



The  
**Appleton**  
School

## **Year 9 Options Booklet**

Starting September 2025 (Year 10)  
Information and Details for Students,  
Parents and Carers



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## INTRODUCTION

The transition from Key Stage 3 to Key Stage 4 at Secondary School is a very important time in a student's education. This booklet provides all the information needed to support students during this period, helping them to make informed decisions, leading to students choosing subjects that they will enjoy and excel in.

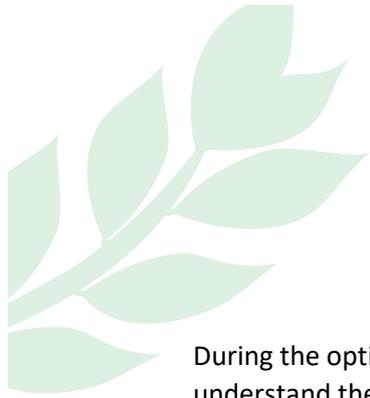
Our aim is to provide a broad and balanced curriculum for all students whilst still giving them the scope to pursue particular aspirations and interests.



## IMPORTANT INFORMATION

Choosing GCSE options should be considered carefully as it is very difficult to make a change once the choice has been made. Please consider the following:

1. Once a student has started a course, full commitment to that course is essential. Students will not be permitted to 'give up' a subject once they have started the course. Making the right choice is therefore very important.
2. Some subjects may be over-subscribed, so it is not always possible to provide every student with their first choice. For this reason, we do ask for a reserve choice as well.
3. Food is always a very popular subject and in previous years oversubscribed. Any student who wishes to select this as their option choice, will need to complete an entry task to demonstrate their interest for the subject. This task is shared on page 36 and the deadline for this to be handed in is the 10<sup>th</sup> March. GCSE Design and Technology also has an entry task with the same deadline.
4. If subjects do not have sufficient numbers, they will not be able to run unfortunately.
5. Certain combinations of subjects cannot be studied. Please see below the subjects that clash:
  - GCSE Business Studies and OCR Enterprise and Marketing
  - GCSE Physical Education and BTEC Sport
  - GCSE Art and Design and GCSE 3-Dimensional Design
  - GCSE Drama and BTEC Performing Arts Musical Theatre
6. Option choices will need to be submitted online via a link that will be shared with you. Please note Friday 28<sup>th</sup> February is when the options form will go live. The deadline for option choices to be submitted is Monday 10<sup>th</sup> March. Please be aware it is not first come first serve, we just ask that all option choices are submitted by the deadline. Any late returns, after Monday 10<sup>th</sup> March may result though in your child not gaining their first-choice options.
7. If you have any general questions in regards to the options process, we recommend you speak to either Mr Wilson, Head of Year 9, our Subject Leads or your child's Tutor and they will be able to answer any queries you have.



## ADVICE FOR STUDENTS

During the options process there are a number of resources students and families can access to fully understand the courses and qualifications on offer:

- **The Appleton School Website** – The Key Stage Four Options section of our website includes audio PowerPoints for each course and careers resources.
- **Unifrog** – <https://www.unifrog.org/> This is a careers website that The Appleton School subscribe to which provides a wealth of information and support, including a career library, Further and Higher Education information and Apprenticeship advice and live vacancies. All students have access to Unifrog, usernames are the students email address.
- **The National Careers Website**- This provides information for both students and parents [www.nationalcareersservice.gov.uk](http://www.nationalcareersservice.gov.uk) and there is a helpline where you can speak to a qualified careers advisor 0800 100 900.
- **Careers Advisor**- Students can email Mrs Moyo our careers advisor, for further support and guidance [careers@theappletonschool.org](mailto:careers@theappletonschool.org).
- **Family and Friends Network** – Please encourage your child to speak to their friends and family about their chosen subjects and to find out their personal experiences of courses they are or have studied.
- **Higher Educational Institutions** – Access local College or University websites if you have a career path in mind, what expectations do these providers require from GCSEs? Are there any subjects that are compulsory or desired for specific courses?
- **Teachers** – Students can speak directly with their subject teachers, form tutors and area advisors who will all be more than happy to answer any questions they might have



