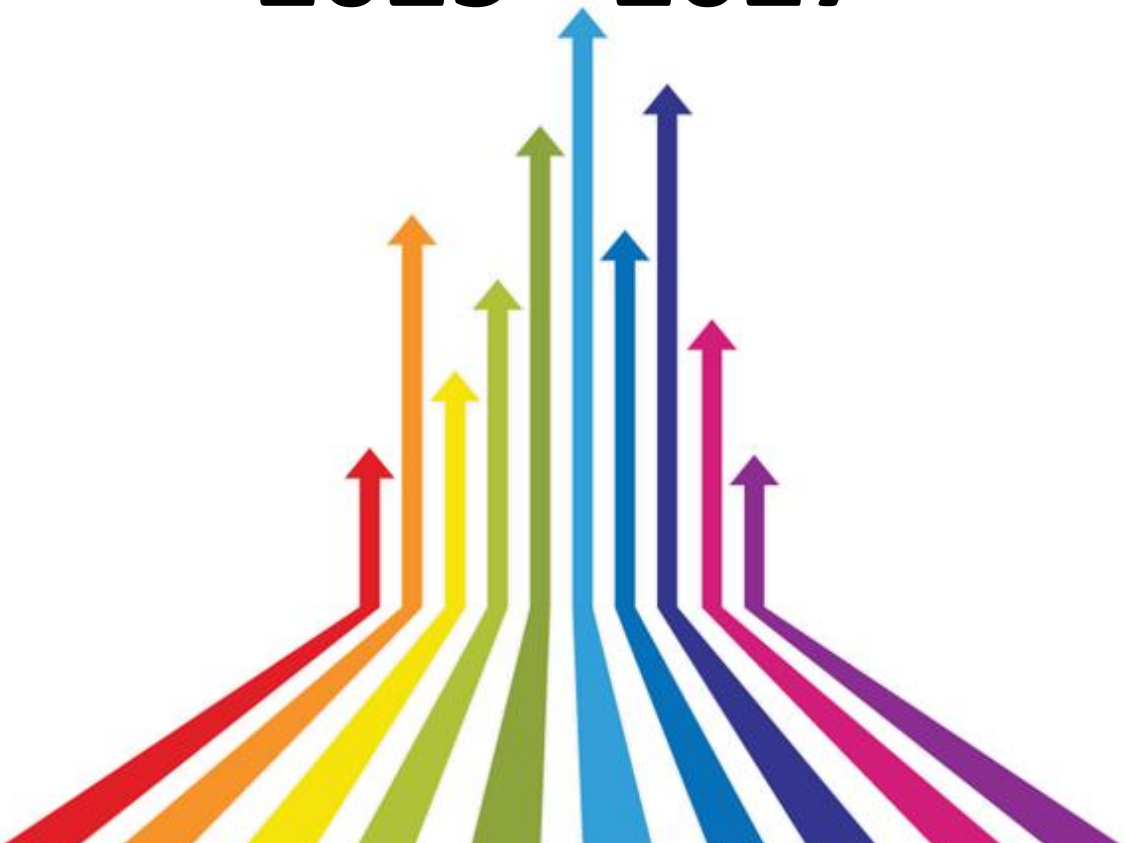




THE **MIRFIELD**
FREE GRAMMAR

Options Information Booklet

2025 - 2027



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Curriculum Overview for Key Stage 4

The MFG aims to provide a curriculum for all our students to achieve success in their Key Stage 4 years. Through their Key Stage 4 studies we want students to:

- gain examination success to enable them to continue academic or vocational studies or employment beyond 16;
- continue to develop suitable study and learning skills that will support their continued education beyond 16;
- study along subject progression routes that can continue at Mirfield College and beyond;
- be able to compete against any student from any school at post-16 or employment.

We will deliver a curricular provision that is broad and balanced and meets the statutory requirements of Key Stage 4.

To enable all our students to meet these goals, the Academy believes that different students require different forms of the curriculum to support their success. We are very aware that:

- not all students learn in the same way;
- students can successfully achieve qualifications through different forms of assessment and examination;
- students are motivated by different forms of technical/vocational or academic work;
- students should follow a broad Key Stage 4 curriculum that provides access to post-16 provision that is appropriate to their interests, needs and abilities.

Core Element

The National Curriculum requires all students to study a group of 'Core' subjects. These are usually studied at GCSE level. These subjects are:

- English
- Mathematics
- Science

In addition, all students study core courses in:

- Religious & Social Education, which include statutory Religious Studies, Sex & Relationship Education and PSHE topics
- Physical Education

Options

Students are guided to follow subjects they will succeed in.

- Students will take at least two EBacc subjects and two choices from all the options subjects.
- Students aiming to follow university courses should remember that the 'EBacc' overarching qualification would require the selection of History or Geography and French or Spanish as two of their choices. These additional subjects are seen to be particularly important to students wishing to pursue university places at certain universities. The EBacc also provides a breadth of aspirational academic disciplines which is a valuable core to a students' curriculum.
- A course must reach a minimum number to be able to run within the school timetable.
- Where possible we will endeavour to give students their first preferences. However, this is not always possible. In such cases alternative courses will be discussed with students, and we ask for reserve choices when choosing options.

We believe that studying a practical subject not only allows students to develop different skills, providing a different challenge in the curriculum time; it also develops project planning and creative skills that are important in many lines of work.

We are very fortunate to have superb facilities in which to study the practical subjects including Technology, Music, Drama, and Sport. It is highly recommended that a practical subject is chosen as part of the Open Options.

Guidance for Students

1. You will have a one-to-one discussion with a member of staff explaining a recommended curriculum for Key Stage 4.
2. Read this booklet carefully and make sure you are clear about the options available and what you need to do. Take your time and ask for help if you need it.
3. Subject teachers will give you information about their subject and advise you on which course is most appropriate for you.
4. The Careers Advisors (Mr M Bowers & Mrs E Mawhinney) will give advice on careers and future progression routes. If you wish to speak to them, they are located in the Careers office in the LRC. If you have a particular career in mind, always check with the Careers Advisors.
5. We will try very hard to make sure that you can study the subjects you choose from the options available to you. However, sometimes a few students may find that their chosen subjects do not fit together on the school timetable or that too few students opt for a subject. If this occurs we will discuss this with you and together seek to find an alternative appropriate choice for you.

Think about your strengths and interests. Think about what you have been successful at. Think about your progression, i.e. what you want to do at the end of Year 11 (college or apprenticeship).

DO NOT choose a subject because your friends may do so, this is not a good basis for making your decision. Your friends will have different ideas to you and may enjoy different types of subjects. Choose subjects for yourself and try not to be influenced by your friends. In any case you may choose the same subject as a friend and then find that you have been put into a different group!

Progression at 16 & 18

The most common, or likely, pathways that each student on particular streams will have available to them. Students are not limited to these options (anything is an option with hard work and perseverance), but these are the pathways that will be most easily accessible to them.



Terminology:

Facilitating: An A Level subject that is most widely looked for by Russell Group universities.

Russell Group: The top 24 universities in the UK. "Our members value language skills . . ."

A Level: Academic subjects studied over 2 years and assessed by examination.

BTEC: A more practical style of learning with continuous coursework assessment and smaller examinations.

Intermediate Apprenticeship: Equivalent to 5 GCSE's at grade A* - C

Advanced Apprenticeship: Equivalent to 2 A Level passes

Higher Apprenticeship: Equivalent to Foundation Degree

Degree Apprenticeship: Equivalent to Bachelor's Degree

Facilitating subjects are: English Literature, History, French, Spanish, Mathematics, Further Mathematics, Physics, Biology, Chemistry, Geography

Qualifications

The Key Stage 4 Curriculum offers several types of qualifications. Whilst core subjects are offered as GCSE courses, the optional part of the curriculum offers a variety of suitable subject courses developed from the Department for Education's list of eligible courses for Key Stage 4. This includes BTEC, OCR Cambridge National and WJEC Vocational Award. These are all equal Level 2 qualifications.

