



**THE CURIE PATHWAY**

**Year 9  
Pathways  
Booklet  
2024**



## KEY STAGE 4 PATHWAYS

### "Every Pathway Leads to Success"

During your first three years at King Edward VI Handsworth Wood Girls' Academy you have all followed the same curriculum which has provided you with a broad and balanced experience across a range of subjects. You have had the opportunity to increase your subject knowledge in many areas and develop the high performance skills that will help you in the future. You are now approaching the time where you have the opportunity to make some of your own choices about what you would like to study in the future. Whilst some subjects will be compulsory there will be others that you can choose to continue with or drop, and new subjects that you may wish to start learning. Choosing some subjects can open up future opportunities whilst choosing not to take up other subjects may close down future avenues or make them more difficult to achieve. It is therefore important that you are supported to take subjects that open as many doors as possible. Therefore, the Key Stage 4 curriculum has been divided into 3 pathways to meet your individual needs and aspirations. The pathways are named after three inspirational women who have excelled in their area of expertise. They had the courage to take risks, challenge gender stereotypes and follow their dreams. These three women represent the high aspirations we have for you and the strength of character you will demonstrate whilst working to achieve your goals. A guided pathway will be strongly suggested for you to follow and you will be given support and advice throughout the pathway process. This is to ensure that the subjects and courses selected suit you individually, your ambitions and specific needs. You may already have a clear idea of what you would like to do in the future, for example a job you aspire to or perhaps a university course that you want to study. If that is the case then you must research what sorts of qualifications and subjects are required to achieve your goal. Our Careers team will also support you with your individual goals and ambitions. However, it is not unusual in Year 9 to be unsure of what you wish to do in the future, and it is then in your interest to ensure that you keep your options open. Either way, you will be studying the courses you choose for two years and should ensure that they are ones that you will enjoy and be prepared to put a great deal of effort into. If this is the case you are likely to be successful and happy in your learning. Where a student ends up studying a course which is not right for them, either because of their own poor choice, or because they have been told they should do a particular subject which is not right for them, then the result is likely to be unhappiness, poor engagement in learning and consequentially poor results. So, choose wisely, and remember it is your process and we will guide you to choose the right pathway into key stage 4.

**Ms Sally Yates**  
**Deputy Headteacher**



**KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY**

*Educational excellence for our City*








# High Performance Learning

At King Edward VI Handsworth Wood Girls' Academy we are dedicated to supporting you realise your full potential and become high performers in all aspects of your lives. We therefore follow the High Performance Learning (HPL) framework at our academy.




HPL is a research-based, pedagogy led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for lifetime success.

The HPL framework ties together the Advanced Cognitive Performance Characteristics (ACPs) and the Values, Attitudes and Attributes (VAAs) across our curriculum and beyond the classroom. We explicitly teach and foster the framework within all our curriculum areas and within our pastoral framework.



**ACPs**  
**Advanced**  
**Cognitive**  
**Performance**  
**Characteristics**

**HOW TO THINK**  
Meta-thinking  
Linking  
Analysing  
Creating  
Realising



**VAAs**  
**Values**  
**Attitudes**  
**Attributes**

**HOW TO BEHAVE**  
Agile  
Empathetic  
Hard-working

## WHAT SHOULD I THINK OF WHEN CHOOSING MY OPTION SUBJECTS?

✓ **Take note of the curriculum content:**

"Am I interested in the topics covered?"

✓ **Ask yourself the question:**

"Have I got an interest in the subject outside of school?"

✓ **Try to work out the necessary skills needed, for example, extended writing or critical thinking skills or strong memory. Ask yourself:**

"Am I good at these skills?"

✓ **Find out the answer to the question:**

"Can I take this subject in sixth form or at college if I do not choose it for GCSE?"

✓ **Find out:**

"Do I need this subject for my future career?"

✓ **Consider:**

"Do I enjoy the way the subject is taught?" For example Music is very practical.

✓ **Reflect on:**

"Does this subject mean that I have a broad selection and the Ebacc?"

## CORE CURRICULUM

The subjects below will be studied by all students.

Compulsory Subjects	Number of GCSEs	Lessons per Week	Board
English Language and Literature	2	5	AQA
Mathematics	1	5	Edexcel (Higher) OCR (Foundation)
Science: Combined Science Trilogy	2	6	AQA
Religious Education	1	2	AQA
PSHE	Not examined	1	Not examined
Core Physical Education	Not examined	1	Not examined
<b>TOTAL GCSEs</b>	<b>6</b>		

### EBACC

#### Curie Pathway

The English Baccalaureate (EBacc) recognises students that have achieved a Grade 5 or better in 5 subjects in GCSE English, mathematics, history or geography, two sciences including computer science and a modern foreign language. Students who are considering applying to a top university will be guided to choose the EBacc pathway. However, all students, where possible, should do this too, for breadth and balance in their chosen courses.

**Your pathways form will be emailed to you directly.  
Please do not complete until after your pathways day.**

## **YEAR 9 PATHWAYS TIMELINE OF SUPPORT**

**Year 9 Options Assembly - Monday 5th February**  
(P3 in The Hall)

**Pathway Booklet and Application Form - Monday 6th February**  
(via Email)

**Parents' Evening and Pathways Market Stalls - Wednesday 7th February**

**Year 9 Pathways Taster Day - Tuesday 20th February**

**Subject Assemblies - Monday 26th February**  
TEAMs - Creative Arts, Performing Arts, Business Studies/Computing

**National Careers Week - Week beginning Monday 4th March**

**Pathway Application form deadline - Monday 11th March**

**Student SLT Interview Week**

**Offers out to students - From Friday 25th March**

## THE CURIE PATHWAY



Marie Curie was a Polish-born physicist and chemist and one of the most famous scientists of her time. Marie faced great opposition from male scientists in France, and she never received significant financial benefits from her work. Despite this she was awarded the Nobel Prize for Physics in 1903, and she went on to win a second Nobel Prize, for Chemistry, in 1911. Her research was crucial in the development of x-rays in surgery. During World War One Curie helped to equip ambulances with x-ray equipment, which she herself drove to the front lines.

