

# Nuneaton Academy

## Year 9 Options Booklet 2023



# Contents

Page 3

Page 4

Page 5

Page 6

Page 7

Pages 8 & 9

Pages 10 & 11

Pages 12 & 13

Page 14

Page 15

Page 16

Pages 17 and 18

Pages 19

Pages 20 & 21

Pages 22 – 24

Pages 25 & 26

Pages 27 & 28

Pages 29 & 30

Pages 31 – 33

Pages 34 & 35

Pages 36 & 37

Pages 38 & 39

Pages 40 – 42

Pages 43 & 44

Pages 45 & 46

Pages 47 & 48

Pages 49 - 51

Pages 52 – 53

Pages 54 – 55

Pages 56 – 57

Page 58

Options Introduction

Options for a Successful Future

Qualifications Explained

Attendance Matters

Core Subjects with Qualifications

English Language

English Literature

Mathematics

Combined Science

Personal Development and Diversity

Physical Education

Option Subject Introduction

Art and Design

Art Photography

Child Development

Design Technology

Digital Information Technology

Food and Nutrition

Geography

History

Hospitality and Catering

French

Media Studies

Tech Award in Music Practice

Performing Arts

Physical Education

Sports Studies

Religious Education

Computer Science

Triple Science

Make an informed decision



# Year 9 Options 2023

January 2023

Dear Parents, Carers and Pupils,

Welcome to Year 9 Options. This is where we start the process of looking at the changes that take place when pupils finish Year 9 and start on their Year 10 pathway.

The most significant change is that pupils will be studying fewer subjects in September, and they will be able to choose some of them. This booklet gives you all the information you need to make those choices.

In this booklet is a full range of courses, which we believe provides for the needs of all our pupils. This will offer all of them progression routes into further and higher academic or vocational education.

The booklet marks a very significant stage in a pupil's education, since in Years 10 and 11 Pupils have some degree of choice in the subjects they study. It is, therefore, very important for pupils to read the enclosed information thoroughly, to discuss preferences with their parents/carers and to seek advice from their teachers and tutor.

This process of reading, reflection and discussion is very important, as we offer a wide range of subjects, including some that were not studied in the curriculum so far. It is therefore essential to take time to understand what each course offers, what combinations are possible, and what is most suitable for each pupil as an individual. In some instances, tutors or other teachers will have specific advice and guidance to offer on what would be most suitable, and pupils should take this into account when completing the options form.

It is important to note, however, that at this stage you are opting for a preference for your choices. We will make every effort to meet these choices. On rare occasions, some options may not recruit a viable group. We will contact you as soon as possible to discuss alternative choices.

On **Wednesday 8th February** we have a Year 9 Progress Evening from 4.00pm -7.00pm. This event will be held in the school hall and you will be able to meet teachers face to face. You will be able to make bookings via the School Cloud. This is a great opportunity to speak to teachers about the suitability of your child choosing their subjects to study in Year 10 and 11. You will be able to book appointments with our Careers Advisor if you wish to speak about Post 16 options or careers in general. Please refer to the letter you received regarding the pathways process for key dates especially the date of **Monday 13th February** which is the deadline for forms to be submitted.

I look forward to seeing you soon,

Mr Joe Newton  
Vice Principal  
Nuneaton Academy



# Options for a Successful Future

We understand that making a decision about which subjects to specialise in during Years 10 and Y11 can be difficult. Try asking your teachers if they knew they wanted to be a teacher when they were in Year 9. Some might have 'just known', but many will have had no idea.

So when making decisions about the right specialist subject pathways for you, there are some key questions to ask:

## **Which subjects do you enjoy?**

If you are going to spend another two years studying them, it helps if you like them. Bear in mind that what you learn in Years 10 and Year 11 will be different to what you have done so far. Read the pages in this booklet carefully to get an idea about the topics you will be studying, then talk to your teacher if you still aren't sure.

## **How do your subject options balance each other?**

You might love doing PE, but if you choose to specialise in too many similar subjects, it doesn't give you as many options Post 16. Usually, choosing a balanced mix of subjects is the best way. We help out with some of this by having core subjects, which everyone does, and then specialist subject pathways where we try to give you a good range of choices in each pathway.

## **What kind of careers do these subjects lead to?**

Again, remember that there are different routes to the same destination, but some subject specialisms are often linked to particular careers. Your child will have a career session with Mrs Partridge in the coming weeks.



# Qualifications Explained

## GCSE, BTEC or V Cert?

If you don't know the difference between these qualifications, you are not alone. Here is a quick summary.

GCSEs make up most of the subjects we offer. They are two year qualifications which are almost all assessed by a terminal examination, which means that you study different units for two years and then take your exams in the summer term of Year 11. GCSE stands for 'General Certificate in Secondary Education' and they aim to give you a good general understanding and skill base in each subject.

BTECs are specialist work-related qualifications. They are linked to specific sectors, or areas, of employment – e.g. business, engineering or ICT. BTECs are studied over two years, but unlike GCSEs, you will gain marks towards the final BTEC all the way through, based on assignments you will complete. BTECs do also contain externally marked exams which can only be sat at a particular time of the year, just like GCSEs.

V Cert is the name for a type of qualification very similar to BTECs. Like BTECs they are vocational qualifications, that is, they link to particular career paths and they are assessed through a mixture of unit assignments and exams.

Old GCSE Grades	G	F	E	D	C	B	A	A*		
New GCSE Grades	1		2	3	4	5	6	7	8	9
					Standard Pass	Good Pass				
BTEC Grades	Pass L1		Merit L1	Distinction L1	Pass L2	Merit L2		Distinction L2	Distinction* L2	
New GCSE Equivalent	1.25		2	3	4	5.5		7	8.5	

*The table shows how the new number grades relate to the old GCSE grades and how these compare to BTEC grades.*

# Attendance Matters

There is no substitute for being present in school as it will lead to success in GCSE exams. This includes attending all lessons on time.

The continuous and demanding nature of GCSE studies means that absence from school for any reason will create a backlog of work to be caught up. In cases of absence for unavoidable reasons such as illness, staff will (as far as possible) ensure that missed work is issued and explained.

We need all our parents and carers to support the success of their child by ensuring that school attendance is a top priority.

**Many people think that 90% attendance is good but in reality this means that 3 ½ weeks of learning at school have been missed.**

OUR AIM IS FOR 100%

Perfect	<b>100%</b>	On average a pupil with 100% achieves 8 or more GCSE's
Very Good	<b>97%</b>	6 school days missed a year
Good	<b>95%</b>	9 School days off a year. Success at GCSE is reduced.
Needs to improve	<b>90%</b>	3 ½ weeks of school missed. Catching up on missed learning is hard for pupils.
Danger Zone	<b>Below 90%</b>	1 month off school or more. Your chances of success at GCSE are massively reduced.

## So attendance does really matter.

All of us are working together to support success at school so that all pupils can choose a career path and experience fulfilment and success in an ever changing world of work. We want their future employers to know they are committed and reliable, which can be shown in their attendance and this can be a pattern of behaviour we learn at school.

As parents and carers we need your support to encourage pupils on mornings when they may not be feeling 100% but are well enough to attend school or may not want to come to a subject lesson to get them to school. Our attendance procedures in school enable us to closely monitor all our pupils. This is done to secure their success.

Absences from school should be avoided at all costs. It should be noted that leave for holidays will not be granted by the school. If pupils are absent from school because of holidays then this will count as unauthorised absence/s. Help us to help your child to achieve their very best and achieve their full potential by aiming for 100% attendance to school.



# Core Subjects with Qualifications

These are subjects that your child has no choice over and has to study in Years 10 and 11. They equate to 5 GCSE qualifications.