## OPTION SUBJECT CONTACT DETAILS

If you have any further subject related questions, please email Subject Leads directly:

Option Subject	Contact Details
GCSE Further Maths/ Statistics	Mrs A Pikula <a href="mailto:apikula@theappletonschoo.org">apikula@theappletonschoo.org</a>
GCSE Separate Science	Mrs V Love <a href="mailto:vlove@theappletonschoo.org">vlove@theappletonschoo.org</a>
GCSE French / German	Mr G Jones <a href="mailto:gjones@theappletonschoo.org">gjones@theappletonschoo.org</a>
GCSE Geography	Mr P Hunt <a href="mailto:phunt@theappletonschoo.org">phunt@theappletonschoo.org</a>
GCSE History	Mr G Wood <a href="mailto:gwood@theappletonschoo.org">gwood@theappletonschoo.org</a>
GCSE Ancient History	Mr G Wood <a href="mailto:gwood@theappletonschoo.org">gwood@theappletonschoo.org</a>
GCSE Business	Mr S Brown <a href="mailto:sbrown@theappletonschoo.org">sbrown@theappletonschoo.org</a>
GCSE Religious Studies	Mrs R Knowlson <a href="mailto:rknowlson@theappletonschoo.org">rknowlson@theappletonschoo.org</a>
GCSE Computer Science	Mr J Gillooly <a href="mailto:jgillooly@theappletonschoo.org">jgillooly@theappletonschoo.org</a>
GCSE Art And Design	Miss E Riley <a href="mailto:eriley@theappletonschoo.org">eriley@theappletonschoo.org</a>
GCSE 3-Dimensional Design/ GCSE Design and Technology	Miss S Bowles <a href="mailto:sbowles@theappletonschoo.org">sbowles@theappletonschoo.org</a>
GCSE Physical Education/ OCR Sport Studies	Mr S Rowe <a href="mailto:srowe@theappletonschoo.org">srowe@theappletonschoo.org</a>
GCSE Food and Nutrition	Miss S Santry <a href="mailto:ssantry@theappletonschoo.org">ssantry@theappletonschoo.org</a>
OCR Creative I-Media	Mr J Harji <a href="mailto:jharji@theappletonschoo.org">jharji@theappletonschoo.org</a>
GCSE Drama	Miss K Green <a href="mailto:kgreen@theappletonschoo.org">kgreen@theappletonschoo.org</a>
BTEC Performing Arts	Mrs R Edwards <a href="mailto:redwards@theappletonschoo.org">redwards@theappletonschoo.org</a>
OCR Enterprise and Marketing	Mrs K Glyn <a href="mailto:kglyn@theappletonschoo.org">kglyn@theappletonschoo.org</a>
GCSE Music	Miss A Gough <a href="mailto:agough@theappletonschoo.org">agough@theappletonschoo.org</a>



## GCSE AND VOCATIONAL QUALIFICATIONS

### **What are Vocational Qualifications (BTEC and OCR Nationals)?**

Vocational Qualifications are particular types of courses that have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

### **GCSE or Vocational Qualifications?**

If your child does not usually do as well in exams as they do in their classwork or homework, they may consider selecting a vocational qualification.

In GCSE courses most of the marks are awarded based on how well your child does in written examinations at the end of the course.

In Vocational Qualifications a higher percentage of marks are awarded based on how well your child performs in their coursework. They will typically have to sit one written examination but this will be assessing their knowledge in one topic, not all the topics covered in the course. Your child can re-sit the examination if they do not achieve their potential the first time of sitting.

## GRADING

Students are awarded a number for GCSE qualifications from 9 to 1, 9 being the highest. Level 4 is equivalent to a grade C previously or a “standard pass”. A Level 5 is considered a “good pass”.

