



Guided Pathways 2017



Year 8 into Year 9
“Helping you to make
the right choice”

How The Guided Pathway Process Works

Every year students in Years 8 have important decisions to make about the courses they will study in the following year. Students choose courses to study which are a mixture of GCSEs and BTEC/Vocational courses.

The choices you make now are very important as they will form the basis of your future career options, so take the time to ask questions and use the resources available to you.

All of you will take a combination of Core and Option subjects which are detailed within this booklet.

Year 8 >> Year 9

It is important to choose 6 courses numbering them 1 to 6 in order of preference. Subjects labelled 1, 2 and 3 will be your main choices with subjects 4, 5 and 6 being used as back-up choices. It is essential that you choose three back-up options.

Your first choice must be Geography, History, French or Computer Science.

How To Make Your Guided Pathway Choices

Read the Booklet

- Consider the options on offer. Which ones will help get you into your chosen career?
- Think about your strengths and how the subjects on offer will match these.

Discuss your ideas

- Make use of the Guided Pathway Evening Tuesday 6th February 2017. 5.00pm - 7.00pm.
- Be prepared to change your mind based on the advice of parents and teachers.

Fill in the option form

- Make sure you list your choices in order of preference.
- Make sure your parents sign the form.
- Return the form by 9.00am on Friday 24th February 2017. Forms should be returned to Tutors.

Options Process

- The school will consider your preferences and may wish to discuss them with you.
- Your choices will be circulated to subject staff to confirm that they feel you have the right package.

School writes to you

- The school will send a letter showing your finalised options - this letter will be sent in term 3.

KS4 OPTION INFORMATION

Making the Choice

In general terms what does the curriculum look like?

The structure of the timetable will be very similar to the one you have in Year 8. The timetable week contains 25 x 1 hour periods; plus five periods of Skills and Intervention group time (SI). This 25 period week is split into compulsory Core time/subjects and Option time/subjects.

25 period week	Subjects
Core 16 hrs	GCSE English Language GCSE English Literature GCSE Maths GCSE Science GCSE History, GCSE Geography, GCSE French, or GCSE Computer Science BTEC Sport Personal, social and health education (PSHE)
Options 3 hrs x3	GCSE History GCSE Geography GCSE Computer Science BTEC Performing Arts/GCSE Drama GCSE Art and Design BTEC Construction GCSE French GCSE Textiles Technology BTEC Health & Social Care GCSE Citizenship Studies GCSE Religious Studies GCSE Resistant Materials

The Academy reserves the right to allocate options courses according to available resources and where we feel this is in the best interests of the student.

English Baccalaureate

In December 2010 the Government introduced the English Baccalaureate. This is not a new qualification.

The English Baccalaureate will be awarded to students who achieve grade 5 or higher at GCSE level in the following 5 subjects:

Maths

English

2 x Science (Core) inc Computer Science

History and/or Geography

French and/or German



Indicates this course will count towards the English Baccalaureate. Some of the UK's top Universities have the EBacc as an entry requirement to degree level courses.

Types of Qualification

GCSE

General Certificate of Secondary Education

This is the standard Level 2 qualification.

BTEC

The Business and Technology Education Council.

This is the one of the standard awarding bodies that provide vocational qualifications.

Both types of qualification are offered as part of the curriculum package at North Shore Academy.

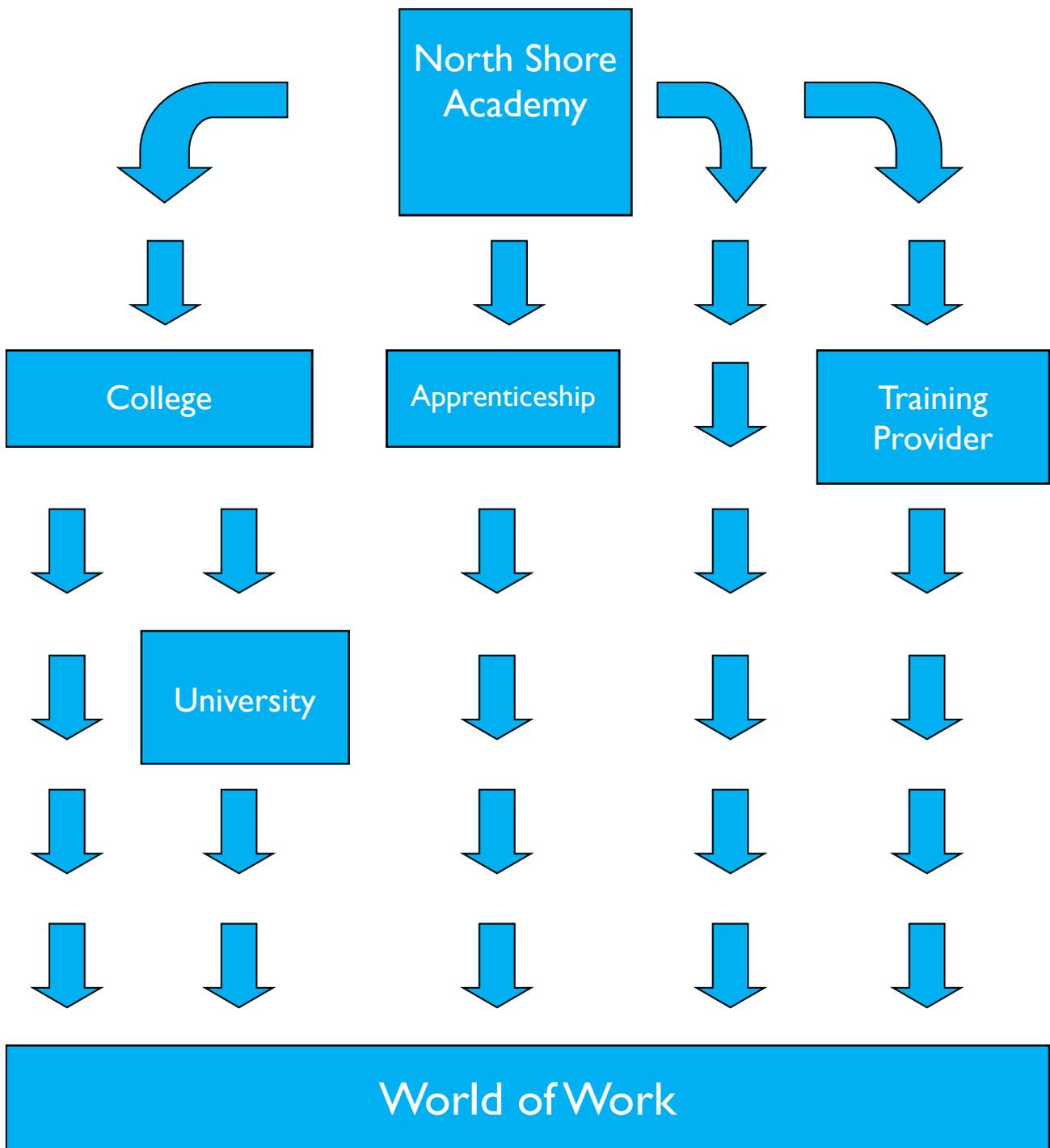
GCSE courses tend to be assessed with a final (terminal) exam which carries a significant weighting in the overall grade.