English Language – 1 GCSE

English Literature – 1 GCSE

Mathematics – 1 GCSE

Combined Science – 2 GCSE's

Over the next pages you will find out information about these subjects.

## Core Subjects without qualifications

Your child will also study **Personal Development and Diversity** and **Physical Education**. It is a requirement of the the National Curriculum that your child continues to study these subjects until the end of Year 11. Your child **will not receive a qualification** in these subjects.

## Subjects you can not choose together

Due to the similar nature of the subjects you cannot choose:

- Art and Photography
- Design Technology and Food and Nutrition
- Food and Nutrition and Hospitality and Catering



# English Language

## What does the course offer me?

English is at the heart of how we communicate. As a subject, its study develops our understanding of the world around us, and equips us with the knowledge and skills necessary to lead rich and fulfilling lives. In Literature, we consider the very best of what has been thought and said, looking into the works and lives of some of the nation's most famous authors to reflect on the lasting impact of their writings. In Language, we develop our own skills of expression, learning how to structure and craft original stories, descriptions, speeches, letters and articles, as well as reading a variety of fiction and non-fiction texts to examine how writers influence readers. Culminating in the attainment of two separate qualifications, the study of English at GCSE also opens up the world of academic life beyond secondary school.

## What does the course involve?

In **“English Language Paper 1: Explorations in Creative Reading and Writing”**, we learn how to read and infer meaning from short fiction extracts, analysing how authors use language and structure for effect. The second half of this paper focuses entirely on our own creative abilities, and so our study of **“English Language Paper 1”** also includes lessons on how to write compelling narratives and descriptions independently, taking inspiration from the works we have studied – and our own imaginations. In **“English Language Paper 2: Writers’ Viewpoints and Perspectives”**, we learn how to explore non-fiction extracts from different time periods and genres on issues or themes that are significant to the way we think and live our lives. Like Paper 1, the second half of Paper 2 focuses again on our own skills in writing, and so our study of **“English Language Paper 2”** also includes lessons on how to create convincing arguments about important topics in a variety of forms. English Language also includes a **“Speaking and Listening”** component, which asks pupils to independently write and deliver an original speech on a topic of their choosing.

## How will I be assessed?

**The English Language assessment** consists of the **“Speaking and Listening”** endorsement (an original speech delivered in front of a teacher, followed by questions and answers) and two formal examination papers, both taken at the end of Year 11:

- English Language Paper 1 (80 marks): Explorations in Creative Reading and Writing
- English Language Paper 2 (80 marks): Writers’ Viewpoints and Perspectives

English Language Assessment Objectives (AOs):

- AO1: identify and interpret explicit and implicit information and ideas
  - o select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts





- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- AO7 (Speaking and Listening): Demonstrate presentation skills in a formal setting
- AO8 (Speaking and Listening): Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9 (Speaking and Listening): Use spoken Standard English effectively in speeches and presentations.

## **Career Links**

**List careers that link to your qualification.**

- Journalist
- Copywriter
- Teacher
- Editor
- Travel writer
- Author
- Scriptwriter
- Novelist
- Archivist
- Paralegal
- Solicitor
- Librarian
- Publisher
- Social Media Manager
- Editorial Assistant
- Marketing Executive

It is worth noting that the vast majority of professional careers require competent skills in English, even if they are not directly related to the subject. A Pass in the subject of English, alongside Mathematics, is a necessary minimum requirement for almost all forms of employment.



# English Literature

## What does the course offer me?

English is at the heart of how we communicate. As a subject its study develops our understanding of the world around us and equips us with the knowledge and skills necessary to lead rich and fulfilling lives. In Literature, we consider the very best of what has been thought and said, looking into the works and lives of some of the nation's most famous authors to reflect on the lasting impact of their writings. In Language, we develop our own skills of expression, learning how to structure and craft original stories, descriptions, speeches, letters and articles, as well as reading a variety of fiction and non-fiction texts to examine how writers influence readers. Culminating in the attainment of two separate qualifications, the study of English at GCSE also opens up the world of academic life beyond secondary school.

## What does the course involve?

We begin Year 10 with a read-through of **"A Christmas Carol"** by Charles Dickens – the classic story of the miserly Ebenezer Scrooge, who embarks on a supernatural journey of redemption set against the backdrop of Victorian London. In this unit, we consider how Dickens uses his tale of ghosts and regret to critique some of the pressing social issues of his day. We then read **"Macbeth"** by William Shakespeare, which is one of the author's most famous and thrilling plays. This story about a Scottish Lord who takes the throne for himself includes witches, war, murder and betrayal, and although it was written over four centuries ago it remains as relevant a warning about the dangers of uncontrolled ambition as ever. AQA's **"Power and Conflict"** anthology takes our focus next. Through fifteen poems written by a wide variety of authors from diverse backgrounds and time periods, we explore the different types of power and conflict which exist in society, comparing their presentation in each. This gives us the skills necessary for our short unit on **"Unseen Poetry"**, which prepares us for the analysis of never-before seen poems. Finally, **"An Inspector Calls"** by JB Priestley completes the picture for Literature. This modern play, written in the twentieth century, asks important questions about how we live our lives and the impact we have on other people and in the modern era, these questions are perhaps more significant now than ever.

## How will I be assessed?

The English Literature assessment consists of two formal examination papers, both taken at the end of Year 11:

English Literature Paper 1 (64 marks): **"Macbeth"** and **"A Christmas Carol"**

English Literature Paper 2 (96 marks): **"An Inspector Calls"**, **"Power and Conflict Poetry"** and **"Unseen Poetry"**



## English Literature Assessment Objectives (AOs):

AO1: Read, understand and respond to texts. Pupils should be able to:

- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.

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

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

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

### Career Links

Journalist

Copywriter

Teacher

Editor

Travel writer

Author

Scriptwriter

Novelist

Archivist

Paralegal

Solicitor

Librarian

Publisher

Social Media Manager

Editorial Assistant

Marketing Executive

It is worth noting that the vast majority of professional careers require competent skills in English, even if they are not directly related to the subject. A Pass in the subject of English, alongside Mathematics, is a necessary minimum requirement for almost all forms of employment.



# Mathematics

## What does the course involve?

The aims and objectives of the Pearson Edexcel Level 1/ Level 2 GCSE (9–1) in Mathematics are to enable pupils to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## The course covers six main areas of maths:

1. Number
  - Structure and calculation
  - Fractions, decimals and percentages
  - Measures and accuracy
2. Algebra
  - a) Notation, vocabulary and manipulation
  - b) Graphs
  - c) Solving equations and inequalities
  - d) Sequences
3. Ratio, proportion and rates of change
4. Geometry and measures
  - Properties and constructions
  - Mensuration and Calculation
  - Vectors
5. Probability
6. Statistics



## How will I be assessed?

Two tiers are available: Foundation and Higher (content is defined for each tier). The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier.

- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.

The content outlined for each tier will be assessed across all three papers.

## Careers Links

As well as being a vital life skill the combination of a skills shortage and a growing need for maths skills means more and more employers are looking for people who can demonstrate strong maths skills.

Careers that require this include:

- |                      |                       |
|----------------------|-----------------------|
| • Accounting         | • IT / Programming    |
| • Medicine           | • Games development   |
| • Engineering        | • Scientific research |
| • Forensic Pathology | • Civil Service       |
| • Finance            | • Design              |
| • Business           | • Construction        |
| • Consultancy        | • Astrophysics        |
| • Teaching           |                       |

Specific job roles include:

- Actuary
- Business Analyst
- Software Engineer
- Technology Analyst
- Information Engineer



# Combined Science

## What does the course offer me?

Most pupils will study combined science, worth the equivalent of two GCSEs. The course has an equal amount of Biology, Chemistry and Physics.

