Guide To Options Choices 2022

Contents

Dear Students, Parents and Carers,

Welcome to the Rivers Academy Guide to Options Choices 2022. This is a significant moment in the lives of all our Year 9 students - a time to carefully consider their choice of courses for the next two years of study, therefore this booklet aims to provide an overview of all the subjects available at the Academy in order to ensure students are fully informed in their decision making.

Our vision is to deliver an authentic education for the 21st century - we aim to ensure all students achieve high levels of success in a broad range of GCSE and vocational subjects, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.

Central to the philosophy of the curriculum delivered in our Academy is that it should provide an authentic education based on the development of the knowledge, skills and qualifications required for success in the world today. So that students leave us equipped for further study of their choice and set-up to thrive in the 21st century world of work.

This is the start of a very important process for you and your child. The remainder of this booklet focuses on outlining our two -year 14-16 curriculum and providing details regarding the courses on offer.

Regretfully, we will not be able to run an Options Evening as we usually would. Our Options process will be online this year, with all subjects posting information about their courses to help you with your choices. We will support students every step of the way to ensure they are on the right set of courses to maximise their progress, achievement and future education and employment opportunities.

More detail can be taken from the Year 9 Options section of the school website, and you are welcome to contact the Academy at any time to discuss subjects at greater length using the contact details provided throughout this guide.

Yours sincerely,

Miss. E Hughes
Assistant Principal

Important Dates

Year 9 Options booklet available to parents and students
When: Monday 28th March 2022
Where: Emailed out to parents and available on school website www.rivers-aspirations.org

Year 9 Options Assembly
When: Monday 28th March 2022
Where: A.M time

Options Evening
When: Thursday 31st March 2022 4.30-6.30pm
Where: Rivers Academy West London

Submitting Online Forms
(All options choices will be made Google Forms which will be emailed to you)
When: Thursday 31st March 2022 – Wednesday 20th April 2022
Where: Online

Important Information

Please note that we will endeavour to offer students their preferred choices of subjects. However, in some cases this may not be possible.

Options are filled on a first come, first served basis and there are limited spaces available on some courses, so please submit your forms as soon as possible.

Curriculum Overview

Core Subjects

All students will study: GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science (combined or separate sciences) and take part in PE & Well-Being Sessions (non-examined).

Guided Choice Pathways

In addition to their core subjects all students will follow one of four pathways of study. Each pathway is specifically designed to provide the best possible opportunity for students to succeed. Students are given a wide element of choice within their pathway to ensure they can study the subjects of their choice.

Pathway 1	Pathway 2	Pathway 3	Pathway 4
• Minimum of 10 GCSEs or other Level 2 Qualifications. • All do either History or Geography. • All do Spanish GCSE • All do three separate sciences. • Choose **two options** from a list of possible choices.	• Minimum of 9 GCSEs or other Level 2 qualifications. • All do either History or Geography. • All do Spanish GCSE. • All do Combined Science. • Choose **two options** from a list of possible choices.	• 9 GCSEs with a focus on maximising progress in English and Maths. • All do either History or Geography. • Some will do Spanish GCSE. • All do Combined Science. • **Most choose two options** from a list of possible choices.	Space Studio West London Students selecting this will make their option choices at SSWL on joining in September 2022.

GCSE Courses

GCSE Geography
GCSE History
GCSE Computer Science
GCSE Spanish
GCSE Photography
GCSE Design and Technology
GCSE Economics
GCSE Sociology
GCSE Business Studies
GCSE Citizenship
GCSE Home Languages

Vocational Courses

BTEC Hospitality and Catering
BTEC Art and Design
BTEC Performing Arts
BTEC Travel and Tourism
BTEC Digital Information Technology
BTEC Enterprise
Cambridge National Sports Science

Frequently Asked Questions (FAQs)

Q: Why has the curriculum been designed in this way?

A: We want all students to make as much progress as possible and achieve excellent examination outcomes at the end of their courses. We also want to ensure students have a broad and balanced curriculum that prepares them for a rapidly changing world by developing the attributes, skills and knowledge that will be required for jobs and further education courses in the future. This is why we offer a range of modern level 2 courses for students to choose from in the 'Guided Subjects' section of the curriculum as well as ensuring all students achieve well in the essential subjects such as English, Maths and Science.

Q: What should I base my choices on?
A: You should base your choices on which subjects you enjoy most and which subjects will give you the best opportunity to achieve excellent outcomes. In light of this, you should also be thinking about your future career aspirations and considering the courses you pick carefully

Q: What should I NOT base my choices on?
A: What your friends are doing or the teachers you like – the teacher you think is teaching that subject may well be different from the one that actually does.

Q: Am I guaranteed to get my choices?
A: We will, where possible, try to accommodate everyone. However, we may need to discuss your options with you after the closing date.

Q: How many subjects can I choose?
Students select their Humanities subject, and then two additional subjects from the options choices on page 5 of this booklet.