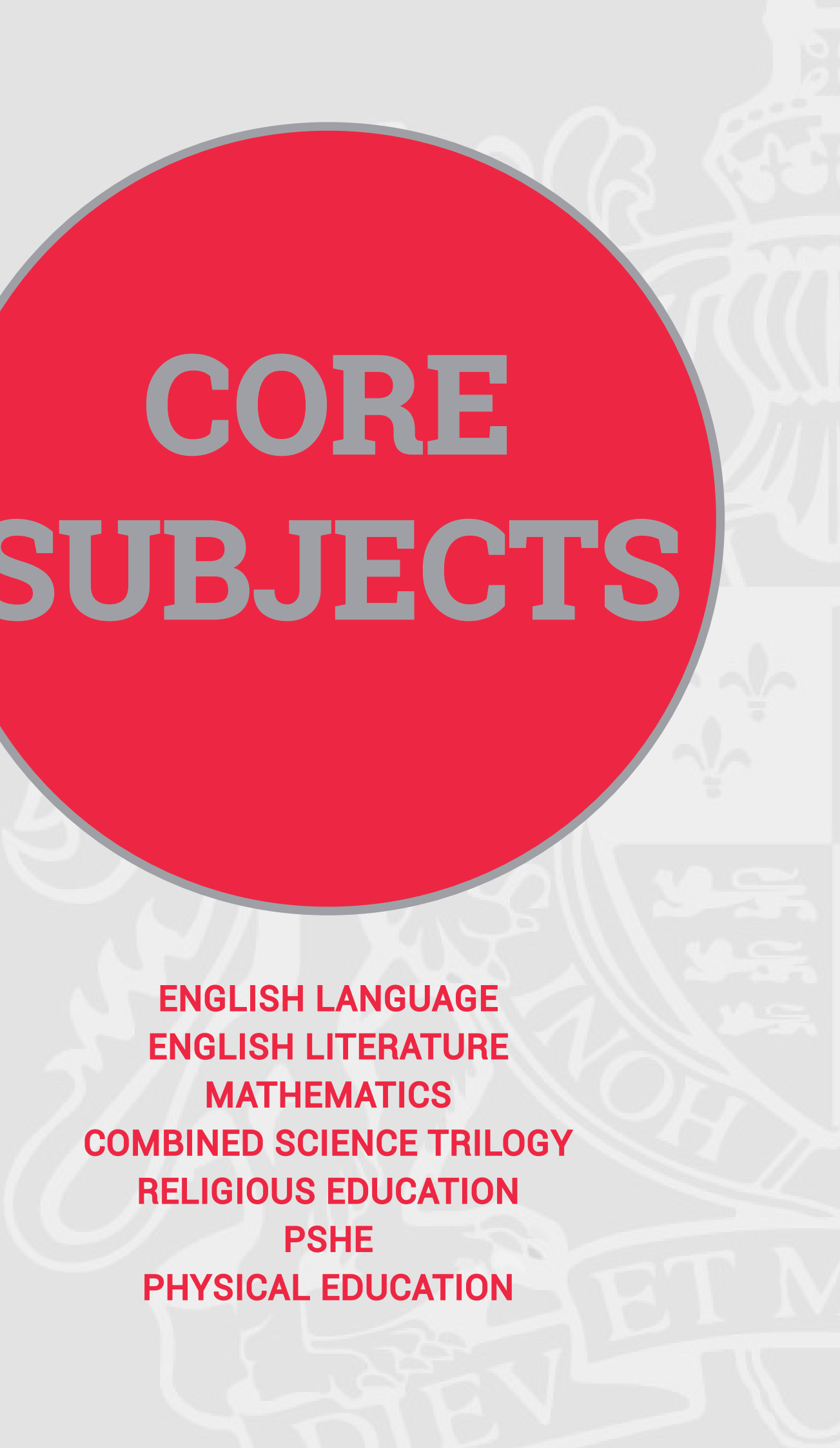
The Curie Pathway includes studying GCSEs in English Language, English Literature, Maths, Combined Science which includes Biology, Chemistry, Physics, History or Geography, a Language and a subject of your choice. All students study Religious Studies, PSHE and Core PE. If you are guided to follow this pathway you would study a combination of the following GCSEs;

CHOICE 1	CHOICE 2	CHOICE 3
<p><b>One humanities subject</b> Geography or History</p>	<p><b>One language subject</b> Continue with the language currently studied in year 9.</p>	<p><b>One free choice</b> Art</p> <ul style="list-style-type: none"> <li>• Business studies</li> <li>• Computer science <ul style="list-style-type: none"> <li>• Drama</li> </ul> </li> <li>• DT: Product Design <ul style="list-style-type: none"> <li>• Engineering</li> </ul> </li> <li>• Food preparation &amp; nutrition <ul style="list-style-type: none"> <li>• Music</li> <li>• Textiles</li> </ul> </li> </ul>

The Curie Pathway enables you to study the English Baccalaureate. Students who are considering applying to a top university will be guided to choose this EBacc pathway.

A large red circle with a thin grey border, centered on the page. Inside the circle, the words 'CORE' and 'SUBJECTS' are written in a bold, grey, sans-serif font, stacked vertically.

# **CORE SUBJECTS**

A faint, light grey watermark of a university crest is visible in the background. It features a shield with various symbols, topped with a crown, and surrounded by decorative flourishes and text that is partially legible as 'UNIVERSITY OF' and 'ET M'.



SUBJECT:  
**ENGLISH LANGUAGE**  
QUALIFICATION:  
**AQA GCSE**

### What will I learn?



- To apply analytical and investigative approaches to language ideas.
- Write imaginatively and creatively.
- Create texts appropriate to different audience and purposes [news articles, magazines, report writing, letter writing, etc.].
- Develop spoken language skills by learning to listen and speak confidently in a range of contexts.

