

# GUIDED PATHWAY

YEAR 10→11  
2018/19

# Contents

<b>3</b>	<b>Core Subjects - Maths</b>
<b>4</b>	<b>Core Subjects - English</b>
<b>5</b>	<b>Core Subjects - Science</b>
<b>6</b>	<b>Core Subjects - PE</b>
<b>7</b>	<b>EBacc Subjects</b>
<b>8</b>	GCSE Computer Science
<b>9</b>	GCSE Geography
<b>10</b>	GCSE History
<b>11</b>	GCSE Modern Foreign Languages Spanish
<b>12</b>	<b>Other Subjects</b>
<b>13</b>	GCSE Art Photography
<b>14</b>	GCSE Business Studies
<b>15</b>	GCSE Psychology
<b>16</b>	LIFB Certificate in Financial Education
<b>17</b>	GCSE Information Communication Technology
<b>18</b>	GCSE Citizenship
<b>19</b>	GCSE Religious Studies
<b>20</b>	GCSE PE
<b>21</b>	Level 1/2 Cambridge National Certificate in Sport Science
<b>22</b>	GCSE Child Development
<b>23</b>	BTEC Tech Award in Engineering
<b>24</b>	GCSE Dance
<b>25</b>	GCSE Drama
<b>26</b>	LAMDA Level 3 Certificate in Performance (Grade 6 Bronze) - ACTING
<b>27</b>	GCSE Media Studies
<b>28</b>	GCSE Statistics
<b>29</b>	Option Maths
<b>30</b>	Option English

# Core Subjects - Maths

Maths is a gateway into all sorts of exciting future careers - Computer Games Designer, Formula 1 Engineer, Aerodynamicist, Engineer, Music Producer, Air-Traffic Controller, Banker, Defence Analyst, Designer, Statistician, Investment Analyst, Economist, Tax Advisor, Accountant, Actuary, Auditor, Modelling Analyst, Stockbroker, Architect and Systems Analyst.

Maths is a 3-year linear GCSE (9 - 1) course, students will complete this course at the end of year 11.

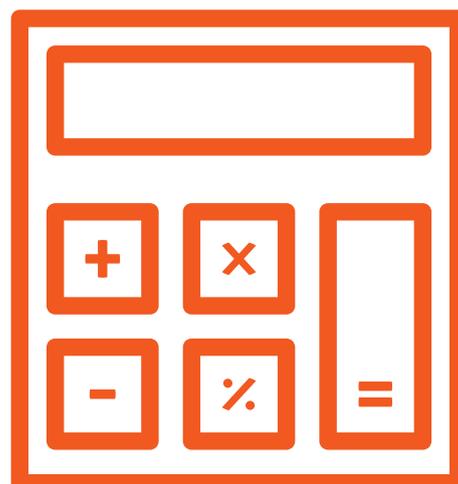
There are 6 main areas of study - Number, Ratio, Algebra, Geometry & Measures, Probability and Statistics. These areas of study are assessed through exams at the end of the course.

The qualification consists of three equally weighed written examination papers.

- paper 1 is non-calculator
- papers 2 and 3 are calculator papers
- each paper is 1 hour and 30 minutes
- the content will be assessed across all three papers.

This 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.

***We know that to give students the best chances of gaining employment or entry to higher education they must achieve the highest grade possible in Maths.***



# Core Subjects - English

GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. Jobs using English specifically can include work in media, journalism, advertising, public relations, management and teaching.

Students study both English Language and English Literature and are expected to complete the course at the end of year 11.

In **English Language**, students will study fiction texts (such as extracts from novels) and non-fiction texts (such as leaflets and articles), developing their reading skills and their ability to locate information, infer, summarise, use evidence and comment on the writer's techniques. They will also develop their writing skills, writing short stories and a range of transactional texts for magazines and other media.

In **English Literature**, there will be opportunities to study a range of texts including plays, novels and poems. Some texts are modern and others are from our literary heritage.

**Assessment will take the form of examinations at the end of the course.**

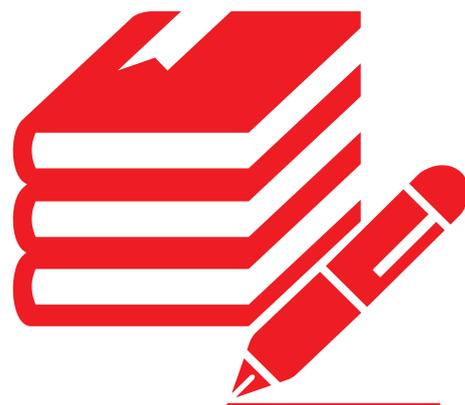
## Option English

In order to access a range of opportunities in further and higher education and in the world of employment, GCSE English is crucial. Course providers and employers will be looking for a variety of communication skills in applicants and success in GCSE English is accepted to be evidence of such abilities.

We recognise that there are some students who may require additional support in English as they embark on their GCSE courses. Students who are at risk of not achieving their target grades may be selected for Option English and they will spend part or all of an option block, depending upon need, developing and refining their skills in this subject. Option English classes are carefully tailored to the needs of groups and individuals and students will be monitored to assess their progress.

Option English runs on an invitation only basis in that learners are carefully selected based on their progress in the previous year. Where students are selected for Option English, it is a compulsory course; we know that students who are underperforming have greater success at GCSE English when they are part of an Option English class. Furthermore, they will sit two GCSEs in this subject - English Language and English Literature - so it is important that we offer additional support to those who may require it.

***GCSE English is a very important qualification and a good GCSE grade. Together with a similar grade in Maths, it is the gateway to many careers and courses of higher education. For some University courses, places are based on GCSE grades as well as A-levels.***



# Core Subjects - Science

All students will follow GCSE Science over three years. Most students will achieve three GCSEs (Triple Science) and some students will achieve two GCSEs in Combined Science.

