



# **Newhaven-Gardens and NEST**

*Key Stage 4 Curriculum and Options Guide*

**2019-20**

## **Introduction**

This guide is for students and parents to explain the options available to them at Newhaven Gardens and NEST and to guide students in picking options to study. At all points, the underlying principle is to ensure that students get the best outcomes they can and are prepared for the next stage of education, training or work. Parents are very important to this process and will be invited to take part in it by the school.

## **Curriculum Aims**

At Newhaven, we are ambitious for our students and have designed our curriculum as the vehicle to ensure that they can overcome a range of disadvantages. We aim to provide them with the breadth of knowledge and cultural capital as well as the necessary support they need to succeed in life. This includes opportunities for success academically, technically and vocationally as well as the broader development of students' interests, resilience and skills for life. It is also supported by a detailed knowledge of our students aspirations and interests which are supported by advice and guidance designed to take advantage of the local and wider educational and work environments.

To achieve these aims, the curriculum is carefully planned to ensure that students at Newhaven for longer periods of time experience a coherent growth in knowledge and skills and those with us for a short time have the necessary next steps in their learning carefully assessed and developed.

We also ensure that our staff is specialist in the areas they teach or well supported where they are not, and have a range of training and curriculum development opportunities to maintain the curriculum focus and purpose.

As well as this, the Newhaven curriculum aims to:

- Provide the widest possible range of memorable, life affirming experiences.
- Develops learners' confidence and enjoyment in reading.
- Allows learners to develop as healthy, engaged individuals and citizens by developing their resilience through the elements of play, psych education and by being trauma informed.
- Develops their understanding and appreciation of diversity.
- Ensures through planned progression that students have the best possible chance of accessing mainstream provision where appropriate.

## Curriculum structure

### **KS4: Gardens**

In year 10 and 11 in Gardens you will either study in the Vocational or the Academic block. In the vocational block, you will have the opportunity to attend college for one day a week and will have a range of compulsory and option subjects. In the academic block you will spend more time studying the core and will also study citizenship. In both blocks you will have to choose two options to study. In NEST, you will study the core and three other subjects. The tables below show how many lessons you will study in each subject and the options you can choose from. If you want to continue a subject you have been studying in year 10 you will be able to discuss this with your teacher.

### KS4 Gardens

<b>KS4</b>				
<b>Band</b>	<b>Core</b>	<b>Option Block 1 (5 Voc/ 3 Acad)</b>	<b>Option Block 2 (3 Voc/3 Acad)</b>	<b>Option Block 3 (3 both)</b>
Band 1 Vocational (2 groups)	English 4 Maths 4 Science 4 PSHE 2	College links (Hair/Construction/ Catering) Work Experience	-Art -Food -Sport -Performing	-Art -Food -Sport -Health and Social care
Band 2 Academic (1 groups)	English 5 Maths 5 Science 5 PHSE 1	RE	Arts Sociology (closed option)	

### KS4 NEST

<b>Year 10 /11 1 group 10; 2 groups 11 (25)</b>				
<b>Year 10 (1 group)</b>	<b>Core Subjects</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
	English 5 Maths 5 Science 5 PHSE/Cit 1	Food (3)	Art (3)	Sport (3)
Year 11 (2 groups)	English 5 Maths 5 Science 5 PHSE/Cit 1	Food Art	Art Sport	Sport (3) Food (3)

## **English**

You will study English if you have yet to achieve level 2. This may be at GCSE, IGCSE or Functional Skills. We can discuss with you and your parents what is the most appropriate for you. We also want to provide our students with skills that enrich their lives and help prepare them for the modern world. This includes helping to develop their literacy skills, analytical thinking and confidence in their ability to communicate through spoken language.

For GCSE and IGCSE English Language you will learn to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively

You will be assessed on three main skills: reading, writing and speaking and listening

### **Reading:**

- Read 19th, 20th and 21st century texts in a range of genres and types including literature (fiction and non-fiction), essays, reviews and articles.

### **Writing:**

- Write in a variety of text types: letter, report, newspaper report, magazine article, journal, words of a speech, a reasoned argument, descriptive and narrative compositions, essays and reviews.

### **Speaking and Listening:**

- Give a formal presentation of approximately 4–5 minutes, on a theme or topic you choose. Answer spoken questions on the theme or topic for approximately 4–5 minutes.