Q:What subjects are compulsory?
All students study English, Maths, and Combined Science. The vast majority of students also study Spanish. All students will study a Humanities subject, but your child can choose if they want to study History or Geography. Some students will be selected to complete an additional Science GCSE.

Q: What happens if I change my mind about my options?
We do have some flexibility with moving student's options during the summer term, but once courses have started in September of year 10, it is then very difficult to move students due to timetables, and due to the fact that the courses have started. This is why we aim to give you all the information you need when making choices. Please ensure that you carefully consider your options before submitting them.

Core Subjects

- Mathematics
- English
- Science
- PE & Well-Being

MATHEMATICS Exam Board: EDEXCEL

What will you study during the course?

You will learn new mathematical techniques and develop problem solving, creativity and reasoning skills. You will also develop your decision making when selecting appropriate methods to solve mathematical problems. As before at Key Stage 3, you will study a mixture of number, algebra, geometry, and statistics. You will be given opportunities to work on challenging and open-ended tasks which require you to combine all your skills. Over the course you will be asked to work independently and in groups on a wide variety of activities that we hope will develop your enjoyment of the subject.

How will the course be taught?

Maths is taught with approximately one hour per day and will progress though a mixture of topics that naturally lead from one to another. At the end of year 9, students will be placed into attainment ranges based on the end-of-year test, which allows us to gauge whether the Foundation or Higher course is more appropriate for each student. These are adaptable over time based on test results.

How will your work be assessed?

There is a high emphasis placed on **problem solving, reasoning and communication**.

1) There are three papers each lasting an hour and a half. One of these is non-calculator and the other two are calculator papers. Each of these papers consists of 80 marks.
2) There are a number of formulae that students will need to memorise for their examinations.
3) 40% of exam marks assess the use and application of standard techniques, 30% assess reasoning, interpretation and mathematical communication, and 30% of the marks are awarded for solving problems with contextual questions.
4) Students can be entered for one of two tiers: Higher Tier - possible grades 4 - 9 - and Foundation Tier - possible grades 1 - 5.
5) There is no coursework in GCSE mathematics.

Where can it lead?

Maths, beyond being worthy of study itself, is necessary to pursue careers in most professions and is a requirement for entry into almost all college courses.

For more information please contact: Mr Wallace. gwallace@rivers-aspirations.org

English
Language and Literature

Exam Board: AQA

What will you study during the course?

You will be studying for two GCSEs - English Language and English Literature.

We will explore a range of Literature texts alongside a range of poetry, and fiction and non-fiction materials. You will study materials from a range of different time periods (across three centuries) and from different cultures and perspectives. You will study key texts including Shakespeare and Dickens - two of the great English writers.

How will the course be taught?

You will have nine periods of English a fortnight, and Year 10 starts with the study of the key exam texts:, 'A Christmas Carol', 'Macbeth' and 'An Inspector Calls'. We will explore key themes and ideas in each text, discuss the writer's wider messages about society and how they are still relevant to our 21st century lives! Alongside this, you will be introduced to the style of exam questions and expectations and what examiners are looking for. You will also work on the skills required for the English Language exam, including crafting and exploring your own articles, letters, speeches and creative writing. This will be interspersed throughout your two years.

How will your work be assessed?

During the course you will be assessed regularly in class by your teacher, on your verbal responses, our quick fire 5-a-day questions and formal analytical writing, which include our RAWL assessments where grades will be reported home. At the end of Year 11, you will sit your final examinations. There are 2 papers for English Literature and 2 papers for English Language.

Where can it lead?

English is a core qualification and is vital for future employment and further study. It can also lead to a wide range of job opportunities including: writing, journalism, advertising, blogger, teaching, lecturer, lawyer, public relation specialist, editor, politics, marketing, press relations, social media manager, speech writer, civil servant and many more.

For more information please contact: Mr Rehill: srehill@rivers-aspirations.org

Science

Exam Board: AQA

What will you study during the course?

Students in Year 9 are following the Combined Sciences route in Chemistry, Physics and Biology. At the end of Year 10 it is expected that a finalised group of students will follow the Separate Sciences route in Year 11 and can achieve 3 GCSEs in total, while the other groups follow Combined Science and can achieve 2 GCSEs in total. They will take all of their exams at the end of Year 11. It is expected that all students who are following the Separate Sciences route will take the higher tier papers.

The Science Units of Learning are:

Biology 1 - Cell Biology. Biology 2 - Organisation. Biology 3 - Infection and response .Biology 4 - Bioenergetics Biology. 5 - Homeostasis and Response. Biology 6 - Inheritance, variation and Evolution. Biology 7-Ecology.

Chemistry 1- Atoms, bonding and moles. Chemistry 2- Chemical reactions and energy changes. Chemistry 3-Rates, equilibrium and organic chemistry. Chemistry 4- Analysis and the Earth's resources.