Year 11 students may be timetabled for an extra 3 hours of science to boost their grades in biology, chemistry and physics if they are on the triple pathway. Some students are selected for this option because they require extra support to achieve their target grade on the triple science GCSEs based on their year 9 and 10 assessments. Other students may opt for this extra time if they have a 3 hour option spare and decide they would rather use this to consolidate GCSE science grades instead of taking on an additional subject.

Students go on to study A Levels in Physics, Biology and Chemistry. These advanced subjects can then lead to University Science study. Professions then include Medicine, Teaching, Veterinary Science, Pharmacology, Forensic Science, Cosmology, Space Science, Oceanography and Engineering.

***Science GCSEs are very important qualifications and a good GCSE grade in one or more, demonstrates many transferable skills that are desirable by both Further Education providers and employers.***



# Core Subjects - Physical Education

## Course Description

Students will have one core PE lesson in Year 11.

Core Physical Education has a high practical content that ensures that activity levels remain the premier focus of the course.

Students will be set based on practical ability however this is a continual process and we expect to see students moving between groups throughout the year.

Students will work on a variety of activities including:

- Outwitting opponents (activities such as netball, football, rounders & tennis)
- Accurate replication (activities such as gymnastics)
- Performing at maximum levels (activities such as athletics and fitness)
- Identifying and solving problems (activities such as orienteering).

It is hoped that the introduction to these concepts will supplement and inspire both development of lifelong participation and elite success.

In addition Core PE will support those students who are studying an option within PE or intend to study PE in the future.

## Assessment

Although there is no formal assessment as part of core Physical Education assessment still takes place and students will be given a grade out of 10 for each different activity that they will take part in for students and parents/carers to track progress.

Assessment takes a variety of forms, including:

- Peer assessment
- Self-assessment
- Teacher observations

Students who have selected to do Sports Science as an option will be grouped with other Sports Sciences students in core time (where possible) to give these students an additional opportunity to improve their practical or theory grade.

## General Comments

It gives you the opportunity to experience a range of different activities.

It can positively improve your health and fitness.

Core PE has the potential to develop both lifelong participation and elite performances.

## Future Prospects/Career Options

This course is an appropriate gateway to both GCSE and BTEC Sport at Key Stage 5.

# EBACC SUBJECTS

# GCSE Computer Science

## Course Description

### Unit 1: Computer Systems

In this unit, students explore the fundamentals of computer systems including computer hardware and software. The unit also includes a significant amount of networking as well as ethical, legal, cultural and environmental concerns related to computer science.

### Unit 2: Computational Thinking, Algorithms and Programming

In this unit, students will cover algorithms, programming techniques and writing in pseudo code. The unit also includes computational logic and how computers interpret, translate and represent data.

### Unit 3: Programming Project

The set of tasks within unit 3 will provide opportunities for students to solve a problem using a programming language, this includes showing design, development, testing and evaluation. This is a mandatory unit and does not contribute to the overall GCSE grade directly, but provides essential skills for Unit 2 success.

## Assessment

### Unit 1

Examination - 50% - 1hr 30 mins

### Unit 2

Examination - 50% - 1hr 30 mins

### General Comments

This is a new course in line with government reforms to GCSEs.

This course is different from ICT. ICT focuses on technology from a 'user' point of view whereas computer science focuses on how technology works behind the scenes.

There is a significant amount of mathematics content and logic in this course and it is advised that students are confident in their ability in mathematics before considering this as an option.

### Future Prospects/Career Options

This course will serve students well as an excellent introduction into AS/A2 ICT and AS/A2 Computer Science. On successful completion of this course, a solid foundation will have been built for students to continue into computers/engineering at university.

## Student Comments

"The course is fun but very challenging, you have to be very independent when programming to find and correct errors all by yourself."

"There are a lot of interesting parts of the theory, however there is a lot of maths and different calculations to remember."

# GCSE Geography

## Course Description

The GCSE is made up of 3 units, which are all exams. All units include aspects of sustainability and the UK.

1. Living with the Physical Environment (exam)  
Section A: The challenges of natural hazards.  
Natural Hazards; Tectonic Hazards; Tropical Storms; Extreme Weather and Climate Change.  
Section B: Physical landscapes in the UK.  
Coastal Landscapes with management and Landscapes with flood management.  
Section C: The living world.  
Ecosystems; Tropical Rainforests and Hot deserts.
2. Challenges in the Human Environment (exam)  
Section A: Urban issues and challenges.  
Urban growth; Urban Change; Urban Sustainability and Population.  
Section B: The changing economic world.  
Economic development; Global development; Economic change in UK  
Section C: The challenges of resource management.  
Resource management and Energy.
3. Geographical applications (exam)  
Issue evaluation; Pre-release material and Fieldwork; 2 geographical enquiries in contrasting environments.

## Assessment

The GCSE is made up of:

- Living with the Physical Environment – 35%
- Challenges in the Human Environment – 35%
- Geographical applications including local fieldwork – 30%

## Entry requirements, Advice and Guidance

GCSE Geography forms part of the English Baccalaureate. We require students to have an interest in the environment and people. Resilient, creative and confident learners and who are interested in Geography.

## General Comments

Geography is a very special subject because it offers a unique combination of transferable and well recognised skills. A Geographer is expected to be able to interpret photographs, maps, graphs and data tables. They can evaluate arguments, problem solve and make decisions as well as write extended pieces of work and gather data in a practical environment. Geography keeps you up to date with current issues and world events and is taking on ever more importance in schools, colleges, universities, government, industry, and communications. Geography GCSE is a written subject. We offer a lot of support to students who need it however, high levels of literacy are needed in order to excel at the highest level. The Geographical applications requires us to take a field trip to two contrasting environments. There may be a small cost with this but we would not let the cost of a trip stop any student from attending on the day.