A mixture of qualification types helps students to develop a wider range of study skills and learning experiences that prepare them more fully for study beyond Key Stage 4. Our Key Stage 4 courses aim to enable students to pursue similar related subjects at Mirfield College.

Differences between GCSE and Vocational courses

GCSE	Vocational Courses (BTEC/OCR National/WJEC)
Assessments are based on:	
2 Year Linear course where formal examinations are taken at the end of the course.	Externally assessed examination of up to 40%
	Coursework assignments or a portfolio of work.
A limited element of Non-Examined Assessment in practical subjects (similar to Controlled Assessments).	Assignments and tasks relating to real work-related situations.
	Success is achieved by meeting specified criteria up to Distinction* standard.

All Vocational (BTEC/OCR National/WJEC) courses have an examination element of a minimum of 20-25% of the total assessment schedule. The remainder of assessment is based upon vocationally applied coursework assignments marked against a specific criteria. This form of assessment suits many students and they can achieve a higher grade. These qualifications are equivalent to 1 GCSE: following a grading system of Distinction*, Distinction, Merit, Pass.

Attendance is crucial to success at vocational courses, and if you do not submit work to the deadlines given you may fail the course.

GCSE Grading	Technical/Vocational Courses Grading
9 - 1	Distinction*, Distinction, Merit, Pass

Other Relevant Information

- The Government has identified a package of English Baccalaureate (EBacc) subjects that are deemed to be of high rigour at GCSE and form a broad academic core to a student's curriculum. These comprise of the compulsory core of English, Mathematics and Science plus other specific subjects; Modern Foreign Languages, History and Geography.
- The Government has introduced a new measure of achievement for schools. Performance measures direct curriculum choices in schools across the country and so our curriculum ensures students attain qualifications to be compared across students nationally.
- All GCSE grades are awarded on a scale of 9 (highest) to 1 (lowest).

GCSE Grading		Vocational Grading
New Grading Structure	Old Grading Structure	
9	A*	Distinction* Level 2
8		
7	A	Distinction Level 2
6		
5	B	Merit Level 2
4		
3	C	Pass Level 2
2		
1	D E F G	Distinction Level 1
U	U	Merit Level 1
		Pass Level 1

Faculty Heads

Faculty	Head	Email
English	Mrs K Vhora	kvhora@themfg.co.uk
Mathematics	Miss F Tyrrell	ftyrrell@themfg.co.uk
Science	Mrs N Boulton	nboulton@themfg.co.uk
Design & Technology (D&T)	Mrs H Cooper	hcooper@themfg.co.uk

Subject Leads

Subject	EBacc	Subject Lead	Examination Board
English Language	Yes	Miss K Vhora	AQA - GCSE
English Literature	Yes	Miss K Vhora	AQA - GCSE
Mathematics	Yes	Miss F Tyrrell	Pearson - Edexcel - GCSE
Biology	Yes	Mrs A Fantom	AQA - GCSE
Chemistry	Yes	Mrs C Hanson	AQA - GCSE
Physics	Yes	Mrs L Rutherford	AQA - GCSE
Religious & Social Education		Miss R Callister	N/A
Physical Education (Core)		Miss A Simpson	N/A
Computer Science	Yes	Mr R Bashforth	OCR - GCSE
French	Yes	Mr A Simpson	Pearson - Edexcel - GCSE
Geography	Yes	Miss E Holt	AQA - GCSE
History	Yes	Mr R Wick	Pearson - Edexcel - GCSE
Spanish	Yes	Mr A Simpson	Pearson - Edexcel - GCSE
Art & Design		Miss H Bontoft	AQA - GCSE
Business		Mrs D Mistry	Pearson - Edexcel - GCSE
Food, Preparation & Nutrition (D&T)		Mrs E Womersley	AQA - GCSE
Graphics Specialism (D&T)		Miss A Fieldsend	AQA - GCSE
Resistant Materials Specialism (D&T)		Miss A Fieldsend	AQA - GCSE
Drama		Ms C Hullock	AQA - GCSE
Media Studies		Mrs V Furniss	WJEC - GCSE
Music		Ms Y Embury	Pearson - Edexcel - GCSE
Physical Education (Examination)		Miss A Simpson	Pearson - Edexcel - GCSE
CTEC Enterprise and Marketing		Miss N Buckley	OCR
Fashion & Textiles		Mrs H Cooper	Pearson - Edexcel - BTEC
Health & Social Care		Mrs S Booy	OCR
Hospitality & Catering		Mrs E Womersley	WJEC
Sport Studies		Miss A Simpson	OCR
Sociology		Ms S Fawcett	AQA - GCSE

Core Subjects

English Language

Subject Lead

Miss K Vhora

Contact Details

kvhora@themfg.co.uk

Examination Board

AQA – GCSE

EBacc

Yes

Course Content:

Students will study both English Language and English Literature as two separate GCSEs. Both these courses offer a detailed study of English Language and Literature. The course is designed to seamlessly prepare students for studying English beyond GCSE. There are no longer tiers of entry for either GCSE, meaning that any student can achieve a top level. Students will study a range of high quality, challenging texts from the 19th, 20th and 21st Century covering literature and literary non-fiction, plays, poems and novels. To prepare for these qualifications, students will read a range of classic novels, poetry, plays and different quality non-fiction texts over the two years. English Language and English Literature are both compulsory GCSEs.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Paper 1	Examination	50%
Paper 2	Examination	50%

Paper 1 - Explorations in Creative Reading and Writing

This paper will contain one extract from a 20th or 21st Century literature text. Students will use the extract to respond to four questions in Section A which tests their comprehension, language and structural analysis and evaluative skills. Section B focuses on creative writing and students are asked to craft a descriptive or narrative response to an image or a prompt.

Paper 2 - Writers' Viewpoints and Perspectives

Students will explore two extracts which will be literary non-fiction and non-fiction, one will always be from the 19th Century and the other will be either 20th or 21st Century depending on what was on paper 1. Similarly to paper 1 Section A, students are tested on their comprehension and language analysis skills as well as identifying and explaining how and why the writers have a particular attitude or perspective on a common topic. In Section B, students are asked to write an opinionated response to a statement, which could be in the form of a letter, article, speech, essay or leaflet. The statement is vaguely linked to the extracts used for Section A.

General Information:

To be successful, students will need to be well read across a range of good quality fiction and non-fiction literature. It is important that they read a variety of non-fiction literature, such as newspapers, magazines, blogs etc on a range of topics or genres. We would expect all students to read for a minimum of 10-15 minutes a day at home.

English Literature

Subject Lead

Miss K Vhora

Contact Details

kvhora@themfg.co.uk

Examination Board

AQA – GCSE

EBacc

Yes

Course Content:

Students will study both English Language and English Literature as two separate GCSEs. Both these courses offer a detailed study of English Language and Literature. The course is designed to seamlessly prepare students for studying English beyond GCSE. There are no longer tiers of entry for either GCSE, meaning that any student can achieve a top level. Students will study a range of high quality, challenging texts from the 19th, 20th and 21st Century covering literature and literary non-fiction, plays, poems and novels. To prepare for these qualifications, students will read a range of classic novels, poetry, plays and different quality non-fiction texts over the two years. English Language and English Literature are both compulsory GCSEs.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Paper 1	Examination	40%
Paper 2	Examination	60%

Paper 1 - Shakespeare and the 19th Century Novel

This examination unit is made up of a response to a whole Shakespeare play studied in class and a whole 19th Century novel studied in class. There will be two essay questions on the examination. The examination will be closed book, meaning that students cannot take a copy of the texts into the examination, and they will have to memorise quotations. Students will study *Macbeth* and *A Christmas Carol*.