### How will I be assessed?

- All texts in the examination will be unseen.
- Paper 1: Explorations in Creative Reading and Writing. Written exam. 1 hour 45 mins. 80 marks. 50% of GCSE.
- Paper 2: Writers' Viewpoints and Perspectives. Written exam. 80 marks. 50% of GCSE.
- Non-exam assessment: Spoken Language. Presenting, responding to questions and feedback and use of Standard English.



## DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
KEVI HWGA Sixth Form / Other Sixth Form provider/ College		You will develop comprehensive written and spoken communication skills, becoming adept at arguing a point, framing a narrative and analysing various levels of meaning.
GCSE Grade 4 or 5 minimum requirement.	You will gain access to a wide range of A-Levels, Degree courses and employment.	A degree in English can allow access to numerous careers where verbal and written communication skills are utilised such as;
A Level in English Language / Literature		journalism, media, editing, education and training, publishing, events management, social work.

SUBJECT:  
**ENGLISH LITERATURE**  
QUALIFICATION:  
**AQA GCSE**

### What will I learn?



- To read a range of intriguing, fictional prose genres, that are drawn from a body of literary heritage and contemporary texts.
- To read (post – 1945) texts; respond to global literature; study Shakespeare, English literary heritage texts and poetry.
- You will demonstrate that you can read with insight, showing analytical interpretative skills.

### How will I be assessed?

- All assessments are closed book.
- Paper 1: Shakespeare and the 19th Century novel.
- Written exam: 1 hour 45 minutes. 64 marks. 40% of GCSE.
- Paper 2: Modern texts and poetry.
- Written exam. 2 hours 15 minutes. 96 marks. 60% GCSE.



## DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
KEVI HWGA Sixth Form / Other Sixth Form provider/ College		You will develop comprehensive written and spoken communication skills, becoming adept at arguing a point, framing a narrative and analysing various levels of meaning.
GCSE Grade 4 or 5 minimum requirement.	You will gain access to a wide range of A-Levels, Degree courses and employment.	A degree in English can allow access to numerous careers where verbal and written communication skills are utilised such as; journalism, media, editing, education and training, publishing, events management, social work.
A Level in English Language / Literature		

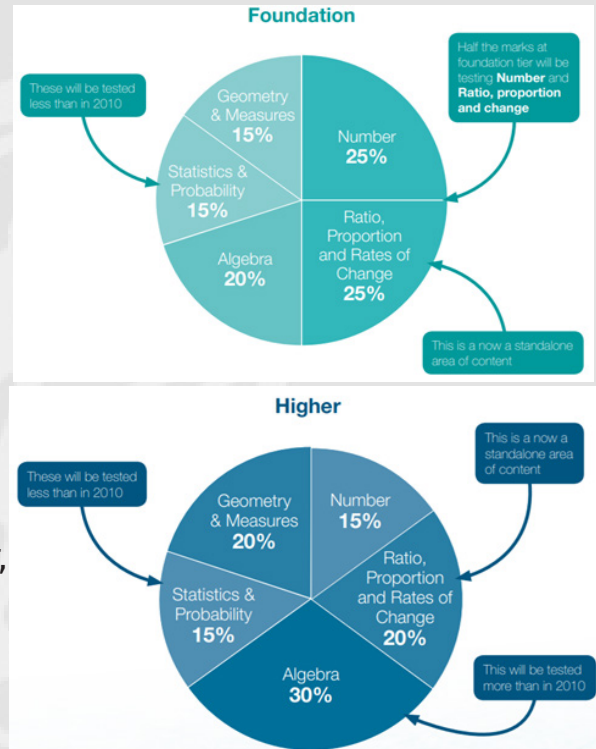
SUBJECT:  
**MATHEMATICS**  
QUALIFICATION:  
**EDEXCEL & OCR GCSE**

### What will I learn?

- You will learn a variety of topics under the main topics areas of Number, Algebra, Ratio, Proportion & Rates of change, Geometry & Measures, Probability & Statistics.
- The pie charts below show how much each topic area weighs in your exams.

### How will I be assessed?

- Our Edexcel and OCR GCSE in Mathematics (9–1) will be assessed through three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator paper, Paper 2 & 3 are calculator papers. Total marks for all 3 papers are 240, which is 80 marks per paper. Each paper is 1 hour 30 minutes long.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9 (grade 3 allowed, anything below a 3 for higher is graded as U).
- During the course, you will be assessed through unit tests which does not count towards your final grade but gives you and your teachers an indication of how well you are progressing.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.



### DESTINATIONS

THE FUTURE		
SIXTH FORM	UNIVERSITY	Banking and finance
		Business consulting and management, Construction and engineering, IT and computing, Local and central government, Pharmaceuticals, Teaching and research



SUBJECT:  
**COMBINED SCIENCE TRILOGY**  
QUALIFICATION:  
**AQA GCSE**

**What will I learn?**

- When studying the combined science trilogy course, you will develop a knowledge and understanding of all major biological, chemical and physical concepts and will enhance your ability to apply this knowledge to a wide range of concepts within the scientific world.

**The units you will cover are:**

- o Biology Units: Cell Biology, Organisation, Infection & response, Bioenergetics, Homeostasis, Inheritance & Variation and Ecology
- o Chemistry Units: Atomic Structure, Structure & Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes, Chemical Reactions, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, and Using Resources.
- o Physics Units: Energy, Electricity, Particle model, Atomic Structure, Forces, Waves and Magnetism.
- You will also develop your ability to analyse and interpret scientific data and determine how to make improvements in experimental techniques as well as exploring and highlighting where mistakes have been made in gathering scientific data.
- You will enhance and refine the practical skills you developed in KS3 which will lead to a deeper understanding of how to work and think scientifically thus developing your analytical and evaluation skills. You will complete many investigations and practicals throughout the course, however a number of these will be defined as "Required Practical's" which you will be expected to know and will be examined on in each of the six papers.
- Through a study of science, we will foster a love of the subject and ensure you learn to see and understand the world through the eyes of a scientist.