BTEC (and other vocational courses) tend to be assessed with on going portfolio work and a small exam element.

Post 16 Progression

It is important that all students think about what they intend to do when they leave the academy.

There are many different routes that students can take. Below are just a few of the possible pathways, although it is often possible to transfer from one pathway to another.



Post 16 Progression

It is critical that all students make Guided Pathway choices that will allow them to progress to education, employment, an apprenticeship, or other training/courses post 16.

Entry requirements for courses at college and 6th forms can be found on each institutions website and should be considered when looking at your choices.

The option choices students make can also have an impact on the University they can attend and the course(s) they are able to access. Universities are entitled to set their own admission criteria based on the following:

Points made up from A level or BTEC courses and “Facilitating” A levels at specific grades, and specific GCSE subjects and grades.

The top 20 universities, known as the Russell Group are:

University of Birmingham	King's College London	University of Oxford
University of Bristol	University of Leeds	Queen's University Belfast
University of Cambridge	University of Liverpool	University of Sheffield
Cardiff University	London School of Economics and Political Science	University of Southampton
University of Edinburgh	University of Manchester	University College London
University of Glasgow	Newcastle University	University of Warwick
Imperial College London	University of Nottingham	

At least two “Facilitating” A level subjects are currently required by the Russell Group Universities from:

Mathematics and Further Mathematics Geography English History Physics Languages (Classical and Modern) Biology Art Chemistry Music

If you do believe that University is a pathway you might choose you need to think carefully about how your choice(s) now might/might not allow you to progress to a University of your choice.

The Changing Job Market

Introduction

Research shows that young people get their ideas and views on the job market from a wide range of influences including their peer group, friends & family and the media. Above all, parents and carers play a vital role of influencing decisions which their sons and daughters make on their futures.

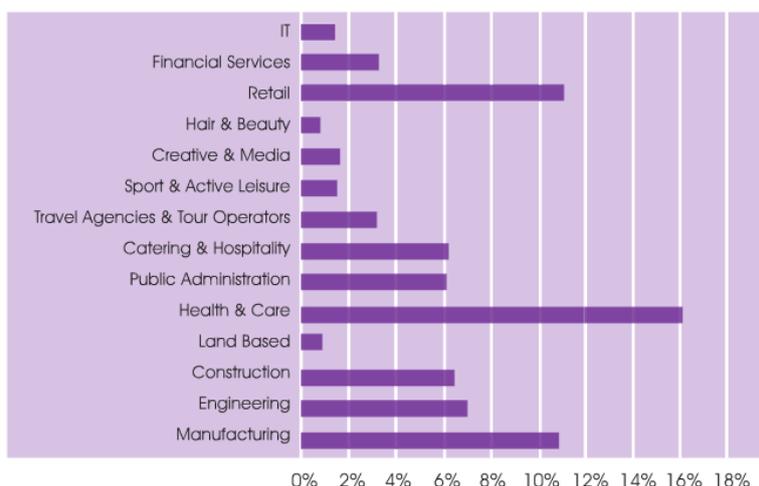
Parents know from experience that whichever career path we choose has a huge impact on many aspects of our lives, including how much money we can earn and how satisfied we are with our working lives, all key elements of what kind of overall quality of life we can have. We want our children to grow up to be successful and to be able to make a positive contribution to society. With this in mind, he is hoped parents can continue to play a key role in helping their sons and daughters to make more informed choices on their futures.

