other units are assessed internally and students are awarded a pass, merit or distinction. An overall grade is then awarded at the end of the course, which is a combination of attainment in all four units. There are deadlines to meet with the assessments for each unit. Students must complete work by the set target date to pass. To achieve this a student must be highly organised in managing their homework and coursework. A lot of independent study is required.

Curriculum enrichment:

You will experience a range of practical activities including team and individual sports. You will also gain Sports Leadership experience and experience of coaching/officiating. You will be taken to an outdoor activities centre to participate in climbing. .

Further education:

Sixth Form / College courses

This course provides preparation for BTEC Level 3 qualification in Sport
Level 3 Nationals In Sport, Sport and Exercise Sciences

University courses

Sport with Coaching and Development
Sports Coaching and Management
Coaching/leading in Outdoor Activities

Careers:

Sports centre / leisure centre assistant; sports coaching; sports development; outdoor and activity centres; teacher training.

Further information, advice and guidance:

Head of Department contact

Mrs McCallum
n.mccallum@belmontschool.org.uk

Useful websites and other support

<https://www.ocr.org.uk/Images/82412-specification.pdf>

<h1>Sports Science</h1>		Option subject
Qualification:	OCR Cambridge National In Sports Science	
Awarding body / specification No.	OCR Cambridge Nationals 600/5120/6	

Why study?
The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance. This is a challenging, academic course which covers many aspects of the GCSE PE course perfect for those who want to go on to study A level PE or a career in personal fitness and nutrition.
Course content:
<p>R041: Reducing the risk of sports injuries By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.</p> <p>R042: Applying principles of training By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.</p> <p>R043: The body's response to physical activity By completing this unit, learners will understand key aspects of the structure and function of the musculoskeletal and cardiorespiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.</p> <p>R045: Sports nutrition By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.</p>
Assessment and examinations:
Students are assessed over 4 different units of work. Each is worth 25%. Mandatory units - R041: Reducing the risk of sports injuries - Written paper (1 hour 60 marks) R042: Applying principles of training - Centre assessed task (OCR moderated) Option units R043: The body's response to physical activity - Centre assessed task (OCR moderated) R045: Sports nutrition - Centre assessed task (OCR moderated)
Curriculum enrichment:
You will need to commit to attend at least one of the extracurricular activities offered by the department. You may also be required to attend revision and intervention sessions.

Further education:	
Sixth Form / College courses	University courses
Post 16 Level 2 Extended Certificate and/or Level 3 Nationals In Sport, Sport and Exercise Sciences or GCE AS/A2 in Physical Education.	Sports Science Physiotherapy Sport with Coaching and Development Sports Coaching and Management Teaching Sports Nutrition
Careers:	
The area of study is useful for careers in the sport and recreation industry, physiotherapy or medicine, teaching, leisure and amenity management, sports development or coaching	

Head of Department contact	Mrs N McCallum n.mccallum@belmontschool.org.uk
Useful websites and other support	https://www.ocr.org.uk/images/82412-specification.pdf

Travel and Tourism

Option subject

Qualification:	BTEC First Award (equivalent to 1 GCSE)
Awarding body / specification No.	Pearson / 60065126

Why study?

Travel and Tourism is one of the UK's largest sectors employing over 2.5 million people. This qualification provides you with an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting, writing skills and project management.

Course content:

You will complete 4 units. 3 of the units are mandatory:

- UK travel and tourism sector
- UK travel and tourism destinations
- The travel and tourism customer experience

We will then choose 1 further unit from 2 options:

- International travel and tourism destinations
- Factors affecting worldwide travel and tourism

Each unit is equally weighted.

Assessment and examinations:

Unit 1 (UK travel and tourism sector) is externally assessed through a written paper lasting 1 hour and 15 minutes. Units 2, 3 and 4 are internally assessed and externally verified.

Curriculum enrichment:

Students will take part in enrichment activities to support the coursework assignments. We aim to make links with local travel and tourism operators and will use guest speakers to enhance delivery of the curriculum content. We will also offer weekly after school drop in sessions for additional support.

Further education:

Sixth Form / College courses

Level 3 BTEC Travel and Tourism
Other Level 3 technical awards
Apprenticeship in Travel and Tourism or Hospitality

University courses

Travel and Tourism
Tourism Management
International Tourism Management
Business with Tourism
Business and Management
Events Management
Hospitality Management
Outdoor and Adventure Education
Languages with Tourism

Careers:

Airline customer services; airline pilot; cabin crew; customer service manager; event manager; heritage officer; hotel manager; interpreter; marketing executive; outdoor activity instructor; resort representative; sailing instructor; teacher; tour manager; tourism officer; tourist guide; travel agent or visitor attraction manager.

Head of Department contact	Mrs H. Latta h.latta@belmontschool.org.uk
Useful websites and other support	https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html https://www.whatuni.com/degree-courses/search?subject=travel-and-tourism



Belmont
Community
School



Belmont Community School
Buckinghamshire Road
Belmont
Durham
DH1 2QP
t: 0191 3865715
f: 0191 3840583
e: school@belmontschool.org.uk
w: www.belmontschool.org.uk