The Combined Science GCSE course looks at how science features in our everyday lives. During the course pupils will find out about explanations, theories and modelling in science along with the implications of science for society.

## What does the course involve?

**Biology:** Cell Biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and Evolution, Ecology.

**Chemistry:** Atomic structure and the Periodic Table, bonding, structure and properties of matter, quantitative chemistry, chemical changes, energy changes, The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources

**Physics:** Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves

## How will I be assessed?

At the end of Year 11 there are two written exams in each subject – 6 in total with a mixture of multiple choice, calculations, short answer and long answer questions and analysis of data.

Each exam will last for 1 hour 15 minutes, is worth 70 marks and is 16.7% of the Combined Science GCSE. The exam papers are available at the Higher tier (grades 4-9) and Foundation tier (grade 1-5).

## Career Links

Typically, pupils who study this course wish to pursue the following careers:

- Physiotherapist
- Nurse
- Mechanic
- Electrician
- Engineer
- Computer programmer



# Personal Development and Diversity - Core Subject Non Exam

## What does the course offer me?

This is a statutory element of the curriculum in Years 10 and 11. It is part of our knowledge curriculum and follows on from the Personal, Social, Health and Economic Education (PSHE) and Religious Education (RE) curriculum in years 7- 9. You will be timetabled for PDD once a week which will help to provide information and knowledge that will be useful for adult life. Every opportunity is taken for you to be reflective about your own beliefs and others', develop a moral purpose, use and develop a range of social skills and understand and respect a full range of cultural influences.

## What does the course involve?

In Year 10 you will study the following topics;

- Careers
- Life and Death
- Health and Wellbeing
- War and Peace
- Sex and Relationships
- Diverse Britain

In Year 11 you will study the following topics;

- Careers
- Human Rights
- Health and Wellbeing
- Big Questions

## Health and Wellbeing

In these topics you will have the opportunity to develop your knowledge and take part in discussions on a range of issues that affect our physical and mental wellbeing including social media, body image, cosmetic surgery, gender, gender identity, LGBTQ+, and a work life balance. In PDD you will have the opportunity to reflect, express and justify your own opinions in light of the learning about religion and your own religious philosophical, moral and spiritual questions. These will include topics such as Life and Death, War and Peace and developing your place in an ever growing diverse Britain.

## How will I be assessed?

Your teacher will assess you throughout all of your lessons to help them address any misconceptions. This will be through questioning, your written work and observation. There is also a knowledge test at the end of each unit where you will get feedback.



# Physical Education – Core Subject

## Non Exam

The premise of Core PE is that pupils have the opportunity to take part in sport in a non-examination based scenario. It offers pupils the chance to participate in a wide variety of sports and gain an appreciation and understanding of the multitude of sports available to them both in school and the local community.

These include football, netball, basketball, dance, badminton, fitness and many more. Core PE provides pupils with the chance to relax and contributes significantly to their health and wellbeing.

Pupils will be able to maintain or improve their fitness as a result of taking part in frequent exercise, as well as benefit from the stress relief effects of taking part in physical activity.

The Core PE lessons will involve playing different sports. The frequency of the rotations will vary depending on the time of year and facilities available to the PE Department.

Pupils will be able to choose from a number of sports that the PE staff have timetabled to offer to them. It is essential for Core PE lessons that pupils bring their full PE kit as well as suitable footwear to ensure they are safe throughout the entire lesson. Pupils are still expected

to bring their kit even if not taking part as they may be required to help officiate or move equipment, and for this they need to be suitably attired.





# Option Subjects

Choosing the right Option Subject for you:

You might feel nervous about choosing what to study for the next two years. Perhaps you don't know what you want to do, or you have some ideas but want to make sure you are making the right choices.

## THINK ABOUT THESE QUESTIONS:

### What type of course will suit me best?

As well as choosing what subjects you want to take, you will need to think about the way you prefer to study and learn.

### Do you enjoy learning through hands-on, practical tasks?

Vocational (job-related) courses offer you a chance to learn work-related skills through practical learning, projects and real workplace experience.

### Do you prefer more traditional coursework and exams?

GCSEs cover general education subjects such as English, Maths, Science and History. Some subjects will combine coursework with exams while others will just have exams.

### Would you like to combine both ways of learning?

Some courses combine classroom and hands-on learning. You may also be able to take vocational and traditional courses together.

Which subjects should I choose?

## Do's ...



Do choose subjects that you enjoy and feel happy to participate in.



Do look carefully at the assessment methods for each course and match them to the way you learn e.g.: some pupils thrive on coursework more than examinations.



Do look to get a variety of subjects to support your workload.



Do talk through your choices with as many people as possible.

It is important you make an informed decision. Speak with pupils doing option subjects and read the information on the following pages to help you make option choices that are right for you.

### Don'ts ...



Don't pick a subject just because a friend is picking it. Chances are you will be in a totally different class



Also these Options are for what you want to do, and are a big influence in the career you want in life, or the job you are going to get. Not for some other person; you



Don't pick a subject because you like the teacher - it's very likely you will get a different teacher in the following year



Don't pick a subject because it sounds easy. Sometimes it isn't easy, and you might find the subject boring but will have to stick with it for a whole 2 years until College

## Subjects you cannot choose together

**Due to the similar nature of the subjects you cannot choose:**

- Art and Photography
- Design Technology and Food and Nutrition
- Food and Nutrition and Hospitality and Catering

# Art and Design (Fine Art) - GCSE

## What does the course offer me?

The GCSE Art and Design Fine Art Course presents an exciting opportunity for pupils to focus on identifying and developing individuality in their art. It enables each pupil to explore and convey their own thoughts and ideas in creative diverse ways through the disciplines of drawing and painting. The course enables an opportunity for pupils to reflect on and refine skills as young artists.

## What does the course involve?

**The course is broken into two projects:**

One large project which includes; drawing, painting, experimenting with a wide range of materials and techniques; artist research and producing a final piece which combines much of your ideas and observations.

The other project is the same process except the title is chosen by the Exam Board in January of Year 11.

## How will I be assessed?

60% Coursework from Year 10 to December of Year 11.

40% Exam project: The Exam Project which begins in January and culminates in a 10 hour exam over two days.

## Career Links

Typically, pupils who study this course wish to pursue the following careers:

- Architecture
- Interior Design/Fashion Design/Mechanical Design/Web Design
- Artist
- Animation
- Media
- TV/Theatre production

## Why you should choose to study this subject?

Pick this course if you enjoy art, if you like taking and editing images, if you enjoy experimenting with a wide range of art materials and techniques, if you like sketching, painting and making things.

## Why you should *not* choose to study this subject?

This course is not for you if you do not enjoy art. It is probably not for you if you struggle with your drawing. Art is not the easy option, there is a high expectation of the amount of work you will produce in school and at home.



# Art Photography - GCSE

## What does the course offer me?

The Photography syllabus encourages pupils to actively engage with the creative processes of Photography and helps them to become reflective thinkers with enquiring minds who are independent learners in their study of Photography. The course develops their creative, imaginative and intuitive capabilities when exploring, creating and producing their images and 2d/3d final outcome. Pupils become confident in taking risks, learning from their experiences through exploring the camera and its possibilities. They build a critical understanding through their chosen area(s) of study, using personal interpretation, considered selection of sources and independent judgements to undertake an active investigation process. Pupils will be expected to take photos of self-portraits and portraits of others.

You will gain a very good idea about your own artistic abilities and interests and will be encouraged to express yourself in a variety of ways. You will be helped to build up your skills and will be allowed to define your own projects and approaches with your teacher acting as a critical supporter and guide.