## Future Prospects/Career Options

Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification, Geography is greatly respected by University entrance officers and employers alike. It is chosen by over 30,000 undergraduate students each year and has one of the highest rates of graduate employability. Geography has been identified as one of 10 recession-proof degree subjects. Geography is highly valued by employers for its combination of subject knowledge and how well it links with other subjects especially Maths, English, Science, Law and ICT.

## Student Comments

"Geography is a great subject as it has lots of interesting and various and various topics which some link to science making it easier."

"Geography is a really interesting subject and there is always something new to learn. The teachers are extremely helpful and are always here if you need help. It is hard work but it is worth it."

"Geography is hard but very interesting and enjoyable. The teachers offer extremely good support in work when you are stuck. It is a very good GCSE to do."

"I think that Geography is really interesting as you can learn different and exciting topics such as volcanoes and earthquakes and population but you have to be prepared to work hard!"

## Course Description

The GCSE 9-1 History course combines social, political and military history to allow students to develop their knowledge and interest across a range of areas. Students will cover a range of European and World History topics from across the past 500 years including...

- The Tudors: Early Elizabethan England, 1558-88.
- The History of Medicine in England (Medieval Period-Black Death, Renaissance Period-The Plague and Fire of London and Modern Medicine-the creation of the NHS).
- The American West 1835-1895.
- Germany in the 20th century.

## Assessment

The new GCSE follows a linear structure, which means students will take three examinations at the end of the course. There is no coursework element. The assessment structure is as follows:

**Paper 1:** Thematic study and historic environment-Examination-1 hour 15 minutes.

**Paper 2:** Period study and British depth study-Examination-1 hour 45 minutes.

**Paper 3:** Modern depth study-Examination-1 hour 20 minutes.

## Entry requirements, Advice and Guidance

This is a GCSE option which is being offered by the History department to allow students to gain knowledge and understanding of key events which have taken place in both British and World history and which still impact upon students today. Students will be required to write extended answers to questions and source analysis skills will be developed throughout the course.

## General Comments

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways to reach substantiated conclusions.

## Future Prospects/Career Options

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, an ability to communicate and an understanding of the decision making process. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, civil service, commerce, business, media and many others. History GCSE forms part of the EBacc qualification and is a highly sought after qualification for both Post 16 centres and employers.

## Student Comments

"History GCSE is a very interesting course. We learnt about a range of topics and countries. I would recommend it as a great GCSE. I especially enjoyed learning about Weimar and Nazi Germany."

"The teachers are very supportive and there are a range of catch-ups and activities to get involved in. It is hard work but I really enjoyed the different topics including medicine through time and the American West."

# GCSE Spanish

## Course Description

This is a three year course in Spanish leading to a Level 2 qualification. The course is examined in all four areas of listening, reading, speaking and writing.

Building on from the skills that you developed at KS3, you will study a variety of authentic, topical and cultural material surrounding the topics of:

- Identity and culture (including: free-time, family and social media)
- Local, national, international and Global areas of interest (including: your town, social issues, the environment and travel and tourism)
- Current and future employment (including: school, P16 education, jobs and careers)

The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works. This course will also allow you to learn more about Spain and Spanish-speaking communities and countries.

This is a 100% exam course with a highly grammatical focus and good communication skills are critical for the speaking element

## Topics and tasks may include:

- ICT tasks and web pages from the target country
- News and current affairs topics
- Information gathering and sharing on famous people from the target country
- Study of the country and its culture, e.g. transport, regions, fashion, sport
- Study of the grammar of the language to increase understanding and independent expression
- Reading stories / poems, etc
- Creative writing.

## Assessment

**100% Examination  
(25% Listening, 25% Reading,  
25% Speaking, 25% Writing).**

You will be examined at the end of the course in all the four skills of Listening, Reading, Speaking and Writing. Each of these exams will be worth 25% of your final grade. You and your teacher will decide whether you should take the Foundation papers (Grades 1-4) or the Higher papers (Grades 4-9) in these skills.

## Entry Requirements, Advice and Guidance

Students are strongly recommended to continue with the language they have studied in Year 7 and 8. Students should be achieving Grade 5 by the end of KS3.

Students who did not study Spanish in Y7 and Y8 are welcome to study the Spanish GCSE. They will follow exactly the same GCSE course but tailored to their requirements as new Spanish speakers. They will however be required to attend a mandatory Spanish enrichment on a Monday after school to prepare them for next year which will cover some basics.

## General Comments

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an increased appreciation of their own culture as well as other cultures. Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other GCSE subjects.

## Student Comments

*"Learning a language is a fun and interesting way of communicating... it helps you in everyday life and can positively affect your future career."*

*"I love learning Spanish because the teachers are helpful, you learn a variety of things and it's fun!"*

*"Learning a language is a very different experience. You learn a lot more and the teachers help you a lot."*

## Future Prospects/Career Options

Employers and universities like students with Languages GCSEs because they have shown commitment and the ability to work independently. They have demonstrated that they have excellent communication skills and can learn and retain information. Almost all university courses include an option to add study of a foreign language and/or study abroad. Having a foreign language to GCSE level will complement all other subjects and will show that you have an ability to communicate effectively with others.