The Global Recession

The recent financial crisis and global recession has ended 16 years of uninterrupted economic growth in the UK. There is still room for optimism for the future, but the reality of the situation means that now the job market has changed and things are more difficult for many people than they were, five years ago. There are similarities to the recessions of the 1980s and early 1990s. Employers are being forced to make some staff redundant and as a consequence unemployment levels have increased. In addition, youth unemployment has reached very high levels, with the official unemployment rate for young people in the 16-24 year-old group across the North being over 20%, similar to the 1980s:

- There was a prolonged recession which led to great uncertainty in the labour market
- Young people leaving school in the 1980s found it extremely difficult to find a job
- Working patterns were changing with more people expected to work part-time or flexible hours

But it must not be all doom and gloom, which achieves very little. Recessions do not last forever and even during recessions most people manage to remain in employment. In addition, there are arguably more and better options available for young people leaving school now than there were in the 1980s.



The chart provides a comparison of how much each of the 14 key sectors contributes to the overall employment in the Tees Valley in 2008-9.

It is given as an example only.

However, caution must be exercised in using this information, as grouping careers and job sectors in this way is not particularly accurate.

The Changing Job Market

Be Ambitious but be realistic

We live in a consumer culture and it often seems that teenagers want everything, right now(!) and this can spill over into other areas of life. 'Reality TV' is often blamed for the desire amongst many young people to become celebrities. Whilst probably harmless, there is a danger that celebrity culture could affect the attitudes and ambitions of some young people, giving an unrealistic view of the world.

Ambition is an important factor in motivating young people to work hard towards achieving their chosen career goal. However it is also important that young people are **realistic** too. Not everyone can make a living from being a TV celebrity or Premier league footballer. The message is that students need to plan for their futures, **working hard** now in order to achieve their goals in the future. Investing in qualifications and skills will significantly increase the chances of getting a well-paid job in the future.

There are fewer than 500 UK born professional footballers in the squads of the English Premier clubs, which is 1 person for every 60,000 people in work. However there are well over half a million people working in the sports and leisure sector in the UK, such as sports coaches, gym instructors and sports centre managers. Perhaps these are more realistic career goals for the majority of young people who aspire to work in the field of sport.

Young people should not expect to walk straight into their ideal job. Achieving career goals may take many years of studying hard work. Therefore young people, including graduates, should expect to work their way up the career ladder as they develop the necessary on-the-job skills and experience.

What do Employers want?

A wide range of research has shown that there are common skills and qualities which employers want from their workers. These skills and qualities include a need to have good literacy, numeracy and IT skills, but what employers want also has a great deal to do with the attitude and motivation of job applicants:

1. Have good written and spoken communication skills
2. Be honest and have integrity
3. Have good team-working skills
4. Have good inter-personal skills
5. Be highly motivated and show initiative
6. Have a strong commitment to work
7. Have good skills at analysing
8. Be flexible and adaptable in the workplace
9. Have good IT skills
10. Have good organisational skills

Source: Compiled by Focus LMI

Do not get the impression that qualifications are not important to employers. In the modern labour market, qualifications are increasingly required, and to apply for many job vacancies you will require particular qualifications. But young people who can demonstrate that they have the skills and qualities which employers want will be more successful in their efforts to find a suitable job.

The Changing Job Market

Where will the jobs of the Future be?

We cannot know for certain where the new jobs in the future will be, however it is believed that science-based sectors will emerge as key industries in the future. These include bio-sciences, environmental technologies and renewable energy production.

STEM stands for science, technology, engineering and mathematics. These STEM subjects underpin many of the emerging sectors such as bio-technology and environmental industries. As a school, North Shore Academy is working hard to build links to the future employers of these exciting job sectors, where many, many thousands of new jobs will be created. It is important we plan in advance to ensure our future school leavers can enter this employment field if they wish.

We face tough environmental challenges. Efforts to move towards a low-carbon economy mean that there will be increased demand for workers with skills and knowledge to help design, develop and manufacture products such as:

- Hybrid and low-emissions cars
- Low energy use consumer goods
- New fuels, such as bio-fuels
- Environmentally friendly ways of generating power including wind farms and solar power
- The next generation of nuclear power stations

Whilst new types of industries will be important for future jobs growth, existing sectors of employment including public administration, health and care and manufacturing will continue to offer many job opportunities for the foreseeable future.

By 2020 there will be 3 million fewer low skilled jobs in Britain than there are today
Over 40% of all jobs in 2020 will require a graduate level qualification

Modern Working Practices

The traditional full-time nine-to-five, five days a week job is no longer as dominant as it used to be, as flexible working practices have become more common. There are now more jobs available offering part-time hours or temporary contracts. Many employees are also expected to work shift patterns or during the evenings and weekends. Self-employment and freelance work is also more common than it used to be.

Many people will have a variety of different jobs throughout working life. And those who stay in the same type of job can expect to see the way they work change due to the application of new technology and working practices.

Many people choose to work part-time including students who want to combine part-time working with their studies.

People in the modern jobs market have developed portable skills which they can use by moving from job to job or contract to contract in a moveable, changing jobs market.

The Changing Job Market

Flexibility

Many jobs require workers to be flexible. For example, some jobs require shift work or require employees to work evenings or weekends. Others take work on short-term, temporary contracts. These are all examples of workforce flexibility.

Adaptability

The jobs which are available and how we do them are constantly changing. Workers need to be able to adapt to this change by being ready to accept new working methods, learn new skills and, when necessary, move on to different jobs.