## What does the course involve?

The Photography GCSE aims to allow pupils to develop and refine their own ideas, supported by an understanding of their context and what has informed them. Pupils work through purposeful engagement to build their own body of work. They also look at other artists to develop knowledge and understanding of Photography in a contemporary context and in societies and cultures appropriate to their chosen area(s) of study. As they progress they develop through the course of study, an awareness of the different work practices and roles of the creative and cultural industries in terms of Photography and show an understanding of the purpose, intentions and functions of Photography. They also learn to acknowledge their influences through creating a digital portfolio. Pupils will learn how the modern digital world works and develop a good understanding of web based editing sites, Photoshop and Microsoft office 365 applications.



### How will I be assessed?

Unit	Modules	Weighting	Format
1	Portfolio Fragment	60%	Digital Portfolio
2	Externally set task	40%	External Exam: 10 hours Digital Portfolio

### Career Links

- Photographer
- TV or Film Camera Operator
- Photographic Stylist
- Medical Illustrator
- Set Designer Costume Designer
- Web Designer

### Why you should choose to study this subject?

You need an interest in Photography and some basic artistic skills. You will be taught how to develop these skills and how to display your work but it is useful to feel confident in the practice of Photography if you are going to make sustained progress.

### Why you should *not* choose to study this subject?

- If you do not have an interest in Photography.
- Struggle to work independently
- Are not willing to respond to feedback



# Pearson BTEC Level 1/Level 2 Tech Award in Child Development

## What does the course offer me?

The Tech Award gives pupils the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, pupils will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development

## What does the course involve?

Pupils will complete three components over the 2 years.

### Component 1 – Children's Growth and Development

Young children develop skills and abilities at different rates, although they usually follow the same pattern of development. This component will develop pupil's knowledge and understanding of children's growth and development across five areas of development – physical, intellectual and cognitive, communication and language, social and emotional.

### Component 2 – Learning Through Play

In this component, pupils will look at the different stages of play and types of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning. Pupils will look at play opportunities that adults can provide for children in community settings, in the home and in early years settings. They will learn how specific activities and resources can promote learning across the five areas of development.

### Component 3 – Supporting Children to Play, Learn and Develop

In this component pupils will develop their knowledge and understanding of the individual needs that can have an impact on a child's learning and development. They will learn about the physical, cognitive/intellectual, communication and language, and social and emotional needs that children may experience.



Pupils will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. They will investigate how activities can be adapted to ensure all children can join in with play and promote their learning and development.

### How will I be assessed?

Give Information about how pupils will be assessed over the 2 years. Show the different assessment objectives and the weighting of these.

	Component Title		How you are assessed
Component 1	Children's Growth and Development		Internal
Component 2	Learning Through Play		Internal
Component 3	Supporting Children to Play, Learn and Develop		External

### Component 1 and 2 (30% for each component)

Non-exam internal assessment set by Pearson, marked by your teacher and moderated by Pearson, (the Exam Board.) The Pearson-set Assignment will be completed in 6 hours of supervised assessment. This will not be done all at the same time as your assignment will be completed over several lessons and on different days.

60 marks

### Component 3 (40%)

External assessment set and marked by Pearson, completed under exam conditions. The assessment will be completed in 2 hours and there are 60 marks.

### Career Links

Pupils who achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development
- Study of a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.

These qualifications prepare pupils to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood, childhood and youth areas or in related sectors such as nursing and social care.

Knowledge of child development is also important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as Paediatricians, Psychologists, Occupational Therapists, and Speech and Language Therapists.



**Why you should choose to study this subject? Be honest here.**

- Pick this course if you are interested in children and how they develop.
- Pick this course if you are interested in how children learn through play and how they are supported by various health professionals or if you are considering a career working with children.
- Pick this course if you are considering a care in the health and social care sector.

**Why you should not choose to study this subject?**

- Do not pick this course just because your friends are.
- Do not pick this course if you have no interest in learning about younger children.
- Do not pick this course because you think it is an easy option.





# Design and Technology – GCSE

## What does the course offer me?

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

## What does the course involve?

GCSE Design & Technology covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms.

## What will I be studying?

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

## Specialist technical principles

An understanding of the following specialist technical principles:

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production

## HOW WILL I BE ASSESSED?

50% Written examination

50% Non-exam assessment (NEA) task

The course consists of:

- Written examination: 2 hours. (100 marks)
- NEA 1 (100 marks) Design and Make Project.
- A choice of 3 areas are provided by the Exam Board.
- The project involves investigating design possibilities, researching the project, generating and developing design ideas, manufacture and evaluation and testing of the project



## Careers Links

As well as giving pupils vital life skills and the knowledge to eat a healthy diet throughout life this course links to a number of exciting careers. These could include:

- Industrial/project designer
- Fashion designer
- Automotive engineer
- Medical engineer
- Tailor
- Architect
- Software engineer
- Civil engineer
- Carpenter
- Graphic designer
- Web designer



# Digital Information Technology – BTEC

## What does the course offer me?

This BTEC course is designed to provide a basic overview of current business and information systems and trends, and to introduce pupils to fundamental skills required for today's business and academic environments. Emphasis is placed on developing proficient fundamental computer skills. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

## What does the course involve?

The Award gives learners 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:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- Attitudes that are considered most important in digital information technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

The components focus on:

- The development of core knowledge and understanding of different types of user interfaces, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions.
- The development and application of skills such as project planning, iterative design of a user interface, using data manipulation tools to create a dashboard, interpreting and drawing conclusions from data.



- Reflective practice through the development of skills and techniques that allow learners to respond to feedback on their design for a user interface and to identify areas for improvement.
- Learners will explore how organisations use digital systems and the wider implications associated with their use. This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

Component 3 - Effective Digital Working Practices is an external exam.

#### **Career Links:**

- Information Scientist
- IT Security Coordinator
- Digital Marketer
- Web Content Editor
- Web Designer
- Data Entry Clerk
- Software Developer
- Airport Information Assistant

#### **Reasons not to choose the course:**

- It is writing heavy! Each assignment is around 2000 words minimum.
- When coursework lessons are on, they have to be under exam conditions and you only have a limited amount of time.
- When the coursework clock runs out, if tasks are not complete, you risk failing.

#### **Reasons to choose the course:**

- 60% of the course is coursework. This takes the pressure off at exam season
- It is more of a practical course
- You get to retake the exam if you did not do very well on the first attempt.



# Food Preparation and Nutrition – GCSE

## What does the course offer me?

AQA Food Preparation and Nutrition (8585)

The Food Preparation and Nutrition GCSE course is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition.

## What does the course involve?

Food preparation skills are integrated into five core topics:

- **Food, nutrition and health** looks into all aspects of food and its nutritional value. Why we need it in our diets and how it can help our bodies.
- **Food science** looks at why our food behaves the way it does, for example, why does a cake rise? Why does our bread turn golden when toasted? Why does a sauce thicken when flour is added?
- **Food safety** looks at keeping your food safe during storage, preparation and cooking. By understanding bacteria and how it can contaminate foods.
- **Food choice** looks at the reasons why we choose to eat the foods we do.
- **Food provenance** looks at where our food comes from, how it is produced and made.

## How will I be assessed?

50% Non-exam assessment (NEA) tasks

The course consists of:

NEA 1 (30 marks, 15%)

This is a practical investigation involving looking at the functional and chemical properties of ingredients in recipes.

Written or electronic report (1500-200 words) including photographic evidence of the practical investigation.

*Practical investigations are a compulsory element of this NEA task.*

NEA 2 (70 marks, 35%)

Pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

50% Written Exam

1 hour 45 minutes (100 marks)

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.