In an increasingly globalised world, many professions and international companies actively seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

- Logistics
- International Business
- Hospitality Industry
- Travel and Tourism

**Students who have already completed a GCSE in Spanish and intend to continue studying this language at Advanced Supplementary (AS) level may wish to study a language bridging course between GCSE and AS level. Please ask your Senior Leadership advisor for further details.**

# OTHER SUBJECTS

# GCSE Art Photography

## Course Description

### What will I learn?

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

This is absolutely NOT a technical photography course. It is art with digital and lens based outcomes. You will be drawing and studying art history constantly as well as learning camera skills and digital manipulation skills. At all phases you will be:

- Working with photography and digital photography
- Researching and developing resources
- Exploring personal responses to your own set themes
- Exploring contextual work from contemporary and historical sources
- Presenting your work to a high standard, applying your visual communication skills
- Drawing widely, including your props, setups, scenarios and studio diagrams. Drawing is a major part of the course.

**Art Photography is a 3 hour course for students who have passed art.**

## Assessment

This is a TWO unit course.

You will do a personal themed project, creating a coursework portfolio for Unit 1, followed by an externally set assignment, including a 10 hour independent work period, for Unit 2.

The assessment criteria are the same for each unit but the coursework portfolio counts for 60% of the final mark and the exam counts for 40%.

## General Comments

### IS GCSE ART FOR ME?

**YES** - if you love doing creative things, if you enjoy challenges and taking the initiative, if you love drawing, if you have a good level of ability or if you are thinking of a career in visual arts.

**NO** - if you get bored easily with art, if you struggle with art, if you don't enjoy a creative challenge, if you don't enjoy drawing or if your career ideas are in other areas.

### Future Prospects/Career Options

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

## Student Comments

*"In photography we learn to fully explore our ideas. We don't accept the first outcome but push and develop our work to the highest standards. It's tough, but if you are ambitious and hard working you can achieve the highest quality photography work you can imagine."*

# GCSE Business Studies

## Course Description

### Unit 1 - Setting up a Business

This unit introduces issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. The following topics will be studied from the perspective of a small business enterprise:

Starting a Business  
Marketing  
People in Business  
Operations Management  
Finance

### Unit 2 - Growing as a Business

This unit builds on unit 1, focusing on businesses as they grow and the issues that expansion raises.

### Unit 3 - Investigating Businesses

Students are required to undertake a Business Investigation.

## Assessment

Unit 1 - Setting up a Business  
Written Examination: 40%  
Unit 2 - Growing as a Business  
Written Examination: 35%  
Unit 3 - Investigating Businesses  
Controlled Assessment: 25%

## Entry Requirements, Advice and Guidance

There are no formal entry requirements, however, it is advisable that students achieve Level 5 or above in English due to the essay style questions on the written examinations.

## General Comments

Students will acquire important skills such as: Analysing data, presenting arguments, making judgements and justified recommendations, solving problems, making decisions, conducting research and in working as a team to achieve results.

## Future Prospects/Career Options

Students can progress to study a range of A Level subjects, including Business, Economics, Politics, Sociology, Law and eventually degrees in similar subject areas. Business Studies is especially favoured by employers in areas of Business, Management, Accounting, Finance, Marketing, Human Resources, Civil Service, Politics, etc.

## Student Comments

*"I enjoyed Business Studies, I think I might start my own business now!"*

*"It was good to find out what makes a business successful, that's got to be useful for whatever job I do."*

# GCSE Psychology

## Course Description

Psychology is the scientific study of behaviour and mental processes.

Psychologists study what people do and what they experience.

The GCSE covers the 5 main approaches in Psychology.

**Unit 1** consists of:

Biological Psychology - sex and gender

Cognitive Psychology - memory

Developmental Psychology - attachment

Social Psychology - obedience

Individual Differences - atypical behaviour

**Unit 2** consists of:

Biological Psychology - criminal behaviour

Cognitive Psychology - perception

Developmental Psychology - cognitive development

Social Psychology - non-verbal communication

Individual Differences - the self

**Unit 3** consists of:

Planning, doing and analysing research and planning an investigation.

## Assessment: Worth 1 GCSE

All units are examined. There is no coursework.

Unit 1 is worth 40% of the GCSE.

Unit 2 is worth 40% of the GCSE.

Unit 3 is worth the remaining 20% of the GCSE.

All students sit the same examination papers.

## Entry Requirements, Advice and Guidance

You need to have good skills in English Language in order to write clear, extended answers. It is advisable that students achieve Level 5 or above in English.

## Future Prospects/Career Options

Careers specific to psychology include: clinical psychology, social work, teaching and educational psychology, health psychology, forensic psychology, sports psychology and psychiatric nursing. It also has relevance in other occupational areas including management, advertising, personnel and careers in the legal system. Psychology is a useful subject to have because it demonstrates that you have a range of transferable skills.

## Student Comments

"Be ready to have a lot of fun, this is the only course I've really enjoyed coming into school for."

"The course gives you academic knowledge but you also grow as a more independent, mature student while taking this course."

"It will open up a world inside your head, exploring why and the way we work; an amazing adventure."

"Do it! It's really interesting but a lot of work."

# LIFB Certificate in Financial Education

## Course Description

This course links the real world with a GCSE equivalent qualification. It is awarded by the London Institute of Finance and Banking which is a well-respected financial body.

Students will gain knowledge about the practical uses of money, the methods of organising their money through personal budgeting, the effective use of bank accounts and the consequences of debt. Students will understand credit cards, mortgages and taxation; it will cover all aspects of personal finance.

The course will enable students to effectively solve real day-to-day problems which they may encounter as an adult.

## Assessment

### 100% Examination

**Unit 1** - Finance, the Individual and Society (35%)

**Unit 2** - Practices of Managing Money (35%)

**Unit 3** - Financial Capability, Work and Enterprise (30%)

The course consists of 3 mandatory units. All will be assessed by a combination of multiple choice and data response questions that will be assessed online.

Unlike most courses students can retake exams twice if necessary.

