GLC Gateway Academy

All Different: All Equal: Together, Improving Upon Our Best

# Year 10 Curriculum Booklet

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# Introduction

Dear Gateway Academy Student

**Welcome to the Curriculum Process for 2025**
Now that you are over the halfway point of Year 9, you are in a position to start finalising the subjects you will take into the next stage of your education.

This is a critical decision and it is important to remember that the choices you make will influence the college courses, apprenticeships, jobs, and university place you may pursue in the future. We expect you to take responsibility for your learning and as a result, perform above the national level for your progress and attainment in Year 10 and Year 11.

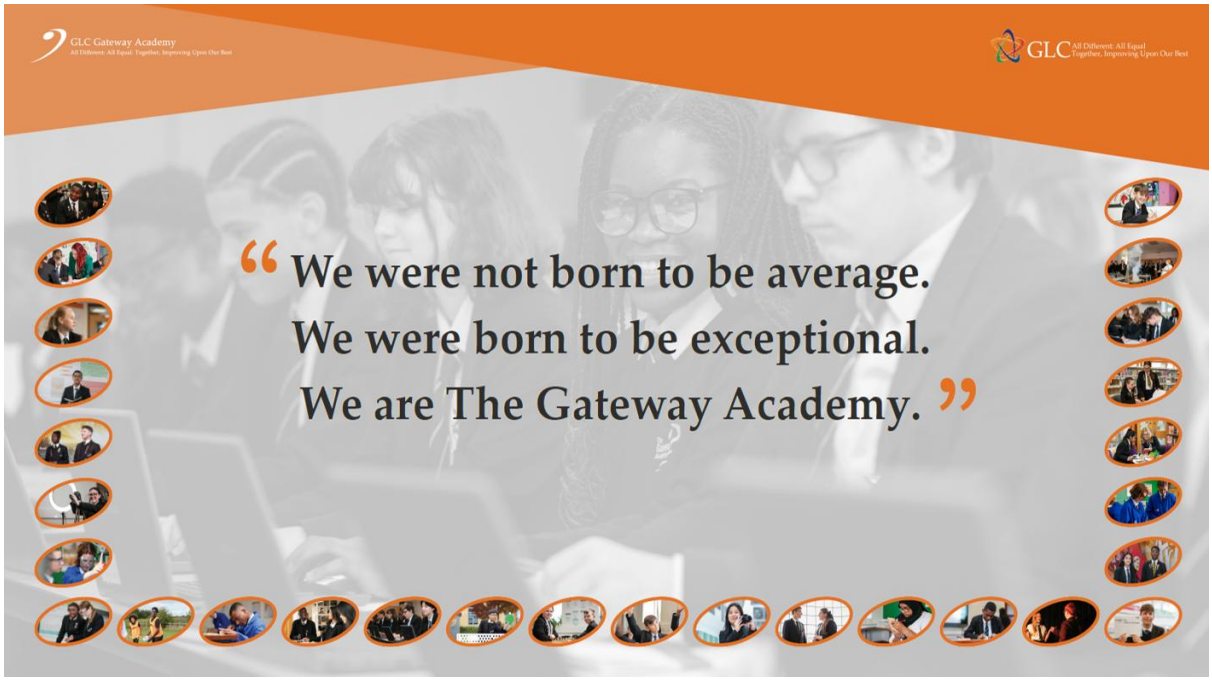
When you start Year 10, you will study the following compulsory core subjects: **English, Maths, Science, PSHE, and Core PE**. You will also be required to select **at least one subject from Geography, History, or Spanish** — these form part of the **English Baccalaureate (EBacc)** combination of subjects. In addition, you will choose **up to two options** from the subjects listed in this booklet, alongside your EBacc choice.

We will also be offering **Triple Science and Further Mathematics** to selected students.

Our curriculum will remain board and balanced, which supports you to reach your full potential in all aspects of Academy life. I wish you every success as you transition into Year 10 and know that together, we can achieve exceptional things.

Kind regards

**Mrs G McLaughlin**
**HEAD OF SCHOOL**



# What is the EBacc?

**What is the English Baccalaureate (EBacc)?**
The English Baccalaureate is a suite of GCSE qualifications which are highly favoured and recognised by top Sixth Form and College providers, as well as Russell Group Universities and employers.

**The EBacc qualifications are:**
- English
- Maths
- Science
- Geography or History
- Spanish

For a student to achieve the EBacc, they must take the subjects listed above plus one subject. Students could take Geography, History and Spanish, if they wished, but could not then choose an options subject.

**For our current Grammar Band students, we highly recommend students choose the EBacc subjects so they have the best possible opportunity to gain places at the best Sixth Forms and Universities.**

**What are Russell Group Universities?**
Russell Group Universities have a huge social, economic and cultural impact locally, across the UK and around the globe. They produce more than two-thirds of the world-leading research in UK universities and support more than 260,000 jobs across the country. They inject nearly £87 billion into the national economy every year.

With the Government's proposal to encourage 90% of students to study the English Baccalaureate it is worthwhile remembering that students will be competing with students with this suite of qualifications for university places/jobs. The Russell Group Universities are:

- University of Birmingham
- University of Bristol
- University of Cambridge
- Cardiff University
- Durham University
- University of Edinburgh
- University of Exeter
- University of Glasgow
- Imperial College London
- King's College London
- University of Leeds
- University of Liverpool
- London School of Economics & Political Science
- University of Manchester
- Newcastle University
- University of Nottingham
- University of Oxford
- Queen Mary, University of London
- Queen's University Belfast
- University of Sheffield
- University of Southampton
- University College London
- University of Warwick
- University of York

# Thinking About University

When you leave us and move into the next stage of your education, studying hard to get into University offers numerous advantages that extend far beyond academic achievement. Firstly, it will cultivate discipline and time management skills, essential for success in any endeavour. Secondly, it opens doors to broader opportunities, from prestigious internships to lucrative careers, providing a solid foundation for lifelong professional fulfilment. Additionally, a University education will equip you with critical thinking abilities and intellectual curiosity, empowering you to contribute meaningfully to society. Moreover, it fosters personal growth, enabling you to explore diverse interests, form lasting relationships and develop a global perspective.

We believe that the rigour of studying hard to enter University yields invaluable rewards, both personally and professionally, helping to shape you into well-rounded, capable leaders prepared to tackle the challenges of tomorrow.

# Our Alumni

When you leave The Gateway Academy, you automatically become a member of our Alumni – The Gateway Alumni Association - meaning that we will stay in touch with you through your education, employment or training. There are many advantages of us maintaining our relationship with you and you with us:

- **Networking**: to provide valuable connections for career opportunities, mentorship and professional development.
- **Recruitment**: to recruit mentors and members of staff by promoting The Gateway Academy and the sharing of positive experiences.
- **Ambassadors**: to serve as ambassadors, enhancing the reputation and prestige of The Gateway Academy through your achievements and affiliations.
- **Continuing Education**: to foster lifelong learning opportunities through events, workshops and returning to The Gateway Academy to speak to and support, current students.
- **Community Building**: to cultivate a sense of community and belonging, fostering lifelong friendships and support networks.
- **Staying Connected**: to provide you with information on how you can stay connected with the Academy, such as through social media channels, newsletters, or alumni directories. We encourage former students to update contact information to ensure you receive updates and invitations to Alumni-related activities. Shortly before you leave in Year 11, we will collate your contact details to ensure we have up-to-date information to stay in touch with you.

