



# KS4

## Subject Pathways

### Brochure 2025



**SANDHILL VIEW**  
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Dear Year 9 Students and Parents,

As you stand on the brink of an exciting phase in your educational journey at Sandhill View Academy, we are thrilled to present the Subject Pathways brochure. This booklet serves as your guide to exploring and selecting the subjects that will help shape your future learning experiences and career paths.

Our dedicated team of teachers are committed to providing a diverse and enriching curriculum that caters to your individual interests and aspirations.

We encourage you to explore your options, ask questions, and make informed decisions that align with your goals.

Let's embark on this journey of discovery and growth together!

## Year 9 Subject Pathways Timeline 2025



**Monday 17<sup>th</sup> February:** Options Assembly



**Monday 17<sup>th</sup> - Friday 21<sup>st</sup> February:**  
Options Taster Sessions within Year 9 Lessons  
(timetable to follow)



**Wednesday 5<sup>th</sup> March:** Options Information Evening



**Wednesday 19<sup>th</sup> March:** Year 9 Progress Evening



**Monday 24<sup>th</sup> - Friday 28<sup>th</sup> March:** Options Interviews



**Wednesday 30<sup>th</sup> April:** Confirmation of choices to be shared with students and parents









**Monday 9<sup>th</sup> June:** Student timetables to be adapted to incorporate option choices selected



**Monday 8<sup>th</sup> September:** Start of a two year Key Stage 4 curriculum



## Curriculum Overview

Subject	Lessons per week
 English	6
 Maths	5
 Science (Combined)	6
 Aspire	1
 RE	1
<b>1</b> Option 1 (Below)	3
<b>2</b> Option 2 (Below)	3
<b>3</b> Option 3 (Below)	3
 PE Core	1

## Option Subjects (Choose One from Each Column)

Option Choice 1	Option Choice 2	Option Choice 3
Geography	Art	Child Development
History	Child Development	Engineering
MFL (French/Spanish)	Engineering	History
	Hospitality & Catering	Hospitality & Catering
	Media	IT
	MFL (French/Spanish)	Land Based Studies
	Sport Studies	Music
	Textiles	Sport Studies

# CORE SUBJECTS

These are subjects that everyone has to study



**English Language**



**English Literature**



**Mathematics**



**Combined Science**



**Core PE**



**Aspire**

## English Language



## Career Options

Journalist  
Digital Copywriter  
Editorial Assistant  
Lexicographer  
Publishing proof reader  
Teacher / Writer  
Web content manager

## Subject Content

### Paper 1 - Explorations in Creative Reading and Writing

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves. They will read a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will also write their own creative text to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

### Paper 2 - Writers' Viewpoints and Perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Students will also produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme.

### Non-exam assessment

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by giving a presentation in a formal context, responding appropriately to questions and to feedback, asking questions themselves to elicit clarification and by using spoken Standard English.

## Assessment Information

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

AO7: Demonstrate presentation skills in a formal setting.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken Standard English effectively in speeches and presentations.

## Why Study...?

Our English curriculum enables students to develop: a knowledge, understanding and wide range of transferable literacy skills that promote a love of reading and a willingness to apply themselves to a broad range of new challenges. Students will develop skills of communication, collaboration, critical thinking, analysis, independence and adaptability that prepares them for life beyond school.

**Key Contact:** Miss Thompson ([l.thompson1@sandhillview.com](mailto:l.thompson1@sandhillview.com))

## English Literature



## Career Options

Journalist  
Digital Copywriter  
Editorial Assistant  
Lexicographer  
Publishing proof reader  
Teacher / Writer  
Web content manager

## Subject Content

### Paper 1 - Shakespeare and the 19th-century novel

Students will study Macbeth by William Shakespeare and A Christmas Carol by Charles Dickens.

### Paper 2 – Modern Texts and Poetry

Students will study An Inspector Calls by J.B Priestley and one cluster of 15 poems taken from the AQA poetry anthology, Poems Past and Present. The poems in each cluster are thematically linked and were written between 1789 and the present day. The title of the cluster is Power and Conflict. There is also an unseen poetry section of the examination. Students experience a wide range of poetry in order to develop their ability to closely analyse unseen poems.

Students will develop reading comprehensions skills including: literal and inferential comprehension; critical reading; evaluation of a writer's choice of vocabulary, grammatical and structural features and comparing texts. They will also develop proficiency in producing clear and coherent text by writing effectively about literature for a range of purposes and by using accurate Standard English including accurate spelling, punctuation and grammar.