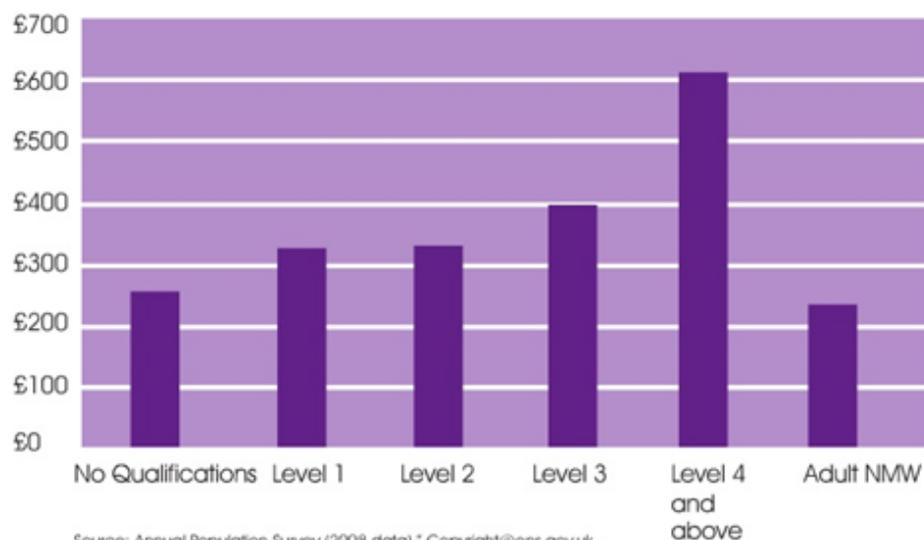
Mobility

You may have to move away or increase your travel to work time to get the job you want or to take advantage of promotion and career development opportunities. This could mean moving to another town or city in this country or even moving abroad.

Higher Qualifications = Higher Wages

- Qualifications are increasingly important as we move towards a higher-skilled and knowledge-based economy. There are now few jobs around that require no qualifications and even fewer expected in the future. By 2020, the Government expects that 40% of all jobs will require a degree.
- The evidence shows that there is a positive correlation between higher qualifications and higher earnings. In other words, on average people with higher qualifications can expect to earn more than those with lower levels of qualifications or those with no qualifications at all.
- Someone earning the Adult National Minimum Wage (NMW) will be paid around £12,000 a year (for a 40 hour week). The difference in earning power over a working lifetime of 40 years could be as high as half a million to three quarters of a million pounds. Looked at this way, the extra earning potential which qualifications and skills provide is like a win on the National Lottery.

Average Weekly Wage by Highest Qualification



Source: Annual Population Survey (2008 data).^{*} Copyright@ons.gov.uk

Note: Data is based on mean regional average.

Data relates to gross (before any tax and other deductions) mean average wage for main job.

Adult NMW (National Minimum Wage) is based on the adult rate of £5.80 an hour x 40 hours.

Data was commissioned from ONS by Focus LMI

The Changing Job Market

Encouraging enterprise

Self-employment and entrepreneurship

- People who are self-employed earn their living from their own business, trade or profession rather than earning a salary or wage directly from an employer. Around 8.5% of those in work in the North-East, are self-employed, which is around one in every twelve workers.
- People often choose to become self-employed after they have built up skills, qualifications and experience working as an employee for another firm, so self-employment may be more realistic as a longer term goal for most young people.
- Self-employment is more common in some occupations such as in the building trade, accountancy, legal services or in the media industry where freelance work is common.
- Being self-employed can allowing people more choice as to how, when and where they work, but many self-employed people work longer hours than employees and have to be responsible for all aspects of running a business including marketing, finance and planning. Research shows that around a third of people who set up their own business and become self-employed fail within the first three years. So becoming self-employed can be a risky strategy and is not suitable for everyone.

GCSE English

Course Details

Qualification - GCSE

Exam Board - AQA

QAN Code - 60144476 (Literature), 60142923 (Language)

Method of Assessment - Examination



Course information and structure

- English is divided into two GCSEs with a separate qualification for Speaking and Listening.
- Language assesses you on your ability to communicate appropriately, read and understand a wide range of 20th century and 19th century fiction and non-fiction and analyse writer's methods. It is an untiered course and there are two exams to complete, both worth 50% of the final grade.
- Literature assesses you on your knowledge of a range of texts from the English canon, including plays, poetry and novels. It is a closed book exam and the papers are untiered. There are two exams; the first is equal to 40% of your exam and the second is equal to 60%.

Students' Comments

"The stories we study are really interesting and we love the characters we learn about."

"We feel really intelligent when we can write about complex texts with confidence."

"We can see how English helps us across our other subjects."

Progression Routes

Gaining a GCSE in English allows students to apply for any job they wish to.

Most colleges will expect a pass in English in order to begin the qualification.

Some examples of jobs that relate to English are:

Teaching, publishing, advertising, ICT, public relations, journalism

Advice and Guidance - Year 8 students

Read a wide range of books. Find books that are engaging and challenging, ones that make you think and question what you know, ones that have sophisticated vocabulary and mature ideas.

Suggested materials include: We Were Liars, Noughts and Crosses, The Fault In Our Stars, Gone, The Maze Runner, Going Bovine.

<http://www.readbrightly.com/young-adult-books-for-boys/> is a very useful website to get a selection of ideas for books for boys.

<http://www.readbrightly.com/topics/girls/> has lots of information and book suggestions for girls too.

Listen to the advice your teachers are giving you in class and apply this advice. We build the GCSE skills up from Year 7 to help prepare you.

GCSE Maths

Course Details

Qualification - GCSE

Exam Board - AQA

QAN Code - 60146084

Method of Assessment - Assessment for the new 9–1 Mathematics is a final examination at the end of Year 11. There are three papers within the exam series. One is non-calculator and the remaining two are calculator papers.