### **Career Links**

Typically, pupils who study this course wish to pursue the following careers:

- Food Technologist
- Food Tester
- Food Designer
- Product Technologist
- Development Chef
- Hygiene Operative
- Nutritionist
- Food Manager

### **Why you should choose to study this subject?**

If you are interested in food and how it works, for example, why does a cake rise, or why has my cake not worked. You will be able to understand the science behind food whilst still learning all of the key skills used to make most dishes and recipes.

### **Why you should not choose to study this subject?**

If you think this will be easy because it's food and you 'just cook', you will be mistaken. There is a lot of theory knowledge to learn and 2 pieces of coursework that are worth 50% of your final grade, the other 50% comes from a written exam at the end of Y11.



# Geography – GCSE

## What does the course offer me?

You will travel the world from your classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

You will also be encouraged to understand your role in society, by considering different viewpoints, values and attitudes.

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Pupils who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

## What does the course involve?

### Paper 1 Living with the physical environment

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

### Paper 2 Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

### Paper 3 Geographical applications

Section A: Issue evaluation

Section B: Fieldwork



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

### **Paper 1 Living with the physical environment**

#### **How it's assessed**

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

### **Paper 2 Challenges in the human environment**

#### **How it's assessed**

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

### **Paper 3 Geographical applications**

#### **How it's assessed**

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

## **Career Links**

### **Why study Geography?**

- Geography gives you life skills to understand the world around you and interact as a global citizen.
- Geography provides excellent job opportunities especially in this ever changing world.
- Geography helps you become an active citizen.

**There are many career paths you can take by studying Geography.**

#### **Some of these careers include:**

Town planning, engineering, environmental science, geology, forestry, marine science, travel and tourism, journalism and teaching





### **Why you should choose to study this subject?**

- Studying Geography is helping us to recognise the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.
- Studying Geography helps us to have an awareness of a place.
- Studying Geography makes you more likely to participate in the global community.
- Studying Geography helps to develop non-fiction reading skills.
- Studying Geography can enhance your navigation skills, no matter where you are.
- Studying Geography will make you better understand current events.
- Studying Geography will help you learn History better by learning Geography.

### **Why you should not choose to study this subject?**

- I did not enjoy Geography in KS3.
- I don't enjoy being surrounded by nature.
- I am are not passionate about our world and sustainability.
- I am not willing to work independently at home to complete extra Geography work on a weekly basis.
- I am not willing to attend Human and Physical fieldwork.
- I am not willing to attend extra revision sessions.
- My friend is taking Geography so I will go with their choice.
- I am not willing to work hard every single lesson.



# History – GCSE

## What does the course offer me?

### Edexcel History GCSE 1H10

By studying this course you will be achieving a qualification which is valued by both academic institutions and employers. History teaches you many transferrable skills which underpin many other subjects as well as enabling you to reach a judgement based on carefully evaluated evidence. You will also be able to study a variety of different historical periods thus learning how the past has shaped our present and can prepare us for the future.

## What does the course involve?

The course involves four key topics:

**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. This involves looking at the beliefs about cause, cure, prevention and treatment of illness and disease during the Medieval period, the Renaissance, the 18<sup>th</sup> and 19<sup>th</sup> century and Modern Medicine. The Historic Environment focuses on how medical knowledge was used during WWI, the difficulties the different injuries presented as well as the medical developments made.

**Paper 2 – Period Study** – Superpower relations and the Cold War, 1941–91. This period study allows pupils to increase their knowledge of how the Cold War started (1941-58), the different crises of the Cold War (1958-70) as well as the end of the Cold War (1970-91).

**Paper 2 – British Depth Study** – Henry VIII and his ministers, 1509-1540. This focuses on the policies of Henry and Cardinal Thomas Wolsey (1509-1529); and Henry and Thomas Cromwell (1529-40); the final unit covers the Reformation and its impact, 1529-40.

**Paper 3 – Modern Depth Study** – Weimar and Nazi Germany, 1918–39. The modern depth study starts with Weimar Germany, 1918-1919 followed by Hitler's rise to power, 1919-1933 and Nazi Control and Dictatorship, 1933-39; it concludes with life in Nazi Germany, 1933-39.

## How will I be assessed?

There are three exams which will be sat at the end of Year 11.

**Paper 1** – Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. **1 hour 15 minutes, 30% of the grade**

**Paper 2** – Henry VIII and his ministers and Superpower relations and the Cold War, 1941–91. **1 hour 45 mins, 40% of the final grade**

**Paper 3** – Weimar and Nazi Germany, 1918–39 **1 hour 20 minutes, 30% of the grade**



## **Career Links**

History is a well-regarded and highly prestigious course. Traditionally it has been very favourably looked at for careers involving:

- Archivist
- Social Worker
- Police Officer
- Lawyer
- Journalist
- Human Resources Manager
- Museum Curator
- Teacher
- Barrister
- Market Researcher

History provides a good background for all arts and social science careers. It is useful for careers in archaeology, heritage, archive and museum work. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, including forensics, law, journalism, politics and management.

## **Why you should choose to study this subject?**

Pick this course if you enjoy History! You will learn about different time periods, some may be more familiar than others, which have shaped the world we live in. The History teachers are all passionate about their subject and we hope to pass this enthusiasm onto our pupils. Employers and further education institutions see History as a desirable subject as it passes on so many transferrable skills. You will also develop your source analysis skills and relate this to interpretations based upon them. Being able to write a balanced argument is a key element of the History GCSE and you will develop this skill throughout the course.

## **Why you should not choose to study this subject?**

Don't choose this course if you don't like History! There is a lot of reading in History, as well as discussions about causation and consequences. Be prepared to explain your decisions. If this is not for you, choose another subject.



# Hospitality and Catering Level 1/2 Vocational Award – BTEC

## What does the course offer me?

WJEC Level 1/2 Vocational Award in Hospitality and Catering

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

## What does the course involve?

- You will learn about the hospitality industry, from the different providers, working in the industry. Why the industry is a successful one.
- You will understand how the different hospitality providers operate, both front and back of house.
- The health and safety laws and regulations different styles of business need to follow.
- You will learn about the Environmental Health Officer (EHO) and their role in the industry and all aspects of what the EHO is looking for.
- You will learn the importance of nutrition and the ways in which different cooking methods can have an impact on nutritional value.
- You will be able to successfully plan menus for different occasions, dietary needs and looks at catering on a production line.
- You will learn all the key skills used to prepare, cook and make most dishes and follow food safety practices whilst doing this.
- You will be able to evaluate your own dishes and dishes of others, and be able to make suggestions on how to improve the dishes.

## How will I be assessed?

Below are the assessment objectives for this specification.

Learners must:

**AO1:** Demonstrate knowledge and understanding from across the specification.

**AO2:** Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

**AO3:** Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole:

			<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
Unit 1			17%	14%	9%	40%
Unit 2			8%	36%	16%	60%
Overall Weighting			25%	50%	25%	100%



### **Career Links**

Typically, pupils who study this course wish to pursue the following careers:

- Chef (all levels, Chef de Partie, Pastry Chef, Larder Chef, Head Chef)
- Butcher
- Baker
- Cake maker and decorator
- Hygiene Inspector
- Waiting staff
- Sommelier
- Maître d'hôtel (think Fred Sirieix from First Dates)
- Bar staff
- Cocktail Bar staff
- Housekeeper

### **Why you should choose to study this subject? Be honest here.**

If you are interested in leaning towards a career in the hospitality and catering sector, this is the option for you. You will learn about how the hospitality industry works and also learn key skills in catering and be able to produce high quality dishes all from scratch.

### **Why you should not choose to study this subject?**

If you think this will be easy because it's 'cooking', you will be mistaken. There is a considerable amount of written work involved, including a written exam and coursework.