## Assessment Information

The exams will measure how students have achieved the following assessment objectives:

AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

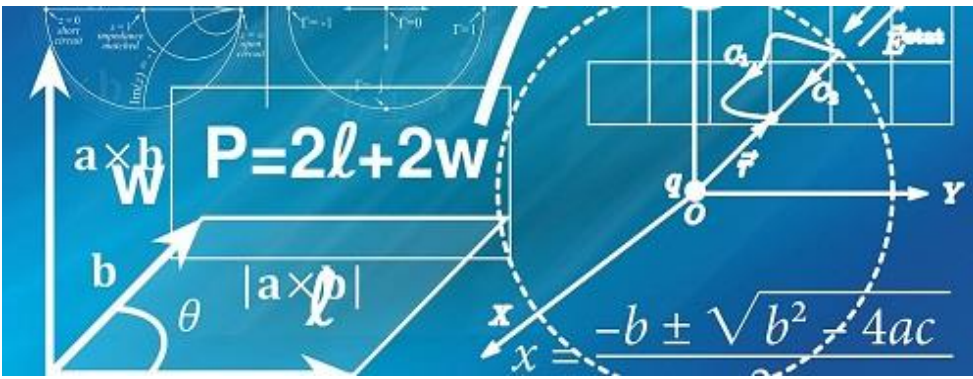
AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Why Study...?

This course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature encourages students to read widely for pleasure and prepares them for studying literature at a higher level.

**Key Contact:** Miss Thompson ([l.thompson1@sandhillview.com](mailto:l.thompson1@sandhillview.com))

# Mathematics



# Career Options

Most jobs and careers will need you to use maths in some way and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.

## Subject Content

The maths department take pride in building confidence in all students, problem solving being at the centre of this. GCSE Mathematics subject content has been designed to ensure that all students will develop confidence, competence and a firm basis of mathematical knowledge. The transferable skills gained, lays the foundation for studying at higher education and also supports many aspects of our daily lives.

### Foundation

- Algebra: factorising, solving, graphs, equations, inequalities and indices.
- Number: calculating, estimating, working with fractions, decimals and percentages and standard form.
- Geometry: space, constructions, transformations, bearings, loci, properties of shape and properties of angles.
- Statistics: averages and sampling.
- Probability: recording outcomes, applying the idea of fairness, construct probability spaces, use laws of chance.
- Ratio: simplifying and calculating with ratios.

### Higher

Same content as foundation but additional study in:

- Algebra: functions.
- Number: surds.
- Statistics: histograms, cumulative frequency curves and box plots.
- Proportion: algebraic direct and inverse proportion.

## Assessment Information

Throughout the course students will be shown past examinations and assessed regularly on these to gain experience and gauge progress. This also gives the pupil a clear indication of their current grade.

At the end of their course, students will sit three exams at either Foundation Tier grade 1-5 or Higher Tier grade 4-9. These three tests consist of one non calculator paper and two calculator papers.

## Why Study...?

Mathematics is the art of problem solving it is a part of everyday life. From predicting the weather to understanding the origins of the universe mathematics is used to describe and understand the world (and universe) around us. It is a vital tool in our increasingly technical world, playing an important role in many aspects of modern life, from protecting our details online to predicting the next stock market crash.

**Key Contact: Mr Brown ([brown.a@sandhillview.com](mailto:brown.a@sandhillview.com))**



## GCSE Combined Science: Trilogy

## Career Options



Examples of careers opportunities include: nursing, pharmacology, botany, metallurgy, endocrinology, radiology, automotive engineer, anthropology, forensic analyst, medical physicist.

## Subject Content

Combined Science Trilogy is part of the AQA science suite. The subject topics are:

### Biology

- Cell biology
- Organisation
- Infection and Response
- Bioenergetics
- Inheritance, Variation, and Evolution
- Ecology

### Chemistry

- Atomic Structure
- Bonding, Structure, and the Properties of Matter
- Quantitative Chemistry
- Energy Changes
- Chemical Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

### Physics

- Energy
- Electricity
- Particle Model of Matter
- Atomic structure
- Forces
- Magnetism and electromagnetism

## Assessment Information

- Trilogy is a linear double award course, and worth two GCSEs which is assessed at the end of Year 11.
- Pupils will follow either the higher (Grades 9 – 4); or the foundation tier (Grades 5 – 1).
- Both are assessed by six exams which are 1 hour and 15-minute exams. There are two papers for each Science: Biology, Chemistry, and Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Questions include multiple choice, structured, closed short answer, and open response.
- Each examination is out of 70 marks and has a weighting of 16.7%. Scores will be added to give an overall total which will then be converted to a grade.
- Pupils will also gain experience of 21 practical activities. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical. These questions will count for at least 15% of the overall marks for the qualification.

## Why Study...?

Science helps us to study the world around us and to make sense of it. Scientific study develops critical thinking skills and focusses on assessing observations, data, and methodology to improve our understanding of the world. The topics covered during the course give students a broad understanding of phenomena and how humans impact these. As well as this the Combined Science course is worth 2 GCSE grades.

**Key Contact:** Miss Wassell ([c.wassell@sandhillview.com](mailto:c.wassell@sandhillview.com))

## Core PE



## Career Options

Sports Science lecturer  
PE teacher  
Physiotherapist  
Sports official eg. referee  
Sports Coach  
Personal Trainer  
Dietician  
Leisure Centre Manager

## Subject Content

Core PE provides an engaging and relevant range of sports for students to develop a wide range of skills. It incorporates important aspects such as social skills and interaction with others.

Core PE's aim is to promote a healthy lifestyle and for students to adopt this into their everyday lives when they leave school.