As a member of The Gateway Alumni Association, you will receive regular contact from us including our newsletters, invitations to take part in school events such as assemblies, open evenings, presentations, work experience, volunteering, mentoring and helping our students and staff to have a broader understanding of your experiences of having been at The Gateway Academy and opportunities you have taken since leaving us.

We will share notable achievements and success stories of our Alumni to demonstrate the impact of the education you have received at The Gateway Academy and beyond and the diverse paths that our former students have pursued after leaving us.

## What are our past students doing now?

**Alexandra Nita-Morariu (2018-2023)**

I was Head Girl at The Gateway Academy in 2022-2023 and after my GCSEs went to Sixth Form at Harris Academy Chafford Hundred to study A-Levels in History, Politics, Psychology and Spanish. I currently support the Languages Department at The Gateway Academy by coming in once a week for students to practise their Spanish speaking skills.

**Abiaz Afzal (2014-2019)**

I graduated from The Gateway Academy in 2019 with 9 GCSEs all at Grade 9. I went on to study A-Levels in Maths, Further Maths, Chemistry and Biology at the London Academy of Excellence, Stratford achieving four A* grades. From there, I moved on to study Medicine at The University of Cambridge. The education at The Gateway Academy, particularly the rigour of the EBacc really set me up to continue my journey into Sixth Form and beyond. The teaching and support I received at Gateway were excellent and instilled a love of learning in me which will continue throughout my career in medicine. I am giving back to The Gateway Academy by mentoring a year 11 student in the lead in to their GCSEs this summer.

**Andrea Neville (2014-2019)**

Having achieved grade 7 or higher in all my GCSEs, I went on to study A-Levels in English Literature, History and Sociology at Palmer's. From there I went on to a degree in Ancient and Modern History at the University of Oxford. To help give back to the Academy and act as an ambassador for working hard to achieve your potential, I am a mentor to two Year 11 students at The Gateway Academy, drawing on my own experience of completing GCSEs at the highest level.

**Chibuike Udeh (2014-2019)**

I left The Gateway Academy in 2019 to study A-levels in which I achieved an A* in Sociology, A in Business Studies and A in Economics. I then went on to the University of Warwick to study Business Management. I am the incoming strategy consultant at Oliver Wyman, where I will be solving business strategic problems using data analytics, research skills and proven financial and strategic models. I have very fond memories of my time at Gateway and was honoured to come in and speak to parents and students at a recent Open Evening.

**Chloe Locke (2014-2019)**

I achieved grade 7 or higher in all my GCSEs and went to Palmer's College to study A-Levels in Biology, Chemistry and Mathematics and achieved 3 A grades. From there I went to the University of Nottingham to study Psychology and Cognitive Neuroscience. I have returned to The Gateway Academy as a trainee teacher of mathematics.

**Lilie De Breuk (2015-2020)**

I graduated from The Gateway Academy in the summer of 2020. I went on to study History, Spanish and Art History at the London Academy of Excellence at A-Level where I achieved A*A*A. From there, I went to the University of Sheffield to study for a BA in Japanese Studies. In a time when diplomacy is growing more important by the day, I want to help bridge the gap in communication. In the future, I wish to be involved in translation or interpreting to achieve my goal.

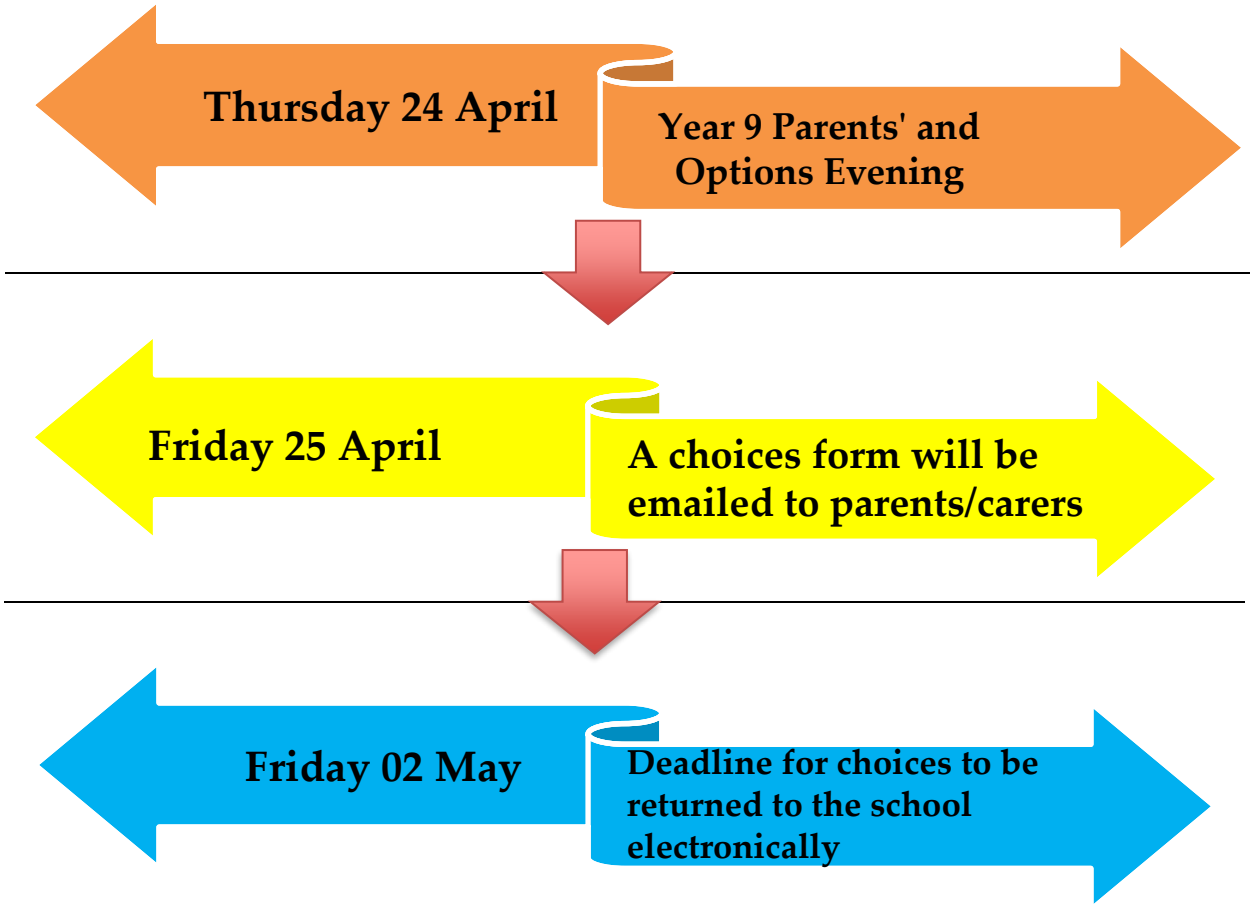
**Asif Salarzai (2014-2019)**

After leaving The Gateway Academy, I went to London Academy of Excellence (LAE) in Stratford to study A levels in Maths, Economics and History. After LAE, I went on to study for a BA in History at the University of Oxford. I was fortunate enough to get a full scholarship to Oxford, on account of my achievements at Gateway and at LAE. I have an active role in youth councils, am an Ambassador for A National (Coram) Voice and served as an Expert by Experience panellist to England's Independent Care Review. I have also served as a research intern at the GloCoBank project. After graduation, I would like to pursue a career in accountancy.