Physics 1- Energy. Physics 2 - Electricity. Physics 3 - Particle model of matter. Physics 4 - Atomic structure. Physics 5 - Forces Physics 6 – Waves. Physics 7 - Magnetism and Electromagnetism. Physics 8 - Space.

How will the course be taught?

Every student will be provided with an enquiry challenge AFL (progress check) sheet at the start of every lesson. This will specify the content that needs to be completed during the lesson. The students will then be given an opportunity to read through the content and annotate the AFL sheets with the knowledge they have gained during the lesson.

This can be an in-class activity or can be completed at home after every lesson. Feedback will be given based on the annotation of these AFL sheets and homework completed.

There will also be a main enquiry challenge question every lesson. The basic expectation is that every student must be able to complete the enquiry challenge question using the knowledge imparted to them during the lesson.

In order to successfully complete their Science GCSE it is compulsory for students to carry out Required Practical Assessments - these are experiments which allow students to apply their knowledge from lessons in a practical science setting.

How will your work be assessed?

Students have end of topic tests which are completed after each topic has been taught. Students will also sit progress checks or RAWLs which examine students on cumulative knowledge throughout the half term in Biology, Chemistry and Physics. At the end of the year we then examine students on the whole year's knowledge in the form of a past paper. Year 10 will sit a Year 11 paper 1 exam which is on cumulative knowledge from Year 9 and Year 10.

At the end of Year 11, Combined Science students will sit 6 exams, 2 for Biology, 2 for Chemistry and 2 for Physics. These exams are 1 hour and 10 minutes each. Students will sit either higher or foundation tier papers. This will depend on how your son or daughter performs at the end of Year 10 exams. Students following this route can achieve 2 GCSE's for Science.

Separate Science students will also sit 6 exams but these exams are 1 hour and 40 minutes. Students following this route can achieve 3 GCSE's for Science.

Where can it lead?

Most of our Separate Science and Higher Combined Science students go on to study A-level Science courses such as medicine, veterinary science, microbiology, biochemistry or engineering courses at university. In some cases students do not follow a career in Science but it gives them a double or triple GCSE to broaden their options and future career opportunities.

For more information please contact: Miss Maynier - ymaynier@rivers-aspirations.org

EBAC Subjects

Spanish
History
Geography

Spanish EXAM BOARD: AQA

What will you study during the course?

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken. **Theme 1**: Identity and culture. **Theme 2**: Local, national, international and global. **Theme 3:** Current and future study and employment

How will the course be taught?

The students build their spoken language skills and improve their pronunciation so that they are able to hold conversations on the topics studied. In lessons, the students build and develop greater independence in their written work and receptive skills (listening and reading). All students take home a leaflet for their parents at the start of year 10 giving full details of the GCSE examinations.

How will your work be assessed?

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers in the same tier. All exams take place at the end of year11

Paper 1: Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes reading time of the question paper before the listening stimulus is played.)

Paper 2: Speaking

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 3: Reading:

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 4: Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Where can it lead?

The large number of Spanish speakers across the world necessitates the learning of the language from a business point of view, and if you want to further your career with a move abroad, market a product to the Spanish-speaking market, or broaden your skill set, Spanish is an excellent choice.

For more information please contact: Miss Hoskin: lhoskin@rivers-aspirations.org

History Exam Board: AQA

What will you study during the course?

Paper 1: Section A: Period studies: Germany, 1890–1945: Democracy and dictatorship - This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.
Paper 1: Section B: Wider world depth studies: Conflict and tension: the inter-war years, 1918–1939 - This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve.
Paper 2: Section A: Thematic studies: Britain: Health and the people: c1000 to the present day - This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments and their impact on British society.
Paper 2: Section B: British depth studies: Elizabethan England, c1568–1603 - This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

How will the course be taught?

Students will be engaged in their learning in a multitude of ways including group work, independent study, film clips, presentations, peer and self-assessment as well as more traditional forms of teaching and learning. We also take history trips to bring history to life, for instance, to the Imperial War Museum to create mini documentaries to help students immerse themselves in their history studies.

How will your work be assessed?

Assessment Objectives		Weighting
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the period studied.	35%
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

Assessment Methods

Each topic within each study will be assessed internally as students are taught the topic to ensure we can identify and support if needed; usually in a 1 hour GCSE style assessment. The final external assessment will take place at the end of year 11. Students will be assessed in two papers. Each paper will have 2 topics and will last for 2 hours each.

Where can it lead?

Careers in politics, business, education and law are all well-known paths for history students.

For more information please contact: Miss Jansen - ljansen@rivers-aspirations.org

Geography Exam Board: AQA

What will you study during the course?

With the technology that exists today we can quickly and easily travel to other cities, purchase items from another country, and witness events happening around the globe. We live on a planet where people are better connected than at any time in history. Students should study geography to help them understand and appreciate the world they live in and the connections that can be made between the physical and human world. Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

How will the course be taught?