Course information and structure

Students will study Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics. The exam questions will be based on all of these topics but will also have a problem solving element to them. Mastering the topics so that you can solve a range of problems will help the students be successful.

Students' Comments

"I really enjoy problem solving and thinking logically."

"I use maths outside of lessons everyday."

"To go to college and then University I need a really good grade in maths."

Progression Routes

- Routes into pure Maths at AS and A level are available through the higher tier.
- GCSE Maths links very closely to subjects such as Engineering and science.
- GCSE Maths is often a requirement for all courses at further education
- GCSE Maths has links to every day/real life problems

Advice and Guidance - Year 8 students

Make the most of every lesson. See every lesson as one step/ one mark closer to your target grade. Don't be afraid to get things wrong, it's how we learn.

Have patience with Maths, just because you don't get it the first time doesn't mean you can not do it, you can with practice.

Revise what you have learnt in lesson every night. The more you do in Y9 and Y10 the easier it will be in Y11.

Problem solving questions will require you to apply your knowledge of all topics in Maths. Make sure you keep calm and test yourself. You never know what you might be able to achieve.

GCSE Science

Course Details

Qualification - GCSE

Exam Board - AQA

QAN Code - Biology 60187529, Chemistry 60187578, Physics 60187517 and Combined Trilogy 6018758X

Method of Assessment

Combined Trilogy - six papers: two biology, two chemistry and two physics. All the papers are 1 hour 15 minutes.

Separate - Each separate science has two papers. All papers are 1 hour 45 minutes.



Course information and structure

- You will either study a Combined (double award science) or Separate Science. Both routes will cover Biology, Chemistry and Physics.
- Each course will have a number of required practical's, which will enhance your investigative thinking, improve your mastery of techniques and consolidate your understanding of key scientific concepts.

Students' Comments

"I like the fact that Science covers so many different topics."

"Science is all around us so it is important to understand how it works."

Progression Routes

- All our of the science qualifications provide opportunities for progression to study pure and applied sciences such as Biology, Chemistry, Physics, Forensic Science, Applied Science, Psychology, Environmental Sciences etc. at A Level.
- If students do not wish to pursue further study in science, their GCSEs will prove that they can be successful in an academic subject which will support entry onto almost any college course.
- Alternatively, students can use their GCSE science qualifications to demonstrate a high level of scientific knowledge and understanding and also expertise in critical analysis and evaluation of evidence that should equip them for a variety of other career progressions including Law, Publishing, careers in the armed forces, health service etc, whether through intermediary tertiary education or directly into employment.

Advice and Guidance - Year 8 students

- Science has something to offer every student, whatever their aspirations. From trainee chef to nuclear physicist, construction apprentice to cancer researcher, everyone needs some level of relevant science understanding.
- Combined Science GCSE draws much of its content from the single science qualifications. You'll explore exciting topics in biology, chemistry and physics and sit six exams – gaining the equivalent of two GCSEs.
- Separate Science content and practical's also appear in the Combined Science GCSE, giving teaching flexibility and the option to move students to give them the best qualification route. To study separate science at GCSE you will need to talk to your science teacher and have a target of Grade 6 or higher. Each of the separate science is a single award, which will give the students three GCSEs.

BTEC Sport

Course Details

Qualification - BTEC Sport

Exam Board - Edexcel

QAN Code - 60047793

Method of Assessment - 4 Units of work. One unit is a controlled assessment under examination conditions. The other three units are all coursework based.

Course information and structure

Lessons are generally a mixture of classroom theory lessons to prepare for the exam and assignments. Practical lessons cover a range of sports including circuit training, indoor rowing, orienteering, football, netball, rugby, and rounders.

During three of the units the students complete assignments and one unit is assessed with an examination. Units covered include: Leadership; Practical Sport; Training for personal fitness; Fitness for sport and exercise.

Students' Comments

"This course is good because we cover lots of activities we have not done in PE before".

"I have enjoyed the practical and feel fitter because we do more PE".

Progression Routes

BTEC Sport supports any courses relating to sport at college and beyond. Courses that are closely linked to PE include both A-level PE and vocational sport pathways (BTEC Level 3 National Diplomas in Sport).

Potential jobs in the PE sector include teaching PE, physiotherapy, leisure and recreation, exercise and fitness instruction or working in outdoor education.

Advice and Guidance - Year 8 students

This course builds on the skills learnt in Key Stage 3. It is aimed at students with a passion for sport and a determination to succeed in a variety of new activities. The practical assessments mean that students need a good level of fitness already, or a great desire to improve on current levels.

You will need to demonstrate a great level of skill and decision-making in at least 4 different sports. Students selecting this course as a pathway must be prepared to spend time after school at various sport enrichment clubs.

The examination element of the course means that at least one lesson every week will be spent in a classroom studying theory and students will also be expected to support this learning with tasks at home.

Subject Guided Pathway Choices

GCSE (9-1) Computer Science

Course Details

Qualification - GCSE

Exam Board - OCR

QAN Code - 6018335X

Method of Assessment - 80% exam; 20% Non Examination Assessment.



Course information and structure

The course comprises of three elements:

- one written paper which tests your knowledge of computer systems, 40% assessment.
- one written paper which tests knowledge of computational thinking, algorithms and programming, makes up 40% of assessment.
- one programming project that presents a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Students' Comments

"I really enjoy writing programs and making games".

"I want to be the next Bill Gates!"

"I want to be a network manager in a few years time. GCSE computing has been useful for this".