In Vocational Qualifications grades will be awarded at Level 1 or Level 2. The GCSE equivalent grades are:

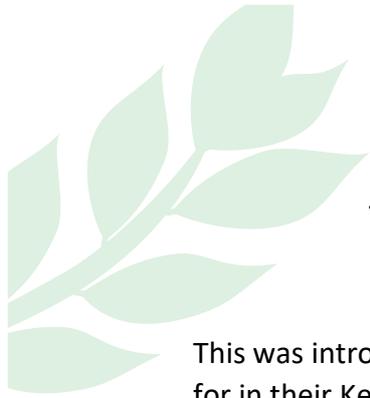
Level 2 Distinction = Level 7 at GCSE

Level 2 Merit = Level 5 at GCSE

Level 2 Pass = Level 4 at GCSE

Level 1 Distinction = Level 3 at GCSE

Level 1 Merit = Level 2 at GCSE



## TRADITIONAL ENGLISH BACCALAUREATE (EBACC)

This was introduced by the Government in 2011 as a standard that some students can aim for in their Key Stage Four studies. To achieve the English Baccalaureate, students must complete and obtain a grade 4 or higher in the following subjects:

- Mathematics
- English Language and Literature
- Combined Science
- French/German
- History or Geography

### **Aiming High**

Students should aim to stretch themselves by choosing options that have academic rigour, such as History/Geography or a Modern Foreign Language. The **Russell Group** of Universities (a collaboration of 20 leading UK universities) are not only interested in the results that students achieve at GCSE and A Level, they are increasingly expecting them to have breadth of study and rigour in what they study. This generally means they consider the traditional academic subjects such as those included in the EBacc as more appropriate for entry to their universities. History, Geography and Languages are called “facilitating subjects” as they allow access to some of the more competitive universities and university courses.

We expect students who are able to achieve grade 4 and above to aim high and study the EBacc subjects as they not only provide rigour and challenge, but also develop key skills for learning and for life, such as evaluation, analysis and communication: skills that are highly valued by employers and college admissions tutors.

All students currently in sets 1 & 2 for languages will study English, Mathematics, Science, a Language, History or Geography and two further options.



## OPTION SUBJECTS

Option 1 Humanities	Option 2 Modern Foreign Language	OPTION 3 AND OPTION 4 Please select 2 subjects from the choices below:
<ul style="list-style-type: none"><li>• GCSE History</li><li>• GCSE Geography</li><li>• GCSE Ancient History</li></ul>	<ul style="list-style-type: none"><li>• French</li><li>• German</li></ul> <p><i>Please note you can study both French and German if you wish.</i></p>	<ul style="list-style-type: none"><li>• GCSE Ancient History</li><li>• GCSE Art and Design</li><li>• GCSE Astronomy</li><li>• GCSE Business</li><li>• GCSE Computer Science</li><li>• OCR Creative I-Media</li><li>• GCSE Design and Technology</li><li>• GCSE 3-Dimensional Design</li><li>• GCSE Drama</li><li>• OCR Enterprise and Marketing</li><li>• GCSE Food Preparation and Nutrition</li><li>• GCSE French</li><li>• GCSE Further Mathematics</li><li>• GCSE German</li><li>• GCSE Music</li><li>• BTEC Performing Arts Dance Pathway</li><li>• BTEC Performing Arts Musical Theatre Pathway</li><li>• GCSE Religious Studies</li><li>• GCSE Physical Education</li><li>• GCSE Separate Science</li><li>• BTEC Sport</li></ul>

You cannot select the following combination of subjects:

- GCSE Business and OCR Enterprise and Marketing
- GCSE Physical Education & BTEC Sport
- GCSE Art and Design and GCSE 3-Dimensional Design
- GCSE Drama and BTEC Performing Arts Musical Theatre



## OVERVIEW YEAR 10 CURRICULUM:

### SUBJECTS:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Combined Science
- Option 1- Humanities
- Option 2- Modern Foreign Language
- Option 3 and 4
- Core PE
- CAPE

You will find here initial information about the courses in English Language and Literature for GCSE. Students will be studying the syllabus of the AQA examination board and will be awarded two GCSEs: one for English Language and one for English Literature.

### English Language:

#### Component 1: Explorations in Creative Reading and Writing.

- Section A - Learners read and respond to one 20<sup>th</sup> or 21<sup>st</sup> century fiction text.
- Section B - Learners write one piece of creative writing thematically linked to the reading extract. Learners can select from one of two tasks.