## How will I be assessed?

- Students will be continually assessed throughout the course using internal assessments, extended writing tasks and mock examinations. These will allow your teachers to identify gaps in your knowledge and ensure interventions are in place to support your progress.
- Students will be formally assessed when they sit 6 examinations lasting 1 hour 15 minutes each at the end of the course.
- They will sit 2 examinations in Biology, Chemistry & Physics
- All exams are worth 70 marks
- Some questions will be based on the Required Practical's students' study and undertake throughout the course.
- Students will be awarded two grades when they pass e.g. 66 or 76
- There is NO formal coursework element to the course.



## DESTINATIONS

HWGA	UNIVERSITY	THE FUTURE
A Level Biology A Level Chemistry A Level Physics BTEC L3 Diploma in Applied Science	Biology, Chemistry, Physics, Medicine, Pharmacy, Ecologist, Molecular Biology, Bioinformatics & Genetics, Zoology, Environmental Science, Fisheries Technology, Neuroscience, Marine Biology, Organic Chemistry, Chemical technology, Chemical biotechnology, Nuclear Physics, Particle Physics, Biomedical Physics, Toxicology, Astrophysics, Quantum Physics and many more	<b>Biological Careers:</b> Agrobiologist, Agricultural Scientist, Bioinformatician, Biomechanics Engineer, Biomedical engineer, Biostatistician, Cell Biologist, Conservationist, Cytologist, Ecologist, Entomologist, Forensic Psychologist, Forensic Scientist, Geneticist, Genomics, Immunologist, Marine Biologist, Pharmacologist, Teaching, Toxicologist, Veterinarian, Virologist, Zoologist <b>Chemistry Careers:</b> Analytical Chemist – Biochemist, Chemical Engineer, Cheminformatics, Cosmetic Chemist, Food Technologist, Forensic Scientist, Materials Engineer, Organic or Inorganic Chemist, Pharmacist, Process Chemist, Toxicologist. <b>Physics Careers:</b> Aerospace Engineer, Applied Mathematician, Astronomer Atomic Physicist, Architect, Astrophysicist Biophysicist, Chemical Physicist, Civil Engineer, Computer Physicist, Cosmologist, Cryophysicist, Geophysicist, High Energy, Nuclear physicist, Optical Physicist, Particle Physicist, Patent analyst, Plasma Physicist, Quantum Physicists, Robotician, X-ray Analysis <b>PLUS MANY MORE</b>

SUBJECT:  
**RELIGIOUS EDUCATION**  
QUALIFICATION:  
**AQA GCSE**

### What will I learn?

- The study of religions: beliefs and teachings of two religions , Christianity and Islam
- Thematic studies: religious, philosophical and ethical studies:



**Theme A:** Relationships and families

**Theme B:** Religion, peace and conflict

**Theme D:** Religion, peace and conflict

**Theme F:** Religion, human rights and social justice

- Develop their knowledge and understanding of religions and non-religious beliefs
- Develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community



### How will I be assessed?

- Written exam: 1 hour 45 minutes x 2
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

### DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
A-Level Religious Studies	<ul style="list-style-type: none"><li>• Durham</li><li>• Cambridge</li><li>• Oxford</li><li>• Exeter</li><li>• St Andrews</li><li>• Birmingham</li><li>• Aberdeen</li><li>• Lancaster</li><li>• Bristol</li><li>• Sheffield</li><li>• Edinburgh</li></ul>	<ol style="list-style-type: none"><li>1. Advertising</li><li>2. Archivist (Museums and Libraries)</li><li>3. Charity work</li><li>4. Human Resources</li><li>5. Law</li><li>6. Politics / Civil Service</li><li>7. Media (journalism)</li><li>8. Medicine</li><li>9. Publishing</li><li>10. Social / Public services</li><li>11. Teaching</li></ol>



# SUBJECT: **PSHE** QUALIFICATION: **NON-EXAMINED**

## What will I learn?

PSHE continues in Key Stage 4 and enables students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

The PSHE curriculum aims to develop knowledge of a range of mandatory topics; develop skills of enquiry and communication; develop an understanding of the spiritual, moral, social and cultural (SMSC) values of society and of people of diverse faiths and finally develop skills of active participation and responsible action.

The core PSHE curriculum is delivered by specialist staff during one timetabled lesson per week. Personal development days also enable further learning opportunities. The curriculum has been developed around the three core themes.

1. Health and wellbeing,
2. Relationships
3. Living in the wider world: economic wellbeing, careers & the world of work



Relationship and Sex Education is delivered as part of the PSHE curriculum. The school provides appropriate training for staff delivering these sessions during PSHE lessons. Where necessary external agencies, such as the NHS, and Umbrella provide additional support. Under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance, by law we are required to teach relationships and sex education (RSE). We must also teach health education under the same statutory guidance.

### For further information:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Alongside the PSHE content that is delivered, students also study Character Education that fosters the development of ethical individuals. The ultimate aim of Character Education is to guide students towards being the best people that they can be, so they can flourish in both the educational setting and in society. Character Education lessons provides the opportunity for students to reflect on their character strengths and consider how they wish to lead virtuous lives.

### Character Education:

- Teaches students about the positive traits that informs their motivation whilst guiding conduct.
- Provides students with the knowledge, core values and skills necessary for success throughout life.
- Helping students grasp what is ethically important and how to respond appropriately in a range of situations.
- Teaching students to consider the right course of action that correlates to a given situation, basing decisions for the right reasons.

## DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
A Level PSHE Education, Compulsory PSHE in sixth form.	A small selection being... PSHE Degree Teaching degree Citizenship Degree	Teaching, social worker, educational psychologist, teaching assistant, counselling plus many more

SUBJECT:  
**PHYSICAL EDUCATION**  
QUALIFICATION:  
**NON-EXAMINED**

**What will I learn?**

- Invasion Games (Football, Netball, Basketball)
- Net/Wall Games (Tennis, Badminton, Volleyball)
- Striking and Fielding (Cricket, Rounders)
- Dance & Gymnastics
- Fitness and Athletics
- Outdoor & Adventurous Activities



**How will I be assessed?**

Core PE is not formally assessed as it is a non-examined subject. Pupils will cover a variety of sports and activities which are fun and exciting and will hopefully help pupils to continue to lead a healthy, active lifestyle once they leave school.