Progression Routes

GCSE Computer Science counts towards the English Baccalaureate science measure, offering students a new option that achieves maximum recognition.

It is also an ideal starting path for KS5 ICT or Computing or even to enter industry to begin life as a programmer.

Advice and Guidance - Year 8 students

This is a tough course that requires excellent skills in both English and Maths.

You need to have a good understanding of computers and need to have a target of a level 5 or 6 in English and Maths.

Speak to your ICT teacher for guidance on the suitability of this course for you.

GCSE Textiles Technology

Course Details

Qualification - GCSE Textiles Technology

Exam Board - AQA

QAN Code - 5004588X

Method of Assessment - 2 hour exam = 50% of marks. 30 – 35 hour Non Examination Assessment = 50%.

Course information and structure

You will cover a lot of work skills and processes which will equip you for the task of producing a range of clothing, interior, soft furnishings and accessories. You will study legislation and practice within the textile industry. You will complete theory based coursework and practical workroom based assessments. There is high practical content to this course and you will be expected to purchase materials to cover your making requirements.

Students' Comments

"I really like fashion and clothing - I look forward to the lessons".

"Learning to sew and design my own clothes has allowed me to show off my skills at home".

Progression Routes

A good pass at a grade 5 or higher is an excellent complement to English, maths and science and is well looked upon by industry as an indication of suitability for careers in that field.

Pupils have gone on to successfully study fashion design at FE level and now work in the fashion textile industry.

Advice and Guidance - Year 8 students

The course suits learners that have an interest in creative fashion, clothing and interior design. The course allows for personal learning whilst following the course syllabus.

Pupils must be self motivated as the course has deadlines which must be met. The course covers a wide range of areas related to the fashion industry and the textile industry. Activities are both theory and practical based.

BTEC Construction

Course Details

Qualification - Level 2 in Construction

Exam Board - Edexcel

QAN Code - 50065919

Method of Assessment - Assessment is carried through both coursework and a final examination.

Course information and structure

The course suits learners that have an interest in technology related subjects and allows for personal learning whilst following the course syllabus. The course has a high practical content in wood, electrics and tiling. You will learn about construction theory, including health and safety in construction and construction law.

Students' Comments

"I like the lessons because they are mainly practical. We have to cover some theory too but there are lots of practical elements".

"I enjoy construction because of the practical elements. I find it fun and enjoy the challenge of learning new skills".

Progression Routes

A good pass in this course combined with English, Maths and Science will allow you to potentially get an apprenticeship in the construction or study construction at a higher level through college and university.

There will be a skills shortage in construction which means there will be opportunities for progression and an interesting career. There are many routes through the construction industry and this course will be a good way to gain experience in preparation for the next level of study.

Advice and Guidance - Year 8 students

Pupils must be self motivated as the course has deadlines which must be met. The course has a broad range of activities which are both workshop and theory based.

GCSE Art and Design

Course Details

Qualification - GCSE Art and Design

Exam Board - AQA

QAN Code - 60180882

Method of Assessment - Non Examination Assessment = 60% of marks. Externally set assignment = 40% of marks.

Course information and structure

Art is a skill based, highly personalised course. You will be given lots of opportunity to develop your own ideas and you will face many interesting creative challenges. We aim for you to learn positively through enjoyment of the subject. At all phases you will be:

Painting/Drawing/Printmaking/Sculpture/Mixed Media
Recording in a wide range of materials and techniques
Exploring visual language
Researching and developing resources
Exploring personal responses to your own and set themes
Creative use of visual media including digital media and computers
Contextual work from contemporary and historical sources:
Presentation and visual communication skills

Students' Comments

"Art is the only lesson I look forward to, no matter how I'm feeling I can always lose myself within my work."

"Art is the way I express myself in a way I can understand, and know I can be good at something."

Progression Routes

The creative industries in the U.K. contribute £60 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

Career options include: Fine Artist, Graphic Designer, Furniture Designer, Furniture Restorer, Illustrator, Industrial Designer, Textile Designer, Animator, Ceramics Designer, Community Arts Worker, Fashion Designer, Glass Blower/Designer, Photographer, Film Maker, Production Designer—Theatre/Television/Film, Architect, Interior/Spatial Designer, Jewellery Designer, Make-up Artist, Medical Illustrator, Museum/Gallery Curator, Printmaker.

Courses available after GCSE include: A Level, BTEC Level 1 Diploma in Art and Design, BTEC Level 2 Diploma in Art and Design, BTEC Level 3 extended Diplomas. BTEC Foundation Diploma Apprenticeships are also available for specific jobs.

Advice and Guidance - Year 8 students

Is GCSE art for me? - If you love doing creative things, enjoy challenges, taking the initiative, have a good level of ability, are thinking of a career in visual arts or simply if you enjoy the subject.

This course builds on skills and experiences developed during KS3 structure.

BTEC Health & Social Care

Course Details

Qualification - BTEC Health & Social Care (First Award)

Exam Board - EDEXCEL

QAN Code - 50044825

Method of Assessment - Non Examination Assessment and Exam.

Course information and structure

You will learn about the healthcare, social care and early years sectors. You will also study human growth and development, and the care needs of individuals at different life stages. The course requires a high level of commitment to coursework—both in and out of class.

Students need to produce high quality portfolios of coursework, therefore good literacy and time management skills are needed.

Students' Comments

"I want to become a midwife when I leave school so the BTEC Health & Social Care course has really helped me gain the knowledge and skills I need to go to college".

"I really like the way we are taught in lessons. There is always lots of different things to do".

Progression Routes

The healthcare sector is major employer in the UK.