### **AQA GCSE English Language (8700)**

Paper 1: Explorations in Creative Reading and Writing is worth 50% of the GCSE grade.

This exam will last for one hour and 45 minutes.

Paper 2: Writers' Viewpoints and Perspectives is worth 50% of the GCSE grade.

This exam will last for one hour and 45 minutes

### **Edexcel IGCSE English Language (Specification A) (4EA1)**

**Paper 1:** Non-Fiction Texts and Transactional Writing is worth 60% of the GCSE grade.

This exam will last for two hours and 15 minutes.

**Coursework A:** Poetry and Prose Texts is worth 20% of the GCSE grade.

**Coursework B:** Imaginative Writing is worth 20% of the GCSE grade.

Some students will also have the opportunity to take an IGCSE in English Literature:

### **Edexcel IGCSE English Literature (4ET1)**

**Paper 1:** Poetry and Modern Prose is worth 60% of the GCSE grade.

In this two hour exam, you will answer questions on poetry and the novella, *Of Mice and Men* by John Steinbeck.

**Coursework A:** Modern Drama is worth 20% of the GCSE grade.

You will study *An Inspector Calls* by JB Priestley and write an 800 word essay.

**Coursework B:** Literary Heritage is worth 20th of the GCSE grade.

You will study *Great Expectations* by Charles Dickens and write an 800 word essay.

## ***Edexcel Functional Skills qualification in English at Level 1 (500/8700/9)***

You will develop understanding and skills in:

### Level 1

- Speaking, Listening and Communication: take full part in formal and informal discussions and exchanges that include unfamiliar subjects.
- Reading: read and understand a range of straightforward texts.
- Writing: write in a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.

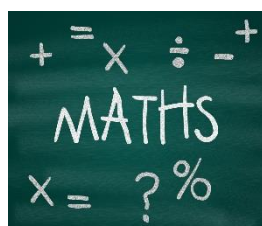
How you will be assessed:

### Level 1

- Speaking, listening and communication: A formal discussion and an informal group discussion.
- Reading: Two texts based on a single context. The two texts will comprise: one narrative text, eg a newspaper article, one informative text, eg a letter, timetable, leaflet. You will answer questions on both texts. This is an onscreen assessment.
- Writing: One task worth 15 marks, (such as writing a letter or a newspaper article), and a shorter task worth 10 marks, (such as writing an email). You will complete both tasks. 40% of the marks for each task will be allocated to spelling, punctuation and grammar. This is an onscreen assessment.

## Maths

<b>GCSE Mathematics</b>
<b>Edexcel</b>
<b>Course Content</b> The GCSE in Mathematics gives students the opportunity to develop the ability to acquire and use problem-solving strategies, select and apply mathematical techniques and methods in mathematical, every day and real-world situations. It also allows students to be able to reason mathematically, make deductions and inferences and draw conclusions and interpret and communicate mathematical information in a variety of forms. The curriculum focuses on number, algebra, geometry, measures, statistics and probability and includes functional maths and problem solving strategies required in everyday life.
<b>Assessment</b> The GCSE course is offered at two tiers, Higher and Foundation. Each tier consists of three examinations of 1 hour 30 minutes per paper, and a combined total of 240 marks. Paper 1 is non-calculator, whilst Paper 2 and Paper 3 are calculator exams.



<b>Functional Skills Mathematics</b>
<b>Edexcel</b>
<b>Course Content</b> Functional Maths are the essential skills needed for maths, vital for young people and adults to participate in life, learning and work.  Functional Maths is seen by the Government as essential to address employers' concerns that young people and adults are not achieving a firm enough grounding in the basics. The content of the course covers  Representing using mathematics Analysing situations mathematically Interpreting solutions to problems using mathematics Coverage of mathematical content in number, geometry and statistics
<b>Assessment</b> Overview of paper-based assessment (Entry level 1, 2 and 3) <ul style="list-style-type: none"><li>▪ Three themes in each test</li><li>▪ Test time will be 1 hour and 30 minutes</li><li>▪ The total number of marks available is 48</li></ul> Overview of onscreen assessment (Levels 1 and 2) <ul style="list-style-type: none"><li>▪ Test time will be 1 hour and 30 minutes</li><li>▪ The total number of marks available is 48</li></ul>

## **Science**

### **GCSE Combined Science: Trilogy 8464**

Combined Science: Trilogy is part of our science suite, developed with teachers to inspire and challenge students of all abilities and aspirations.