**DESTINATIONS**

SIXTH FORM	UNIVERSITY	THE FUTURE
Continued participation in sporting activities. 6th form Enrichment Extra-Curricular Clubs	Sport Science Sport Studies Sports Development Sports Management Sports Marketing Sports Coaching	Professional Sport Sport science Physiotherapy Sports therapy Fitness industry Sports management Teaching





# **PATHWAY SUBJECTS**

**ART & DESIGN  
BUSINESS STUDIES  
COMPUTER SCIENCE  
DRAMA  
D&T: PRODUCT DESIGN  
ENGINEERING  
FOOD PREPARATION & NUTRITION  
FRENCH  
GEOGRAPHY  
HISTORY  
MUSIC  
SPANISH  
TEXTILES**



SUBJECT:  
**ART & DESIGN**  
QUALIFICATION:  
**OCR GCSE**

## What will I learn?



GCSE Art provides an opportunity for students who take an interest in art to study an exciting and stimulating course to grow and develop as artists. Learners can have the opportunity to gain insight into an artist's practice, experiment and take risks with a range of different media, materials and processes and develop their own artistic style.

GCSE Art aims to equip students with a range of valuable and transferable skills. Students will advance their proficiency in handling materials and develop technical skills learning about a broad range of techniques. They will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures through research, debate and discussion.

## How will I be assessed?



### Coursework (Portfolio) Weighting- 60%

Internally set task and marked internally- Out of 120 marks

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, or illustrated written work. The portfolio must provide evidence that the student has met all four assessment objectives.

### Exam (Externally Set Task) Weighting- 40%

Externally set task with 10 hour exam and moderated externally- Out of 80 marks

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

## DESTINATIONS

HWGA	HWGA SIXTH FORM/ COLLEGE	THE FUTURE
A-Level Fine Art	A small selection being... Foundation Art and Design, Fine Art Degree, Illustration Degree, Graphic Design Degree, Fashion Degree, Architecture Degree, Marketing Degree	Art Therapist, Art Gallery Manager, Exhibition Designer, Interior Designer, Graphic Designer, Game Designer, Architect, Lecturer, Teacher, Advertising and Marketing, Illustrator, Publisher, Special Effects Technician and many more....

SUBJECT:  
**BUSINESS**  
QUALIFICATION:  
**EDEXCEL GCSE**

## **Why should I take this course?**

Business makes the world go round, regardless of the career profession you choose it will involve some interaction with businesses. Lawyers, Dentists, Artists, Hairdressers will need to have an idea of how to run a successful business. In addition to specialist qualifications, having an in-depth understanding of the business world will be essential in achieving your future success. You may even want to set up your own business and be your own boss. The GCSE Business course is aimed at students who want to learn about the world of business. It enables you to develop independent thinking skills, solve problems and develop decision-making whilst understanding the dynamics of business activity and the influence this has on decision-making processes within a business.



## **What will I learn?**

You will be given the opportunity to build a foundation of business knowledge, focussing on key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business. In your final year of the course, you will delve deeper by examining how a business develops beyond the start-up phase. The course focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows. The new Edexcel specification requires you to:

- apply knowledge and understanding to contemporary business issues
- develop as enterprising individuals with the ability to think commercially and creatively to make informed business decisions and solve business problems
- develop as effective and independent students
- investigate and analyse real business opportunities and issues
- develop and apply quantitative skills relevant to business, including using and interpreting data.



## How will I be assessed?

Theme 1: Investigating Small Business (50%)	Theme 2: Building a Business (50%)
Topic 1.1 Enterprise and entrepreneurship	Topic 2.1 Growing the business
Topic 1.2 Spotting a business opportunity	Topic 2.2 Making marketing decisions
Topic 1.3 Putting a business idea into practice	Topic 2.3 Making operational decisions
Topic 1.4 Making the business effective	Topic 2.4 Making financial decisions
Topic 1.5 Understanding external influences on business	Topic 2.5 Making human resource decisions

## Examination requirements - 100% exam based



### Theme 1: Investigating a Small Business

### Theme 2: Building a Business

Both written exam papers have the same format and are 1hr 30 mins = 90 marks Worth 50%. The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.

## DESTINATIONS

HWGA	HWGA SIXTH FORM/ COLLEGE	THE FUTURE
GCSE (9-1) Business	<b>A Level in Business,</b> Accounting, Economics  <b>T Level in Business</b>	<b>University</b> A variety of courses especially Finance, Accounting, Marketing, Sales and Economics.  <b>Entrepreneurship</b> Skills and knowledge to set up a small business.  <b>Employment</b> Excellent transferable skills.

If you would like anymore information please email Mrs Siransira@hwga.org.uk



# SUBJECT: **COMPUTER SCIENCE**

## QUALIFICATION: **OCR GCSE**



### **Why should I take this course?**

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Almost every aspect of our lives is affected by computers, from how we travel to school and manage our social lives to vast networks that control global communication, trade, finance and transportation. In fact, using computers has become so integral to our daily lives it would be difficult to imagine life without them.

Understanding how computing shapes our world and learning the skills necessary to be a part of this digital revolution is vital for everyone. Studying Computer Science is a key pathway for young people to secure their role in a rapidly evolving job market that already demands high levels of computing skill and literacy.