The use of multiple case studies and examples from all over the world help to make the content relevant throughout the course. Students will also conduct field studies that will be part of their final exam. This is a good opportunity to explore the subject outside the classroom environment and has been very much enjoyed in the past by both teachers and students. The geography department aims to provide high quality and engaging lessons to ensure the holistic growth of students.

How will your work be assessed?

We use AQA as our GCSE exam board and the course will include the study of the following:

- Physical Environment Paper 1: Challenge of Natural Hazards, The Living World, Physical landscapes in the UK, Rivers and Coasts.
- Human Environment Paper 2: Urban issues and challenges, Changing Economic World, challenge of resource management, issue evaluation fieldwork on two compulsory human & physical topics.
- Geographical Applications and Field Studies Paper 3:

Each section will be assessed separately during the final GCSE exam. Students will therefore sit three exam papers.

Where can it lead?

There are endless career possibilities for Geographers, including: cartographer, commercial, residential or rural surveyor, environmental manager, teacher, exploration geologist, geographic information systems manager, geomatics/land surveyor, landscape architect, nature conservation officer, recycling officer, tourist information officer, travel writer, journalist, landscape and nature photographer, town and country planner, transportation planner, travel agent, waste disposal officer, water conservation officer to only mention a few.

For more information please contact: Miss Jansen - ljansen@rivers-aspirations.org

Options Subjects

Courses

GCSE Photography
GCSE Design and Technology
GCSE Economics
GCSE Business Studies
GCSE Citizenship
GCSE Sociology
GCSE Computer Science

BTEC Hospitality and Catering
BTEC Art and Design
BTEC Performing Arts
BTEC Travel and Tourism
BTEC Digital Information Technology
BTEC Enterprise
Cambridge National Sports Science

PHOTOGRAPHY Exam Board: AQA

What will you study during the course?

This course is for creative students who enjoy modifying imagery and love taking photographs. Students will research photographers, learn about lighting in and out of the studio, investigate photography genres and learn computer editing skills. Students will learn to use a range of photographic equipment and develop an understanding for the practice by experimenting and responding to set themes.

Students explore the following areas: portraiture; location photography; studio photography; experimental imagery; installation; documentary photography; photo-journalism

How will the course be taught?

Initially students learn key skills necessary to be able to confidently express their ideas. These skills are taught in modules and students have guidance with both specialist equipment and resources. Facilities used will range from a traditional darkroom to the Mac suite, with visits to exhibitions and museums to learn about historical and contemporary contextual issues.

Students are also required to use a variety of art related media when developing and refining their ideas. Uses of drawing, painting, collage, photomontage and sewing are all used for development of research ideas and recording.

How will your work be assessed?

During the course work will be assessed on a continuous basis, including formal RAWL assessments. Final assessment requirement for AQA comprises two components:

Component 1: Portfolio consisting of 3 projects: 60%
Component 2: Controlled Assignment: a timed 10 hour piece with supporting studies: 40%

Where can it lead?

Fine Art Photographer; Fashion and Photographic Stylist; Brand Ambassador/Sales Promotion Executives; Multimedia Digital imaging Specialist; Advertising, Press and Editorial Photographer Art Director; Web/Photo Editor; Picture Researcher; Photo Retail Sales Assistant.

For more information please contact: Miss Sharp esharp@rivers-aspirations.org

Design and Technology

Exam Board: AQA

What will you study during the course?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain an awareness of and learn from wider influences on Design and Technology looking at design influences and the people that made some of the most impactful contributions to ever be created.

The first year of the course allows for the development of practical and theory skills. The second year is used to produce a practical NEA (Non Examined Assessment - coursework) portfolio, along with a final exam.

How will the course be taught?

The course will be delivered over two years. Year 10 will focus on one main project which is set out to mimic the eventual NEA project in Year 11. This project will teach practical skills along with theory content and will allow students to understand how iterative design works and how a final portfolio of work is constructed. This is followed with three mini projects which allow for further skills to be delivered alongside the theory. The second year sees students completing the NEA (non-exam assessment) a 35 hours task responding to an AQA set context in the form of a 20 page portfolio. The portfolio is treated as a live document and is the students way of showcasing their talents much like how industry works.

How will your work be assessed?

The course is assessed in two areas:

50% NEA (coursework):
Section A: Identifying and investigating design possibilities. (10 marks)
Section B: Proposing a design brief and specification (10 marks)
Section C: Generating design ideas (20 marks)
Section D: Developing design ideas (20 marks)
Section E: Realising design ideas (20 marks)
Section F: Analysing and evaluating (20 marks)

50% exam. This is broken into three areas:
Section A: 3.1 Core technical principles (20 marks)
Section B: 3.2 Specialist technical principles (30 marks)
Section C: 3.3 Designing and making principles (50 marks).

Where can it lead?

Design and Technology opens the door to a world of creativity where students can venture into a range of apprenticeships as well as furthering their studies through A-Level Product Design or transferring into other practical and creative subjects.

Design and Technology leads into areas such as product design, set design, architecture, surveyor, illustrator, construction, interior design and other areas which involve practical or creative skills.