Paper 2 - Modern Texts and Poetry

The examination unit will be in three parts. Part A will ask students to respond to a modern play or novel that they have studied in class. This will be closed book meaning that students will not be able to take books into the examination – they will have to memorise quotations. Part B will ask students to compare two poems that they have studied in class. There will be one printed poem which students need to compare to another poem from memory. This will be closed book meaning that students will have to memorise a range of quotes from all poems studied. Part C will ask students to look at unseen poems and answer two questions, one on a single unseen poem and a second comparing two unseen poems. These poems will be printed on the paper. Students will study *An Inspector Calls* plus 15 poems from the AQA Love and Relationships anthology.

General Information:

To be successful on both courses, students will need to be well read across a range of good quality literature. Students must also be able to recall key events and quotes from the texts studied, therefore it is necessary for them to memorise these. We would expect all students to read for a minimum of 30 minutes a day at home.

Mathematics

Subject Lead

Miss F Tyrrell

Contact Details

ftyrell@themfg.co.uk

Examination Board

Pearson - Edexcel - GCSE

EBacc

Yes

Course Content:

GCSE Mathematics builds on content covered at Key Stage 3 developing students' prior knowledge and problem solving. For example: selecting the mathematical techniques required, reasoning mathematically and communicating mathematically in context. It is our intention that students will find the course both challenging and enjoyable. The Mathematics GCSE is essential for future study and work.

The mathematical content is broken down into six parts;

1. Number
2. Algebra
3. Ratio, Proportion and Rates of Change
4. Geometry and Measures
5. Probability
6. Statistics

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Paper	Method	Weighting
Non-calculator paper	Examination	33⅓%
Calculator paper	Examination	33⅓%
Calculator paper	Examination	33⅓%

There are two levels of entry for GCSE Mathematics:

- Higher Tier – grades 4 to 9 available
- Foundation Tier – grades 1 to 5 available

General Information:

Students will be expected to have the relevant equipment for each lesson in order to allow them to fully engage in all elements of the course:

- Pen, pencil, ruler and eraser
- Geometry equipment – compass and protractor
- Scientific calculator

Students wishing to continue their studies at A Level will need to have taken GCSE Mathematics at higher level, have excellent algebraic skills and achieve at least a grade 6 at GCSE.

Science (Combined & Triple Award)

Subject Lead

Mrs N Boulton

Contact Details

nboulton@themfg.co.uk

Examination Board

AQA GCSE

EBacc

Yes

Curriculum Intent:

To provide a scientific curriculum for all that develops a respect for our world and universe and cultural beliefs that are inclusive and enables an understanding of how scientists work. We work in teams that show The MFG character but we also challenge scientific models and theories helping us to become modern citizens in a scientific world. This will be done by using a spirals curriculum that builds on literacy skills and the acquisition of oracy and using practical skills which will result in The MFG students becoming informed individuals.

Course Content:

The aim of our curriculum is to successfully interleave the delivery of **substantive** and **disciplinary** knowledge and ensure there are frequent opportunities to build connections between concepts and skills. Substantive knowledge is organised around key scientific pillars and is sequenced to revisit these through the curriculum. Disciplinary knowledge advances through the curriculum. At Key Stage 4 pupils can follow a variety of paths. Assessment information is used to inform a decision about which students would benefit from taking AQA Separate Sciences (usually 4 groups) whilst others take AQA Trilogy Combined Science (usually 6 groups).

Once assessments and consultations with parents/carers have taken place, a selection of students will carry on with the triple course or move to the Combined course. Both the Triple and Combined courses are more traditional science qualifications and are suitable for students who have ambition to study A Level Science subjects post-16.

Combined Science & Triple Science include topics on:

- Biology: Disease, genetics, development of medicines, homeostasis and human body systems.
- Chemistry: The atmosphere, materials, acids, metals and fuels, atomic structure, chemical reactions, the periodic table, methods of separating and purifying substances and chemical bonds.
- Physics: Light and other waves, heat, generating electricity and energy, electric circuits, motion and forces, power and nuclear reactions.

Separate Award Science also includes topics on:

- Biology: The body's control systems, protein synthesis, metabolism, animal and plant behaviour and biotechnology.
- Chemistry: Qualitative and quantitative analysis, electrolysis and organic chemistry.
- Physics: Gases, static electricity, astronomy, radiation in medicine, nuclear power, and ionizing radiation.

Assessment/Examinations:

All examinations will take place at the end of Year 11. Practical skills are assessed within the examinations.

Component	Method of assessment	Combined Science Weighting	Triple Science Weighting
Paper 1 - Biology	Examination	16.67%	50%
Paper 1 - Chemistry	Examination	16.67%	50%
Paper 1 - Physics	Examination	16.67%	50%
Paper 2 - Biology	Examination	16.67%	50%
Paper 2 - Chemistry	Examination	16.67%	50%
Paper 2 - Physics	Examination	16.67%	50%

Combined Science students will gain 2 Combined Science GCSEs.

Triple Award Science students will gain 3 GCSEs.

General Information:

At The MFG we offer a knowledge-rich Science curriculum that:

- Covers a broad range of knowledge broken into 9 key strands in each of Biology, Chemistry & Physics. Students repeatedly encounter, revisit & build on this knowledge throughout Key Stage 3 & Key Stage 4.
- Ensures that all students have the opportunity to study academic science courses post-16. This includes the knowledge and cultural capital needed to engage in the scientific community, with an understanding of scientific discoveries past and present, and the scientists involved.

- Secures outcomes that enable students to access all future opportunities and interests in the pursuit of happiness, whatever their background or post-16 choices. Moreover, it enables them to be a more well-informed, effective member of society.
- Promotes reading as the main method by which knowledge is shared in the scientific community, coupled with the scientific writing, oracy and, occasionally, showmanship of great scientists.
- Develops skills and knowledge which are of benefit to the local community, which has a rich industrial and technological past and present.

Religious & Social Education

Subject Lead

Miss R Callister

Contact Details

rcallister@themfg.co.uk

Examination Board

N/A

EBacc

No

Course Content:

During Key Stage 4, students will follow a curriculum based upon RE and the world:

Year 10

- What are the ethical questions of the future?
- What is the significance of Ramadan?
- What does it mean to say life has value?

Students will start their Religious and Social Education by exploring the ethical questions raised by new developments in science and technology and how existing religious and worldview teachings can be applied to these challenges. Students will then move on to look at the meaning and significance of Ramadan, fasting and charity giving within Islam. Ramadan is a key feature of the Islamic calendar and influences the lives of millions of Muslims. Students will finish the year exploring the ethical questions surrounding the value of human life and considering if human life has 'objective value' derived from the nature of creation or 'subjective value' because there is a quality within the lived experience.

Year 11

- What are human rights and what do religious groups have to say about them?
- What is the search for enlightenment?

Students will start their Religious and Social Education by exploring Human Rights. Students will explore questions of authority and how decisions can be made. As the year progresses, they will explore ideas around enlightenment. Students will look at the human desire to attain happiness and living a purposeful life, exploring how different worldviews attempt to answer this.

Assessment/Examinations:

There is no examination for this subject.

General Information:

At The MFG we promote the celebration of differences and encourage tolerance. We encourage community unity through learning around our British values, our Academy values and emphasise the importance of healthy minds, bodies and relationships. During Religious and Social Education at The MFG the intent is for students to be more informed individuals who are understanding and accepting of the diversities within society. We give them opportunity to express their views and their thoughts on different issues. We endeavour to teach the knowledge and skills that will equip them for the opportunities and challenges of life. We want to challenge students with 'real world' issues from the local to the global to help them to consider their role in society and reflect on how they interact with others.

Physical Education (Core)

Subject Lead
Miss A Simpson

Contact Details
alice.simpson@themfg.co.uk

Examination Board
N/A

EBacc
No

Course Content:

Physical Education for all is a non-examination core subject. PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

Our high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activities. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the ability to work safely, becoming confident to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps students make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

In Key Stage 4, the curriculum in PE enables students to make connections between different activities and aspects. It allows them to make progress by moving from simple contexts that make limited technical, strategic, tactical, compositional and physical demands to increasingly complex and challenging contexts. The programme runs over two years where students will have the opportunity to use state of the art facilities and participate in:

Athletics	Dance/Aerobics	Gymnastics	Rounders/Cricket
Basketball	Fitness Training	Handball	Rugby
Badminton	Football	Hockey	Table Tennis

Assessment/Examinations:

There is no examination for this subject.