### **What will I learn?**

#### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

#### **Practical programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

### **How will I be assessed?**

There are two components in this course:



<b>Component 1: Investigating Small Business (50%)</b>	<b>Component 2: Computational thinking, algorithms and programming (50%)</b>
1.1 Systems architecture	2.1 Algorithms
1.2 Memory and storage	2.2 Programming fundamentals
1.3 Computer networks, connections and protocols	2.3 Producing robust programs
1.4 Network security	2.4 Boolean logic
1.5 Systems software	2.5 Programming languages and integrated Development Environments
1.6 Ethical, legal, cultural and environment impacts of digital technology	

### **Examination requirements: 100% exam based**

Component 01: Computer systems

Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks

All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

Component 02: Computational thinking, algorithms and programming

This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

### **DESTINATIONS**

<b>HWGA</b>	<b>HWGA SIXTH FORM/ COLLEGE</b>	<b>THE FUTURE</b>
GCSE (9-1) in Computer Science	A Level in Computer Science  L3 Extended Certificate in Digital Information Technology	University A variety of courses, such as: Software Engineering, Networking, Artificial Intelligence and Web Design Apprenticeship Employment

**Email Mr Ali for further information - [kali@hwga.org.uk](mailto:kali@hwga.org.uk)**

SUBJECT:  
**DRAMA**  
QUALIFICATION:  
**EDUQAS (PART OF WJEC) GCSE**

## What will I learn?

### What does GCSE Drama involve?

The GCSE Drama is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: Lighting design, Sound design, set design, Costume, Hair and Make-Up Design.

You will collaborate in devising your own piece of theatre and perform in a performance from a text. You can choose to concentrate on acting or design. You will explore a range of texts and view a variety of live theatre productions.



## How will I be assessed?

### Non-exam assessments:

#### Component 1 Devising Theatre – 40%

Students will be assessed on either acting or design. Learners participate in the creation, development, and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus.

Learners must produce:

- a performance of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.



#### Component 2 – Performing from a text – 20%

Learners will be assessed on either acting or design.

Learner's study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts

### Examination assessment

#### Component 3 – Interpreting Theatre- written exam 1 hour 30 minutes

Section A: Set Text for assessment from 2024 onwards A series of questions on one set text from a choice of seven:

1. Macbeth William Shakespeare
2. An Inspector Calls J.B. Priestley
3. Find Me Olwen Wymark
4. Noughts & Crosses Malorie Blackman
5. Refugee Boy Benjamin Zephaniah
6. I Love You Mum – I Promise I Won't Die Mark Wheeler
7. The IT Vivienne Franzmann.

Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
KS5 Drama courses are available where a variety of approaches in specialist areas can be explored.	This would naturally lead to a University degree course in the preferred area of study. This can range from acting to stagecraft.	Acting, directing, writing, film, TV, theatre, theatre design production, journalism. Teaching, Occupational therapy, drama in the community.

SUBJECT:  
**D&T: PRODUCT DESIGN**  
QUALIFICATION:  
**AQA GCSE**

## What will I learn?

- How to identify problems and solve them using practical knowledge.
- How to develop solutions to problems for different user needs.
- You can choose to use materials from resistant materials, Graphics, electronics or a mixture.
- You will use your skills learnt in years 7, 8 & 9 to professionally design and manufacture either a Graphics Outcome or Product Design outcome.
- You have the option to use a range of hand skills (traditional) and the more modern laser cutter, sign printer & 3D printer to help manufacture your outcome.



## How will I be assessed?

- **Students will be assessed in 2 ways.** A written exam at the end of the course and a practical task that will be assessed throughout with a final mark given at the end of the course.
- These are split 50% exam and 50% practical task. The practical task is called NEA (Course work).



## DESTINATIONS

HWGA	HWGA SIXTH FORM/ COLLEGE	THE FUTURE
GCSE Design and Technology	BTEC Level 3 Engineering	
	AS / A Level Product Design/Graphic Design	Degrees in Product Design. Career paths leading to: Product designer, Graphic design/ advertising, engineering interior design, architecture and automotive design.
	Any level 3 design related course which utilises similar skills and material knowledge.	
	Apprenticeships in Design, Construction & Engineering.	



# SUBJECT: **ENGINEERING**

## QUALIFICATION: **OCR CAMBRIDGE NATIONAL IN ENGINEERING DESIGN**

### What will I learn?

- How to identify problems and solve them using practical knowledge.
- How to develop solutions to problems for different user needs.
- You will learn how to work with engineering materials.
- You will use and build on your skills learnt in years 7, 8 & 9 to professionally design and manufacture engineering outcomes.
- You will use a rang of traditional and modern engineering tools and processes.
- You will fundamentally develop the skills and knowledge needed to progress onto a higher engineering course.
- You will learn how to draw, design and fabricate engineering solutions.



### How will I be assessed?

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

M = Mandatory

E = External assessment

N = NEA

Students must achieve this unit

We set and mark the exam

You assess this and we moderate it



Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R038	Principles of engineering design	R/618/5829	48	E	M
R039	Communicating designs	J/618/5830	36	NEA	M
R040	Design evaluation and modelling	L/618/5831	36	NEA	M

around 40% exam and 60% practical

### DESTINATIONS

HWGA	HWGA SIXTH FORM/ COLLEGE	THE FUTURE
Engineering	<ul style="list-style-type: none"> <li>- BTEC Level 3 Engineering</li> <li>- AS / A Level Product Design/Graphic Design</li> <li>- Any level 3 design related course which utilises similar skills and material knowledge.</li> <li>- Apprenticeships in Design, Construction &amp; engineering</li> </ul>	Degrees in Product Design. Career paths leading to: Product designer, Graphic design/advertising, engineering interior design, architecture and automotive design.

SUBJECT:  
**FOOD PREPARATION AND NUTRITION**  
QUALIFICATION:  
**EDUQAS GCSE**

### What will I learn?



- Cooking and food preparation skills for different environments.
- Where food comes from and why different cultures eat different foods to remain healthy.
- How our diet helps keeps us healthy and well-nourished for all the stages of growth and development
- The science of food and why food is cooked.
- Different cooking methods and styles
- The principles of nutrition
- Food commodities and their uses.



### How will I be assessed?

The GCSE course is assessed in 2 units.