**Sam Blake (2014-2019)**

After leaving The Gateway Academy I went to college to study Maths, Computer Science and Business. Following on from college I went to university to study Mathematics with Secondary Education to train to become a maths teacher. I am delighted to have re-joined The Gateway Academy as a science teacher and look forward to developing my career here.

# Important dates




# What are GCSE Qualifications?

GCSE stands for General Certificate of Secondary Education. They are part of the National Curriculum which is taught to students aged 14 to 16. They include exams, the results of which have a significant bearing on a student's future career. These are graded 9 to 1.

# What are Vocational Qualifications?

BTEC, Cambridge Nationals and WJEC are types of vocational qualifications. These typically practical courses have been designed in collaboration with industries, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practical learning. These qualifications are broken down into two levels: Level 1 being equivalent to GCSE grades 1 to 3. Level 2 covers equivalent GCSE grades 9 to 4. These are marked on a Distinction*, Distinction Merit and Pass basis.

Over the next few pages, you will find a summary of each option subject's course for year 10 and beyond. We hope you find this helpful when deciding upon your three choices for study starting in September 2025.

# GCSE English Language and Literature

**Examination Board:**
AQA

At GCSE level, English is divided into language and literature with two papers in each.

| Language Paper 1 (50%) |
| --- |
| 1 hour 45 minutes<br>• Fiction Extract<br>• Q5 - Creative Writing<br>• 80 Marks Total |

| Language Paper 2 (50%) |
| --- |
| 1 hour 45 minutes<br>• Two Non-Fiction Extracts<br>• Q5 - Non-Fiction Transactional Writing<br>• 80 Marks Total |

English is about communication - the key to everything. Understanding the English language and its literature empowers, transforms and connects you to the wider world.

English Language also has a Spoken Language Endorsement component which tests students' speaking and listening skills. Students will produce and perform a speaking and listening task which will be marked as Pass / Merit / Distinction. While this does not contribute to the overall grade, it is included on the formal English Language GCSE Certificate which can be shown to potential employers as an indication of a person's speaking and listening aptitude.

| Literature Paper 1 (40%) |
| --- |
| 1 hour 45 minutes<br>• 'Macbeth'<br>• 'The Strange Case of Dr Jekyll and Mr Hyde' |

| Literature Paper 2 (60%) |
| --- |
| 2 hours 15 minutes<br>• 'An Inspector Calls'<br>• Poetry Anthology<br>• Unseen Poetry |

The texts chosen for English Literature cover themes such as power, conflict, deception, duality, trauma and responsibility and range from the sixteenth to the twenty-first centuries. In studying these texts, we encourage students to explore how writers look to shape the reader's perception of the world around them from Shakespeare's vociferous support of King James I to the Romantic poets lamenting the Industrial Revolution, and from Stevenson's exploration of the duality that exists within the human condition to modern poets challenging oppression

# GCSE Maths

**Examination Board:**
Edexcel

| Paper 1<br>Non-Calculator | Paper 2<br>Calculator | Paper 3<br>Calculator |
|---|---|---|
| **80 marks** | **80 marks** | **80 marks** |

At The Gateway Academy, our Mathematics curriculum supports our learners to become fluent in the fundamentals of Mathematics and develop their higher order thinking skills. We believe that Mathematics provides a foundation for understanding and communicating through reasoning, logical thinking and problem solving.

Mathematics is a core curriculum subject, studied by all students. The course is completed at a Higher or Foundation Tier. Foundation is awarded grades 1 to 5 whilst Higher is awarded grades 3 to 9.

Mathematics is assessed at GCSE level with students sitting three papers, weighted equally. All three papers are 1 hour and 30 minutes. The first paper is non calculator and the remaining two papers are calculator.

The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of Foundation tier and the assessment of Higher tier.

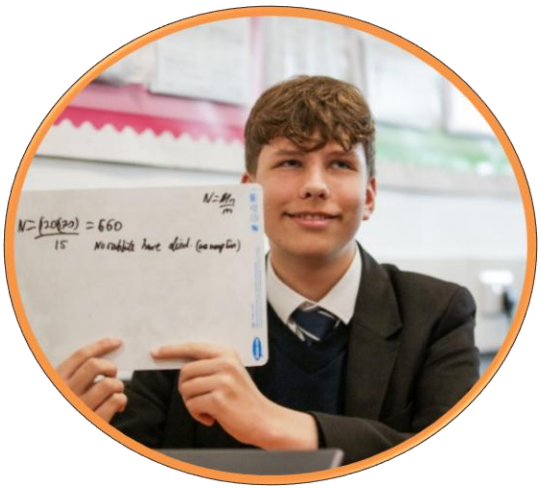
| Tier | Topic area | Weighting |
|---|---|---|
| Foundation | Number | 22 - 28% |
| | Algebra | 17 - 23% |
| | Ratio, Proportion and Rates of change | 22 - 28% |
| | Geometry and Measures | 12 - 18% |
| | Statistics & Probability | 12 - 18% |
| Higher | Number | 12 - 18% |
| | Algebra | 27 - 33% |
| | Ratio, Proportion and Rates of change | 17 - 23% |
| | Geometry and Measures | 17 - 23% |
| | Statistics & Probability | 12 - 18% |

# GCSE Further Maths

**Examination Board:**
AQA

| Paper 1 | Paper 2 |
|---|---|
| Non-Calculator | Calculator |
| 1 hour 45 minutes | 1 hour 45 minutes |
| **80 marks** | **80 marks** |

Further Mathematics is a GCSE qualification which embeds and extends the mathematical knowledge of students beyond that of the Higher Mathematics GCSE. The curriculum is ambitious, encouraging students' higher mathematical skills, particularly algebraic reasoning.



Topics that are covered in this course are as follows

1. Number
2. Algebra
3. Coordinate Geometry
4. Calculus
5. Matrices
6. Geometry

The assessment consists of two papers, weighted equally. Both papers are 1 hour 45 minutes. The first paper is non-calculator and the second is calculator.

This qualification is aimed at learners who are expected to achieve a grade 7, 8 or 9 in GCSE Mathematics and those who are likely to study Mathematics beyond secondary school.

**Further Mathematics does not fall in the options choices, but is taught within designated Mathematics lessons.**

# GCSE Combined Science

**Examination Board:**
Edexcel

| Biology 1 | Chemistry 1 | Physics 1 |
|---|---|---|
| 60 marks | 60 marks | 60 marks |

| Biology 2 | Chemistry 2 | Physics 2 |
|---|---|---|
| 60 marks | 60 marks | 60 marks |

Science is fundamental to understanding our world through observation, experimentation and enquiry. Students will learn essential aspects of the knowledge, methods, processes and uses of science.