There will be a 1 hour 45-minute written exam which is worth 80 marks and makes up 50% of their overall GCSE Language grade.

#### Component 2: Writer's Viewpoints and Perspectives.

- Section A - Learners read and respond to two thematically linked unseen non-fiction texts. They will need to make comparisons between the two texts. One text will be from the 19<sup>th</sup> C and one from the 20<sup>th</sup> or 21<sup>st</sup> Century.
- Section B - Learners write one piece of transactional writing from a choice of two tasks.

There will be a 1 hour 45-minute written exam which is worth 80 marks and makes up 50% of their overall GCSE Language grade.

### English Literature:

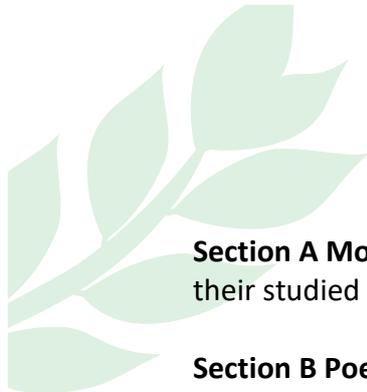
#### Component 1: Shakespeare and the 19th-century novel

**Section A Shakespeare:** Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

There will be a 1 hour 45-minute written exam which is worth 64 marks and makes up 40% of their overall GCSE Literature grade.

#### Component 2: Modern texts and Poetry.



**Section A Modern texts:** Students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

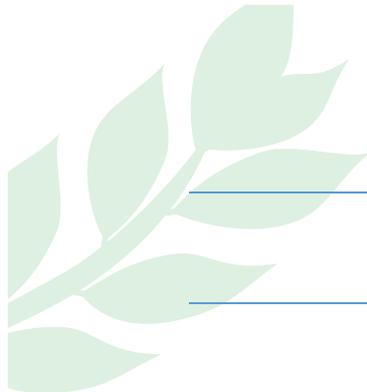
**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

There will be a 2-hour 15-minute written exam which is worth 96 marks and makes up 60% of their overall GCSE Literature grade.

Literature exams will be **CLOSED BOOKS** meaning texts are not allowed in the examination. We would recommend that learners purchase copies of the relevant texts for study and revision purposes.

Reading is a fundamental element to achieving success in English. Students are encouraged to read as widely as possible outside of school. The presentation of writing (including spelling, grammar and punctuation) is the student's responsibility and they should check their writing as carefully as possible (with the aid of a dictionary) for errors.

All the above points are mentioned with the aim of helping the student take control of their own work and achieve as highly as possible.



## GCSE MATHEMATICS

Core Subject

All students will continue to study Mathematics in Years 9 to 11. All students are entered for the General Certificate of Secondary Education examination. There is no coursework and all students will sit their GCSE exam at the end of Year 11.

The course aims to develop mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment. The students should be able to apply mathematics to everyday situations and transfer their skills across the curriculum.

Tier	Grades Awarded
Higher	4-9
Foundation	1-5

The purpose of these tiered courses is to allow students to perform at an appropriate level with a realistic opportunity to achieve success as an individual.

In their mathematics lessons, pupils can expect to take part in a mixture of individual work and group activities, which will stretch and challenge them. As mathematics is a powerful tool with many applications, pupils will be expected to develop their understanding of fundamental concepts while refining problem-solving skills, which will be applicable beyond the scope of the curriculum.

All students should have a scientific calculator and geometry set for each lesson throughout the course.

### Useful websites

**Mathsgenie.co.uk**

Justmaths.co.uk

**mymaths.co.uk**

GCSEPOD

hegartymaths.com

mathswatchvle.com

**corbettmaths.com**



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## GCSE FURTHER MATHS

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Option Subject

GCSE Further Mathematics fills the gap for high achieving students by assessing their higher-order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3.

GCSE Further Mathematics offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. The content builds on knowledge and skills developed throughout the Key Stage 4 Programme of study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth.