General Information:

At The MFG our ambitious, knowledge-rich PE curriculum aims to ensure students feel safe to take risks with their learning, enjoy activities, develop a passion for an area of physical activity that they will aim to continue to participate in, making an impact beyond the boundaries of the school environment, thus contributing to their physical, social and emotional health and wellbeing.

Optional Subjects

EBacc GCSEs

Computer Science

Subject Lead

Mr R Bashforth

Contact Details

rbashforth@themfg.co.uk

Examination Board

OCR - GCSE

EBacc

Yes

Course Content:

During study of the course students will learn how to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Apply mathematical skills relevant to Computer Science.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Component 01	Written Paper	50%
Component 02	Written Paper	50%

Component 01 - Computer Systems

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

Component 02 - Computational Thinking, Algorithms and Programming

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

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

General Information:

This course is for students who are interested in learning how computers work and the fundamentals of programming, hardware, networks, data representation, cyber security and software. Students will also explore the legal, ethical, cultural and environmental issues. A large percentage of students continue their study in the subject beyond GCSE and go on to study Computer Science or BTEC IT at Mirfield College.

French

Subject Lead

Mr A Simpson

Contact Details

antony.simpson@themfg.co.uk

Examination Board

Pearson - Edexcel - GCSE

EBacc

Yes

Course Content:

This cohort of students will be the first to sit the brand-new updated GCSE.

GCSE students will study six thematic contexts, on which all assessments are based.

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

Throughout these thematic contexts, students can be asked on vocabulary linked to:

Family	Friends	Relationships	Equality
Physical well-being	Mental well-being	Food and drink	Sports
Places in town	Shopping	Transport	The natural world
Environmental issues	Social media and gaming	Future opportunities	School
Music	TV and film	Accommodation	Tourist attractions

Assessment/Examination:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Listening	Listening Examination	25%
Speaking	Speaking Examination	25%
Reading	Written Examination	25%
Writing	Written Examination	25%

Listening, Reading and Writing skills are assessed through final examinations at the end of the course. The Speaking examination is carried out by class teachers towards the end of the course, using questions from the examination board. All final assessments are marked by Pearson.

General Information:

A GCSE in a modern foreign language forms part of the English Baccalaureate (EBacc) qualification and is valued by admission tutors for university entrance in any discipline, particularly when applying to universities belonging to the Russell Group (a group of 24 leading universities in the UK). Language skills are also highly valued by a wide range of employers.

Most students with the potential to achieve success in a modern foreign language will be guided to study French GCSE. It is likely that the majority of these students will be entered for the Higher Tier which gives access to grades 4-9.

Geography

Subject Lead

Miss E Holt

Contact Details

eholt@themfg.co.uk

Examination Board

AQA - GCSE

EBacc

Yes

Course Content:

This course is split into four units:

- Living with The Physical Environment.
- Challenges in The Human Environment.
- Geographical Applications.
- Geographical Skills.

In units 1 and 2 the content is split into sections, with each section focusing on a particular geographical theme. Unit 3 sets out the requirements for fieldwork and issue evaluation. Unit 4 covers the geographical skills that students are required to develop and demonstrate. Students are required to study local and global case studies and be able to apply them to the examination answers.

Assessment/Examinations:

All examinations will take place at the end of Year 11. Geographical skills are assessed within the examinations.

Component	Method of assessment	Weighting
Paper 1	Examination	35%
Paper 2	Examination	35%
Paper 3	Examination	30%

Paper 1 - Living with Physical Geography

- Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK – Coasts and Rivers

Question types: Multiple-choice, short answers, levels of response, extended prose.

Paper 2 - Challenges in Human Geography

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Question types: Multiple-choice, short answers, levels of response, extended prose.

Paper 3 - Geographical Application Assessment

- Section A: Skills & Issue Evaluation
- Section B: Questions based on fieldwork carried out in the Summer Term of Year 10

General Information:

GCSE Geography allows students to investigate a range of current geographical and environmental issues in the world and is taught through an enquiry approach. The course allows students to deepen their understanding of the dynamic nature of physical and human processes using a variety of different scales (Local, National, International, Higher Income Countries, Newly Emerging Economies and Lower Income Countries). In addition, students will appreciate the complexity of the world, its different environments, economies and cultures whilst considering the issues of sustainability.

History

Subject Lead

Mr R Wick

Contact Details

rwick@themfg.co.uk

Examination Board

Pearson - Edexcel - GCSE

EBacc

Yes

Course Content:

Students will study a broad range of British and International history stretching back a millennium all the way through to the present day. Students will investigate a diverse range of topics, from the history of medicine through to the failure of democracy in Weimar, Germany and the rise of Hitler and the Nazi Party. They will gain an overview of how the past has shaped the present over time as well as studying in depth seismic changes in England and the USA. This will include looking at the evolution of the USA from an untamed wilderness to a modern superpower and the impact of the Norman invasion in 1066 on Anglo-Saxon England. We teach in mixed ability groups and encourage our students to be independent, imaginative and hard-working in lessons.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Paper 1	Examination	30%
Paper 2	Examination	40%
Paper 3	Examination	30%

Paper 1 - Thematic Study and Historic Environment

Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2 - Period Study and British Depth Study

Anglo-Saxon and Norman England, c1060–88 and The American West, c1835–c1895.

Paper 3 - Modern Depth Study

Weimar and Nazi Germany, 1918–39.

General Information:

History is an exciting, interesting and relevant subject to study at GCSE level. Many professions including law, business, journalism and medicine regard the skills developed by History students as valuable and transferable. Employers know that historians are able to evaluate and analyse a wide range of information and communicate their ideas effectively.

A Level History is highly valued by Russell Group universities and is seen as a facilitating subject because of the transferable skills that it equips potential candidates with. GCSE History is the obvious first step towards this recognition – even if you don't go on to study History at A Level, it forms part of the EBacc and universities will look at a student's ability and aptitude across a range of subjects. It is a challenging, academic and ultimately rewarding subject to study.

You will be encouraged to develop your thinking skills whilst forming and defending your own opinions in a creative and fun environment. You will also make links between the past and the present in order to build an understanding of the contemporary world.

Spanish

Subject Lead

Mr A Simpson

Contact Details

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Examination Board

Pearson - Edexcel - GCSE

EBacc

Yes

Course Content:

This cohort of students will be the first to sit the brand-new updated GCSE.

GCSE students will study six thematic contexts, on which all assessment is based.

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

Throughout these thematic contexts, students can be asked on vocabulary linked to:

Family	Friends	Relationships	Equality
Physical well-being	Mental well-being	Food and drink	Sports
Places in town	Shopping	Transport	The natural world
Environmental issues	Social media and gaming	Future opportunities	School
Music	TV and film	Accommodation	Tourist attractions

Assessment/Examination:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Listening	Listening Examination	25%
Speaking	Speaking Examination	25%
Reading	Written Examination	25%
Writing	Written Examination	25%

Listening, Reading and Writing skills are assessed through final examinations at the end of the course. The Speaking examination is carried out by class teachers towards the end of the course, following guidance from the exam board. All final assessments are marked by Pearson.

General Information:

A GCSE in a modern foreign language forms part of the EBacc qualification (EBacc) and is valued by admission tutors for university entrance in any discipline, particularly when applying to universities belonging to the Russell Group (a group of 24 leading universities in the UK). Language skills are also highly valued by a wide range of employers.

Most students with the potential to achieve success in a modern foreign language will be guided to study Spanish GCSE. It is likely that the majority of these students will be entered for the Higher Tier which gives access to grades 4-9.