Physical activity and PE is not only good for your body, but it's also great for your mind. Being active releases chemicals in your brain that make you feel good - boosting your self-esteem and helping you concentrate as well as sleep well and increase mood.

Core PE covers a wide range of practical sports which will help students develop their employability skills, for example: communication, time management, teamwork, organisation, target setting and confidence.

## Assessment Information

### Fitness

*Circuit training, interval training, movement to music, fitness suite*

Students will be able to accurately replicate the techniques at each station. They will understand the aerobic system and recognize the relevant heart rate range to be working in. They will understand the relationship between heart rate recovery and fitness level and be aware of their own fitness level. Students will accurately replicate skill and health related fitness tests. They will understand the relationship between test scores and strengths as a performer.

### Team sports

*Football, basketball, handball, dodgeball*

Students should be able to demonstrate the basic skills of the team sports. They should also be able to apply them to a game situation and understand how to outwit an opponent under pressure. Students should also know the rules of the game and be able to referee the games increasing their leadership skills.

### Individual sports

*Badminton, table tennis, tennis*

Students should be able to demonstrate and use the correct grip and use of basic shots. Students should understand the rules of the serve and be able to demonstrate a legal serve, starting to vary the shot depending on their opponent. Students should know the rules of the game for both doubles and singles and should apply these independently to a game.

### Striking and fielding games

*Rounders, softball, cricket*

Students should understand how to bowl the ball in a variety of different ways. Students should understand the importance of having a range of shots when batting. Students should be able to field a ball from a variety of different positions from both the outfield and infield. They should be able to move themselves depending on where the batter is hitting. Students should be able to field a ball from a variety of different positions from both the outfield and infield. Students should be able to communicate with each other both whilst batting and also when fielding.

## Why Study...?

If you enjoy being active, want to increase your practical skills, leadership and fitness, core PE is also planned to benefit your mental health and help you understand a healthy lifestyle.

**Key Contact:** Miss Hardy (JHardy@sandhillview.com)





# OPTION SUBJECTS



**Art**



**Child Development & Care**



**Engineering**



**French**



**Geography**



**History**



**Hospitality & Catering**



**IT**



**Land Based Studies**



**Media**



**Music**



**Spanish**

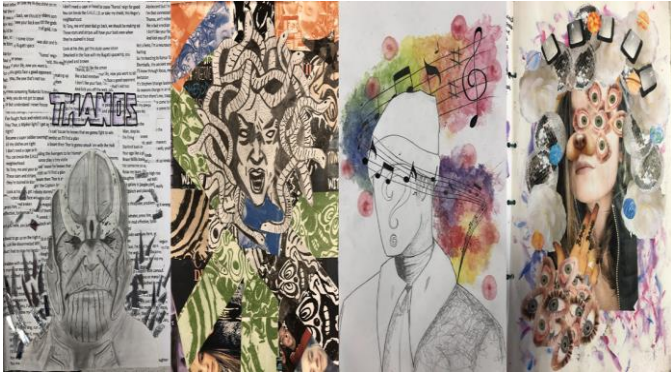


**Sport Studies**



**Textiles**

# Art



## Career Options

- Fashion Design
- Graphic Design
- Theatre Design
- Animator
- Video Game Designer
- Illustrator
- Museum Curator
- Photographer
- Architecture
- Product Design
- Textile Design
- Ceramics
- Advertising
- Publishing
- Interior Design
- Fashion/Media Journalism
- Hair and Make-Up Design
- Retail Design
- Exhibition Design
- Jewellery Design
- Artist
- Visual Media
- Teaching

## Subject Content

### Year 10

#### **Identity Project:**

**Portraiture:** Students will explore different artistic techniques such as experimenting and recording with pen, paint, printing and photography and stencilling. You will develop analysis of imagery and learn how artwork has power to change the world!

**Personal Response:** Students take control of their artistic journey. They shape their own project inspired by a theme they are interested in, such as mental wellbeing, hobbies, tackling prejudice or reflecting on childhood. They create art work from these themes and study artists linked to these to create their own personal response.

### Year 11

**Personalised project** where students take control of their artistic journey. They shape their own project inspired by previous Externally Set Assignments in order to prepare them to work independently in component two. Students will use this time to show off the skills they have learned and refine them to express their own thoughts and ideas in a personal response.

**Externally Set Assignment** which students, similar to the personalised project, will be creating their own response to a set assignment. This will include preparation time in lessons then a 10 hour supervised exam. Past themes have included 'Colour', 'Messages', 'Architecture' and 'Clothing'.

## Assessment Information

Work is marked based on **four assessment objectives** covering artist research, recording, experimentation and personal response.

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- **Component 2 Externally set assignment:** there's a separate externally set task paper for each title. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

BTEC Art and Design

- 100% internally assessed

## Why Study...?

If you enjoy being creative, want to develop your practical skills and improve your analytical, communication and research abilities, art and design is the best choice for you!

The skills you gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

**Key Contact:** Mrs Knox ([Knox.r@sandhillview.com](mailto:Knox.r@sandhillview.com))

## Child Development



## Career Options

- Nursery assistant
- Nursery teacher
- Social worker
- Paediatrician
- Primary school teacher
- Child psychologist
- Speech and language therapist
- Teaching assistant

## Subject Content

OCR Cambridge National in Child Development qualification consists of 3 units.