Trilogy is a double award and worth two GCSEs. It is assessed by six, 1 hour and 15 minute exams.

The course allows students to develop skills in working scientifically, maths and practical assessment, which incorporates 21 required practical's, in the separate sciences.

Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 1 topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry Paper 2 topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 1 topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics Paper 2 topics 22–24: Forces; Waves; and Magnetism and electromagnetism

- 6 Written exams: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE
- A variety of multiple choice, structured, closed short answer, and open response style questions.

Further information: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

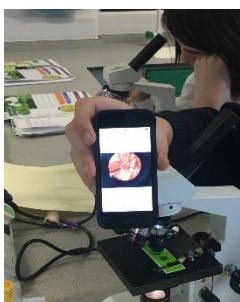


## **BTEC Principles of Applied Science**

The BTEC Principles of Applied Science course is a level 2 qualification based on three main topics, Biology, Chemistry and Physics covering an array of topics within all 3 over the course of 1 year. It includes mainly coursework assignments that have an 80% weighting. Pupils sit a short 1 hour exam at the end of the year for 20 % of their final grade.

The course supports further progression in science education, creative media education, to an Apprenticeship or entry level employment in the science sector.

The main areas covered are:



Biology and Our Environment, which include topics such as: relationship that different organisms have with each other and with their environment, the effects of human activity on the environment and how these effects can be measured and the factors that affect human health.



Chemistry and Our Earth, which include topics such as: investigating chemical reactivity and bonding, investigating how the uses of chemical substances depend on their chemical and physical properties, the factors involved in the rate of chemical reactions and the factors that are affecting the Earth and its environment.



Energy and Our Universe, which include topics such as: ionising radiation, its uses and sources, electrical energy produced from different sources can be transferred through the National Grid to homes and industry and the components of the Solar System, the way the Universe is changing and the methods we use to explore space.

Further information: <https://qualifications.pearson.com/en/qualifications/btec-firsts/applied-science-2012-ngf.html>

## Options

### **GCSE Art and Design**

GCSE Art and Design OCR provides students with a wide range of creative and exciting opportunities to explore and cultivate their interests in visual art. The aim of this course is to build creative skills through learning and doing, and to develop understanding of materials and technologies in different societies and cultures. Students are able to work in a range of different media.

There are two components to the GCSE Art and Design course:

#### **Portfolio (60%)**

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, maquettes, prototypes, animated work, scale models or illustrated written work. The portfolio must provide evidence that the student has met all four assessment objectives.

#### **Externally set task (40%)**

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 **10 hour supervised examination period**.

Students must complete both components to be awarded the OCR GCSE (9-1) in Art and Design.



## **BTEC Home Cooking Skills**

The BTEC Home Cooking Skills qualification was formulated to develop the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and to understand how to cook economically.

The BTEC Level 1 and Level 2 Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- the knowledge, understanding and confidence to cook meals at home,
- an understanding of how to economise when planning a meal,
- an ability to transfer skills learned to different recipes,
- an ability to inspire others by transferring that knowledge.

The course is approximately **60% theory** and **40% practical**.



## **BTEC Level 1/2 First Award: Health and Social Care**

**Exam Board:** Pearson

**Assessment:**

One **external assessment**- one hour paper based exam

Three units of **coursework** completed independently:

- Unit 2 Care Values in Health and Social Care
- Unit 3 Effective communication in Health and Social Care
- Unit 8 Individual Rights in Health and Social Care



This course is suitable for any individual who wishes to consider a future career in the health or social care sector. The course will give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector. This subject will give learners a more focused understanding of health and social care and provide them with the opportunity to develop a range of personal skills and techniques that are essential for successful performance in working life.

**Career Pathways:**

- Nursing (Adult/ Paediatric/ Neonatal)
- Midwifery
- Occupational Therapists
- Social Worker (Elderly; Children; those with learning difficulties/ mental health issues)
- Mental Health Nurse
- Art therapist
- Carer

Learners will explore how we grow and develop throughout our lives and investigate factors that affect this growth and development. Learners will have the opportunity to focus on the care values and how these values underpin current practice in health and social care.