GCSE Further Mathematics places an emphasis on higher-order technical proficiency, rigorous argument and problem-solving skills. Students studying GCSE Further mathematics will also be introduced to calculus and matrices as well as developing further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is a qualification for learners who:

- Either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE mathematics
- Are likely to progress to A-Level study in Mathematics and possibly Further Mathematics



## GCSE SEPARATE SCIENCES: BIOLOGY CHEMISTRY & PHYSICS

Option Subject

GCSE Separate Sciences is part of a suite of qualifications offered by the Science department. Separate Sciences and Combined Science have common topics (see figure). These common (blue arrow) topics have been studied by all students in Year 10 and will be finished in Year 11. This will allow students to achieve two GCSE grades.

There is, however, the option to take extra classes which would allow them to complete the extra topics to follow the green arrows and therefore finish with three GCSE's, each in a separate science specialism.

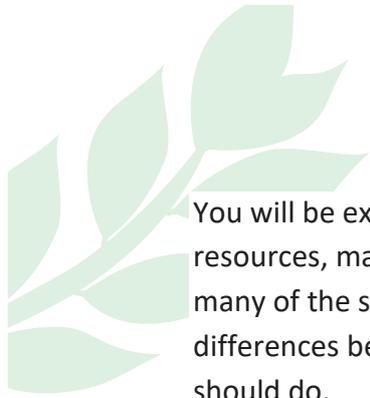
Biology 1	Biology 2	Biology 3	Biology GCSE
Chemistry 1	Chemistry 2	Chemistry 3	Chemistry GCSE
Physics 1	Physics 2	Physics 3	Physics GCSE
Averaged of all three is a GCSE Grade	Averaged of all three is a GCSE Grade		
Combined Science Worth 2 GCSE's			

These extra topics are designed to extend the knowledge learnt in Combined Science and relate it more to more real world applications as a preparation for students who want to go onto a science based career. In biology these topics include how scientists develop new drugs and cancer treatments, as well as the structure and function of the brain. In Chemistry there is more emphasis on things like, the chemical analysis of compounds in, for instance, forensic science or food science. In Physics there is a topic on space and the universe.

The extra content of this course, although not necessary for A Levels, does help to prepare students for the demands of traditional A levels in Biology, Chemistry or Physics. We therefore recommend that students considering a career that needs science A levels should discuss this option with their teacher.

Students who are not considering A levels but want to go on to science based Apprenticeships or KS5 courses in areas like beauty, veterinary nursing, engineering or mechanics etc. should also consider this option.

Separate Sciences are not harder than Combined but there is more to learn. This is supported by the extra lessons in year 11 but you must also enjoy science and be passionate about the world around you if you want to get the most from this course.



You will be expected to do some work independently to meet deadlines. Read a variety of resources, make notes and be ready to take an active part in class discussions especially as many of the subjects covered will have an ethical component as we determine the differences between science fact and science fiction and what we can do and what we should do.

**Assessment.** Each GCSE is tested by two terminal papers in the May/June of year11. Paper 1 on Topics 1-4 and Paper 2 on Topics 4-8. This means six papers in total (there are also six for the combined GCSE). Each paper is 1hr and 45mins and is worth 50% of the final GCSE

Questions will be a mixture of multiple choice, structured, closed short answer and open response and will be in the same style as students have already seen in their lessons and in Yr 9 exams.



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## GCSE GEOGRAPHY

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EBACC

Geography investigates environments and how people live in them. It studies the location of places and people's activities in them. Geography encourages us to care for people and the places where they live and can help to make decisions on important issues.

We follow the AQA GCSE Geography Specification (8035). In which students will cover a selection of topics.

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

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

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

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

### **Geographical applications – Paper 3**

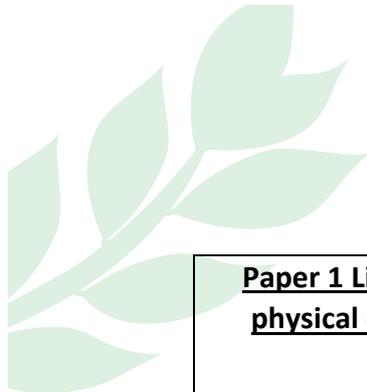
The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study, developing the sense of "thinking like a geographer." It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

### **Fieldwork – Paper 3**

Students will undertake two geographical enquires by attending two fieldtrips. For these enquiries data will be collected through 2 days of fieldwork away from the school site. Previous studies have focused on the river processes and management on the River Stour and the redevelopment of the Olympic Park in Stratford. Fieldtrips will incur a cost to cover transport, staffing and equipment, and there is an expectation that students will attend.