### **R057: Health and well-being for child development**

Working as a health or childcare professional needs an understanding of the care needed for children of all ages, starting right from the pre-conception stage. It's important to understand the key factors that impact on becoming pregnant, having a healthy pregnancy and creating a safe and healthy environment for the baby when it is born so that you can help and support those in your care. In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

### **R058: Create a safe environment and understand the nutritional needs of children from birth to five years**

It is important that childcare settings provide a safe and nurturing environment to care for babies and young children. Childcare settings may include childminders, day nurseries, parent and toddler groups, playgroups, crèches and forest schools. In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

### **R059: Understand the development of a child from one to five years**

In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.

## Assessment Information

This level 2 Child Development and Care Course is taught over two years.

Throughout the two years, the course is made up of 3 taught units.

Unit R057: Health and well-being for child development is a written exam lasting 1hour 15 minutes. This question paper consists of two sections, comprising short answer and extended response questions. Section A: 40 marks. Section B: 30 marks

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years  
This set assignment contains four practical tasks.  
It should take approximately 12-14 Guided Learning Hours to complete.

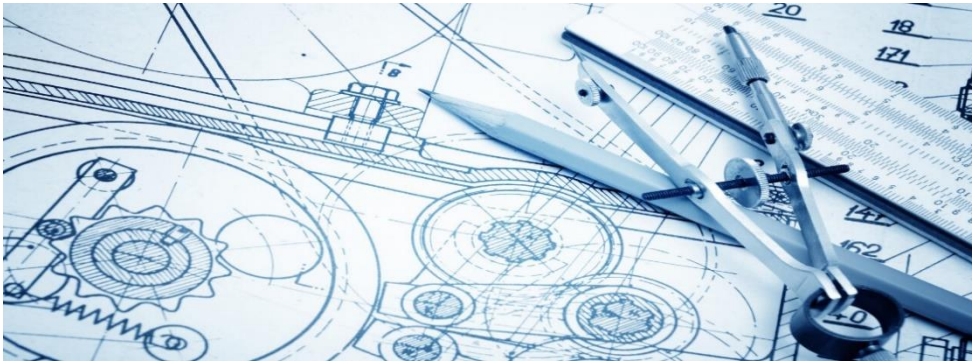
Unit R059: Understand the development of a child from one to five years  
This set assignment contains two practical tasks.  
It should take approximately 10-12 Guided Learning Hours to complete.

## Why Study...?

This course aims to develop your knowledge and understanding of the development and well-being of children aged 0-5 and gives you an insight into the roles and responsibilities necessary for working with children in a variety of settings and job roles. This course also not only prepares you to work with children but also prepares you for later life when becoming parents which will give you a strong understanding of how children grow and develop and how you as a parent could help your child develop further and in line with a child's expected development.

**Key Contact: Miss Hardy (JHardy@sandhillview.com)**

## Engineering



## Career Options

This course could lead to entry into any engineering or design based professions, or practical based apprenticeships.

## Subject Content

This course covers a range of practical and theory-based engineering topics. You will begin with practical wood working skills in the workshop and develop these skills through a series of practical based activities. This will include the safe use of tools and machinery, making a range of wooden joints culminating in a project that incorporates these new skills. The skills also cover engineering drawing and CAD (Computer Aided Design) skills that are essential for the coursework.

Alongside these tasks you will learn the theory knowledge to prepare you for the written exam. The theory elements are all about engineering in industry. You will look at the design cycle and how products are designed and made. This covers every stage in detail from the sourcing of raw materials and why they are chosen based on their properties/availability and environmental impact. It goes on to the manufacturing elements looking at a range of machines and processes and finally what happens when you discard a product and the impact it would have on the environment, and how to reduce this impact.

This course covers a wide range of technical and engineering knowledge and has close links to science and geography topics. Along with the practical skills you will look at environmental issues when designing, new/smart materials and their properties, forces and a wide range of other areas that would be perfect for someone wanting a career in engineering.

## Assessment Information

The course is split into 3 units. One exam and two pieces of coursework.

### Exam

The exam (R038) is worth 40% of your final grade and is sat in January of year 11. The exam is 1 hour and 15 minutes.

### Coursework

The other 2 units are coursework based where you will research, design and make a product which will give you the final 60% of your overall mark. The coursework task changes each year and is released in June.

1. The first unit (R039) is design based and you will have to design a series of products using a range of drawing techniques such as isometric, 2-point perspective, orthographic as well as computer-based drawing and 3D modelling used in industry.
2. The second unit (R040) is based on producing a prototype.

### Course Structure

- **Year 10** will begin with the practical skills needed for the coursework and then between September and December students will complete the first unit of coursework. The second unit will be done between January and May.
- **Year 11** will prepare students for the written exam in January by developing the theory elements of the course taught in year 10 that linked to the controlled assessment as well as the additional topics needed for the exam.