For more information please contact: Mr Bailey - tbailey@rivers-aspirations.org

GCSE Economics

Exam Board: AQA

What will you study during the course?

With the UK having now officially left the European Union along with the opportunity this exit presents to take charge of our economic destiny, it is now a very exciting time to study Economics at GCSE as lots of opportunities and careers await in the banking, accountancy and finance sector.

How will the course be taught?

Economics at GCSE is split into two sections: Microeconomics and Macroeconomics.
Microeconomics is the study of markets for individual items such as the market for sports, music, fashion, housing etc. It involves the decisions and behaviour of customers, manufacturers and retailers.
Macroeconomics on the other hand is concerned with the study of the whole economy. The topics it covers include unemployment, changes in a country's price level, a country's international trade position and changes in the number of goods and services a country is producing.

How will your work be assessed?

Paper 1 (Microeconomics): How markets work.
• **Written exam**: 1 hour 45 minutes • 80 marks • 50% of GCSE Questions
Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions.
Section B: 5 questions involving a mix of calculations, short and extended responses.

Paper 2 (Macroeconomics): How the economy works.
• **Written exam**: 1 hour 45 minutes • 80 marks • 50% of GCSE Questions
Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions.
Section B: 5 questions involving a mix of calculations, short and extended responses.

Where can it lead?

Economics is a highly regarded subject and qualification. Studying Economics will develop your ability to think logically, assess arguments and communicate in a clear way. Now is a good time to study Economics as there is a worldwide shortage of economists in the banking, accountancy and finance sectors of the UK economy.

For more information please contact: Mrs. Aggrey - aabrokwa@rivers-aspirations.org

Business Studies

Exam Board: EDEXCEL

What will you study during the course?

Content overview - UNIT 1

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Content overview - UNIT 2

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

How will the course be taught?

The course will be taught across two years. We use case studies and examples from the business world to help students understand the relevant content throughout the course. You will also be required to regularly complete exam style questions using the feedback to understand the mark scheme for higher grades.

How will your work be assessed?

Paper 1 and Paper 2 are divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.
Questions in Sections B and C will be based on business contexts given in the paper.
Each paper is 1 hour and 30 minutes.

Where can it lead?

GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management, entrepreneurship and general management.

For more information please contact: Mrs. Aggrey - aabrokwa@rivers-aspirations.org

Citizenship

Exam Board: AQA

What will you study during the course?

During the Citizenship course you will study 3 themes.
Life in Modern Britain teaches us about the values which underpin British Society, for example diversity, multiculturalism and tolerance, as well as how the free press and the media uphold the values of democracy.
Rights and Responsibilities teaches us about the rights which citizens are entitled to under international documents and organisations for example the United Nations. We also learn in this theme about the criminal and justice system in the UK and the responsibilities of individuals in participating in the democratic system in the UK.
Politics and Participation teaches us the political system in the UK in comparison to how other countries and societies live and about how individuals can participate in the system in the UK. As well as this you will plan, investigate and carry out a social citizenship action which you will be assessed on in part of the exam.

How will the course be taught?

Citizenship is taught in mixed ability groups and we develop the skills of debating, weighing up arguments and opinions and applying knowledge to case studies which we explore in class. Students are encouraged to read the newspaper and watch the news to enrich their knowledge and be able to use real life examples.

How will your work be assessed?

Students will have progress checks once a half term and end of topic unit tests at the end of each theme of work. This will test the skills they learn during the course such as weighing up arguments and opinions as well as testing content and knowledge.

AO1: Demonstrate knowledge and understanding of citizenship concepts, terms, and issues.
AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.
AO3: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

<u>Assessment Methods</u>
2 exam papers at the end of Year 11. The exam consists of multiple-choice, short answer, source-based questions, extended answer based questions. Both papers are 1 hour and 45 minutes and are weighted 50% of the final GCSE each.

Where can it lead?

- A-Level Law, Sociology, Government and Politics
- Career in Politics, Civil Service, Local Council, Police

For more information please contact: Miss Paterson - rpaterson@rivers-aspirations.org

Sociology

Exam Board: AQA

What will you study during the course?

Sociology is the study of society. In Sociology students learn about different sociological approaches and concepts and apply them to different topic areas. For each topic area students are asked to critically evaluate and compare and contrast theories or explanations. Key theories include, but are not limited to, the works of Karl Marx and his theory of Marxism, Feminism, Emile Durkheim and his Functionalist theory. We learn about these theories and apply them to topic areas which are: Families, Education and Crime.
In the unit on Family we investigate its functions, understand different types of families and explore how families have changed through time. In the unit of Education we learn about its role and function for students, explore the relationship between education and capitalism, investigate why different people are more likely to achieve in education and develop our understanding of key processes within schools which affect the achievement of pupils. In the unit on Crime and Deviance we explore how crime is socially constructed, we understand the formal and informal methods of social control in society, we investigate factors affecting criminal and deviant behaviour, and we study the data collected on crime. We try to understand how the family, education and crime affects the way that society works and functions.
After studying these units students will also explore the way that Sociologists research society in these topic areas.