Optional Subjects

Non EBacc GCSEs

Art & Design

Subject Lead

Miss H Bontoft

Contact Details

hbontoft@themfg.co.uk

Examination Board

AQA - GCSE

EBacc

No

Course Content:

Students will have experience of working in a range of disciplines including painting and drawing, ceramics, textiles, sculpture and print making.

The course aims to develop students' work in a personal and creative way. It is concerned with developing visual awareness and an understanding of the visual world we live in including the creative, imaginative and practical skills needed for working in art, craft and design industries. Students are given the opportunity to visit appropriate art venues such as an art and design degree show or an art gallery and museum.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Component 1	Portfolio of work	60%
Component 2	Externally set task	40%

Component 1 - Portfolio of Work

Students produce a portfolio of work which demonstrates their understanding of a range of art skills including drawing and painting, print making, sculpture and textiles. Projects are set and marked by the Art department and moderated by AQA.

Component 2 - Externally Set Task

This is completed in the Spring Term of Year 11. Students choose from a set of starting points set by the exam board. They have a period of preparatory time to plan and prepare their response. They are then given 10 hours of sustained focused time to complete their artwork. Their work for Component 2 is marked by the Art department and moderated by AQA.

General Information:

There are many careers within Art and Design; it is one of the major industries in this country. If chosen as an option there is a wide selection of courses and careers within the art, craft and design field which could be pursued beyond GCSE. If you enjoy expressing yourself in a visual way, if you have flair, imagination and determination to translate thoughts and ideas into concrete, solid pieces of work that cannot be expressed in words or formulae then this course will benefit you. Students need enthusiasm, keenness and a willingness to push themselves. They will need to be dedicated in both coursework and home learning to achieve the highest quality results.

Business

Subject Lead

Mrs D Mistry

Contact Details

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Examination Board

Pearson - Edexcel - GCSE

EBacc

No

Course Content:

Business is an exciting and dynamic subject, with direct relevance to all our lives. This course involves the investigation of how enterprise adds value by organising the production of goods and services, how businesses market those goods and services, and how businesses operate within their economic, political and social contexts.

During the course students will:

- be introduced to the world of small businesses and will look at what makes someone a successful entrepreneur;
- find out how to develop an idea and spot an opportunity, and turn that into a successful business;
- be able to understand how to make a business effective and manage money;
- see how the world around us affects small businesses and all the people involved;
- learn how small businesses are developed and discover how businesses promote themselves and keep their customers happy, as well as seeing how they manage both their finances and the people who work for them.

Through the use of case studies, Business ensures that students have experience of real world of business organisations. The use of case study materials also requires students to use a variety of methods to analyse and evaluate this evidence and thus make reasoned judgments in the context of real business scenarios.

GCSE Business will enable students to acquire knowledge and develop many of the skills that they will need in any business career; for example, they will develop skills in decision making, being creative, problem-solving, understanding finance, dealing with data, communicating and working as part of a team. A GCSE in Business could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry, although it will help students prepare for a wide range of employment opportunities.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Theme 1	Examination	50%
Theme 2	Examination	50%

Theme 1 – Investigating Small Business

This unit concentrates on the key issues and skills involved in enterprise. It provides a framework to consider the marketing, financial, human and operational issues involved in starting and running a small business.

Theme 2 – Building a Business

This unit builds on knowledge from Unit 1 and further examines how a business develops beyond the start-up phase. It focuses on practical methods to build up a business, with an emphasis on aspects of marketing, customer service, financial and people management.

10% of the marks in the exam are for numeracy. Extended writing is a key feature of assessment in Business.

General Information:

Whatever type of employment students wish to take up when they leave full-time education, they will work in a business of some type. Within the course students will learn skills and study topics that can be used again later in life; for example, if they work in retail they will need to know how to get the best out of their workforce or if they decide to become self-employed they will learn how to recruit staff, complete their accounts and find out the best way to advertise their firm.

Food, Preparation & Nutrition (D&T)

Subject Lead

Mrs E Womersley

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Examination Board

AQA - GCSE

EBacc

No

Course Content:

This course will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

The examination and non-examined assessment (NEA) will measure how students have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Component	Method of assessment	Weighting
Paper 1	Examination	50%
Task 1	Coursework NEA - Written Report	15%
Task 2	Coursework NEA – Practical Assessment	35%

Paper 1 - Based on theoretical knowledge of Food Preparation & Nutrition.

Task 1 - Food Investigation

Students will write a written report (1500-2000 words) on a practical investigation into the working characteristics, functional and chemical properties of ingredients.

Task 2 - Food Preparation Assessment

Students will produce a concise portfolio. They will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The portfolio is not to exceed 20 sides of A4 or A3 equivalent. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.

General Information:

Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. Students will master culinary skills and appreciate the science behind food and cooking.

This is an exciting and creative course which will allow students to demonstrate their practical skills and make connections between theory and practice. After taking this course, students could embark on AS or A Level study, begin an apprenticeship or perhaps begin employment in the catering or food industries.

Graphics Specialism (D&T)

Subject Lead

Ms A Fieldsend

Contact Details

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Examination Board

AQA - GCSE

EBacc

No

Course Content:

This course gives students the ability to develop a wide range of practical making skills incorporating drawing and sketching in 2D and 3D, using digital software, application of colour theory and image capture and manipulation. Additionally, students will gain transferable skills such as communication and teamwork that will benefit them in their further education or in the workplace. This course links into the 3D Design course at Mirfield College.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Paper 1	Examination	50%
Design & Make Project	Non-Examined Assessment	50%

Paper 1

This will cover

- Core technical principles – 20% (All D&T areas),
- Specialist technical principles – 30% (Graphics content)
- Designing and making principles – 50%

Design & Make Project

Students are given contexts which they have to develop a solution to, through consistent client feedback and reiterations.

General Information:

If you enjoy problem solving, being creative in your responses, have flair, imagination, and determination to translate thoughts and ideas into working outcomes then this course will benefit you. Students will need to be dedicated across both coursework and home learning to achieve the highest quality results. The design sector is one of the largest employment sectors in the UK and is continuing to grow. If chosen as an option, there is a wide selection of courses and careers within the design & technology field which students could pursue beyond GCSE.

Resistant Materials Specialism (D&T)

Subject Lead

Ms A Fieldsend

Contact Details

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Examination Board

AQA - GCSE

EBacc

No

Course Content:

This course gives students a range of easily transferable skills across a range of different materials. They include developing practical making skills including using hand tools for cutting or shaping, casting, or moulding, and using joining and finishing techniques in a range of materials. Additionally, students will gain transferable skills such as communication and teamwork that will benefit them in their further education or in the workplace. This course links into the 3D Design course at Mirfield College.

Assessment/Examinations:

Component	Method of assessment	Weighting
Paper 1	Examination	50%
Design & Make Project	Non-Examined Assessment	50%

Paper 1

Will cover

- Core technical principles (All D&T areas),
- Specialist technical principles (Resistant Materials content)
- Designing and making principles

Design & Make Project

Students are given contexts which they have to develop a solution to, through consistent client feedback and reiterations.

General Information:

If you enjoy problem solving, being creative in your responses, have flair, imagination, and determination to translate thoughts and ideas into working outcomes then this course will benefit you. Students will need to be dedicated across both coursework and home learning to achieve the highest quality results. The design sector is one of the largest employment sectors in the UK and is continuing to grow. If chosen as an option, there is a wide selection of courses and careers within the design & technology field which students could pursue beyond GCSE.

Drama

Subject Lead
Ms C Hullock

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Examination Board
AQA - GCSE

EBacc
No

Course Content:

Drama is a thriving option at Key Stage 4 and a popular choice amongst students. Students explore various styles of theatre and a diverse range of practitioners, using their new knowledge to inform their work. There are also many opportunities to enjoy professional work at theatres including Leeds Playhouse, Leeds Grand Theatre, Lawrence Batley Theatre and Sheffield Lyceum.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Component 1	Written Examination	40%
Component 2	Coursework	40%
Component 3	Practical Examination	20%

Component 1

This is a written examination taken at the end of the GCSE course in which students answer four multiple-choice questions on professional theatre-maker roles and/or terminology, plus a series of questions on how they would communicate meaning in our set text, Blood Brothers. Students also analyse and evaluate a live theatre performance they have seen.