## Why Study...?

This is a great course to lead onto a wide range of career areas such as Engineers, Computer Games Developers, Tradesmen, Fashion Designers, Graphic Designs and Teachers. This course has a high percentage of controlled assessment (60%) which means a lot of your final grade comes from work completed in the lesson. According to the labour market, engineering is one of the most needed jobs in the future. Engineering currently generates £27 billion per year for the UK economy.

**Key Contact: Mr Blake (Blake.a@sandhillview.com)**



# French



## Career Options

Language qualifications can be beneficial in many careers, including ...

- Law
- Media
- Travel & Tourism
- Finance
- Marketing
- Engineering
- Many roles in International companies

## Subject Content

### Areas studied include:

#### People and lifestyle

- Me, my family and friends.
- Technology in everyday life.
- Free-time activities.
- Customs and festivals.

#### Popular culture

- Celebrities and social media.
- Film and literature.
- My studies.
- Life at school/college.
- Education post-16.
- Jobs, carer choices and ambitions.

#### Communication and the world around us

- Home, town, neighbourhood and region.
- Social issues.
- Global issues.
- Travel and tourism.

## Assessment Information

### You will be assessed in four key language skills:

- **Listening (25%)** – Exam paper at the end of the course requiring you to respond to spoken material relating to a range of topics covered throughout the course and some dictation tasks.
- **Speaking (25%)** – Speaking exam towards the end of the course testing effective communication and interaction on a range of topics. Foundation tier 7-9 minutes / Higher tier 10-12 minutes comprising:
  - Photo card
  - Role play
  - Reading aloud and short conversation
- **Reading (25%)** – Exam paper at the end of the course requiring you to respond to written material relating to a range of topics covered throughout the course including translation tasks.
- **Writing (25%)** – Exam paper at the end of the course requiring you to give written responses relating to a range of topics covered throughout the course. This will include structured writing and translation into French.

## Why Study...?

- Develop your skills to use and understand another language.
- Learn about other cultures and countries.
- Broaden your horizons and create opportunities for travel, work and further study.

**Key Contact: Mr Roddy (p.rodgy@sandhillview.com)**

# Geography



## Career Options

AS / A2 level courses, BTEC courses as well as BA and BSc degree courses available to study post 16.

There are many career opportunities open to geographers including teaching, town planning and environmental services amongst many others. Geography graduates are very highly sought after by employers because of their transferable skills.

## Subject Content

Students learn about contemporary issues like urban changes, resource management and development. As well as core knowledge and understanding of physical processes such as how rivers, weather systems and plate tectonics impact on the human environment. Students are also given the opportunity to develop their geographical investigation skills through fieldwork, allowing them to develop their numerical, cartographic, and statistical skills.

### Areas studied include:

- The challenge of natural hazards.
- The living world.
- Physical landscapes in the UK.
- Urban issues and challenges.
- The changing economic world.
- The challenge of resource management.
- Geographical skills.

## Assessment Information

Students will sit three separate exams which will make up your overall grade.

Physical and human geography is split into two separate papers, which are equally weighted.

The third paper is Geographical applications. This tests Geographical skills, fieldwork knowledge and includes questions based upon a pre-released booklet given to teachers and students 12 weeks before the exam.

How the course is assessed:

### Paper 1:

Living with the physical environment.

1 hour 30-minute exam, worth 35% of the total GCSE

### Paper 2:

Challenges of the human environment

1 hour 30-minute exam, worth 35% of the total GCSE

### Paper 3:

Geographical applications

1 hour 30-minute exam worth 30% of the total GCSE

## Why Study...?

Geography really is the study of the world around us.

The KS4 GCSE Geography curriculum offers students the chance to study the issues that will shape their present and future lives. Across the subject, students study a varied mix of human and physical topics. They can learn and understand the world we live in, how physical processes such as earthquakes occur, as well as understanding human aspects such as poverty.

**Key Contact:** Mrs Parker (Parker.K@sandhillview.com)

# History



# Career Options

Law  
Media  
Politics  
Public sector  
Economics  
Teaching

## Subject Content

### **P1: Conflict and tension 1918-1939:**

A study of the inter-war period between the First and Second World War. We study the Treaty of Versailles and how Germany was 'punished' for their part in the First World War, how the League of Nations was set up to keep peace but failed to do so during the 1930s. We then look at Adolf Hitler's attempts to overturn the Treaty of Versailles and achieve his aims to make Germany great again. This includes his foreign policy and occupation of land in Europe which resulted in a Second World War

### **P1: America: Opportunity and Inequality 1920-73:**

A study of the significant events and people in the USA during part of the 20<sup>th</sup> century. This will cover the 'Roaring Twenties' - prosperity, culture, flapper and gangsters. Followed by the crash and Depression during the 1930s, and then onto the post war era of the American Dream, McCarthyism and the campaign for civil rights.

### **P2: Britain: Health and the people c1000-present:**

A through time study where we focus on how healthcare has developed over a 1000-year period. We start at the Middle Ages and go right through to the present day, focusing on developments in surgery, public health and disease and infection. Topics include the Black Death, the discovery of germs and the creation of the NHS.