This course will provide students the opportunity to visit local health and social care settings and also invite guest speakers to discuss their experiences of using health and social care services.

Further information can be accessed via:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Health-and-Social-Care/2012/Specification-and-sample-assessments/9781446936283\\_BTECFIRST\\_L12\\_AWD\\_HSC\\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Health-and-Social-Care/2012/Specification-and-sample-assessments/9781446936283_BTECFIRST_L12_AWD_HSC_Iss3.pdf)

## **BTEC First in Performing Arts - Acting**

### **Why study this subject?**

The BTEC First Award in Performing Arts Qualification is a two year qualification equivalent to a GCSE grade A\*-C. The course provides work-related vocational training, which allows



students through practical and written work, to explore a wide variety of approaches to performance and the world of Performing Arts, building a range of skills and understanding in this sector.

BTEC Performing Arts promotes students' creativity, personal growth, self-confidence, communication and analytical skills through experimenting with drama forms and techniques and building knowledge, skills

and understanding. It provides opportunities for students to attend professional performances and to develop their skills as informed and thoughtful performers and audience members.

### **What qualifications will I get at the end of the course?**

A BTEC First Award in Performing Arts (this is the equivalent of a GCSE grade 4-9).

### **What can this qualification lead to afterwards?**

The course can provide a progression route to Level 3 BTEC Nationals in Performing Arts or A Level qualifications; and provides a broad educational basis for employment within the Performing Arts Sector.

### **What topics will I study on this course?**

- **Unit 1: Individual Showcase** (performing two monologues and a written controlled assessment) – 25% externally assessed.
- **Unit 2: Preparation, Performance and Production** (forming a theatre company and creating a performance) – 25% internally assessed.
- **Unit 3: Acting Skills** (series of workshops and performances of script extracts and devised pieces of theatre, including written research and reflections) – 50% internally assessed.

### **Do I have to do any coursework?**

100% - Practical and Written Coursework. This is on-going over the two years and will be used as evidence for assessment. There will be a controlled assessment and externally examined performance. As well as learning lines and preparing for performances and events, you will be required to complete research tasks, present an actor's logbook, script analysis.

### **How will I be assessed on this course?**

Assessment is continuous through presentations, filmed rehearsals, performances and a log book. There will be performance exams and a written controlled assessment

## **Religious studies- Full Course**

**Exam board:** AQA

**Examination:** Written exam Component 1- 1hr 45 minutes

Written exam Component 2- 1hr 45 minutes

On this course, learners will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues. The course will allow learners to gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

This programme of study will allow learners to develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

They will study the beliefs and teachings of Christianity and Islam and develop their knowledge further by studying relationships and families along; religion, peace and conflict; religion, crime and punishment and finally religion, human rights and social justice.

Further information about the course and assessment can be found via:

<https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>



## Sociology

**Exam board:** Eduqas part of WJEC

**Assessment:** Students will sit two written examinations at the end of their second year of study.

*Exam 1: Understanding social processes*

Length: 1 hour 45 minutes

*Exam 2: Understanding social structures*

Length: 1 hour 45 minutes

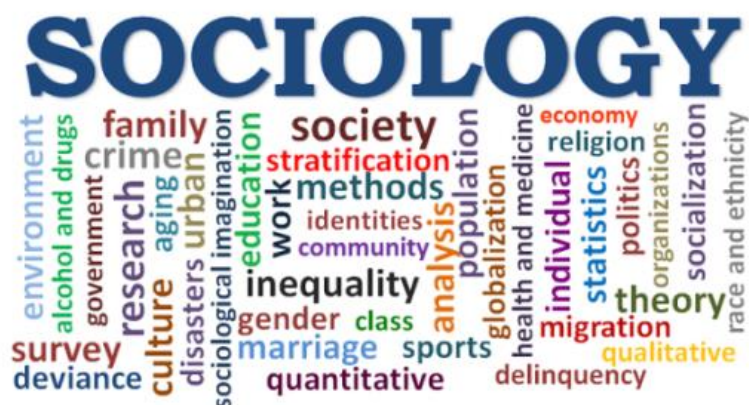
This qualification will allow students to develop an understanding and critical awareness of the social world around them. They will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena.