Component 2

This is a devising piece of coursework. Students create and perform an original piece of theatre (10%) with a 2500 word written portfolio (30%) accompanying the practical work.

Component 3

This is a practical examination in which students perform two extracts from a chosen text. These performances can take the form of a monologue, duologue or group performance.

General Information:

In Key Stage 4 Drama, we continue to develop students' knowledge and understanding of the theatre, enhancing performance skills and refining the ability to analyse and evaluate performances. The skills students learn in Drama will assist them in every aspect of their lives, from building confidence and the ability to work with others to creative problem solving and working under pressure.

Media Studies

Subject Lead

Mrs V Furniss

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Examination Board

WJEC/Eduqas - GCSE

EBacc

No

Course Content:

In today's world, the media surrounds us wherever we are 24 hours a day. The internet, TV, films, magazines, newspapers and music are just some of the things that shape our everyday lives and identities. By studying GCSE Media Studies, students will learn how to analyse and understand the world around them by studying a range of contemporary and older media products.

The GCSE Media Studies course is designed to:

- Introduce students to the key concepts for studying media, which include media language, representation, media industries and media audiences.
- Enable students to study examples from a wide range of media forms in order to gain a good understanding of the foundations of the subject.
- Develop students' ability to critically question and explore aspects of the media.
- Extend students' engagement with the media to the less familiar, including products from different historical periods or those aimed at different audiences, providing rich and challenging opportunities for interpretation and analysis.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Component 1	Written Examination	40%
Component 2	Written Examination	30%
Component 3	Non-Examined Assessment	30%

Component 1 - Exploring the Media

This unit provides the foundation for analysing media products, audience responses and understanding media industries. It introduces students to the key concepts of media and will develop their ability to use a range of theories and theoretical perspectives to examine a range of products. Students will explore and analyse a range of products such as print adverts, newspapers and magazines, as well as studying music videos and their audience.

Component 2 - Understanding Television and Film

This unit deepens the knowledge and understanding of the key concepts taught in unit 1 and explores the topics through in-depth analyses of set products. Texts studied in this unit are from the sitcom and crime genres as well as music videos which are analysed in relation to their social, cultural, political and historical contexts.

Component 3 - Creating Media

This unit provides students with opportunities to create individual media production work for a specific audience based on set briefs provided by the examination board. This could include creating a front cover and inside pages to go into a new magazine. This unit allows students to combine their practical design and photography skills and demonstrate their understanding of how to create products designed to appeal to specific audiences.

General Information:

If students are hoping for a creative and exciting career in the highly competitive world of the media industry, GCSE Media Studies will give them a great head start. As new technologies continue to develop, there are growing opportunities in the media industries for a wide range of careers: journalism, advertising, broadcasting, work in the entertainment industry, public relations, the communications industry and teaching are all career paths where a GCSE in Media Studies would benefit you.

Music

Subject Lead

Ms Y Embury

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Examination Board

Pearson - Edexcel - GCSE

EBacc

No

Course Content:

Music is an exciting subject and each year more and more students choose to study it, possibly due to the fact that the music industry brings £5.8 billion to the UK each year. Students will study a wide variety of musical styles in preparation for an examination at the end of the two-year course. Furthermore, students will be able to focus on their particular musical interests by choosing pieces of music to perform on their instrument as well as composing their own music in a style of their choice.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Unit 1	Coursework	30%
Unit 2	Coursework	30%
Unit 3	Listening Examination	40%

Unit 1 - 2 recorded performances (a solo and an ensemble)

During the course students will focus on developing their performance skills on an instrument. Students will be required to perform in an ensemble, which could take the form of a rock or pop band, string quartet, wind ensemble, brass band or as a singer with a band. Alongside performing with an ensemble, students will also need to develop their skills as a soloist on their chosen instrument. When performing as a soloist, students could choose to perform a violin concerto, guitar solo with a backing track, drum kit solo or as a singer with accompaniment. They will be expected to rehearse and develop their instrumental skills throughout the course and, if not already doing so, take instrumental lessons on their chosen instrument.

Unit 2 - 2 compositions (one to a set brief and one free choice)

Alongside the performance aspect of the course, students will also compose two pieces of original music in two different styles of their choosing. The compositions will be informed by the set works that are a key component of the end-of-course examination. They will be taught a variety of compositional techniques and approaches before setting off on making their own music and may choose to compose their own original pop or rock song, piano sonata, a song for a musical or a traditional West African percussion piece. Both pieces together must total a minimum of 3 minutes.

Unit 3 - Listening & Appraising

Throughout the course students will study set works for specific 'areas of study', which incorporate a variety of musical styles and traditions. They are as follows:

Area of Study	Set Works
Instrumental Music 1700-1820	J.S. Bach: 3 rd Movement from Brandenburg Concerto No. 5 in D major. L. van Beethoven: 1 st Movement from Piano Sonata No. 8 in C minor 'Pathétique'.
Vocal Music	H. Purcell: Music for a While. Queen: Killer Queen (from the album 'Sheer Heart Attack').
Music for Stage and Screen	S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked). J. Williams: Main Title/Rebel Blockade Runner (from the soundtrack to Star Wars Episode IV: A New Hope).
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release'). Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza').

At the end of the course students will sit an examination that draws from their understanding of these set works. They will analyse the musical features and characteristics of all the pieces of music and draw comparisons between them and unfamiliar works. To ensure students develop a deep understanding of each of the set works, they will also learn how to perform and play them.

General Information:

The varied nature of GCSE Music enables students to develop skills in areas such as self-management, creativity, score analysis, performance, teamwork, problem solving and communication. Rather than limiting your career prospects, a music qualification opens doors to a wide range of careers both within and outside the arts.

Physical Education (Examination)

Subject Lead
Miss A Simpson

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Examination Board
Pearson - Edexcel - GCSE

EBacc
No

Course Content:

This course requires students to develop their knowledge and understanding of physical education and physical activity, in relation to a balanced, healthy lifestyle. In addition, students will develop their knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems. It will also give students the opportunity to develop skills relating to performance in physical activity.

A range of practical activities are completed in school to obtain the best practical scores possible. Students also have the opportunity to be assessed in other activities which they do out of school on a regular basis (video evidence must be provided).

Examples of Assessed Practical Activities			
Team Activities		Individual Activities	
Basketball	Netball	Athletics	Gymnastics
Cricket	Rugby League/Union	Badminton (singles)	Skiing/Snowboarding
Football	Tennis (doubles)	Boxing	Swimming
Hockey	Volleyball	Dance	Trampolining

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Component 1	Written Examination	36%
Component 2	Written Examination	24%
Component 3	Non-examination: internally assessed, externally moderated	30%
Component 4	Non-examination: internally assessed, externally moderated	10%

Theory

The theoretical aspect of the GCSE course is divided into the following areas:

Component 1 - Fitness and Body Systems

Applied anatomy and physiology
Movement analysis
Physical training
Use of data

Component 2 - Health and Performance

Health, fitness and well-being
Sport psychology
Socio-cultural influences
Use of data

Practical

The practical aspect of the GCSE course is divided into the following areas:

Component 3 - Practical Performance

Three physical activities as a performer
One team activity
One individual activity
One activity of your choice

Component 4 - Personal Exercise Programme

Aim and analysis
Carrying out and monitoring the PEP
Evaluation of the PEP

General Information:

If you are a keen sportsperson who enjoys a variety of activities and have a strong interest and participate in all types of sports; if you perform, watch, read and talk about sport on a regular basis, want to learn how to improve your sporting performance and the performance of others; then this is the course for you, especially if you are considering a career in the sports sector.