## Entry Requirements, Advice and Guidance

There are no formal entry requirements.

## Future Prospects/Career Options

The LIFB Financial Capability qualifications will help students develop the crucial financial life skills they need, whether progressing from secondary school into further and higher education, or entering the world of work. The qualification should be useful for students' own lives, business careers and it counts in the government's new measure of a student's best 8 qualifications.

## Student Comments

*"I now feel more confident with personal finance."*

*"I have gained some really useful life skills."*

*"I understand personal accounts and can budget finances."*

# GCSE Information Communication Technology

## Course Description

### ICT (Edexcel)

#### Unit 1: Living in the Digital World

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move). Students develop an awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

#### Unit 2: Using Digital Tools

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

## Assessment: Worth 1 GCSE

Unit 1 - Examination (40%)

Unit 2 - Controlled Assessment (60%)

### General Comments

This course is recognised as being an excellent introduction into KS5 ICT.

The course offers an alternative to 'pure' software use, it focuses on all aspects of computers from the internal working of a system to the wider social and global understanding of Technology in the World.

This course will also focus on the use of computers in other areas of the curriculum, for example data logging in Science, Control in Graphics and multi-media to support all other subjects.

### Future Prospects/Career Options

This course will serve students well as an excellent introduction into ICT courses at Key Stage 5.

## Student Comments

"ICT helps me to understand how technology works in my everyday life, knowing how things work that I take for granted is really interesting."

"Using computers and the internet really helps me to understand what is happening, I am not big on text books and using other resources really helps me, my grades are improving as well!"

"Some of the topics covered are great; online gaming and how the internet works are really interesting. I really enjoyed the topic about social media and how people are protected by the law."

# GCSE Citizenship

## Course Description

The GCSE consists of two externally examined papers.

### Paper 1

**Section A** Questions are focused on specification Theme A: Living together in the UK.

**Section B** Questions are focused on specification Theme B: Democracy at work in the UK.

**Section C** Questions are focused on specification Theme C: Law and Justice.

**Section D** Extended-response questions related to two or more of specification Themes A-C.

### Paper 2

**Section A** Questions relate to the students' own citizenship action, as specified in specification Theme E: Taking citizenship action.

**Section B** Questions require students to comment on others' actions and relate to specification Theme D: Power and influence.

**Section C** Questions are focused on specification Theme D: Power and influence. One question will also link to content in one of Themes A-C.

## Assessment: Worth 1 GCSE

### Paper 1

Written examination: 1 hour and 45 minutes  
50% of the qualification  
80 marks

### Paper 2

Written examination: 1 hour and 45 minutes  
50% of the qualification  
80 marks

## General Comments

Citizenship offers a unique combination of transferable and well recognised skills as well as giving young people a sound and current knowledge of the way their own society works on a local, national and global level. It should engender in them a desire to take an active part in their community both individually and as a larger group.

The controlled assessment projects encourage independent learning and an ability to take part in a community based action outside the classroom, all of which develops a young person's confidence and ability to have and give a reasoned opinion.

## Future Prospects/Career Options

Employers rarely need specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening around them. As a qualification Citizenship is one of the newer humanities GCSE and is respected by University entrance officers and employers alike.

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

## Student Comments

"Anyone of any age can make or do something so small, but yet still manage to make a great difference, locally, nationally and even globally."

"It tries to get us out and about by doing things outside of the actual lesson."

"If we understand how the world works then we can make it work better."

"Students will learn that however young they are they can make a difference."

# GCSE Religious Studies

## Course Description

GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

You will learn about the BIG questions in life such as:

- What happens when we die?
- Does God exist?
- Why is there evil in the world?
- Should Capital Punishment still exist?

Alongside this you will also learn about the beliefs and practices of Christianity and Islam to help give you a greater understanding of why people follow a particular religion and why they have certain practices linked to their beliefs.

Taking Religious Studies will:

- give you knowledge about what other people believe and the sort of world we live in
- give you an understanding of what people mean when they say certain things
- help you to evaluate different points of view
- give you the opportunity to debate some of the big issues you will have to face during the course of your own life. At the same time, you will be:
  - clarifying some of your own ideas and hopes for the future
  - learning to put across your own point of view
  - developing all kinds of skills and aptitudes including self-awareness, tolerance, the ability to communicate and listen effectively and analytical skills.

If you think that Religious Studies is only for someone who wants to be a vicar, minister, nun, monk, rabbi, imam or even an RS teacher, then think again! Religious Studies has a lot to offer – perhaps more than you might think – in helping you prepare for many different types of career. You don't have to be religious to enjoy Religious Studies either. It will make you think about your life and the way you live it.

## Assessment: Worth 1 GCSE

Students will complete 3 exams.

50%: Religious, Philosophical and Ethical Studies in the Modern World - 2 hours

25%: Study of Christianity - 1 hour

25%: Study of a World Faith (Islam) - 1 hour

## Entry Requirements, Advice and Guidance

Students must have a good level of English to be able to write answers that show knowledge and understanding of the content studied and also to be able to give a well-reasoned evaluation in their written work.

## General Comments

The course consists of 3 Components:

1. Religious, Philosophical and Ethical Studies in the Modern World
  - a. Issues of relationships
  - b. Issues of life and death
  - c. Issues of good and evil
  - d. Issues of Human Rights
2. Christianity
  - a. Beliefs and Teachings
  - b. Practices
3. Islam
  - a. Beliefs and Teachings
  - b. Practices

## Student Comments

"RS gives you the confidence to voice your opinion in society, as well as listening and respecting other."

"RS is creative and interesting- it's not all about God!"

"It makes you think outside the box."

"I can use it in real life and debate issues and interact with my classmates."