**Unit 1:** Food Investigation Task - 15%      50% of qualification  
Food Preparation Task - 35%

**Unit 2:** Written external examination - 50% of qualification.

### DESTINATIONS

HWGA	HWGA SIXTH FORM/ COLLEGE	THE FUTURE
GCSE Food Preparation and Nutrition	Eduqas (or similar) Level 3 Food Science and Nutrition (QCF).	Career in the Food Industry. Management. University degree.

SUBJECT:  
**FRENCH**  
QUALIFICATION:  
**AQA GCSE**

### What will I learn?

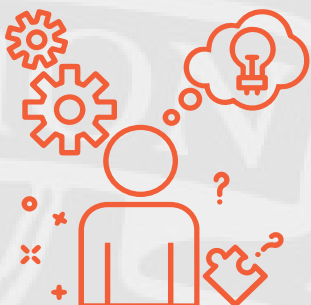
You will develop your listening, speaking, reading and writing skills across different themes. You will also learn about French culture and customs.

### Six themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

### Topics include:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions



## How will I be assessed?

<b>Paper 1: Speaking</b>		<b>50 marks</b>
Foundation: 7-9 mins	Higher: 10-12mins	25%
Task 1: Read aloud and two short unprepared questions		
Task 2: Role play		
Task 3: Picture description, two short unprepared questions and follow-on conversation		

<b>Paper 2: Listening and Understanding</b>		<b>50 marks</b>
Foundation: 45 mins	Higher: 1 hour	25%
Section A: Listening – multiple choice, multiple response and short-answer open response questions. All questions in English		
Section B: Dictation		

<b>Paper 3: Reading and Understanding</b>		<b>50 marks</b>
Foundation: 45 mins	Higher: 1 hour	25%
Section A: Reading – multiple choice, multiple response and short-answer open response questions. All questions in English		
Section B: Translation into English		

<b>Paper 4: Writing</b>		<b>50 marks</b>
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins	25%
Picture task (Foundation tier only)		
Two writing responses (both tiers, with a choice of two options for each question)		
Translation into French (both tiers)		

## DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
A-Level French	Degree courses in: French Linguistics European Studies Politics History International Law Philosophy	Travel and tourism, teaching, translation, catering, interpreting, journalism, business management, marketing, media.



SUBJECT:  
**GEOGRAPHY**  
QUALIFICATION:  
**OCR B GCSE**

### What will I learn?

- Physical Geography – Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems.
- Human Geography – Urban Futures, Dynamic Development, The UK in the 21st Century, Resource Reliance.
- Fieldwork skills that will lead to paper 3.
- A range of transferable skills such as ICT, presentation skills, fieldwork and data collection.



### How will I be assessed?

The Geography GCSE consists of 2 x 1¼ hour exams which are each worth 35% and third 1½ hour exam. All papers will include geographical skills. GCSE Geography will be a single tier paper. The questions will be graded accordingly to achieve the higher grades.



### DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
AS/A-Level Geography	Human Geography, Physical Geography Environmental Geography	Urban Planner Teaching Cartographer Climatologist Environmental Journalism Tourism

SUBJECT:  
**HISTORY**  
QUALIFICATION:  
**EDEXCEL GCSE**

### What will I learn?

- At GCSE students build upon and reinforce the sequence of learning from their Key Stage 3 History studies. They will learn about themes of conflict and tension in the American West between c1835 – c1895 and consider the challenges for Elizabeth I as the leading female and protestant monarch in Europe in the 16th century.
- Students develop methods of historical enquiry, including how evidence (such as sources and interpretations) can be used to make historical claims. Including a study of fighting and living on the Western Front and considering how and why Hitler and the Nazis were able to secure control, and shape Germany in the inter war years.
- Students gain an increasing historical perspective understanding the connections between local, national and international history, between long- and short-term timescales, with a consideration of change and continuity in Medicine in Britain over the last 1000 years. This has a strong chronological focus from c1250 – present.

### How will I be assessed?



- **Paper 1** – British Thematic Study with Historical Environment (Medicine through Time 1250 – present.) 52 marks with 30% weighing. The exam is 1 hour and 15 minutes.
- **Paper 2** – Period Study and British Depth Study (The American West, c1835 – c.1895) and (Early Elizabethan England, 1558 – 1588) 64 marks with 40% weighting. The exam is 1 hour and 45 minutes.
- **Paper 3** - Modern Depth Study (Weimar and Nazi Germany, 1918 – 1939) 52 marks with a 30% weighting. The exam is 1 hour 20 minutes.

### DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
We offer History as a full A-Level at KEVI HWGA. Students study a mix of modern history such as Communist Russia and Mao's China alongside British history and an independent coursework enquiry.	Historians gain essential skills valued in Higher Educational Settings. History teaches key analytical skills making historians highlyvalued as critical thinkers able to question, interpret and explain features of the world around them.	History can lead to a wide range of interesting and often well-paid careers including the civil service, management, law and politics, academia, the media and the police or the armed forces.

# SUBJECT: **MUSIC**

## QUALIFICATION:

### **EDUCAS PERFORMING ARTS TECHNICAL AWARD LEVEL 2**

#### **What will I learn?**

All your Music skills and knowledge from KS3 will be developed, sustaining a tool for confidence, creativity and positive emotional wellbeing. Extra-curricular activities have included The Birmingham Symphony Hall, Town Hall, Highbury Theatre and Aston University.

- You will specialise in a musical instrument or voice, developing your instrumental skills in order to perform to an audience. You might compose your own music or write lyrics for an original song. You will perform multiple songs and learn about artists and bands of all genres. Cross curricular link: English language.
- In a team, you will plan and put on an event, or record an album together. You will need to promote your event or album and consider your finances, maybe even make a profit! Cross curricular link: Business Studies, Accounting and finance, Marketing and Event Management.
- You will learn about the careers available within the Music Industry and how they work together to generate income. Cross curricular link: Business Studies.
- You will produce and sequence your own music track using a Digital Audio Workstation like Garageband or Bandlab. Cross curricular link: ICT.