### **P2: Norman England 1066-1100**

A short British study of the last successful invader of England: William the Conqueror. We study how William was able to win the Battle of Hastings and gain control of the English people, the changes he introduced to ordinary life like the feudal system, law and religion.

## Assessment Information

### **EXAMINATION ONLY SUBJECT**

### **PAPER 1: Understanding the Modern World (50%)**

Written Examination Paper – 2 hours (10 exam questions ranging from 4 marks to 20 marks)

### **PAPER 2: Shaping the Nation (50%)**

Written Examination Paper – 2 hours (8 exam questions ranging from 8 marks to 20 marks)

### **SKILLS REQUIRED:**

Enquiring mind-set to question ideas about the past, good level of literacy to express opinions and explain events in extended writing, resilience to cope with the demands of a challenging course and the motivation to try your best!

## Why Study...?

HISTORY teaches us about the world in which we live today, who we are, where we come from & asks why?

HISTORY is a challenging & interesting subject which deals with big issues like power, discrimination & war

**Key Contact:** Miss Jobes ([Jobes.K@sandhillview.com](mailto:Jobes.K@sandhillview.com))

## Hospitality and Catering



## Career Options

This course could lead to entry into any hospitality or catering based professions or apprenticeship. It also provides an understanding of how businesses work that involve catering – hotels, tourism, even schools.

## Subject Content

This course consists of 2 units.

### Unit 1: The Hospitality and Catering industry

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality and Catering in action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious meals as well as factors which affect meal planning.
- You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

## Assessment Information

You will be assessed through a written examination and an assignment.

### Unit 1: The Hospitality and Catering industry

Unit 1 will be assessed through an exam, which is worth 40% of your qualification and last for 1.5 hours.

### Unit 2: Hospitality and Catering in action

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

### Course Structure:

#### Year 10:

This year will be based on introducing all of the practical skills you need in order to prepare you for the controlled assessment. This will be backed up by the theory content that you need for the exam.

#### Year 11:

In year 11 you will be working on the controlled assessment where you will need to design and prepare a 2-course meal. The coursework will be submitted by February and then you will spend the remainder of the year preparing for the final exam in June.

## Why Study...?

This is a great course to lead onto a wide range of career areas such as Chef de partie, Commis chef, Concierge, Executive chef, Front of house manager, Head waiter, Housekeeper, Maître d'hôte, Pastry chef, Receptionist and Sous chef. The hospitality industry is the 4<sup>th</sup> biggest employer in the UK, accounts for 3.2 million jobs through direct employment and a further 2.8 million indirectly, which makes studying for a career within industry a worthwhile choice.

**Key Contact:** Ms Greenwell ([g.greenwell@sandhillview.com](mailto:g.greenwell@sandhillview.com))

# Digital Information Technology



# Career Options

IT /Network Technician  
Cyber Security  
Digital Marketer  
Data Scientist  
Social Media Marketer  
IT Project Manager  
System Developer

## Subject Content

### **Component 1: Exploring User Interface Design Principles and Project Planning Techniques**

You will develop your understanding of what makes an effective user interface; and how to effectively manage a project. You will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. You will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

### **Component 2: Collecting, Presenting and Interpreting Data**

You will understand the characteristics of data and information; and how they help organisations in decision making. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted.

### **Component 3: Effective Digital Working Practices**

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

## Assessment Information

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the digital sector, and specialist skills and techniques such as project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2.

**Internal assessment 60%** – Components 1 and 2 are assessed through non-exam internal assessment. The components have been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. Internal assessment is delivered through Set Assignments. New assignments are released twice a year and the assignments are completed under supervised conditions.

**External assessment 40%** - There is one external assessment, Component 3: Effective Digital Working Practices, which provides the main assessment for the qualification. Component 3 enables learning to be brought together and related to a real-life situation. Component 3 requires learners to apply decision-making skills and techniques in line with different organisations' use of digital systems and the wider implications associated with their use.

## Why Study...

The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. Having both technical skills and business understanding is the key to success. Students will learn a strong mix of creative design and technical knowledge. Ideal for learners who want to progress to a digital Apprenticeship or college. A new digital qualification that gives students a real insight into the modern fundamentals of IT.

**Key Contact: Mrs McKinnell ([davies.j@sandhillview.com](mailto:davies.j@sandhillview.com))**

## Land Based Studies



## Career Options

This course could lead to entry into any land based professions or apprenticeship such as:

- Agriculture
- Aquaculture
- Land Based Engineering
- Forestry
- Horticulture
- Landscaping
- Sports Turf management
- Countryside Management

## Subject Content

This course consists of 3 units.

### Unit 1: Exploring the use of land

- Learn about the factors that affect land management and food production.
- Compare historical land use and management through the times when land managers were actively encouraged to produce food to the present day with a greater emphasis on sustainability, environmental management, and public access.

### Unit 2: Application of science in the land-based sector

- Develop an understanding of how science is applied in land-based industries.
- Develop an understanding of animal and plant physiology, nutrition and health.
- Learn about plant and animal physiology and anatomy.
- Work practically to monitor animal and plant health and taking action where problems are encountered.