# French – GCSE

## What does the course offer me?

By taking a language at GCSE you will have amazing skills and a valuable talent that is applicable to almost everything you do. A French GCSE builds on what you have already learnt in Years 7, 8 and 9 and you probably know more than you think. Language classes are still fun and interactive and you cover things at a slightly quicker pace, but this is good as you will easily notice the improvements that you make in your foreign language. Additionally, by taking a French GCSE, you don't just learn the language, you get to find out about other people, countries and cultures so it really is an interesting and varied subject. You will learn to discuss your own life and compare differences between the UK and French-speaking countries around the world.

## What does the course involve?

The specification covers three distinct themes. Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

The different topics you will study will involve you speaking, reading, writing and listening in French. You will develop in self-confidence as you become more practiced at speaking another language and develop important work readiness skills through studying a language.

### Local, national, international and global areas of interest

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

### Current and future study and employment

- My studies
- Life at school/college
- Education Post-16
- Jobs, career choices and ambitions

## How will I be assessed?

GCSE has a foundation tier (grades 1-5) and a higher tier (grades 3-9) You will be required to complete an examination in four areas to demonstrate your language skills. These are:

- Reading French
- Listening in French
- Writing in French
- Speaking in French

These exams are equally weighted (each is worth 25% of your GCSE grade). The exams will cover a range of themes studied from Y9-Y11.



## Career Links

- Interpreter
- Political Risk Analyst
- Translator
- Journalist
- Detective
- Diplomatic Service Officer
- International Aid/Development Worker
- Logistics and Distribution Manager
- Marketing Executive
- Sales Executive
- Tour Manager
- Lawyer
- Actor/Voice Actor
- Air Cabin Crew
- National Intelligence
- Jobs in tourism

There are also many other careers in which having an additional language would be beneficial. You never know when having the ability to speak a different language will come in handy! It also shows employers that you have the ability and willingness to learn a language if needed, as well as being tolerant and appreciative of other cultures and people.

### Why you should choose to study this subject?

Pick this course if you enjoy speaking or if you want to improve your speaking confidence. You should be open to appreciate and discuss cultural differences between where you live and in countries around the world. You should be a good listener. You must also be able to work in pairs and in small groups.

### Why you should not choose to study this subject?

This course is not for you if you do not enjoy speaking and communicating with others. You should not take the course if you are not willing to put effort in and be patient with yourself and others as it takes time to improve your communication skills.



# Media Studies - GCSE

## What does the course offer me?

Media is the most dynamic, innovative and influential method of mass communication of modern times. The way in which others share their representations of the world and how we respond to these representations moulds who we are as people, and affects the way we understand society, culture, politics and the world around us. Choosing Media Studies will not only give you a GCSE, but also provide you with vital tools to understand the power and significance of media.

You may be thinking “I don’t know anything about media studies!” but this is false. You are exposed to media every single day of your life, and you will be able to use those experiences and apply them to key areas of the subject. You will build on skills such as critical thinking, analysis, research, planning and creativity – all of which you have experienced in subjects such as English already. Lessons will be engaging and interactive as we take a closer look at different media forms such as films, music videos and video games to better understand the world of media language, representation, audiences and industries.

## What does the course involve?

Media Studies covers four areas:

- Media Language
- Media Representation
- Media Industries
- Media Audiences

These four areas allow you to develop your knowledge of what media is, as well as how to apply what you already see and know in the modern world to a theoretical framework.

The topics that you will cover are selected to provide a diverse specification which explores various themes relevant in today’s society. The course enables you to understand that media is in fact everywhere.

In Media Studies, we are able to study media products from various different media forms to ensure we can apply the theoretical framework to real life examples, and to explore how products use specific techniques. These media forms consist of:

- Television
- Film
- Radio
- Newspapers
- Magazines
- Advertising and Marketing
- Online, Social and Participatory Media
- Video Games
- Music Videos





There will also be Close Study Products (CSPs) that we will be analysing throughout the two years. These will consist of a variety of products from the forms mentioned above and will be explored in-depth to successfully apply them to the four areas of Media Studies.

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

Media Studies at GCSE consists of two written examinations, both worth 35% of your final grade, as well as one Non-Exam Assessment worth 30% of your final grade. The two written examination papers are known as Media One and Media Two. However, each paper consists of different areas from the media curriculum. Media Paper One focuses on the four key areas of Media Studies: Language, Representations, Industries, and Audiences. Media Paper Two focuses on the Close Study Products (CSPs) we will analyse throughout the two years, and can test any area of the theoretical framework. The Non-Exam Assessment allows you to show off your creativity, as you are required to create a media product based on a specific design brief. This is not an examination, and is more similar to coursework as you are assessed on your application of knowledge and understanding of the theoretical framework.

### **Career Links**

**List careers that link to your qualification.**

- Presenter
- Advertising Media Buyer
- Copywriter
- Media Researcher
- Broadcast Journalist
- Writer
- Social Media Manager
- Television/Film Producer
- PR Consultant
- Web Content Manager
- Photographer
- Political Adviser
- Editorial Assistant
- Marketing Executive
- Cartoonist
- Digital Media Specialist
- Creative Consultant
- Video Editor



**Why you should choose to study this subject?**

Pick this course if you wish to learn more about the world of media studies and expand your knowledge about the world that we live in. You should be open to discuss opinions of politics, cultures and history which will be posed against theoretical framework to develop your understanding. You must work hard and be respectful to those in your class, as it is a new subject that you will all be learning together.

**Why you should not choose to study this subject?**

This course is not for you if you think this will be an hour of watching films and television programmes - it is not! You should not take this course if you are not willing to work hard and put in 100% effort and commitment into bettering yourself and your understanding of a new subject. You should not pick this subject if you do not wish to write essays or respond to questions and ideas in writing.



# **BTEC Level 1/Level 2 Tech Award in Music Practice**

## **What does the course offer me?**

The BTEC Level 1/Level 2 Tech Award in Music Practice is a more hands on practical course which aims to give you a taste of what the music sector is like, as well as giving you the skills and confidence to succeed in your next steps.

You will learn about the various music products, develop valuable skills and techniques in music creation, performance and production, and explore potential careers in the music industry.

During the course you will:

- Develop skills such as teamwork, leadership and interpersonal skills
- Develop and present music to a brief
- Analyse different music styles, iconic performers and their role in the music industry, explore the development of technology over time.
- Evaluate and enhance your performing, composing and production skills through self-analysis and reflection.

## **What does the course involve?**

### **Component 1 Exploring Music Products and Styles**

- Explore different styles and genres of music
- Take part in practical workshops
- Develop techniques in realising musical products

### **Component 2 Music skills development**

- Reflect on your skills
- Explore professional skills needed for careers in the music industry and beyond
- Apply skills in music performance, production and/or composition

### **Component 3 Responding to a Commercial Music Brief**

- Choose an area of the industry that excites you
- Create an arrangement of an existing song changing it to a different musical style.

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

The course is split into three components:

Component 1 – Internal assessment (30%)

Component 2 – Internal assessment (30%)

Component 3 – External assessment (40%)



There is no “final exam” for this course. Assessments are completed through extended coursework projects, working in the music classrooms under different levels of controlled conditions.

### **Career Links**

During the course you can see whether the music industry is one you want to be in, where you could go and gain the knowledge and skills needed to succeed in your next steps. You could continue on to further vocational and academic study at level 2 and level 3.

Possible job roles within the industry are:

- Band Performer or Singer
- Composer or Song Writer
- Music Producer
- Film or Video Games Music Composer
- DJ
- Music Promotions Manager
- Music Therapist
- Music Educator
- Musical Instrument Maker or Repairer
- Radio Broadcaster
- Sound Technician
- Community Music Worker

### **Why you should choose to study this subject?**

- If you enjoy playing instruments OR singing OR making music on computers
- If you would like to make progress in your music-making
- To improve your confidence.
- For your wellbeing
- To show future employers that you can be creative and have professional skills such as team work, determination, communication skills and organisation.