### **Style of Assessment**

**Students will be assessed using short answers and many that require analytical essay-style written answers.**



<b><u>Paper 1 Living with the physical environment</u></b>	<b><u>Paper 2 - Challenges in the human environment</u></b>	<b><u>Paper 3 – Geographical Applications</u></b>
Written exam: 1 hour 30 minutes	Written exam: 1 hour 30 minutes	Written exam: 1 hour 30 minutes
35% of GCSE	35% of GCSE	30% of GCSE



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## GCSE HISTORY

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EBACC

The skills that you will need in order to study History at GCSE are:

- Using and interpreting source evidence
- Analysing and cross referencing evidence
- Evaluating different viewpoints and ideas about historical events
- Extended writing
- Knowledge and understanding of the past
- Critical thinking and decision making

It is imperative that students are dedicated and passionate about the subject.

The course covers a wide variety of historical topics and students will need to be able to make comparisons between different periods.

Students will study Edexcel GCSE History and sit three exams covering four main topics. The course content is listed below:

### **Paper 1: Thematic study and historic environment (30%)**

This paper looks at Crime and Punishment in Britain, c1000–the present day and Whitechapel, c1870–c1900: crime, policing and the inner city. The exam paper will be 1 hour and 15 minutes in length.

### **Paper 2: Period study and British depth study (40%)**

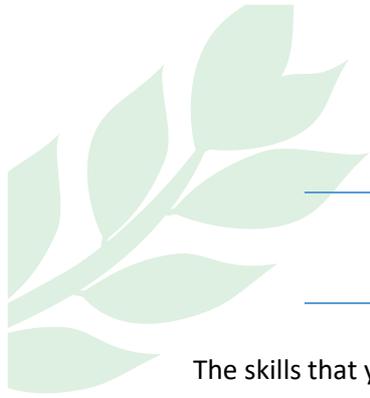
This paper looks at early Elizabethan England, 1558–88 and the American West, c1835–c1895. The exam paper will be 1 hour and 45 minutes in length.

### **Paper 3: Modern depth study (30%)**

This paper looks at Weimar and Nazi Germany, 1918–39. The exam paper will be 1 hour and 20 minutes in length.

### **Style of Assessment**

**The exam is made of long essay-style questions with very few shorter questions. Students are also assessed on their literacy skills. The students will have the opportunity to study sources from a range of historical periods and will need to have strong reading and comprehension skills in order to provide a foundation for this.**



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## GCSE ANCIENT HISTORY

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EBACC

The skills that you will need in order to study Ancient History at GCSE are:

- Using and interpreting source evidence
- Analysing and cross referencing evidence
- Evaluating different viewpoints and ideas from historians
- Reading and comprehension
- Essay writing and construction of evidence based opinions
- Understanding the past and being able to consider causation, events, and the consequences of key events.
- Critical thinking and considering debates
- Initiative and resilience
- Knowledge recall of dates, facts, and statistics

Ancient History is the study of the distant past. If you pick GCSE Ancient History you will study a wide range of topics from Persia and the Ancient Middle East, Ancient Greece and conquests of Alexander the Great, as well as Ancient Rome and its relationship with Britain. The course also considers various types of History including social, economic, and political history. The course involves several set texts which students will need to familiarise themselves with and understand. It is also vital that students are willing and excited to explore new aspects of History they may not have encountered before.

### **Paper 1- Greece and Persia (1 hour 45 minutes)**

#### **Part 1- The Persian Empire, 559-465 BC (27.5 %)**

This is the compulsory period study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I.

#### **Part 2- Depth Study- Alexander the Great, 356-323 BC (22.5%)**

In this section we will look at the fascinating life and conquests of Alexander the Great as he created one of the largest empires the world has ever known. In this module we will be using both Ancient and Modern Sources to explore a range of factors to find out how Alexander become one of the most famous men in world history.