### Unit 3: Application of technology in the land-based sector

- Develop an understanding of the way technology is applied within the land-based industries.
- Learn about how technology plays a vital part in land-based studies.

## Assessment Information

You will be assessed through a written examination and an assignment.

### Synoptic Assignment

You will complete an assignment where you will be given a scenario where you need to plan the processes required to achieve the brief, as you would in the workplace.

This is worth 60% of your qualification.

### Exam (2 Hours)

This will be worth 40% of your qualification and will take place at the end of Year 11.

### Course Structure:

This course is delivered through a mixture of theory lessons, practical sessions, field trips and hands on experience within industry settings.

## Why Study...?

This course can lead onto a wide range of career opportunities within a rapidly expanding industry. This program includes both theoretical and practical skills which will enhance student's employability and provide a good foundation to be able to go onto an apprenticeship or further education. This course covers both plant and animal husbandry skills and opportunities to hear from industry experts and visits to see theory in practice.

**Key Contact: Mr Hodgson (Hodgson.A@sandhillview.com)**

# Media



## Career Options

- Filmmaker
- Social Media Manager
- App Developer
- Journalist
- Producer
- Radio Host
- Director
- Screenwriter
- Presenter , Broadcaster
- Advertiser
- Copywriter
- Editor
- Photographer
- Web designer
- PR Consultant
- Video game designer

## Subject Content

GCSE Media is a qualification that contains engaging topics and themes, particularly relevant to modern culture. It is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.

Many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways.

As well as exams exploring all aspects of contemporary medias, everything from television and film to advertising and social media, students will have the opportunity to complete exciting non-exam assessment briefs: planning, designing and creating their own media products.

## Assessment Information

Assessment of GCSE Media is in the form of two written exams, both 90 minutes in duration, both worth 35% of the overall mark.

Exams combine short response knowledge questions about Media terminology, industries and theory, with longer response questions about a range of media texts, some unseen and some that you will explore in detail throughout the course.

The final 30% of your grade will come from a non-examined assessment, in the form of the planning and creation of your own media product. This may be anything from a magazine feature or newspaper article, to a music video or movie trailer.

## Why Study...?

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthral, intrigue and affect audiences. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019.

**Key Contact:** Mr Heley ([heley.m@sandhillview.com](mailto:heley.m@sandhillview.com))

# Music



# Career Options

Music Therapist  
Music Teacher  
Musician  
Arts Administrator  
Composer  
Technician  
Sound Engineer  
Music Venue Manager

## Subject Content

### **Component 1: Understanding Music**

**Section A:** You will develop use of specialist Musical Language to demonstrate an in-depth knowledge and understanding 4 areas of study:

- Musical Forms & Devices (Including 1 set work)
- Popular Music (Including 1 set work)
- Music for Ensemble
- Film Music

**Section B:** You will analyse 2 study pieces for Areas of Study as stated above

### **Component 2: Performing Music**

You will complete a solo performance and an ensemble performance totalling a minimum of 4minutes at a standard of Grade 3 (minimum), as directed by your class teacher.

### **Component 3: Composing Music**

You will compose two compositions:

- Composition to a brief 9 (choice of 4 briefs each year)
  - Free composition – any style you want
- Compositions must include correct and accurate use of the Musical Elements and make sense, musically.

## Assessment Information

### **Component 1: Understanding Music**

Use specialist Musical Language to answer listening exercises and written questions, 8 Questions to answer, 2 on each Area of Study.

Use specialist Musical Language to answer written questions relating to the study pieces detailed, some of which will be unfamiliar.

Component 1 is an exam paper worth 40% of your GCSE marks.

### **Component 2: Performing Music**

This Non-exam assessment will be internally marked by your teacher and externally moderated by Eduqas.

Component 2 is worth 30% of your GCSE marks.

### **Component 3: Composing Music**

This Non-exam assessment will be internally marked by your teacher and externally moderated by Eduqas.

Component 3 is worth 30% of your GCSE marks.

***You should, ideally, already be working towards Grade 2/3 on an instrument to choose this option and have successful outcomes for the performance aspect.***

## Why Study...?

If you enjoy playing an instrument and listening to eclectic music then Music GCSE is a brilliant option for you. It is a demanding course which offers a huge amount of development of skills and knowledge as well as enjoyment and well-being for the right student. There are a whole host of career options for Musicians as well as the fact that it looks brilliant to have that something different and reputable on your CV whatever career you're going into – all employers love to see a candidate who excels at something!

**Key Contact:** Mr Sanderson ([Sanderson.M@sandhillview.com](mailto:Sanderson.M@sandhillview.com))



# Spanish



## Career Options

Language qualifications can be beneficial in many careers, including ...

- Law
- Media
- Travel & Tourism
- Finance
- Marketing
- Engineering
- Many roles in International companies

## Subject Content

### Areas studied include:

#### People and lifestyle

- Me, my family and friends.
- Technology in everyday life.
- Free-time activities.
- Customs and festivals.

#### Popular culture

- Celebrities and social media.
- Film and literature.
- My studies.
- Life at school/college.
- Education post-16.
- Jobs, carer choices and ambitions.