How will the course be taught?

Sociology is taught in mixed ability groups and we develop the skills of debating, evaluating theoretical approaches and studies and applying knowledge of theories to topic areas and sociological concepts which we explore in class.

How will your work be assessed?

Students will have progress checks once a half term and end of topic unit tests at the end of each theme of work.
AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.
<u>Assessment Methods</u>
2 exam papers at the end of Year 11. The exam consists of multiple-choice, short answer, source-based questions, extended answer based questions. Both papers are 1 hour and 45 minutes and are weighted 50% of the final GCSE, each consisting of 100 marks.

Where can it lead?

- A-Level Law, Sociology, Government and Politics
- Career in Politics, Civil Service, Local Council, Police, Social Work

For more information please contact: Miss Paterson - rpaterson@rivers-aspirations.org

WJEC Level 2 Hospitality and Catering

What will you study during the course?

The course has been designed to develop knowledge and understanding related to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws and regulations and food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments.
Students are required to develop a range of practical skills including the ability to independently plan, prepare and present both savoury and sweet dishes. Students will have practical lessons most weeks with some core dishes being teacher lead and others designed and planned individually.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

How will the course be taught?

Year 10 focuses on developing a range of practical skills and presentation techniques, pupils will be cooking most weeks. Content of the written exam for Unit 1 includes: the hospitality industry, health and safety legislation, types of restaurant services, job roles, laws and environmental health officers.

Year 11 focuses on refining cooking and presentation skills in order to complete a written and practical assessment which completes unit 2 of the course.

How will your work be assessed?

The course is split into two sections
Unit 1: The Hospitality and Catering Industry (40% of overall grade)
External exam
Duration: 90 minutes
Number of marks: 90
Unit 2: Hospitality and Catering in Action (60% of overall grade)
Internal Controlled assessment totalling 9 hours and production of a portfolio of work

<u>How you will be graded?</u>
L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Where can it lead?

According to the British Hospitality Association, hospitality is the 4th largest industry and accounts for 10% of the workforce. Since 2010 over 25% of all new job roles have been within the hospitality and catering sector with a majority of these falling into the 18-25 age group, including waiting staff, receptionists, catering assistant /managers, chefs, hotel, bar/events managers and food nutritionist/dietitians.

For more information please contact: Miss Beadle - cbeadle@rivers-aspirations.org

BTEC ART and DESIGN

Exam Board: EDEXCEL

What will you study during the course?

BTEC Art and Design offers students the opportunity to study a wide range of aspects of Art and Design. This course is for students who would like to learn how to work as designers and practicing artists, developing the skills required to establish themselves as independent artists or gain the confidence to work in collaboration.

Students learn a range of skills for each unit. There are a number of established facilities available, including the Mac suite and photography darkroom.

The units followed range from art history to set design and costumes, providing a range of stimulus for a variety of potential scenarios, preparing students for working in the real world.

How will the course be taught?

The course is taught by units. Key skills necessary for each unit are introduced to students during GLH (guided learning hours). Students then apply these learnt skills to develop their responses to the units (outcomes).
The course is student centred. Students learn through investigation and active involvement. They have a large responsibility for their own learning. Units are taught through 'learning outcomes' and each assignment will concentrate on testing & extending the students' knowledge in one or more of the outcomes. Throughout the course there will always be linked assignments to do.

How will your work be assessed?

The course is taught in 4 units and consists of 60 credits. There will be continual assessment, with the final assessment taking place at the end of the unit. An overall grade is awarded for the qualification, based on the performance in each unit. The teacher will mark all work, a selection will be verified internally and moderated through Edexcel.

An overall grade is awarded for the qualification, based on the performance in each unit.

56	points Pass	(1 GCSE at grade 3)
76	points Merit	(1 GCSE at grade 5)
84	points Distinction	(1 GCSE at grade 8)

Where can it lead?

Animation and Film; Interior designer; Ceramics/Glass Designer; Fashion Designer; Fine Artist; Stage Designer/Window Dresser; Art Curator and/or Historian; Graphic Design or Advertising

For more information please contact: Miss Foote - cfoote@rivers-aspirations.org

BTEC Tech Award in Performing Arts

Exam Board: Edexcel

What will you study during the course?

During the course students will study different aspects of acting and musical theatre. Students will develop their skills in acting, singing and movement; they will look at different theatre styles and practitioners, and how they work together to create performances. Students will develop their devising skills and work collaboratively on a variety of performances.

How will the course be taught?