Sociology

Subject Lead

Ms S Fawcett

Contact Details

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Examination Board

AQA

EBacc

No

Course Content:

Sociology is the study of society. It tries to explain how society works, and how it affects people's behaviour. During this course you will be encouraged to explore and debate contemporary social issues to enable you to challenge taken-for-granted assumptions and to question your everyday understanding of social phenomena. Students will study why sociologists believe the family is important and look at changing patterns of family life along with the functions of the education system, looking at differences between gender, ethnicity and social class in terms of who does best in our education system. Students will also learn about the different sociological explanations for the causes of crime, such as inequality, poor family life and poverty as well as different forms of status and inequality in society, such as those linked to gender, class and ethnicity. Students will also study the different types of research methods sociologists use when studying society, and their strengths and weaknesses.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Paper 1	Examination	50%
Paper 2	Examination	50%

Paper 1:

The Sociology of Families – including the functions of the family, family forms, roles and relationships in the family and problems within families.

The Sociology of Education – including the role and function of education, the link between education and capitalism, educational achievement, and processes within schools.

Paper 2:

The Sociology of Crime and Deviance – including the social construction of crime and deviance, social control, criminal and deviant behaviour, and data on crime.

The Sociology of Social Stratification – theories of stratification, socio-economic class, life chances, poverty as a social issue, power and authority and power relationships.

General Information:

Sociology is a subject that allows students to better understand the world around them. In particular, students who are inquisitive and like talking about contemporary issues and what is going on in society around them, will love this subject. The exams in sociology are in written format so it is important that students enjoy subjects with extended writing such as English and History. Those who study Sociology can go onto a wide range of occupations in the future. This can lead to careers in social services, education, criminal justice system, law, government, counselling and the voluntary sector. Sociology is an ideal subject to study for all occupations, as organisations seek out employees who have an understanding and empathy of societal issues. There are a range of skills you will gain by studying Sociology, with many of them being transferrable, meaning studying the subject will not limit your future career choices, but in fact add to the skillset you need for many professions in the future.

**Optional Subjects
High Value
Vocational
Qualifications**

CTEC: Enterprise & Marketing

Subject Lead
Miss N Buckley

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Examination Board
OCR

EBacc
No

Curriculum Content:

This course has been designed to develop knowledge and understanding of enterprise and the business sector through practical application in a range of business activities. Students will have opportunities to:

- develop an understanding of a range of business specialisms such as marketing and finance;
- acquire employability skills such as communication, teamwork, planning and problem-solving, which are transferable to other subjects and a wide range of careers;
- gain a nationally recognised vocational qualification to enter employment or progress to other vocational qualifications;
- develop the major key skills and the wider key skills in a business context.

The course focuses on business education and training, providing opportunities to achieve a nationally recognised Level 2 vocational qualification. Students may progress either to further education e.g. CTEC Level 3 course in Business offered at Mirfield College, or A Level Business, training, or employment. It consists of 3 mandatory units studied over 2 years.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Unit	Method of assessment	Weighting
R067: Enterprise and Marketing Concepts	External Examination	40%
R068: Design a Business Proposal	Internal coursework	30%
R069: Market and Pitch a Business Proposal	Internal coursework	30%

Unit R067: Enterprise and Marketing Concepts

This is assessed by an exam which is sat in Year 11. In this unit, students learn about the key factors to consider and activities that need to happen to operate a successful, small start-up business.

Topics include:

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

Unit R068: Design a Business Proposal

This is assessed by a set assignment issued by the exam board and is completed in Year 10. In this unit, students will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal.

Unit R069: Market and Pitch a Business Proposal

This is assessed by a set assignment which covers the same scenario in R068. This assignment is completed in Year 11. In this unit, students will develop pitching skills to be able to pitch their business proposal to an external audience. Students will then review their pitching skills and business proposal using self-assessment and feedback gathered.

Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.

General Information:

Business is a dynamic and exciting subject, relevant to all our lives and to a huge range of progression routes and careers. Employers, colleges and universities are increasingly demanding a range of transferable skills and attributes such as communication, problem-solving, teamwork, creativity and organisation, all of which will be practised throughout this course. Students opting for vocational courses learn to work responsibly and, with the support of staff, are expected to take control of their own learning. Students will have access to real business scenarios and contexts, through case studies and visiting speakers.

Students may be interested in this subject if they want an engaging qualification, learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

Students will develop independence and confidence in using skills that would be relevant to the Business and Enterprise sector. The qualification contains practical activities that build on theoretical knowledge so students can put learning into practice while also developing valuable transferable skills such as:

- Verbal Communication/Presentation
- Research
- Analytical Skills
- Digital Presentation

BTEC: Fashion & Textiles (D&T)

Subject Lead

Mrs H Cooper

Contact Details

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Examination Board

Pearson - Edexcel - BTEC

EBacc

No

Course Content:

This exciting course enables students to investigate the way Fashion & Textiles designers and artists approach their work and use the findings to influence their own work. Knowledge of commercial fashion, home furnishing, textiles products and materials will be developed. Students will also learn about careers in the fashion industry and develop transferable skills such as teamwork, communication, computer-aided design and making of textile products and garments.

Assessment/Examinations:

Component	Method of assessment	Weighting
1	Internally Assessed	60%
2	External Synoptic	40%

Students will commence the course with an introductory project designed to help them to develop the skills that are required to succeed in the externally set component projects. Component 1 will be undertaken in Year 10, component 2 in Year 11.

Component 1 – Creative Practice in Art and Design

The examination board will release the theme for the project in November. Effective ideas are developed through practical research and investigation. Artists and Designers can generate ideas through a combination of observation, experience and practice with textile and design materials, techniques and processes. Practitioners develop and improve their practical skills through testing and reviewing their application of textile and fashion materials, techniques, and processes. This could be functional fashion pieces, interior or products for display.

The ability to learn and apply new research, investigation, and practical skills through a process of refinement is highly valued in the creative industries. This component will help students develop transferable skills such as organisation, time management and communication.

Component 2 – Responding to A Brief

Building on the knowledge developed in component 1, the theme of this unit is released by the examination board in January of Year 11, which is assessed in May/June. The students are set a key task that they execute under supervised conditions to create a piece of Textiles work and an accompanying portfolio. Students will make sure their work meets the brief by continually reviewing their work. The assessment of this unit is a maximum of 20 hours that is timetabled over the allocated assessment window.

General Information:

Students who have enjoyed and been successful at Key Stage 4 can go on to study Fashion & Clothing at Mirfield College. This course will help students access apprenticeships as well as courses such as fashion, buying, fashion promotion, styling, merchandising, costume design, teaching, and interior design to name but a few.

OCR: Health & Social Care

Subject Lead

Mrs S Booy

Contact Details

sbooy@themfg.co.uk

Examination Board

OCR - Level 1/2 Cambridge National Certificate

EBacc

No

Course Content:

This course is targeted at students who have a specific interest in working in the Health, Social Care or Early Years sectors. The main aim of the course is to prepare students for further health & social care training or for progression into employment. The course aims to widen students' understanding of health & social care issues by developing an awareness of the influences on an individual's health, wellbeing and relationships.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
R032	Examination	40%
R033	Coursework	30%
R035	Coursework	30%

60% controlled assessment (coursework) and 40% exam. Students have access to ICT facilities to enable them to support their coursework. 3 units of work will be studied:

R032 – Principles of Care in Health & Social Care Settings (Exam)

This unit is assessed by an exam which is sat at the end of Year 11. You will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values; effective communication in health and social care settings; protecting service users and service providers in health and social care settings.

R033 – Supporting Individuals Through Life Events

This unit is assessed by a set assignment (coursework). You will learn about growth and development through the life stages and how to understand the needs of individuals who have been affected by life events and suggest recommendations of support to meet their needs. Topics include life stages; impacts of life events; sources of support.

R035 – Health Promotion Campaigns

This unit is assessed by a set assignment (coursework). In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver to an audience your own health promotion campaign. Topics include current public health issues and the impact on society; factors influencing health; planning, creating, delivering and evaluating a health promotion campaign.