Learners will develop the ability to critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions. They will be able to develop their awareness and an understanding of behaviours and actions of those living in their local community but also within the global community.

Those who decide to study this qualification will be provided with the opportunity to participate and experience in a number of activities and workshops outside of the classroom environment.

Further information about the course and assessment can be found via:

[http://www.eduqas.co.uk/qualifications/sociology/gcse/eduqas-gcse-sociology-spec-from-2017-eng.pdf?language\\_id=1](http://www.eduqas.co.uk/qualifications/sociology/gcse/eduqas-gcse-sociology-spec-from-2017-eng.pdf?language_id=1)



## BTEC FIRST IN SPORT LEVEL 2

EXAM BOARD: PEARSON



**ASSESSMENT:** One external assessment up to 25 per cent of the qualification. This is done via an onscreen exam. Edexcel sets and marks these assessments. Three units of coursework completed independently are assessed internally and moderated by Edexcel.

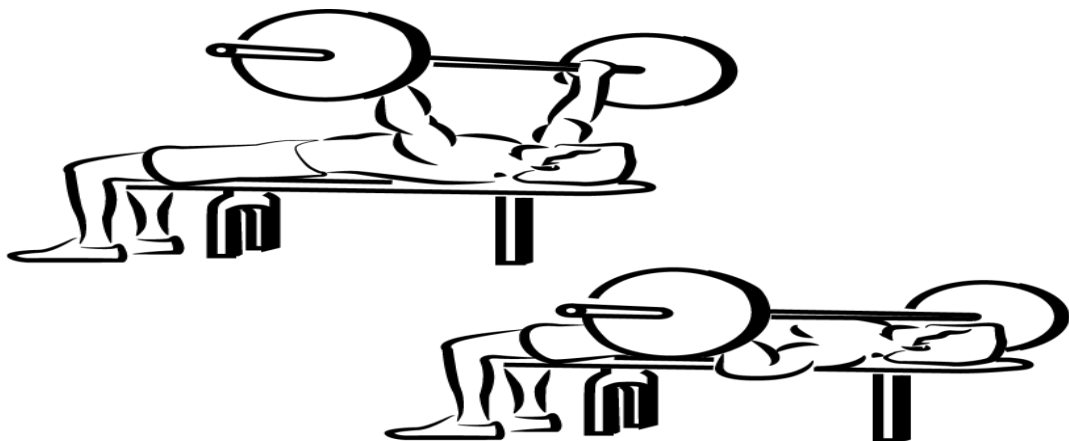
The Sport course will provide you with the key skills required to work in the Sports industry, with the opportunity to develop your interests, confidence and skills in the concepts and principles related to the world of sport. This will enable you to have an understanding of how organisations in sport operate.

The BTEC Level 2 in Sport has been developed to give a stimulating and engaging introduction into the sport industry. This is achievable through practical participation and performance in a range of sports, exercise, and health-related fitness activities. It allows you to become familiar with the language, skills and processes required to work in the sports and leisure industry.

This course gives learners the opportunity to progress to other vocational qualifications, such as the BTEC Level 3 in Sport or Sport and Exercise Sciences, or on to AS or A level. University degrees include Sport Science, Football Studies and Physiology. Employment in the Sport and Active Leisure sector is varied and includes professional sport, personal training, physiotherapy and sports science.

Further information can be accessed via:

[Click here for the BTEC Sport Specification](#)





**Newhaven- Gardens/NEST Options form 2019-20**

Name \_\_\_\_\_ Date \_\_/\_\_/\_\_\_\_

Staff present \_\_\_\_\_

When I leave school I want to:

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**Year 10 and 11 Gardens' students should tick the appropriate boxes:**

**College Links:** *(if you are in 10C or 11C you will study RE GCSE instead)*

Construction		Catering		Hair and Beauty	
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**Options:** *(tick two; do not tick Sociology and Performing Arts; only tick Sociology if you have already studied it in year 10)*

Art		Food		Sport	
Performing Arts		Sociology		Health and Social Care	

**Also tick any of these that apply:** *(this will help us plan for extended curriculum)*

I am interested in studying something else (write down what it is)	
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