The course is split into three components.
Component 1: Exploring the Performing Arts
Students will explore performance styles, creative intentions and purpose, investigate how practitioners create and influence what's performed and discover performance roles, skills, techniques and processes. This will be taught via practical workshops, theatre trips, analysis and research.
Component 2: Developing Skills and Techniques
Students will develop skills and techniques in the chosen discipline(s) of acting or musical theatre. This will be taught via practical workshops and a skills/rehearsal log.
Component 3: Performing to a Brief
Students will work in groups of between 3 and 7 to devise a performance based on an externally set brief from the exam board. Lessons will be mostly practical, with time for reflection via a rehearsal diary.

How will your work be assessed?

Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques are both internally assessed units, and are worth 30% each of the overall grade.
Component 1 is assessed via the submission of a presentation on three different styles of repertoire. This can be via a powerpoint, podcast or display.
Component 2 is assessed via a video of the final performance, as well as milestone rehearsal recordings and a rehearsal log throughout the unit.
Component 3: Performing to a Brief is an externally assessed unit, and is worth 40% of the overall grade. Students complete 3 one-hour written tasks under controlled conditions, and complete a workshop performance, which is recorded and submitted for assessment.

Where can it lead?

Successful completion of the qualification can give the students the opportunity to study academic and vocational qualifications in Performing Arts, Drama and Music at Level 3. This in turn can lead to a degree in a Performing Arts related subject. The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. The qualification can also give young people the opportunity to gain apprenticeships and employment in the industry. The skills developed in Performing Arts will serve students well in all walks of life, and in a diverse range of careers.

For more information please contact: **Mrs Harvey** – lharvey@rivers-aspirations.org

BTEC Level 2 First Award in Travel and Tourism

What will you study during the course?

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions.

How will the course be taught?

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry: UK travel and tourism sector, UK travel and tourism destinations, the travel and tourism customer experience, You will choose one further unit on: International travel and tourism destinations**.**

How will your work be assessed?

You will carry out tasks/assignments throughout the course. Your teacher will assess and mark these and so you will receive feedback as to how you are getting on. For the assessment for Unit 3: The Travel and Tourism Customer Experience, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole. The assessment for Unit 1: The UK Travel and Tourism Sector, is an externally marked exam.

Where can it lead?

The sector-specific skills and knowledge will provide a sound basis for progression to further study of this sector at level 3 through a vocational qualification such as a BTEC National in Travel and Tourism, or an apprenticeship in either travel and tourism or hospitality.

For more information please contact: Mr Labal – slabal@rivers-aspirations.org

BTEC Level 2 Tech Award in Digital Information Technology

What will you study during the course?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including: the development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data, processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.

How will the course be taught?

The qualification has three components that focus on the assessment of knowledge, skills and practices. The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas. The components are:

Exploring User Interface, Collecting, presenting and interpreting data and effective digital working practices.

How will your work be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Where can it lead?

A Levels as preparation for entry to higher education in a range of subjects or study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

For more information please contact: Mr Labal - slabal@rivers-aspirations.org

BTEC Tech Award in Enterprise

What will you study during the course?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, set up, run, review and monitor an enterprise that includes:

- Development of key skills such as communication and problem solving
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs
- Attitudes and ways of working that are considered most important for enterprise

How will the course be taught?

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

Component 1 - Exploring Enterprises (coursework) Component 2 - Planning for and Running an Enterprise (coursework) Component 3 - Promotion and Finance for Enterprise (external exam)

How will your work be assessed?

Components 1 and 2 are assessed through the internal assessment of coursework. The exam component 3: Promotion and Finance for Enterprise requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

Where can it lead?

Study at Level 2, Post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3.

For more information please contact: Mr Labal - slabal@rivers-aspirations.org

Cambridge National in Sport Science

What will you study during the course?

The purpose of the Cambridge National in Sports Science is to develop a broad understanding of theory within sport. It offers learners the opportunity to study key areas of Sport Science including anatomy and physiology linked to fitness, health, injury and performance. These are assessed through a written exam paper and coursework. The need for people to lead healthy and active lives is increasingly prominent in society today, and provides our students with the opportunity to excel with both knowledge and understanding in this area. It also offers learners the chance to develop different types of skills through largely practical means including, communication, problem solving, team work, evaluation and analysis. These transferable skills can also be utilised in many other educational and employment settings.

How will the course be taught?

They key units we study are outlined below:

RO41: Reducing the risk of sports injuries (1 hour written exam paper)
RO42: Applying principles of training (Coursework)
RO43: The body's response to physical activity (Coursework)
RO45: Sports Nutrition (Coursework)

How will your work be assessed?

In preparation for exams, students have progress checks twice a term and at the end of a topic tests at the end of each unit. During coursework units, students receive regular feedback throughout to ensure they are making exceptional progress.

All units are out of 60 marks, this includes 3 coursework units and a one hour written exam paper.

Where can it lead?

Sport BTEC, Personal Training, Sports Nutrition, Sports Rehabilitation, Sports Science, Physical and Sport Education, Physiotherapy.

For more information please contact: Miss Francis - rfrancis@rivers-aspirations.org

Computer Science

What will you study during the course?