The BTEC Health & Social Care qualification is a highly regarded qualification that could take you on to college to study BTEC Level 3 Health & Social Care or access the world of work.

Many students who successfully complete the GCSE Health and Social Care course go on to work in the NHS.

Advice and Guidance - Year 8 students

You need to seek advice from the subject leader to determine whether or not this course is suitable for you.

GCSE French

Course Details

Qualification - GCSE French

Exam Board - Edexcel

QAN Code - 60187086

Method of Assessment - 40% terminal exam (listening & reading) ;
60 % controlled assessment (speaking & writing)



Course information and structure

The course comprises of the 4 skill areas: Listening, Speaking, Reading and Writing

The topics include:

Lifestyle (Health, Relationships and Choices)

Leisure (Hobbies and Media)

Home and Environment (Family Life, Home, Local Area and Environment)

Work and Education (School/College, Jobs and Future Plans)

The listening & reading exams are completed at the end of the course and each contribute 20% to the overall grade. Speaking and Writing are both assessed by controlled assessments which will take place at regular intervals throughout the duration of the course. The two best pieces of work for each skill area will be submitted at the end of the course and each skill area contributes 30% of the final GCSE grade.

Students' Comments

"The teachers really helped us to organise our work and prepare for the examinations."

"I particularly enjoyed learning about the different cultures and customs."

"Studying a language at GCSE enabled me to do the degree that I wanted to do at the university I wanted to go to."

Progression Routes

Many professions and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

Careers in which a GCSE in a language is beneficial: interpreter, translator, MFL teacher, hotel management, travel advisor, airport services, international law, engineering, journalism.

Almost all university courses include an option to add study of a foreign language and/or study abroad.

Do this if you want a traditional qualification, if you are aiming for university or if you want to study languages at Advanced Level.

Advice and Guidance - Year 8 students

Is a GCSE in a language for me? - If you love learning a language, enjoy communicating with other people and learning new skills this course is for you! This course builds on skills and experiences developed during KS3 and so must have studied the language at KS3.

GCSE History

Course Details

Qualification - GCSE History

Exam Board - AQA

QAN Code - 60182179

Method of Assessment - Two examination papers 1 hour 45 minutes each.



Course information and structure:

The new GCSE in History consists of two papers each with two studies. In Paper 1 our Period Study will be 'Germany 1890—1945: Democracy and Dictatorship', and our Wider World Depth Study will be 'Conflict and Tension, 1894—1918'.

In paper 2 our Thematic Study will be 'Britain: Migration, Empires and the people 790 to present day' and our British Depth Study will be 'Norman England 1066-1100'. Each element of the exam is worth 40 marks equalling 25% of the GCSE.

Students' Comments

"I really enjoy looking at events that have happened in the past and comparing it to how we live today"

"History is a really important subject. I plan to study this at college and the university"

Progression Routes

History is an impressive academic subject valued by all branches of higher education and employers.

The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process.

These skills are highly sought after by employers and will benefit students in their working and social life.

The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others.

Advice and Guidance - Year 8 students

It is recommended that students who would like to study History have an excellent working memory due to the sheer amount of content which must be memorised in order to access the exam.

Only with the knowledge secure are students able to demonstrate higher level thinking skill such as analysis and evaluation. Also due to the nature of the exam it is recommended that students have high literacy skills.

GCSE Geography

Course Details

Qualification - GCSE Geography

Exam Board - AQA

QAN Code - 60184103



Course information and structure:

Geography Specification 8035 Foundation Tier/Higher Tier.

Students will be studying Unit 1: Living with the Physical Environment (Natural Hazards, Physical Landscapes and The Living World) written paper—I hour 30 mins 35% Unit 2 Challenges in the Human Environment (Urban Challenges, The Changing Economic World and The Challenge of Resource Management) Written paper—I hour 30 mins 35% Unit 3: Geographical Applications (A current Issue evaluation and a fieldwork section) 30%

Students' Comments

“Geography—it’s great! You learn about the world and interesting things that happen to it”.

“Geography is an all round qualifications, which include both fun and learning together”.

“Choose Geography so you become more aware of the world you live in and how it works”.

Progression Routes

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post 16 studies. The course also lays an appropriate foundation for further study of geography or related subjects.

It allows the students to develop their communications skills, graphical skills, technological skills, including ICT and GIS. It further allows the students to develop their interpersonal skills through debate and discussion and it also allows them to develop their entrepreneurial skills and awareness of all career possibilities.

Geography is highly valued by employers for its combination of subject knowledge and how well it links with other subjects, English, Maths, ICT and Science.

Advice and Guidance - Year 8 students

GCSE Geography develops a whole range of different skills. Work will be classroom based with some visits to key geographical areas within the UK.

GCSE Citizenship Studies

Course Details

Qualification - GCSE Citizenship Studies

Exam Board - Edexcel

QAN Code - 60182441

Method of Assessment - This course is assessed through the completion of two 1 hour 45 minute examination papers at the end of the course.

Course information and structure

Citizenship Studies allows students to demonstrate their ability to advocate and represent a cause or issue important to them. It is their opportunity to develop speaking and listening skills as well as an element of research.

Topics covered include:

- Living Together In The UK
- Democracy At Work In The UK
- Law And Justice
- Citizenship Action
- Power and Influence

Students' Comments

"I really like being able to make up my own mind and decide what I think is right".

"I'm interested in world news and local issues so this subject has been great for me".