"I really enjoyed RS because it gave me the opportunity to express my thoughts and opinions on issues I am interested in."

## Future Prospects/Career Options

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment.

Religious Studies provides a good background for any career where understanding people is an asset. Employers like to know that applicants have thought a bit about themselves and their place in the world. They expect them to be able to work with a wide range of people – often from different cultures – and to treat them all with courtesy and respect. In helping you to develop such understanding and insights about yourself, Religious Studies has a real part to play. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

## Course Description

The course comprises of a mixture of theory and practical lessons. The final grade is achieved by adding together marks from 2 exams each lasting 1h 45m, and coursework which is based on an analysis of performance. The practical assessment consists of performance in BOTH team and individual sports from a pre-determined list. It is therefore well suited for students who are both practically talented and academically able.

You will be introduced to a range of new and challenging theoretical concepts including:

### Component 1 - Fitness and Bodysystems including:

Applied anatomy & physiology/movement analysis (biomechanics)/physical training/use of data.

### Component 2 - Health and Performance including

Health, fitness & well-being/sport psychology/socio-cultural influences/use of data.

You will follow a variety of practical activities. At the end of each activity you are assessed on your ability to perform in that practical activity.

Over the duration of the course you will perform several different practical activities and your strongest activities will form your final assessment. Students MUST be participating in at least 1 of the specified below for a club outside the Academy and two others for the Academy.

**Team:** Association Football, Badminton, Basketball, Camogie, Cricket, Dance, Gaelic Football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby League or Union, Squash, Table Tennis, Tennis, Volleyball.

**Individual:** Amateur Boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Golf, Gymnastics, Equestrian, Kayaking, Rock Climbing, Rowing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining.

## Assessment

60% of your final grade comes from your final theory exams. 30% comes from your practical activity scores and 10% from your coursework mark.

Your practical assessment is undertaken under controlled conditions which is recorded as evidence.

## Entry Requirements, Advice and Guidance

This course requires a high level of commitment to the learning of new areas in both a practical and theoretical physical education environments. Students need to be participating in sport outside of PE lessons at a sports club and representing the Academy to be successful.

## General Comments

In today's society, it is a qualification which opens doors into both further education and employment.

In addition, participation in GCSE PE promotes a high level of fitness and well being. Please discuss your suitability for this course with the PE department.

## Future Prospects/Career Options

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport courses such as A-Level Physical Education and BTEC in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor, Dietician, Sports Development Officer, Sports Psychologist, Personal Trainer and Sports Development Officer.

## Student Comments

"This course allowed me to study in depth areas of PE that I didn't know existed."

"By doing GCSE PE I was able to improve my skills in a range of different sports."

## Course Description

The course comprises of a mixture of theory and practical lessons however there is no formal assessment of your practical ability. The final grade is achieved from one exam and three coursework units.

- Reducing risk of sports injuries - written paper 1 hour.
- Applying principles of training – coursework.
- The body's response to physical activity - coursework.
- Sports nutrition - coursework.

### Reducing risk of sports injuries:

Taking part in sport and physical activity puts the body under stress. This unit will develop your understanding of how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting. These are vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor.

### Applying principles of training:

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. This unit allows you to develop your understanding of training programmes in a practical sense, this will allow you to improve your level of fitness and the fitness of others.

### The body's response to physical activity:

It is recognised that physical activity is essential to maintaining good health. Many careers within the sport, leisure and health industries require employees to have an understanding of how the body changes and responds to physical activity. With this knowledge that you will gain from this unit, it is possible to improve your own body systems to optimise sports performance and promote a healthier lifestyles.

### Sports nutrition:

In all walks of life, appropriate nutrition and diet are vital to our health and wellbeing. In the world of sport, the right nutrition is as important as the right equipment and the right training methods, because without suitable nutrition a performer's body would not be able to cope with the stresses and strains put on it. This would lead to deterioration not only in performance, but also in health. The amount of legislation and media coverage that surround the use of supplements in elite sport, some of which are approved and some of which are prohibited, highlights the value placed on nutrition in modern-day sport.

### Assessment

One unit is an exam (1 hour) and the other three units are coursework based.

### Entry Requirements, Advice and Guidance

The course requires a high level of commitment to the learning of new areas in both a practical and theoretical physical education environment.

New course for 2017/18

## General Comments

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

## Future Prospects/Career Options

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A-Level Physical Education and BTEC National Diplomas in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor, Dietician, Sports Development Officer, Sports Psychologist, Personal Trainer and Sports Development Officer.

# GCSE Child Development

## Course Description

The course will develop students' knowledge and understanding of human needs in a diverse society working in a variety of contexts such as parenthood, pregnancy, diet, health and care of the child, development of the child and support for the parent and child. Through a range of tasks the student will learn a wide range of skills and knowledge relevant and transferable to other settings. This course will provide a solid foundation for progression to further Health and Social Care studies.

## Assessment: Worth 1 GCSE

Unit 1 - written paper, 6-8 compulsory questions, worth 40% of total grade.

Unit 2 - research task, worth 20% of total grade.

Unit 3 - Child study, the study of the development of a single child under the age of five, worth 40% of total grade.

## Entry Requirements, Advice and Guidance

The course is suitable for students who have an interest in working with children under the age of 5. The course will include both primary and secondary research, observing and studying a young child over a period of 6 months. You will need to be organised in order to meet deadlines and arrange meetings with the parent of the young child, work independently and take responsibility while undertaking the child study and be able to communicate clearly during interviews, classroom discussions and written pieces of coursework.

## General Comments

Please note that you will need to know a close family friend or relative with a young child under the age of five in order to carry out your child study.