### **Why you should not choose to study this subject?**

- If you do not like making music, either playing instruments or singing or making music on computer
- If you are not willing to show professional skills such as working with others, determination, communication and reliability (Part of your assessment is about demonstrating these skills or showing progress with them.)
- Please note – even if you are anxious about performing in front of an audience, you can still be successful in this course. Instead of performing to an audience, you can perform to your teacher and/or a friend. For many pupils, this course is a great way to build confidence about performing.



# Performing Arts (Drama) – BTEC

## What does it offer me?

This course is a Vocational Award in Performing Arts (Pass – Distinction\*)

The course allows pupils to explore Drama through Performing, Creating and Exploring the Performing Arts in Practice. You will be able to interpret writers and performers intentions, you will be performing as a professional theatre company through devising and creating performances.

## What does the course involve?

- Explore a variety of performance styles including Epic Theatre, Naturalism, Devising, and Scripted Plays.
- Investigate how a variety of practitioners create their work.
- Take part in a variety of workshops and rehearsals.
- Gain and develop physical, and vocal skills as well as interpretative and rehearsal skills.
- Apply the above skills to a performance and be able to reflect in an evaluation report.
- Work from a given brief to generate a number of ideas and turn those into a performance.
- Be able to perform in front of a variety of audiences.
- Review own practice in a written log

## How will I be assessed?

Unit 1- Performing- internally assessed including a Performance and research project 30%

Unit 2- Creating- internally assessed including a skills based assessment, performance 30%

Unit 3- Performing Arts in Practice- externally assessed including a devised piece of theatre from a stimulus, a log book detailing the creative process 40%

## Careers Links

- Art Therapist
- Community Arts Worker
- Arts Administrator
- Stage Manager
- Stage Hand
- Live Sound Engineer
- Drama Teacher
- Dance Teacher
- Choreographer
- Public Services
- Airline Staff
- Tourist Guide
- Actor



**Why you should choose to study this subject?**

Pick this course if you enjoy performing on a stage and in front of an audience, this can include your friends, family and your teacher. Pick this course if you like creating performances and coming up with new ideas and sharing, exploring and discovering new characters and roles. Pick this course if you have a passion for Performing Arts.

**Why you should not choose to study this subject?**

This course is not for you if you struggle with performances or you are worried about going on the stage, if you do not like being in the spotlight or being centre of attention, or performing.



# Physical Education – GCSE

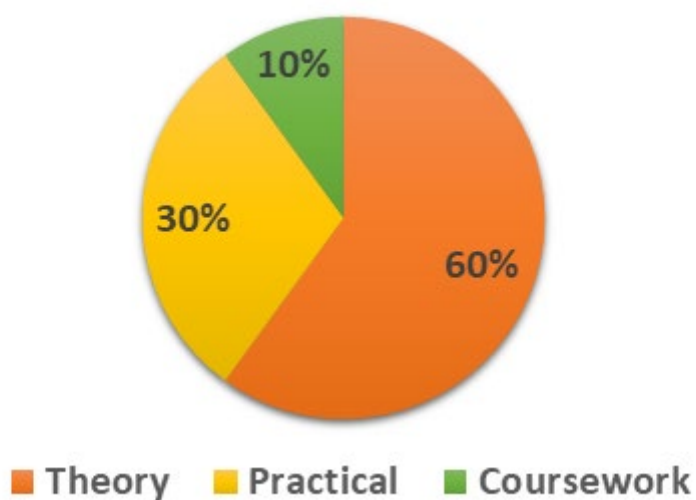
## What does the course offer me?

The GCSE PE course offers pupils the opportunity to study elements of sport science, sport psychology and participation issues in a detailed way, relevant to what is going on in the field of sport currently.

Further to this, you will also be required to demonstrate your sporting ability in a combination of team and individual sports, three of which you will put forward as your final sports contributing towards your 1-9 GCSE PE grade.

Understanding the importance of how physical exercise can play a part in a healthy lifestyle is also preparing you for a life after school. You will develop a wide range of skills, which can also contribute, to your success in future work.

This is a good course for those pupils wishing to study PE/Sport at level 3, University and in to their careers.



## What does the course involve?

Component 1	Component 2
Section A: Anatomy & Physiology and Movement analysis Section B: Physical Training Section C: One extended response on Physical Training topic only	Section A: Health, Fitness and Wellbeing Section B: Sports Psychology and sociocultural influences Section C: One extended response from section B: Sports Psychology and sociocultural influences
80 marks - 1 hour 30 mins	60 marks - 1 hour 15 mins

### **Component 3:**

Pupils will be assessed on three different sports – 1 individual sport, 1 team sport & 1 individual/team sport. Your class teacher submits the marks to the Exam Board. There will then be a moderation visit, where an external examiner comes to school to judge the accuracy of the marks awarded by the teacher and internally assesses component 3.

### **Component 4:**

Personal Exercise Programme (PEP) – Pupils will be assessed internally on their ability to apply knowledge of Physical Training to creating a PEP to improve their components of fitness and skill ability. The teacher assesses Coursework and marks are submitted to the Exam Board for external moderation.

### **Career Links**

#### **Careers that link to your qualification**

Typically, pupils who study this course wish to pursue the following careers:

- PE Teacher
- Physiotherapist
- Sports Coach
- Sports Psychologist
- Performance Analyst
- Biomechanical Sports Performance Analyst

#### **Why you should choose to study this subject?**

- Have a keen interest in sport and recreation and always look forward to your PE lessons
- Take part in sport/recreation outside of class time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to improve your own performance in a range of sports roles
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A Level/Higher Education Course

#### **Why you should not choose to study this subject?**

- You have no interest in participating in practical sport
- If do not want to study PE theory in the classroom
- If you are not interested in the science behind physical exercise
- If you are not interested in general sport





# PE Sports Studies – Cambridge National Qualification

## What does the course offer me?

These sport qualifications offer learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through these qualifications and utilised in many other educational and employment settings.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

This qualification will complement other learning that you are completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

## What does the course involve?

R184: Contemporary issues in sport

This is assessed by a written exam.

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. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport. 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.*



## R185: Performance and leadership in sports activities

This is assessed by a set assignment completed through coursework.

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. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. 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.*

## R187: Increasing awareness of Outdoor and Adventurous Activities

This is assessed by a set assignment completed through coursework.

In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. Topics include:

- *Provision for different types of outdoor and adventurous activities in the UK*
- *Equipment, clothing and safety aspects of participating in outdoor and adventurous activities*
- *Plan for and be able to participate in an outdoor and adventurous activity*
- *Evaluate participation in an outdoor and adventurous activity.*

## Career Links

**List careers that link to your qualification.**

Cambridge National Sport Studies Example:

Typically, pupils who study this course wish to pursue the following careers:

- PE Teacher
- Physiotherapist
- Sports Coach
- Sports Psychologist
- Performance Analyst
- Biomechanical Sports Performance Analyst



### **Why you should choose to study this subject?**

- Have a keen interest in sport and recreation and always look forward to your PE lessons
- Take part in sport/recreation outside of class time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to improve your own performance in a range of sports roles
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A Level/Higher Education Course

### **Why you should not choose to study this subject?**

- You have no interest in participating in practical sport
- If do not want to study PE theory in the classroom
- If you are not interested in improving sport leadership skills
- If you are not interested in general sport



# Religious Education – GCSE

## What does the course offer me?

The GCSE Religious Studies course offers learners the opportunity to investigate big philosophical, religious and ethical questions about life. Current ethical issues such as abortion, euthanasia, the death penalty are discussed and debated, giving opportunity to investigate issues from a number of different worldviews, including both religious and non-religious ideas. There is also an in depth study of the two largest religions in the world- Christianity and Islam. In an increasingly diverse society, having an understanding of other world views is becoming increasingly important and shows employers that you are respectful and tolerant.