Progression Routes

Getting a good GCSE in Citizenship will help you get onto future courses/jobs such as:

- Politician
- Police Officer
- Magistrate
- Lawyer
- Journalist
- Civil Servant
- Teacher

Advice and Guidance - Year 8 students

You should be ready to access this GCSE course, You may need to seek advice from your subject teacher to determine whether you are ready to access this course.

GCSE Religious Studies

Course Details

Qualification - GCSE Religious Studies

Exam Board - AQA

QAN Code - 60184000

Method of Assessment - Religious Studies is assessed through two examinations at the end of the course.

Course information and structure

Religious Studies is an important curriculum subject both in its own right and as it also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions.

Students' Comments

"Studying RE has helped me think about others".

"I want to study A Level Sociology at college. Religious Studies is preparing me for this".

Progression Routes

Religious Studies is an excellent preparation for A Level Law, Sociology and Psychology as well as A Level Religious Studies, History, and English.

In addition, many jobs appreciate the skills GCSE Religious Studies will give you, for example medicine, the police, the armed forces and the caring professions (social work, nursing, and probation service).

Advice and Guidance - Year 8 students

You should be ready to access this GCSE course, You may need to seek advice from your subject teacher to determine whether you are ready to access this course.

BTEC Performing Arts

Course Details

Qualification - BTEC Level 2 First Award in Performing Arts (Drama)

Exam Board - Edexcel

QAN Code - 60047859

Method of Assessment - 2 units internally assessed through performance, written coursework recordings.
1 unit externally assessed as a recorded audition and letter of application.

Course information and structure

BTEC First Award is a vocational course, which prepares learners for careers in the Performing Arts or Drama Industry. Learners develop a variety of drama skills

Unit 1 Individual Showcase

This unit is externally set and assessed. In this unit you will complete a letter of application and a presentation/audition in response to material provided for you.

Unit 2 Preparation Performance and Production

You rehearse as part of a company, contribute ideas and perform your work with focus and confidence. The final assessment is based on your approach to and performance of a scripted piece.

Unit 2 Preparation Performance and Production

You rehearse as part of a company, contribute ideas and perform your work with focus and confidence. The final assessment is based on your response to a theme which you will use to devise a performance to show to an audience.

Students' Comments

"I love doing the practical work. It's so good when you get to put a whole play together and see what you've achieved."

"At first I was worried about having to perform in front of the class but everyone is really supportive and just enjoys the show!"

Progression Routes

Stockton and Riverside—Performing Arts Acting and Music Theatre
Middlesbrough College—Performing Arts
Prior Pursglove—Drama and Theatre Studies A Level
Performing Arts (Acting) A Level
Macmillan—Drama and Theatre Studies A Level

Advice and Guidance - Year 8 students

You should choose drama because you enjoy it and want to find out more about it. You will be studying units that involve performing, so you must be prepared to perform in front of others. It is also required that you work well in a team and contribute to group and individual work. Although this is a practical subject in which you are assessed through your performance abilities, you will also keep a portfolio of information about acting skills, set yourself targets and keep track of your improvements. This BTEC course is really exciting as it gives you a safe space in which you can be creative and imaginative whilst achieving a brilliant qualification. If you are creative, confident and courageous, Performing Arts is a great choice for you.

GCSE Resistant Materials

Course Details

Qualification- GCSE Resistant Materials

Exam Board - AQA

QAN Code - 50046093

Method of Assessment - Assessment is carried out through a Non Examination Assessment 30—35 hours = 50% of the marks. There is also a two hour written examination = 50% of the marks.

Course information and structure

The course suits learners that have an interest in technology related subjects and allows for personal learning whilst following the course syllabus. The course has a high practical content in a range of materials including wood, metal and plastic. As well as ICT (CAD CAM). All of the skills you will use in the production of your coursework need to be learned as focus tasks.

Students' Comments

“Resistant Materials allows me to try different things and there are lots of practical elements which I enjoy.”

“I like the creative part of the course and look forward to the lessons”.

Progression Routes

A good pass in this course combined with English, Math's and Science will allow you to potentially get an apprenticeship in the engineering field or study engineering or product design at a higher level through college and university.

Britain has a need for engineers of all disciplines and career prospects for people going into industry remain good.

Advice and Guidance - Year 8 students

Pupils must be self motivated as the course has deadlines which must be met. The course has a broad range of activities which are both workshop, design and ICT based.

Y8 into Y9 Option Form

Name: Year:

School: Date:

Please number your main option choices 1, 2 and 3 in order of preference. Preference 1 must be GCSE Geography, GCSE History, GCSE French or GCSE Computer Science. For your back up choices choose three subjects and number them 4, 5 and 6.*

GCSE History		GCSE Geography	
GCSE Computer Science		GCSE French	
GCSE Art and Design		BTEC Health and Social Care	
BTEC Construction		GCSE Citizenship Studies	
BTEC Performing Arts/GCSE Drama		GCSE Textiles Technology	
GCSE Religious Studies		GCSE Resistant Materials	

Possible Future Career Plans

After North Shore Academy I expect to study (tick) :

BTECs: A - Levels: Apprenticeship: Other: Don't Know Yet:

After North Shore Academy the subjects I am thinking of taking are:

..... Don't Know Yet:

I think I might study at University eventually: Yes: No: Don't Know Yet:

I am eventually thinking of a career in/as:

Student's Signature: Parent's Signature:

Please return the option form to tutors by 9am on Friday 24th February 2017.

*The Academy reserves the right to allocate options courses according to available resources and allocate students to Option English and/or maths, where we feel this is in the best interests of the student.