In Computer Science, students will learn about the fundamental computing principles and concepts, such as logic and algorithm design. They will learn to analyse problems in computational terms by solving real problems and will design, code and debug their own programs. Students will also learn how to think creatively and analytically. Students will do this by learning about how digital systems like computers and smart phones work and communicate with one another. Finally, they will study the impacts of digital technology on individuals and the wider society. The course in Computer Science has three main topics: 1: Computer Systems 2: Computational Thinking, Algorithms and Programming 3: Programming Project The grid below explains how each of the three topics will be assessed.

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How will the course be taught?

The course has been designed to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The programming project provides an opportunity for students to apply the knowledge and skills gained through the course to solve a problem. The course also contains some advanced mathematical concepts including an understanding of the use of number bases, e.g. binary and hexadecimal notation. Candidates who are not strong in mathematics are advised to consider carefully whether this type of course is best suited to them as they may find it difficult to access high grades in such a conceptual subject.

How will your work be assessed?

Course Summary : Paper 1 – Computational thinking and problem solving

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of: 1. Fundamentals of algorithms 2. Programming 3. Fundamentals of data

representation 4. Computer systems. Written exam set in practically based scenarios: 1 hour 30 minutes 80 marks 40% of GCSE

Course Summary: Paper 2 – Written assessment

Theoretical knowledge of: 1. Fundamentals of data representation 2. Computer systems 3. Fundamentals of computer networks 4. Fundamentals of cyber security 5. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy Written exam: 1 hour 30 minutes 80 marks 40% of GCSE

Course Summary: Non-exam assessment

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Report: totalling 20 hours of work 80 marks 20% of GCSE

Where can it lead?

- Game designer. Working in games design you'll be involved in the creation and production of games for personal computers, games consoles, social/online games, arcade games, tablets, mobile phones and other hand-held devices. Your work will usually be concerned with either design (including art and animation) or programming.

- Software Architect. Software architects apply their knowledge of computer science, engineering, and mathematics to design and develop computer programs and applications. They may create new software or modify existing software with the goal of producing an efficient, reliable, and easy-to-maintain product

For more information please contact: Mr Labal - slabal@rivers-aspirations.org

Space Studio West London
an Aspirations Academy

Why choose Space Studio West London?

Studio Schools are a new type of state school for 14 – 19 year olds. As a Studio School, we are pioneering in our approach to education – focusing sharply on the skills young people need to succeed in their careers which may not always be taught in the same way by the current education system. We are far smaller than a standard secondary school which allows us to specialise in particular areas of interest, whilst still offering the full range of GCSE's. See below for what we feel we can offer you:

- A dedicated focus on STEM subjects (Science, Technology, Engineering and Maths) that include opportunities for students to take BTEC's in Engineering and GCSE's in Psychology, Computer Science and Astronomy as well as traditional subjects.
- One-to-one learning and an innovative teaching model allowing us to nurture the engineering, scientists, medical, computing experts of the future!
- Project-based working with close links to employers in the aerospace, science and technology sectors. Surrey Satellite technology limited, Sky, British Airways, BP, Heathrow, the National Space Academy and National Physical Laboratories are just a handful of the businesses we work with.
- State of the art facilities including flight simulator rooms and a fully equipped engineering room including CAD CAM.
- Technology rich environment were all students are given their own Chromebook and are encouraged to use mobile devices in a responsible manner to develop their education.
- Strong and holistic enrichment offer including numerous educational visits for example, the Royal Air Force Museum, Sky studios, Kew Gardens and the National Space Centre in Leicestershire.

An environment for you to flourish!

Earlier this year one of our students was awarded the prestigious 'Most Ambitious' TED Talk London award. The student designed her own video game to produce a community building centred around helping those with dementia. When interviewed afterwards, she did not hesitate to credit the support from SSWL for her success,

''Space Studio West London opens doors in a way that other schools don't. There is so much support and that has really helped with my confidence and made me believe in myself more and not shy away from tackling projects or trying challenges''.

We believe our approach leads to greater student confidence which enables academic excellence and high attainment. Last year 76% of GCSE of our students at SSWL achieved Grade 4 or above in English and Maths with 55% gaining Grade 5 or above, well above national averages. It is a reflection of our specialism in science subjects that resulted in 100% of students achieving a Grade 4+ in Biology, Physics and Chemistry! Over 90% scored 5+ in these subjects and over 40% acquired Grade 7+.

Just as importantly, our school is also a calm, safe and productive learning environment where students work collaboratively with each other, their teachers and industry mentors developing vital life skills. One of our former students believes it is our unique approach to learning that best equipped him to survive and thrive at Cambridge University, saying:

"The close working relationships between staff and students, and opportunities for one-to-one work with teachers at Space Studio is comparable to the student experience at the University of Cambridge. Space Studio is not a regular state comprehensive the modern style of teaching and learning, combined with the tailoring of teaching to each student's respective needs, equipped me well academically, but also in confidence and self-worth.''