#### Communication and the world around us

- Home, town, neighbourhood and region.
- Social issues.
- Global issues.
- Travel and tourism.

## Assessment Information

### You will be assessed in four key language skills:

- **Listening (25%)** – Exam paper at the end of the course requiring you to respond to spoken material relating to a range of topics covered throughout the course and some dictation tasks.
- **Speaking (25%)** – Speaking exam towards the end of the course testing effective communication and interaction on a range of topics. Foundation tier 7-9 minutes / Higher tier 10-12 minutes comprising:
  - Photo card
  - Role play
  - Reading aloud and short conversation
- **Reading (25%)** – Exam paper at the end of the course requiring you to respond to written material relating to a range of topics covered throughout the course including translation tasks.
- **Writing (25%)** – Exam paper at the end of the course requiring you to give written responses relating to a range of topics covered throughout the course. This will include structured writing and translation into Spanish.

## Why Study...?

- Develop your skills to use and understand another language.
- Learn about other cultures and countries.
- Broaden your horizons and create opportunities for travel, work and further study.

**Key Contact: Mr Roddy ([p.roddey@sandhillview.com](mailto:p.roddey@sandhillview.com))**

## Sport Studies (Health and Fitness)



## Career Options

Sports Science lecturer  
PE teacher  
Physiotherapist  
Sports official eg referee  
Sports Coach  
Personal Trainer  
Dietician  
Leisure Centre Manager

## Subject Content

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

The course is broken down into two units, one of the internally assessed units worth 60% each and an external assessment worth 40% of the final grade. These units are assessed through a range of evidence including practical performance, controlled assessment coursework and examinations. A range of sports are covered including; Football, Badminton, Table Tennis, Trampolining, Rounders and Fitness.

This course covers a wide range of practical and theoretical knowledge and has close links with Science and Maths. Not only this but through the different units you will develop a range of key skills including decision making, observation, planning, interpersonal skills, team work and reflection skills.

## Assessment Information

The course is split into 3 units. 1 unit is the written exam (40%). The other 2 units are coursework based where you will complete a combination of practical and theory assessments which will give you the final 60% of your overall mark.

### Year 10

Examined assessment: Exam preparation.

In this unit you will explore the structure and functions of the body systems and the effects of health and fitness activities on the body through the components of fitness. You will learn about how to test different levels of fitness, how to select the correct training methods and how to improve those through the principles of training. You will explore the impact of different lifestyles in health and fitness, apply goals and analyse them and then structure a health and fitness programme and how to prepare for it safely.

### Year 11

Non-exam assessment: Coursework unit.

You will sit your exam in year 11.

Based on a scenario sent from the NCFE board, you will select one appropriate fitness test for each of the two identified components of fitness and accurately administer them to your client. You will create a fitness test results sheet template for each fitness test and record your client's results to evaluate the client's fitness test results and compare them to normative data.

## Why Study...?

If you enjoy being active, want to increase your practical skills, leadership and fitness, sport is a great subject to study. This is a great course to lead onto a wide range of career areas. It has a high percentage of controlled assessment (60%) which means a lot of your final grade comes from work completed in the lesson either in the form of coursework or practical video evidence.

**Key Contact:** Miss Hardy (JHardy@sandhillview.com)

# Fashion and Textiles



## Career Options

- Fashion Design
- Costume Design
- Theatre Design
- Animator
- Interior Designer
- Illustrator
- Museum Curator
- Fashion Photographer
- Architecture
- Product Design
- Textile Design
- Advertising
- Publishing
- Journalism
- Hair & Make-Up Design
- Retail Design
- Exhibition Design
- Jewellery Design
- Artist
- Visual Media

## Subject Content

### Year 10

#### Component 1

##### Introduction project:

Students will be introduced to different textile techniques such as embroidery, pattern cutting, print making and fashion illustration. You will analyse the work of designers and respond in your own personal style.

##### Sustained project:

Students will develop independence by taking control of their artistic journey based on a chosen theme. They shape their own project inspired by their interests and select their own artists linked to the topic to create their own personal response experimenting with different techniques.

### Year 11

#### Sustained project:

Students continue to take control of their artistic journey. Students will use this time to show off the skills they have learned and refine them to express their own thoughts and ideas in a fully finished textiles product or garment.

#### Component 2

##### Externally Set Assignment:

Students are given a choice of questions to which they will select a theme based on their interests. This will include preparation time in lessons then a 10 hour supervised exam. Past themes have included 'aged', 'places and spaces' and 'flora and fauna'.

## Assessment Information

Work is marked based on **four assessment objectives** covering artist research, recording, experimentation and personal response.

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- **Component 2 Externally set assignment:** there's a separate externally set task paper for each title. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

## Why Study...?

If you want to develop your skills in designing and making textiles and you enjoy being creative and exploring ideas, this is the course for you! The skills you gain make it a great complement to other subjects. Fashion and textiles can help you with further study and prepare you for the world of work.

**Key Contact:** Miss Machin ([b.machin@sandhillview.com](mailto:b.machin@sandhillview.com))



## **SANDHILL VIEW**

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