Combined Science is a core curriculum subject and students will either study Combined Science or Triple Science at GCSE level. The course is completed at a Higher or Foundation Tier. Foundation is awarded grades 1 to 5 whilst Higher is awarded grades 4-9.

Combined Science is assessed with students sitting six papers, weighted equally. All papers are calculator and students have 1 hour and 10 minutes to complete.

The table below shows the breakdown of the papers and topics assessed in each.

| | | |
|---|---|---|
| **Biology 1**<br>• Key concepts in Biology<br>• Cells and control<br>• Genetics<br>• Natural selection and genetic modification<br>• Health, disease and the development of medicines | **Chemistry 1**<br>• Key concepts in Chemistry<br>• States of matter and mixtures<br>• Chemical changes<br>• Extracting metals and equilibria | **Physics 1**<br>• Key concepts of Physics<br>• Motion and forces<br>• Conservation of energy<br>• Waves<br>• Light and the electromagnetic spectrum<br>• radioactivity |
| **Biology 2**<br>• Key concepts in Biology<br>• Plant structures and their functions<br>• Animal coordination<br>• Control and homeostasis<br>• Exchange and transport in animals<br>• Ecosystems and material cycles | **Chemistry 2**<br>• Key concepts in Chemistry<br>• Groups in the periodic table<br>• Rates of reaction and energy changes<br>• Fuels and Earth science | **Physics 2**<br>• Key concepts of Physics<br>• Energy - forces doing work<br>• Forces and their effects<br>• Electricity and circuits<br>• Magnetism and the motor effect<br>• Electromagnetic induction<br>• Particle model<br>• Forces and matter |

# GCSE Triple Science

**Examination Board:**
Edexcel

Studying Triple Science gives students the opportunity to delve deeper into each of the three strands of science and achieve a GCSE in each. This course allows students to study the key principles that underpin Chemistry, Biology and Physics.

Students will either sit Combined Science or Triple Science.

**GCSE Biology**
Each paper is 1 hour and 45 minutes long and has an equal weighting of 50%

| **Paper 1 100 marks** | **Paper 2 100 marks** |
|---|---|
| • Key concepts in Biology<br>• Cells and control<br>• Genetics<br>• Natural selection and genetic modification<br>• Health, disease and the development of medicines | • Key concepts in Biology<br>• Plant structures and their functions<br>• Animal coordination, control and homeostasis<br>• Exchange and transport in animals<br>• Ecosystems and material cycles |

**GCSE Chemistry**
Each paper is 1 hour and 45 minutes long and has an equal weighting of 50%

| **Paper 1 100 marks** | **Paper 2 100 marks** |
|---|---|
| • Key concepts in Chemistry<br>• States of matter and mixtures<br>• Chemical changes<br>• Extracting metals and equilibria<br>• Separate chemistry 1 | • Key concepts in Chemistry<br>• Groups in the periodic table<br>• Rates of reaction and energy changes<br>• Fuels and earth science<br>• Separate chemistry 2 |

**GCSE Physics**
Each paper is 1 hour and 45 minutes long and has an equal weighting of 50%

| **Paper 1 100 marks** | **Paper 2 100 marks** |
|---|---|
| • Key concepts of Physics<br>• Motion and forces<br>• Conservation of energy<br>• Waves<br>• Light and the electromagnetic spectrum<br>• Radioactivity<br>• Astronomy | • Key concepts of Physics<br>• Energy - forces doing work<br>• Forces and their effects<br>• Electricity and circuits<br>• Static electricity<br>• Magnetism and the motor effect<br>• Electromagnetic induction<br>• Particle model<br>• Forces and matter |

# GCSE Art and Design

**Examination Board:**
AQA

**Assessment:**
The scheme of assessment consists of two components:

| **Component 1** - 60%: | **Component 2** - 40%: |
|---|---|
| A selection from two to four assignments. 96 marks | One assignment to be completed within four weeks of a preparatory period followed by 10 hours of supervised time. 96 marks (weighted) |

The year 9 curriculum has supported progression onto the GCSE in Year 10 and 11, which allows students to independently investigate, develop and experiment with artwork and present a final piece on chosen themes.

The course is aimed towards students who have enjoyed exploring their art skills and want to develop these further: for this course students must be passionate in wanting to experiment with materials and develop independent projects in Art and Design.

The nature of this course allows students to develop socially as well as artistically due to the community and supportive atmosphere that is promoted through breaktimes, lunchtimes and after school sessions most evenings. Students will benefit from creative problem solving and expressing themselves through artistic creation.

***The Art and Design GCSE is a recognisable qualification and it is estimated that half a million jobs are currently located within the industry, including but not limited to architectural design, animation, illustration, interior design, fashion, television, teaching, occupational therapy, photography, journalism, ceramics and theatre design.***

# GCSE Business Studies

**Examination Board:**
Edexcel

**Assessment:**
The GCSE is assessed by two external examinations of 1 hour 45 minutes each.

Each paper is worth 90 marks.

The GCSE in Business consists of two themes:

| **Theme 1: Investigating a Small Business:** | **Theme 2: Building a Business:** |
|---|---|
| • Enterprise and Entrepreneurship<br>• Spotting a business opportunity<br>• Putting a business idea into practice<br>• Making the business effective<br>• Understanding external influences on business. | • Growing the business<br>• Making marketing decisions<br>• Making operational decisions<br>• Making financial decisions<br>• Making human resource decisions |

This subject allows students to actively engage in the study of business. You will develop as an independent, critical and reflective thinker; you will develop and apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global business contexts. You will learn to appreciate the range of perspectives of different business stakeholders and consider the extent to which business activity can be ethical and sustainable.

Students should be commercially minded and enterprising individuals and be curious in wanting to learn about the workings and expectations of businesses from employee, manager and owner's perspective. Students will learn to understand the financial world and the implications it has on their future, allowing them to make good decisions. Through Business Studies students will learn how to maintain their own finances and understand what is required for their own financial security

***Business Studies is a choice for students who are interested in pursuing any business or finance related career. These careers can range from working in accountancy to working in the field of marketing or insurance brokerage.***

# GCSE Design and Technology

**Examination Board:**
AQA

**Assessment:**
Non-Exam Assessment Design Portfolio 50%
(Portfolio coursework relative to a design brief and specification stated by the examination board)

Examination paper 50%

| Section A | Section B | Section C |
|---|---|---|
| Core Technical Principles | Specialist Technical Principles | Design and Making Principles |
| **20 marks** | **30 marks** | **50 marks** |

Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Students will learn to independently research, design, plan, make and evaluate. In this subject we look at core technical principles, specialist technical principles and designing and making principles. Core technical principles cover all content that will be taught throughout this course. Designing and making principles will cover aspects that the students will be preparing to design and make throughout the course duration. This will help them confidently apply the knowledge and understanding of the design process through to the final prototype they will be producing. Each principle will be taught through at least one material category or system. Students must demonstrate mathematical and scientific knowledge and understanding in relation to Design and Technology.

GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification will be delivered through the practical application of this knowledge and understanding.

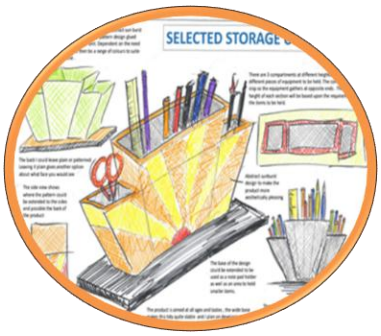
***There are a wide range of jobs within the design and technology world, including sound engineer, graphic designer, interior designer, industrial designer, video game designer, web developer, civil engineer and product designer.***

# BTEC Tech Award (Design Technology)

**Examination Board:**
Pearson - Btec Tech Award

**Assessment:**
2 components:

| **Component 1:** | **Component 2:** |
|---|---|
| Creative Practice in Art & Design. 60% of the overall qualification, worth 84 marks. Internal assessment with 4 tasks. Externally moderated. | Responding to a Brief 48. 40% of the overall qualification, worth 60 marks, externally set task. Externally marked. |




Learners will investigate art and design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes.

Learners will develop and produce art and design work in response to a creative brief through the development of product design.

**This course offers a practical introduction to an exciting sector that transects multiple industries such as fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture.**

This award enables learners to develop skills across a range of art and design practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.

The subject content built into the components, include 3D and product design, digital and graphics, fashion and textiles, drawing and product-making.

**This course will:**

- Explore what it's like to work in the sector and gain the underpinning knowledge and skills required to work in it.
- Develop key knowledge, skills and behaviours and learn about essential tools, techniques and equipment.
- Apply their learning to real-life contexts and vocational scenarios in both learning and assessment.

***There are a wide range of jobs within the design and technology world, including sound engineer, graphic designer, interior designer, industrial designer, video game designer, web developer, civil engineer and product designer.***

# BTEC Performing Arts Drama

**Examination Board:**
Edexcel

**Why Choose Drama?**
This course is for students who:

- Enjoy working practically;
- Enjoy working as a team and can cooperate;
- Want to develop their confidence;
- Want to develop life skills such as professionalism, communication and commitment

**Assessment:**

**Component 1**: Exploring the Performing Arts
(Internal) 30% of total. This unit will enable you to explore 3 different styles of theatre in a practical way and a report will be written at the end. You will go and see a number of live theatre performances and will write a review. Visits may include War Horse or The Woman in Black.

**Component 2**: Developing skills and techniques
(Internal) 30% of total. This unit will require you to study and perform a scripted extract from a published play as a monologue, duologue or a group piece. Scripts may include Teachers by John Godber or The Curious Incident of the Dog in the Night-Time. This unit will develop oracy and literacy skills and will support GCSE English.

**Component 3**: Performing to a brief (External)
40% of total. This unit is set and marked by the exam board and requires you to work as a theatre company with your peers in order to respond to a brief and make your own original piece of theatre based on the style of a range of practitioners. There are 3 written exam activities in this component also that require you to write about your initial ideas, how you developed your skills and then a final evaluation after the examined performance has taken place.

Following the course, you could continue your Drama studies at sixth forms or colleges by studying many other complementary courses, including A Level Drama and Theatre studies, Level 3 BTEC in Performing Arts, English, Media, Film. Over 20,000 students every year who study A Level Drama go on to Russell Group universities to study a range of subjects, not just Drama. Top Universities where you can go on to study Drama include Warwick, Bristol and Lancaster. You could make an application to continue your studies at Theatre Schools such as Mountview. You could also use the transferable skills gained for the rest of your life and indeed for ANY career.

**Addition qualification: LAMDA DRAMA**
As part of the BTEC Performing Arts course, students will also be entered for an additional qualification titled LAMDA Drama. This is a world-leading Drama examinations provider and the additional qualification will inspire and empower learners to be confident communicators. Students will improve their oracy, self-belief, vocabulary and will become more confident about speaking and expressing themselves.

***Drama is an excellent choice for students who would like to pursue a career, that includes working with people in areas such as journalism, community worker, teacher, sound and lighting engineer, drama therapist, runner in broadcasting/film/video, theatre director and theatre stage manager. Any career where confidence and communication are required.***

# GCSE Geography

**Examination Board:**
AQA
**Paper 1: 35% (88 marks)**
Living with the physical environment 1 hour 30 minutes

| 3.1.1 Section A | 3.1.2 Section B | 3.1.3 Section C |
|---|---|---|
| The challenge of natural hazards | The living world | Physical landscapes in the UK |

**Paper 2: 35% (88 marks)**
Challenges in the human environment 1 hour 30 minutes

| 3.2.1 Section A | 3.2.2 Section B | 3.2.3 Section C |
|---|---|---|
| Urban issues and challenges | The changing economic world | The challenge of resource management |

**Paper 3: 30% (76 marks)**
Geographical applications 1 hour 30 minutes

| 3.3.1 Section A | 3.3.2 Section B |
|---|---|
| Issue evaluation | Fieldwork |

**Examinations**
Short open questions, multiple choice and extended writing.

**Course Content:**
GCSE specifications for the discipline of Geography give students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Students will go on several fieldwork trips as part of the curriculum, visiting London and Kent and potentially, an international location.

***Geography is a great choice if you are looking to get into the following jobs: architectural technologist, business analyst, cartographer, data analyst, environmental consultant, geographical information systems officer, marketing executive, secondary school teacher, social researcher, town planner, construction manager, landscape architect, market researcher, nature conservation officer, political risk analyst, sustainability consultant, transport planner.***

# GCSE History

**Examination Board:**
Edexcel

**Assessment:**
Three written examinations

**Assessment Framework:**
The exams will assess students on a range of skills; retrieval and application of knowledge, explanation of cause, consequence and significance, source interpretation, analysis and evaluation.

**Paper One**: Medicine in Britain 1250 to present day and the British Sector of the Western Front 1914-18. Length of paper one - 1 hour and 15 minutes and 30% of final grade.

**Paper Two**: This paper consists of Anglo-Saxon England 1060-1088 which is worth 20% and The American West 1835-1895 which is 20%. Length of paper two - 1 hour 45 minutes. Total 40%.

**Paper Three**: Weimar and Nazi Germany 1918-1939. Length of paper three - 1 hour 20 minutes. Total 30%.

**Course Content:**
Medicine in Britain 1250-present day - In this unit students will look at the ways in which medicine has developed in Britain over time and been influenced by science, technology, religion and individuals.

The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches - In this unit students will study the conditions of the Western Front and the impact the terrible conditions of warfare had on injuries and the development of treatments and surgery.

Anglo-Saxon and Norman England, c1060–88 - This unit looks back at the invasion of England by William of Normandy and how his reign transformed England.

The American West, 1835-95 - In this unit students will look at the American West in depth. They will explore the life and culture of the Plains Indians and how their way of life was destroyed by migration, government policy and settlement.