**If you do not have a child to study then you will not be able to study child development as the child study accounts for 40% of the overall grade.**

## Future Prospects/Career Options

- Early years teacher
- Nursery nurse
- Child minder
- Midwife
- Health Visitor
- Family Support Worker
- Social Worker
- Paediatric Nurse
- Speech and Language Therapist

## Student Comments

"Child development is a great option to take if you're interested in a career involving children. There is a lot of work to do, but it is a great class to be part of."

"I am a year 11 who has enjoyed child development, you have a range of different topics which are interesting and the teachers are really supportive, they try to make the work less stressful for you and push you to get your target grades."

"It's really interesting, never boring!"

# BTEC Tech Award in Engineering

**(Qualification Number: 603/0829/1)**

## Course Description

What is 'engineering'? Is it using materials and processes to manufacture a single item? Is it applying new technologies to the mass production of well-known products?

Or is it implementing methods to reduce waste and improve the sustainability of energy sources? Engineering is all of these things and many more.

The course gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly.
- Knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry.
- Knowledge of the stages involved in planning and implementing an engineering project.
- Knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

## Assessment

**Unit 1:** Exploring Engineering Sectors and Design

Applications 30% (coursework)

**Unit 2:** Investigating an Engineering Product 30% (coursework)

**Unit 3:** Responding to an Engineering Brief 40% (exam)

## Entry Requirements, Advice and Guidance

An engineering-based education allows student's exposure to various technical subjects and skill sets. You will be able to develop skills that are transferable to most industries such as problem solving, decision making, innovation, project management, team working and communication. This course will allow you to access A levels and BTEC Level 3 qualifications in Engineering.

## Future Prospects/Career Options

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

Aerospace engineer. Automotive engineer. Contracting civil engineer. Control and instrumentation engineer. Maintenance engineer. Mechanical engineer. Nuclear engineer. Building control surveyor. Product Development scientist. IT consultant. Quality manager.

**New course for 2018/19**

## Course Description

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This course recognises the role of dance in young people's lives and the students will study a range of dance styles.

## Assessment

### Component 1 - Performance and Choreography

#### What's assessed

##### Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

##### Choreography

Solo or group choreography - a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

##### Performance

- 30% of GCSE
- 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

##### Choreography

- 30% of GCSE
- 40 marks

### Component 2 - Dance Appreciation

#### What's assessed

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

#### 40% of GCSE

- Written exam: 1 hour 30 minutes
- 80 marks

## Entry Requirements, Advice and Guidance

You must have a level 6 for KS3 English. Some experience of Dance is preferred.

## General Comments

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being.

## Future Prospects/Career Options

GCSE Dance will set students up to continue with A Levels or BTEC courses at Key Stage 5. Many students will go on to study dance further at University or Dance Conservatoires to Degree level and beyond. Courses are available at Masters and PhD level. Career opportunities can include performer, choreographer, teacher, director, dance critic, dance movement therapy.

## Student Comments

*"Studying dance has really developed my confidence."*

*"I have done lots of dance outside school and this course has provided me with the opportunity to choreograph my own work."*

*"GCSE Dance has challenged me to look at dance from a wider perspective."*

## Course Description

This exciting new specification for GCSE (9 - 1) Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.

This is an excellent course for students who love all aspects of Drama but particularly enjoy the level of discussion and processes involved in creating and representing ideas and concepts through performance.

## Assessment

The qualification is made up of three components.

There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification).

## Component 1: Devising Drama

60 marks

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.

## Component 2: Text Performance

60 marks

Students will study a text chosen by the centre.

Students will take a part in two performances of two extracts from the text. They can work as a performer or designer in this component.

## Component 3: Exam

Section A

50 marks

Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board.

Section B

30 marks

This section asks the students to review a performance they have seen on their course.

## Entry Requirements, Advice and Guidance

GCSE Drama it is strongly recommended that students should be working towards a Grade C or above in English and a Level 7 in Drama due to the written demands of the course.

## General Comments

Expect after school rehearsals in preparation for your examined performance.

## Future Prospects/Career Options

A GCSE in Drama shows an employer that a student has confidence, good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. With a GCSE in Drama you could continue your studies on any of the level 3 courses that Outwood offers.

Drama graduates are statistically proven to be those who found employment the easiest after leaving university.

This qualification also assists all students pursuing a career working with people, sales, marketing, journalism, media, law, and of course all jobs in performance or theatre/ television/film production.

## Student Comments

"I look forward to drama every week. I can't wait to see what issue or topic we will be exploring."

"I love the fact that we all work so well together and have such a good time. Drama makes such a change to all the other subjects I take and I always feel so much better afterwards."

# LAMDA Level 3 Certificate in Performance (Grade 6 Bronze) - ACTING

## Course Description

2 Scenes will be studied, rehearsed and performed.

For Scene 1: Solo/Duologue learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play written during one of the following periods:

- Ancient Greek and Roman
- Elizabethan and Jacobean
- Restoration and Post-Restoration
- 1800 to 1980

For Scene 2: Solo/Duologue learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play, television or film screenplay published post-1980.

To test Knowledge the learner(s) will answer questions on the following:

- the character's objective in each scene performed
- the character's role within the context of each play as a whole.

## Assessment

100% Examination

On completion of this unit the learner(s) will be able to: perform the chosen scenes from memory, demonstrating an understanding of the material. Use vocal skills in response to the text. Create a physical response to the text. Know and understand the content and context of the chosen scenes.

## Entry Requirements, Advice and Guidance

Students must be comfortable and prepared to perform in front of a supportive audience and ideally studied Drama at KS4 or outside of school.

## General Comments

This course will allow students greater choice and options for studying Performing Arts related subjects at OGA in Year 11.