General Information:

This course is for those students who are interested in some aspect of the caring professions, e.g., nursing, care assistant, midwifery, counselling, family support worker, social work as a possible future career. This course feeds directly onto the Level 3 BTEC Health and Social Care or Childcare courses that are offered at Mirfield College. Alternatively, students could then progress onto a sector relevant Apprenticeship in health care, social care, or childcare.

WJEC: Hospitality & Catering (D&T)

Subject Lead

Mrs E Womersley

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Examination Board

WJEC - GCSE

EBacc

No

Course Content:

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? If so, it's time to – find out more about this exciting qualification today!

The Vocational Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Unit 1	Examination	40%
Unit 2	Coursework Non-Examined Assessment	60%

Unit 1 - The Hospitality & Catering Industry

You will learn about:

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

Unit 1 will be assessed through an exam, which is worth 40% of the qualification.

Unit 2 - Hospitality & Catering in Action

You will learn about:

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

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

General Information:

What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management

Careers with Hospitality and Catering?

The hospitality industry offers a wide range of exciting opportunities which includes:

- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist
- Sous chef

Cambridge Nationals: Sports Studies

Subject Lead
Miss A Simpson

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Examination Board
OCR

EBacc
No

Curriculum Content:

This course takes a sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

This qualification aims to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop students' ability to apply theoretical knowledge to practical situations.
- Gain a better understanding of the complexity of different areas of sport and the sports industry.
- Increase students' awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

Assessment/Examinations:

All examinations will take place at the end of Year 11.

Component	Method of assessment	Weighting
Unit R184	Written paper	40%
Unit R185	Centre assessed tasks	40%
Unit R186	Centre assessed tasks	20%

Unit R184 - Contemporary Issues in Sport. This is assessed by an examination (1hr 15minutes).

By completing this unit, you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

Unit R185 – Performance and Leadership in Sports Activities. This is assessed by a set assignment.

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

Unit R186 - Sport & the Media. This is assessed by a set assignment.

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport.

General Information:

If you are a keen sportsperson who enjoys a variety of activities and have a strong interest and participate in all types of sports; if you perform, watch, read and talk about sport on a regular basis, want to learn how to improve your sporting performance and the performance of others; then this is the course for you, especially if you are considering a career in the sports sector.

As part of the 7 year journey at The MFG, students have the opportunity to continue post-16 studies here at Mirfield College. We offer a wide range of Level 3 courses which can be selected to suit your needs and future aspirations. Students can Mix 'n' Match to combine A Levels with Level 3 BTEC/CTEC courses including single and double award qualifications*

When choosing your GCSE options, you should consider which career paths you may like to pursue in the future and look ahead to those entry requirements. Below is a list of our current courses and subject specific entry requirements for those courses at Mirfield College. *As a college, our minimum entry requirements are 5 GCSE's grade 9 - 4 including English Language and Maths.*

A Level Course	Current Entry Requirement
Art (Fine Art)	4 in Art GCSE or Pass in BTEC
Biology	6 in Biology or 66 Combined Science, 6 Maths
Business Studies	College minimum entry requirements
Chemistry	6 in Chemistry or 66 Combined Science, 6 Maths
Criminology	College minimum entry requirements
English Language/Literature Combined	4 in English Language and 4 in English Literature
Geography	4 in Geography
History	4 in History
Law	Grade 4 in GCSE English Language and Grade 4 in a traditional GCSE written subject (e.g. History, English Literature etc.)
Maths	6 in Maths
Media Studies	4 in English Language and 4 in English Literature
Photography	GCSE Grade 4 in Art or GCSE Pass in BTEC Art
Physics	6 in Physics or 66 Combined Science, 6 Maths
Psychology	4 in Maths and 4 in Science
Sociology	College minimum entry requirements

BTEC/CTEC Course	Study options	Current Entry Requirement
3D Art & Design	Double	4 in Art GCSE or C in a DT subject
Applied Science	Single	4 in Science
Applied Medical Science	Single	4 in Science
Business (CTEC)	Single & Double	College minimum entry requirements
Early Childhood Development	Single	Standard entry requirements
Health & Social Care	Single & Double	4 in English Language and Science
Fashion & Textiles	Single	C in GCSE Textiles or Art
Information Technology	Single	College minimum entry requirements
Sport	Single	4 in GCSE PE or Level 2 Pass & 4 in Science

**Government policy directly affects the provision of post-16 education, including the types of qualifications and funding. We have therefore taken reasonable steps to ensure that the courses and entry requirements described are advertised as accurately as possible. However, we reserve the right to withdraw courses or modify entry requirements. Courses are offered subject to enrolment and retention of sufficient numbers and so we reserve the right to withdraw any advertised course for which insufficient numbers of students enrol.*

What are A Levels, Level 3 BTEC & CTEC?

Advanced Level qualifications (known as A Levels) are subject-based qualifications that can lead to university, higher apprenticeships, further study, training, or work. You can normally study three A levels over two years. They are usually assessed by a series of examinations; however, a small number of courses do still include a non-examined element (e.g., coursework), however most are usually assessed by a series of examinations.

Alongside A Levels, BTEC Nationals and Cambridge Technicals are the most widely recognised qualification for admission to higher education. They are Level 3 vocational qualifications that provide specialist, work-related learning across a range of sectors.

BTECs are divided into units, which cover specific areas of knowledge, skills, and understanding required by the sector or industry.

- Every BTEC student takes the core units, which provide a broad foundation and understanding about the sector.
- There is a range of optional units to choose from which enable students to focus on interests and plans they have for next steps into further study, an apprenticeship, or employment.
- The course involves a series of assignments which can be written or activity-based, for example creating a film clip, planning and putting on a performance, or creating a business plan. Students complete some assignments individually and some as part of a team. For some BTEC courses, students can also apply their knowledge and skills through work experience.



Frequently Asked Questions

Q. Why can't my child have a completely free choice?

- A.
- To give a broad and balanced opportunity not just for post-16 choices but to give them a rounded suite of qualifications.
 - We want to ensure students can compete in the job market and they will be competing against students who have these ranges of qualifications.
 - Universities consider EBacc subjects as facilitating and are more likely to offer a place.
 - All schools have limits on the choices they offer. They are limited by Central Government, regulations, staffing and resources. That is why we offer a broad entitlement curriculum.

Q. Where will my child learn about social, moral, spiritual and cultural issues?

- A. These are embedded across all areas of the curriculum, but they are delivered explicitly in the Religious & Social Education course, and tutorial sessions.

Q. How do I know what courses are necessary for my child's chosen career path?

- A. Discuss with Careers Advisor.

Q. Who do I contact if I want to discuss this in more detail?

- A. You can ring or call in and arrange to see the Careers Advisors or Form Tutor.

Q. My child wants a particular career. Who do I talk to?

- A. Make an appointment with the Careers Advisors who will discuss this with you and your child.

Q. I would like to discuss various options with staff. What do I do?

- A. Find out all that is possible via the Options Evening. Ring or call in and arrange to see the Careers Advisors or Form Tutor.

Q. How do I know what is the best type of qualification for my child to study?

- A. You need to consider how your child studies and whether or not they prefer to take end of course linear examinations or those that have more non-examined assessment.

Q. What if my child can't choose?

- A. Consider strengths, what they want to do in the future, what they have done well in Key Stage 3 and subjects they enjoy.

Q. Is the EBacc important?

- A. To gain the EBacc qualification you must achieve Grade 5 or above in English, Mathematics, Science, History/Geography and a Modern Foreign Language. The Government has made this a key indicator of school performance through a league table. Some higher status universities may regard the EBacc as a further indicator of academic ability.

For Careers information, please contact our Think Futures Team, on careers@themfg.co.uk
Appointments are also available.

For more information about the curriculum, contact Mr N Packard, Vice Principal, on
npackard@themfg.co.uk