Weimar and Nazi Germany, 1918-39 - In this unit students will explore the impact of the end of World War One on Germany. They will look at the establishment of the Weimar Republic and its successes and failures. Students will learn about the rise of Hitler and identify and evaluate how the Nazis came to power and what they did to achieve complete authority and control.

***History is a great choice if you are looking to get into the following sectors: academic researcher, archivist, heritage manager, historic buildings inspector/conservation officer, museum education officer, secondary school teacher, academic librarian, archaeologist, broadcast journalist, Civil Service administrator, editorial assistant, human resources officer, information officer, marketing executive, policy officer, politician's assistant, solicitor.***

# GCSE Physical Education (non-core)

**Examination Board:**
AQA

**Assessment:**
The course is assessed by three components:

| Practical Assessment<br>30% | Theory Assessment<br>60% | Coursework<br>10% |
|---|---|---|
| **75 marks** | **156 marks** | **25 marks** |

In GCSE PE, students will develop knowledge and understanding of key body systems and how they impact on health, fitness and performance in physical activity and sport. Students will also develop an understanding of the benefits of participating in physical activity and sport to health, fitness and well-being. Seventy-five percent of the lessons in GCSE PE will be based in a classroom with a key focus on theory work. Students who do not compete in sports for the school or for a team outside of school could find the practical assessment significantly challenging as this course equates to 30% of the overall grade. The components we cover are:

**Paper 1: 1 hour 15 minutes**
The human body and movement in physical activity and sport. In this component students will develop knowledge and understanding of these key body systems and how they impact on health, fitness and performance in physical activity and sport.

**Paper 2: 1 hour 15 minutes**
Socio-cultural influences and well-being in physical activity and sport. In this component students will develop an understanding of the psychology of sport, how socio-cultural influences can affect participation and how sport plays a part in our health fitness and wellbeing.

**Component 3**
Practical Performance - This component is to test students' practical performances.

**Component 4**
Coursework element (Performance analysis). This component is an independent piece of coursework designed around an analysis of performance and evaluation of this. Students will be required to look at their strengths and weaknesses and put an action plan together on improving one of these.

***GCSE PE is a great choice if you wish to go into the sport and fitness related industries with roles such as sports scientist, PE teacher, physiotherapist, professional sportsperson, sports coach/consultant, sports policy at local and national level, diet and fitness instructor and personal trainer.***

# Cambridge Nationals Level 2 Sport Studies

**Examination Board:**
OCR Cambridge Nationals

**Assessment:**
The course is made up of three units:

| | |
|---|---|
| **Unit R184**<br><br>**(40%) 70 marks** | Contemporary issues in sport: 1 hour 15 minutes - written examination |
| **Unit R185:**<br><br>**(40%) 80 marks** | Performance and leadership in sports activities - OCR-set assignment |
| **Unit R186**<br>**(20%) 40 marks** | Sport and the media - OCR-set assignment |

Sport Studies is a qualification designed for students who are interested in an engaging qualification where you will have the opportunity to use your learning in practical, real-life situations, which will help you to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and Health sector.

Throughout this qualification students will gain valuable knowledge of:

- How technology is used in sport
- How to develop as a team player and how to develop as a leader
- Plan, deliver and evaluate your own sports activity session
- Performing in front of an audience
- The connection between sport and media and the different ways that sport is represented
- Local and national outdoor activities, how to prepare and benefit from them

In Sport Studies students will develop knowledge and understanding of the range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They will also have an opportunity to develop skills both as a performer in two different sporting activities and as a leader, developing a range of transferable skills. Lastly, students will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport.

***Sport Studies is a great choice if you wish to go into the sport and fitness related industries with roles such as sports scientist, PE teacher, physiotherapist, professional sportsperson, sports coach / consultant, sports policy at local and national level, diet and fitness instructor and personal trainer.***

# GCSE Photography

**Examination Board:**
AQA

**Assessment:**
The scheme of assessment consists of two components:

| **Component 1 – 60%**<br>A selection from two to four assignments | **Component 2 – 40%**<br>One assignment to be completed within four weeks of a preparatory period followed by 10 hours of supervised time. |
|---|---|
| **96 marks** | **96 marks (weighted)** |

Photography is a fantastic GCSE course that allows students to learn new techniques in camera knowledge; however, be aware that it does not just involve taking photographs; students will develop their creativity, imagination and knowledge through sustained projects with in-depth analytical writing. Students will learn about a variety of photographic media, techniques and processes including hands-on experimentation with traditional and digital media.

For this course students must be enthusiastic in wanting to develop independent projects in Photography. Alongside taking photos with digital SLR cameras, students will be expected to produce research on boards and in sketchbooks that will demonstrate some analytical writing skills.

In Years 10 and 11, students independently investigate, develop and experiment with photography exploring different themes.

This allows students to develop socially as well as artistically due to the community and supportive atmosphere that is promoted through after school sessions in the evenings.

***There are many Photography related careers including advertising, fashion, journalism, graphic design, film, video, commercial and wildlife photography and freelance work.***

# GCSE Psychology

**Examination Board:**
Edexcel

**Assessment:**
GCSE Psychology consists of a selection of compulsory and optional units which are designed to be not only up to date, but also engaging for the students.

The assessment is comprised of two exam papers which are:

**Paper 1**: 1 hour and 45 minutes
98 marks, 55% of the qualification

- Development
- Memory
- Psychological problems
- The brain and neuropsychology
- How do others affect you? (Social influence)

**Paper 2**: 1 hour 20 minutes
79 marks, 45% of the qualification

- Criminal psychology
- Sleep and dreaming
- Research methods

Psychology is a fascinating subject which covers so many different aspects of human behaviour, including learning about the structure of the brain and neuropsychology as this is where much of the contemporary research is occurring.

Students studying Psychology get to look at some of the wider issues in life and carry out small scale investigations. They will need to be open minded and willing to discuss and debate issues from lots of different angles.

There are many different opportunities for people who study Psychology as it is not only an excellent subject but will give you the skills to help you understand your own behaviour and that of those around you.

***These are some of the career pathways that Psychology has to offer: medicine, especially psychiatry and mental health nursing; counselling; teaching; corporate training; human resources; social care; forensic psychology and clinical psychology.***