## Future Prospects/Career Options

This course will be excellent preparation for performing arts courses at Post 16 study and beyond. It is a highly respected qualification within the Performing Arts Industry and one that helps to prepare for training in higher education. This is suitable for anyone who enjoys performing and is interested in performing in the future.

New course for 2018/19

# GCSE Media Studies

## Course Description

In this course you will study a range of media - newspapers, television, music video and online, social and participatory media – analysing how and why these products are created and the role of these media products in society.

This course combines practical production tasks e.g. planning and creating a media product with analytical essays and exploration of media products within a specified framework.

You will complete a Controlled Assessment which will form 30% of your GCSE qualification and will enable you to work on your research, planning, analytical and evaluative skills. There will be a production task that will focus on your creative production skills.

Your exams will form 70% of your final grade.

## Assessment

External Assessment 70%:

- Component 1 – 1 hour 30 minutes - 40%
- Component 2 – 1 hour 30 minutes - 30%

Controlled Assessment 30% (NEA)

## General Comments

This course will help you understand the ways in which the popular culture you encounter every day is created and the ways it may try to entertain you, inform you and persuade you to spend money or influence your thinking.

The course is based very strongly on independent working and you need to be prepared to develop your personal organisation and investigation skills.

There will also be opportunities for you to develop your technical skills. For example you may get to use a video camera or a stills camera or learn how to use programs like Photoshop when creating your own productions.

## Future Prospects/Career Options

GCSE Media Studies is further evidence of the way you have developed your communication and reading skills. GCSE Media Studies could lead to jobs in the media, including advertising, journalism, filmmaking or public relations. In addition to this, in an increasingly media dependent world, it will give you many transferable skills for any business or professional context where the ability to communicate with a mass audience is important.

## Student Comments

"I now appreciate the impact the media has on my daily life."

"I really enjoyed creating my own media texts, especially print media, such as a magazine front cover and advertisement."

"Creating my own website was really exciting and the evaluation process was helpful in considering how effective it was."

"Media Studies GCSE is a great course. Be prepared to work hard!"

## Course Description

- Planning a line of enquiry or investigation
- Types of data
- Census and sample data
- Sampling techniques
- Collecting or obtaining data
- Processing, representing and analysing data
- Methods of tabulation
- Diagrams and similar forms of representation
- Measures of central tendency
- Measure of dispersion
- Summary statistics
- Scatter diagrams, correlation and regression
- Time series
- Quality assurance
- Estimation
- Reasoning, interpreting and discussing results
- Inference and other reasoning
- Predictions
- Interpretation and conclusion
- Probability
- Definitions and calculations
- Discrete probability distributions

## Assessment

External exam (100% of the total GCSE)  
2 exam papers

### Foundation Tier

- Two written papers lasting 1 hour 30 minutes each
- 80 marks per paper. Each worth 50% of the final grade.
- Consists of questions in familiar and unfamiliar contexts
- Contains short answer and long answer questions
- Questions set on standard statistical techniques, diagrams and probability
- Questions which give the student the opportunity to analyse written and statistical evidence

### Higher Tier

- Two written papers lasting 1 hour 30 minutes each
- 80 marks per paper. Each worth 50% of the final grade.
- Consists of questions in familiar and unfamiliar contexts
- Contains short answer and long answer questions
- Questions set on standard statistical techniques, diagrams and probability
- Questions which give the student the opportunity to analyse written and statistical evidence

## Future Prospects/Career Options

Statistics is a gateway into all sorts of exciting future careers - Computer Games Designer, Aerodynamicist, Engineer, Music Producer, Air-Traffic Controller, Banker, Defence Analyst, Designer, Investment Analyst, Economist, Tax Advisor, Accountant, Actuary, Auditor, Modelling Analyst, Stockbroker, Architect, Systems Analyst, Forensic Statistician, Environmental Statistician, Medical Statistician, Pharmaceutical Statistician, Market Research Statistician, Sports Statistician, Statistical Consultant.

# Option Maths

At Outwood Grange Academy we aim to support all of our students to reach their full potential in Maths. We employ a range of different interventions throughout Key Stage 4 and one of these is for students to study Option Maths. This is not an option that students can select, but one that they are selected for if it is necessary for them to succeed in the subject.

We provisionally identify students who would benefit from studying Option Maths as one of their options during the options selection process. This decision is based on what they have achieved in their Praising Stars tests as well as assessments from their teacher; which may show they are currently underperforming in the subject.

The Option Maths groups are finalised following the end of year maths exam in the summer. If after selection, your child performs well in this exam they will not be in an Option Maths group next year and they will be allocated to one of their other option choices that they selected in January. However if after selection they continue to progress at the same level as they have done so far this year, there is a high possibility that they will remain in the Option Maths class for next year.

Students who study Option Maths build a better level of confidence in the subject and usually go on to be very successful in the subject by the time they finish year 11. We believe that although they will lose one of their option choices, Maths is an important subject that is extremely valuable to them once they have completed year 11.

# Option English

In order to access a range of opportunities in further and higher education and in the world of employment, GCSE English is crucial. Course providers and employers will be looking for a variety of communication skills in applicants and success in GCSE English is accepted to be evidence of such abilities.

We recognise that there are some students who may require additional support in English as they embark on their GCSE courses. Students who are at risk of not achieving their target grades may be selected for Option English and they will spend part or all of an option block, depending upon need, developing and refining their skills in this subject. Option English classes are carefully tailored to the needs of groups and individuals and students will be monitored to assess their progress.

Option English runs on an invitation only basis in that learners are carefully selected based on their progress in the previous year. Where students are selected for Option English, it is a compulsory course; we know that students who are underperforming have greater success at GCSE English when they are part of an Option English class. Furthermore, they will sit two GCSEs in this subject - English Language and English Literature – so it is important that we offer additional support to those who may require it.

# Notes

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