## What does the course involve?

Eduqas GCSE Religious Studies – route A

The course involves three main units of work.

**Unit 1: Religious, Philosophical and Ethical Studies in the Modern World.** This is divided into 4 'Themes':

**Theme 1: Issues of Relationships** This theme requires you to consider characteristics of relationships, marriage and family life. Through a study of questions relating to issues of relationships in the twenty first century, including same sex relationships and gender roles

**Theme 2: Issues of Life and Death.** In this theme, you will discuss religious and non-religious beliefs about the nature of life and death and the origins of the universe. This topic includes discussions about abortion, euthanasia, the Big Bang Theory, and animal rights.

**Theme 3: Theme 3: Issues of Good and Evil** This theme requires learners to consider the nature of good and evil. Also the causes of crime and attitudes towards the aims of punishment and treatment of criminals. There will be opportunities to debate the death penalty.

**Theme 4: Issues of Human Rights** This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

**Unit 2: Study Of Christianity.** This includes 2 topics –

1. **Christian beliefs.** This covers key Christian beliefs such as the Trinity, the death and resurrection of Jesus and Salvation.
2. **Christian practices.** This covers how Christians live their lives. For example, baptism, Holy Communion and festivals such as Christmas and Easter.

**Unit 3: Study of a world religion – Islam.** This also includes 2 topics-

1. **Muslim beliefs.** This covers key Muslim beliefs such as the nature of Allah, prophets and angels.
2. **Muslim practices.** This covers how Muslims live their lives. For example, daily prayers, charity, fasting during Ramadan.



## How will I be assessed?

There are three exams which will be sat at the end of Year 11.

**Paper 1** - Religious, Philosophical and Ethical Studies in the Modern World. This is a 2 hour exam and is worth 50% of the grade.

**Paper 2** – Study of Christianity. This is a 1 hour exam and worth 25% of the grade.

**Paper 3** – Study of a world religion – Islam. This is a 1 hour exam and worth 25% of the grade.

## Career Links

Typically, pupils who study this course wish to pursue the following careers:

- Law
- Journalism
- Media
- Medicine
- Police
- Charity Work
- International Relations
- Government/Policy Making
- Social Work

## Why you should choose to study this subject?

Pick this course if you enjoy thinking about life's big questions; if you have an inquisitive mind and are always interested in what other people think and feel about a range of issues. Pick this subject if you are respectful of different cultures, traditions and ways of thinking and are willing to learn from people who are different to you. Universities like pupils with RS GCSE as it shows you can use evidence and reasoning to form arguments, consider alternatives and think outside the box.

## Why you should not choose to study this subject?

Do not choose this course if you are not willing to learn from others who think differently to you. An open mind is key. There will be times when we have to complete extended pieces of writing, using evidence to form an argument, so do not choose RS if you form opinions quickly without using evidence.



# Computer Science – GCSE

## What does the course offer me?

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

## What does the Course Involve?

OCR's GCSE (9–1) in Computer Science will encourage pupils 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
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

Content Overview	Assessment Overview
<p><b>J277/01: Computer systems</b></p> <p>This component will assess:</p> <ul style="list-style-type: none"><li>• 1.1 Systems architecture</li><li>• 1.2 Memory and storage</li><li>• 1.3 Computer networks, connections and protocols</li><li>• 1.4 Network security</li><li>• 1.5 Systems software</li><li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technology</li></ul>	<p><b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE</b> <b>80 marks</b></p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>

**J277/02: Computational thinking, algorithms and programming**

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

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

This is a non-calculator paper.

This paper has two sections: Section A and Section B. Students must answer both sections.

All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using **either** the OCR Exam Reference Language **or** the high-level programming language they are familiar with.

**Career Links**

- Application Analyst.
- Applications Developer.
- Cyber Security Analyst.
- Data Analyst.
- Forensic Computer Analyst.
- Game Designer.
- Games Developer.
- Machine Learning Engineer

**Reasons to pick this course**

- This course is a recognised and a renowned GCSE to have
- There is 50% practical where you will be programming.
- There are lots of interesting modules to learn about

**Reasons not to pick this Course**

- The course is difficult! It requires you to be able to learn two languages and also build up mathematical and computational logic skills.
- There will be lots of assessments. In average, one every 3 weeks
- You will be required to revise and put in extra work in order to keep up with the fast pace and to achieve.
- This course is not for the faint hearted and requires your 100% focus and commitment.



# Triple Science – GCSE

## What does the course offer me?

The 'Triple science' course comprises of 3 separate GCSE qualifications in biology, chemistry and physics. These GCSE courses look at how science features in our everyday lives. During the courses you will find out about explanations, theories and modelling in science along with the implications of science for society.

**Course Content** pupils will have separate biology, chemistry and physics lessons throughout the GCSE courses. A wide variety of different topics will be studied in each strand of science in Years 10 and 11.

## What does the course involve?

**GCSE Biology:** Cell Biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.

**GCSE Chemistry:** Atomic structure and the Periodic table, Bonding, structure and properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources

**GCSE Physics:** Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves

## How will I be assessed?

All separate science examinations papers are taken at the end of Year 11. There are two written exams for each GCSE subject – six in total with a mixture of multiple choice, calculations, data analysis, short-answer and long answer questions. Each exam will last for 1 hour 45 minutes and is worth 50% of each GCSE. The exam papers are available at the Higher tier (grades 4-9) and Foundation tier (grade 1-5).

## Career Links

Typically, pupils who study this course wish to pursue the following careers:

- Physiotherapist
- Nurse
- Dentist
- Doctor
- Vet
- Mechanic
- Electrician
- Engineer
- Computer Programmer





### **Why you should choose to study this subject?**

Taking separate sciences is very demanding as there will be a lot of new facts to learn and concepts to understand in a range of scientific topics.

The course appeals to pupils who are passionate about science. It provides an excellent grounding for all Post-16 science qualifications.

In comparison to the Combined Science GCSE, there is greater depth and breadth to the content, which makes the courses more challenging.

The pace of the lessons is fast so it is important that attendance is excellent and that pupils are able to learn a large amount of information for exams at the end of Year 11.

Pupils will need to be able to think about how and what they have learnt in lessons affects the everyday world and how the values of society influence the development of science and technology.

Pupils will develop the ability to describe scientific ideas and explain scientific processes. They will develop skills in presenting and analysing data using mathematical techniques.

Working scientifically is an integral part of the course, and pupils will develop their scientific thinking, plan and carry out experiments and analysis and evaluation of their own and other people's data.

### **Why you should not choose to study this subject?**

As the course is academically demanding, it is not for you if you lack a passion for scientific ideas and enquiry. The course also requires the application of mathematical techniques and data analysis so a good mathematical knowledge is also a key requirement for our pupils.



## **Make an informed decision**

You have received a wealth of information in this booklet about the different subjects you will be studying in Years 10 and 11. Please speak to pupil's currently doing subjects you are considering. They will give the insights you made need when making a final decision. Speak to teachers about their subject. They will give you valuable information too.

You are in a powerful position where you get the opportunity to make the decisions about subjects you can study in the future. Think carefully and think about subjects you have a passion for and may want to study beyond Year 11. Make the most of having this choice. Make decisions that are going to work for you and enable you to leave with qualifications that help you secure a successful future.