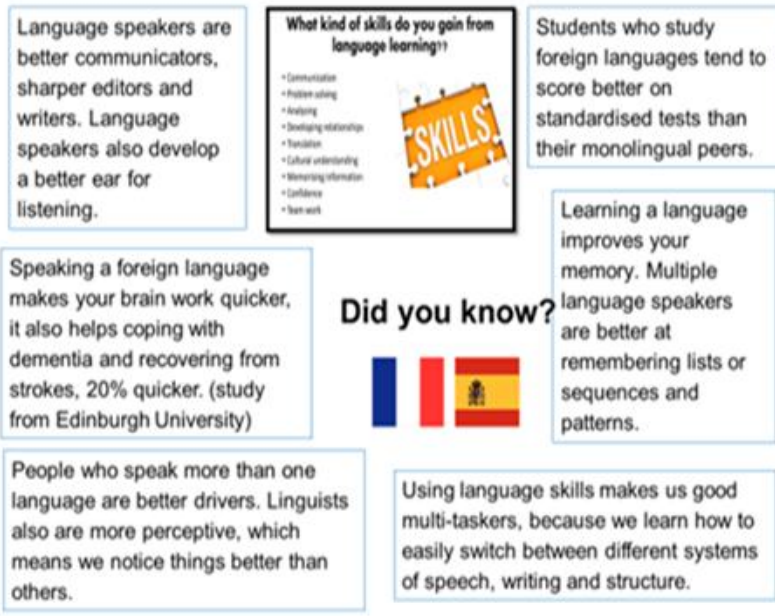
# GCSE Spanish

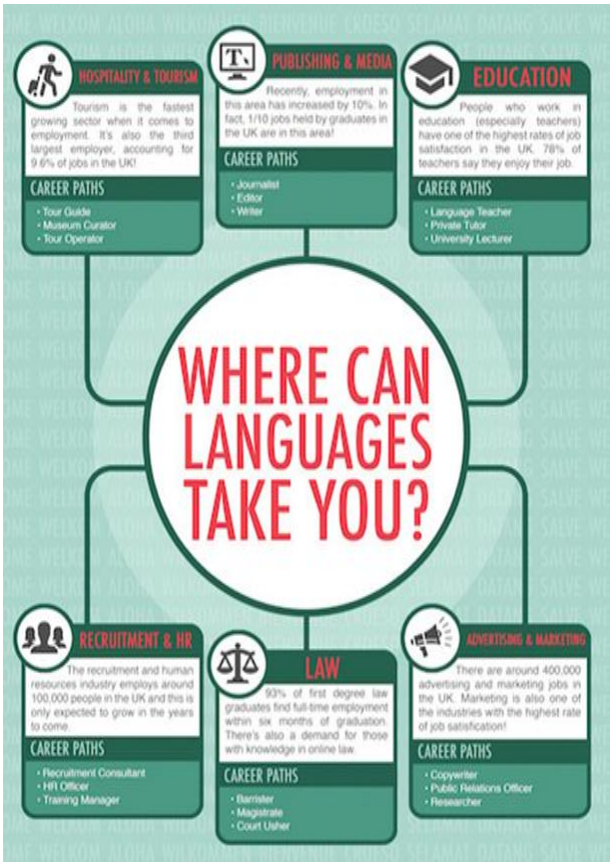
**Examination Board:**
Edexcel

**Assessment:**
There are two different levels of entry: Foundation or Higher.

**Assessment Framework:**
Students are entered into either Foundation Tier or Higher Tier depending on their potential and ability. Each paper is worth 25% and carries 50 marks each. The length of each paper depends on Foundation or Higher Tier.

**Paper 1**: Speaking (24 or 27 minutes)
**Paper 2**: Listening (45 or 60 minutes)
**Paper 3**: Reading (45 or 60 minutes)
**Paper 4:** Writing (45 or 60 minutes)




Through developing their knowledge and understanding of one of the world's most spoken languages, students will build on their learning from years 7 to 9. Their vocabulary will increase as will their confidence in speaking more fluently and for an extended period.

In year 10, students build on their knowledge of My Personal World, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology and use their knowledge and skills to move onto Studying and Future before completing the course with Travel and Tourism and exam techniques. The skills which are assessed are: speaking, listening, reading and writing, each carrying an equal weighting.

Studying Spanish increases your future employability. The skills and rigour involved with studying languages are highly regarded by universities for various courses. Learning Spanish will also enable you to open a new world of books, films and songs as well as access to a wider cultural understanding of what it means to be a global citizen.

***Through studying Spanish, or any language, a whole world opens up to virtually any career. Your opportunities will be enhanced if you can offer two or more languages to an employer in industries as diverse as finance, law, aviation, commerce, accountancy, banking, education, engineering and retail.***

# Cambridge Nationals Level 2 Child Development

**Examination Board:**
OCR

**Assessment:**
Examination: 70 marks, 1 hour 15 minutes, 50% of the course

Coursework: 120 marks, 50% of the course

This qualification is 120 guided learning hours.

This qualification is aimed at students who wish to develop applied knowledge and practical skills in child development. Students will expand their transferable skills which can be of benefit to future employment in this career sector. Learning about how children develop is based very much on real life and is an excellent choice for students wishing to work in a career with children in future.

In Child Development, students learn life skills which include the understanding of preconception health, the process of pregnancy and labour and how to recognise and treat a range of common childhood illnesses and accidents.

The areas of study are:

- Health and wellbeing for child development (R058); exam
- Create a safe environment and understand the nutritional needs of children from birth to 5 years old (R058)
- Understand the development of a child from birth to 5 years old (R059.

***Child Development is a good choice for students who are interested in working in the following areas: Nursery worker/supervisors, nursery nurses, nursery teaching assistants, foster care, early years workers/assistants, nursery practitioners, classroom assistants, care workers/assistants, assistant youth supporters.***

# BTEC Tech Award in Dance

**Examination Board:**
Edexcel

**Assessment:**

**Component 1**:
Exploring the Performing Arts Industry (Internal) 30% of total worth 60 marks.

**Component 2**:
Developing skills and techniques (Internal) 30% of total worth 60 marks.

**Component 3**:
Performing to a brief (External) 40% of total worth 60 marks; supervised assessment.

In years 10 and 11, students will learn a range of dance styles including street dance, commercial, contemporary and jazz. They will learn professional repertoire and explore choreographic techniques in preparation for them to create their own performances.

During this course students will have the opportunity to perform in the Gateway's annual Dance Show, as well as many other prestigious locations, including The Royal Opera House.

Students will also be part of the Trailblazer project where they will have professional companies and dancers coming in to deliver workshops and performances. They will learn a wide range of transferable skills that will be used and applied to other subjects as well as their future, for example, confidence, motivation, teamwork and leadership. Students will also have the opportunity to attend a range of trips to support their own use of performance skills.

***Whether students want to be a teacher, dancer, choreographer, dance therapist, to name but a few, Dance is the perfect starting place where they will gain knowledge and experience in both the practical and theoretical sides of dance.***

# Level 2 Eduqas Vocational Award in Performing Arts - Music Pathway

**Examination Board:**
Eduqas

**Assessment:**

| Unit 1<br>Performing | Unit 2<br>Composing | Unit 3<br>Performing Arts in Practice |
|---|---|---|
| **30%**<br>**60 marks** | **30%**<br>**60 marks** | **40%**<br>**80 marks** |

At KS4 our students gain a Vocational Award in Performing Arts following a music pathway. This qualification will develop students' knowledge and understanding of the performing arts sector and provide them with opportunities to develop associated practical skills. It covers performing, creating and performance arts in practice.

**Unit 1** in performing enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of music such as performing a piece of music on an instrument or singing a song. Therefore, students must be comfortable performing in public. To support you in this, you are given FREE tuition on an instrument of your choice or vocals throughout the whole of year 10.

**Unit 2** in composing enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. We will be using industry standard music software on computers to create our own music.

**Unit 3** introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. You are given a brief by the exam board and tasked with creating a music event such as a concert or music festival.