#### **How will I be assessed?**

There are 3 units for the level 2 Technical award.

**Unit 1:** Performing - Students will work with an existing piece of music and undertake a re-search and rehearsal process in order to reproduce the work to a professional standard.

**Unit 2:** Creating - Students will be given a brief and they will create a piece of music. They will use research to help inform the style of their composition keeping track of their progress through a composition log.

**Unit 3:** Performing Arts in Practice - Students will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.



#### **DESTINATIONS**

SIXTH FORM	UNIVERSITY	THE FUTURE
Level 3 Music Performance or Technology	Degree in Popular Music, Music Technology, Music Production, Music Performance	Session Musician, Touring Artist, Composer for Film, Music Producer, Music Teacher, Instrumental teacher.

SUBJECT:  
**SPANISH**  
QUALIFICATION:  
**AQA GCSE**

### What will I learn?

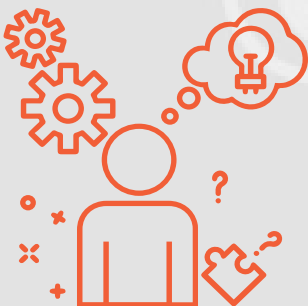
You will develop your listening, speaking, reading and writing skills across different themes. You will also learn about French culture and customs.

### Six themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

### Topics include:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions





## How will I be assessed?

<b>Paper 1: Speaking</b>		<b>50 marks</b>
Foundation: 7-9 mins	Higher: 10-12mins	25%
Task 1: Read aloud and two short unprepared questions		
Task 2: Role play		
Task 3: Picture description, two short unprepared questions and follow-on conversation		

<b>Paper 2: Listening and Understanding</b>		<b>50 marks</b>
Foundation: 45 mins	Higher: 1 hour	25%
Section A: Listening – multiple choice, multiple response and short-answer open response questions. All questions in English		
Section B: Dictation		

<b>Paper 3: Reading and Understanding</b>		<b>50 marks</b>
Foundation: 45 mins	Higher: 1 hour	25%
Section A: Reading – multiple choice, multiple response and short-answer open response questions. All questions in English		
Section B: Translation into English		

<b>Paper 4: Writing</b>		<b>50 marks</b>
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins	25%
Picture task (Foundation tier only)		
Two writing responses (both tiers, with a choice of two options for each question)		
Translation into Spanish (both tiers)		

## DESTINATIONS

SIXTH FORM	UNIVERSITY	THE FUTURE
A-Level Spanish	Degree courses in: Spanish Linguistics European Studies International Law	Travel and tourism, teaching, translation, catering, interpreting, journalism, business management, marketing, media.

SUBJECT:  
**TEXTILES**  
QUALIFICATION:  
**OCR GCSE**

### What will I learn?



- Responding to a theme in a creative, inspired and coherent way.
- Learning and using of a variety of art and textiles techniques to create, embellish and produce textiles, home furnishings and garments.
- Developing knowledge, skills, and understanding along with creativity and imagination.
- Experimenting and taking creative and visual risks.
- Take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study.
- Developing a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study.

### How will I be assessed?

The GCSE has TWO components.



#### Component 1: Portfolio

Learners should produce: a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

Portfolio: 120 marks non-exam assessment (internally assessed and externally moderated) 60% of total GCSE

#### Component 2: Externally set task

The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.

A response should be based on one of these options.

Externally set task: 80 marks, 10 hours non-exam assessment (internally assessed and externally moderated) 40 % of total GCSE.

### DESTINATIONS

HWGA	HWGA SIXTH FORM/ COLLEGE	THE FUTURE
	University route can lead to a BA and MA courses with specialis technical knowledge as well as employability prospects for graduates.	Fashion/Textiles Designer, Pattern Cutter, Block Maker, Print and Knitwear Designer, Sportswear and Technical fabric Engineer, Fashion stylist, Fashion Buyer, Visual Merchandiser <b>artisan and one off professions:</b> Seamstress/Tailoring, Millinery, Weaving, Bridal Wear.

## Careers Education

### Access to information, advice and guidance (CEIAG)

Careers Education, Information and Guidance (known as CEIAG) play an important part in the lives of students at King Edward VI Handsworth Wood Girls' Academy. The aim of our programme is to provide students with the skills and knowledge to make wise and informed choices regarding their future and develop skills to prepare them for their working life.

CEIAG, supported by personalised information, begins in Key Stage 3 where students are introduced to the world of work through assemblies, PSHE and through curriculum activities. During year 9 students have focused time around Careers and choosing options and in the later years (including Sixth Form) help and advice is given to students so that each one is able to make an informed choice about continuing in education, jobs and training. Students will be given the opportunity to attend a Careers Fair and half termly off timetable Citizenship Days allow the students to take part in work and careers related activities.

Employability skills are entwined across the curriculum in all year groups with work experience becoming a major focus in years 10 and 12. In year 11 and Sixth Form a robust programme is in place to ensure that students are very well prepared for their next phase of life.

The school works closely with an external and impartial Careers Advisor who visits the school regularly. In addition to individual interviews and group sessions, the Aspirations Leader offers drop-in lunch time sessions and Careers guidance is available at parents evenings. Students have access to up to date information about their future options in the Careers sections of the Library where leaflets, books, magazines and university prospectuses are available and the Academy has invested in the web based package Unifrog, which can be accessed at home as well as in the Academy.

A dedicated Careers team, comprising of a Careers Leader (Mrs Yousaf) and Aspirations Leader (Miss Yasin), works across the academy to ensure the quality of our Careers delivery. We have developed links with employers such as West Midlands Police, Shakespeare Martineau Law Firm, Aecom and BMW and work closely with The Universities of Aston, Birmingham, UCB, Oxford and many more.



**KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY**

*Educational excellence for our City*



High  
Performance  
Learning

World Class School

**Scholarship - Character - Community**