**Why should you study this subject?**

- This course is practical based – you make music!
- Builds confidence
- Working in groups and independently
- Learn specific instrument skills
- Learn about the music industry
- Compose new and exciting music using your imagination and creativity

**Things you should be aware of**

- You do not need to play an instrument before the start of the course but it really helps!
- You all have skills in singing and keyboard from your KS3 education which has started you on the right path.
- Once you have chosen your instrument you will have the option to have one to one instrument/singing tuition provided by school.
- Your unit 1 performance concludes with a concert, therefore be prepared to perform in public.

**Homework**

The main homework you will be expected to do is practising your instrument. The more practice you do on your instrument or voice the more confident you will be when performing.

**Subject Grade**

You will be awarded a Level 2 Pass, Merit or Distinction

***Level 2 Eduqas Vocational Award in Performing Arts - Music Pathway is a good choice for students if they are interested in working in the following areas: Session musician; Music journalist; Conductor; Teacher; Therapist; Composer; Producer; Booking agent; Recording engineer; Song writer; DJ and of course Rock Star!***

# BTEC Tech Award Health and Social Care

**Examination Board:**
Edexcel

**Assessment:**
Students will be assessed by a combination of coursework and examination. The three-block structure, explore, develop and apply has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

The course content is:

**Component 1** (30% of total course, 60 marks, coursework)
Human Lifespan Development. Students will be exploring how individuals develop physically, emotionally, socially and intellectually over time and investigate how various factors, events and choices impact individuals' growth and development.

**Component 2** (30% of total course, 60 marks, coursework)
Health and Social Care Services and Values. Students will be learning which health and social care services are available. Students will be identifying why people might need to use these services. They will also discover who is involved in providing these services and exploring what might stop people from accessing the services they need.

**Component 3** (40% of total course, 60 marks, 2-hour examination)
Health and Wellbeing. Students will be learning what 'being healthy' means to different people. Exploring the different factors that might influence health and wellbeing. To identify key health indicators and how to interpret them and assess an individual's health using what they've learned.

Students will be exploring how individuals develop physically, emotionally, socially and intellectually over time and investigate how various factors, events and choices impact individuals' growth and development. They will also be learning which health and social care services are available. Students will be identifying why people might need to use these services. They will also discover who is involved in providing these services and exploring what might stop people from accessing the services they need.

***Health and Social Care is a good choice for students considering a career as an adult nurse, care worker, community development worker, counsellor, health promotion specialist, occupational therapist, social worker, youth worker, ambulance worker, doctor or surgeon.***

# WJEC Level 1 / 2 Award Hospitality and Catering

**Examination Board:**
Eduqas (WJEC)

**Assessment:**

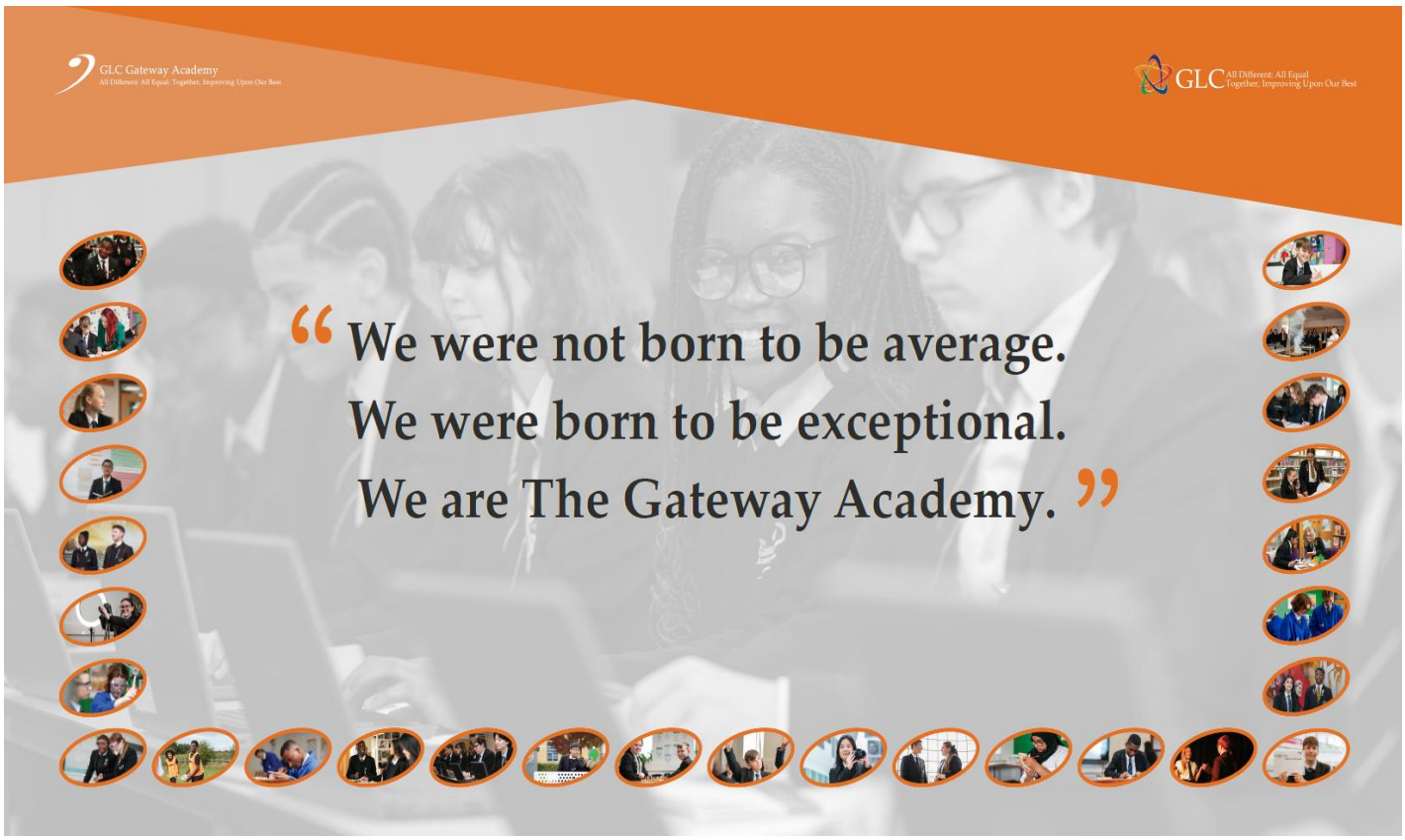
| Unit 1<br>The Hospitality and Catering Industry<br>(48 learning hours) | Unit 2<br>Hospitality and Catering in Action<br>(72 learning hours) |
|---|---|
| **40% of qualification**<br>**80 marks**<br>**Written examination**<br>**1 hour 20 minutes** | **60% of qualification**<br>**120 marks**<br>**Controlled assessment** |

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

***Jobs in hospitality and catering involve food, drink and hotels and can take students all over the world. The hospitality industry is worth billions of pounds with hundreds of different roles available ranging from chef to nutritionist and dietician to small business owner in the local and wider area.***

# NOTES


GLC Gateway Academy
All Different: All Equal: Together, Improving Upon Our Best
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"We were not born to be average.
We were born to be exceptional.
We are The Gateway Academy."

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