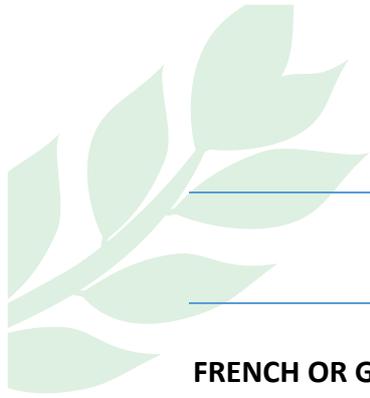
#### **Part 2- Rome and its neighbours (1 hour 45 minutes)**

##### **Part 1: The foundation of Rome: from Kingship to Republic, 753-440 BC**

This is the compulsory period study focusing on the kings of Rome and early Roman Republic, with an emphasis on the most exciting and interesting events and characters.

##### **Part 2: Britannia: from conquest to province, AD 43-84**

This depth study focuses on the complex factors that contributed to the invasion of Britain in AD 43 and the subsequent conquest. This gives students an opportunity to use sources to explore the political, military, economic, social and cultural factors that affected the relationship between the Britons and the Romans.



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## MODERN FOREIGN LANGUAGES

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EBACC

### **FRENCH OR GERMAN (GCSE)**

Through studying a GCSE in French and German, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

The qualification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

The courses lead to a final exam in the 4 skills of *Listening, Reading, Speaking* and *Writing*.

There are 2 tiers of entry in each of the 4 skills- Foundation (Grades 1-5) and Higher (Grades 4-9).

The GCSE exams will be taken at the end of year 11.

# GCSE ASTRONOMY

## Overview of Edexcel GCSE Astronomy

Option Subject

The Edexcel GCSE Astronomy course offers a fascinating journey into the universe, exploring celestial objects, the science behind astronomical phenomena, and humanity's place in space. It's a great option for curious students who enjoy science, problem-solving, and thinking about the bigger picture.

### Why Study Astronomy?

- Develop your understanding of the universe, from planets and stars to galaxies and cosmology.
- Gain practical skills through observational projects, using telescopes and other tools to investigate celestial phenomena.
- Learn how scientific theories are developed and tested, applying key physics and mathematics skills.
- Engage with topics like space exploration, the life cycles of stars, and the structure of our galaxy.

### Course Structure

The course is divided into two key areas, assessed by two exams:

#### Paper 1: Naked-Eye Astronomy

**Focus: Observing and understanding the night sky without the use of advanced equipment.**

#### Key Topics:

- **Earth, Moon, and Sun: Day and night, phases of the moon, eclipses, and seasons.**
- **Time and celestial measurement: The celestial sphere, constellations, and time-keeping systems.**
- **Solar system: Planets, moons, asteroids, comets, and meteorites.**
- **Observing techniques: Recording and explaining what you can see with the naked eye.**

#### Assessment:



- 
- 
- **1 hour 45 minutes written exam.**
  - **50% of the GCSE grade.**

### **Paper 2: Telescopic Astronomy**

**Focus: Using equipment and modern technologies to study deeper aspects of the universe.**

#### **Key Topics:**

- **Stars and galaxies: The life cycle of stars, types of galaxies, and black holes.**
- **Cosmology: The Big Bang, redshift, and the expanding universe.**
- **Observing beyond the visible spectrum: Infrared, X-rays, and radio astronomy.**
- **Space exploration: Satellites, space probes, and the role of humans in space.**

#### **Assessment:**

- **1 hour 45 minutes written exam.**
  - **50% of the GCSE grade.**
- 

### **Skills Required for GCSE Astronomy**

- **Curiosity:** A genuine interest in space, science, and asking “big” questions about the universe.
- **Maths Ability:** You’ll need to interpret data, work with graphs, and solve equations. A solid grasp of Key Stage 3 maths will help, as the mathematical content can be quite challenging.
- **Practical Skills:** Be prepared to plan and carry out observations, both with your eyes and using telescopes.
- **Analytical Thinking:** You’ll analyse data, interpret results, and make connections between observations and theory.
- **Self-Motivation:** Some of the experimental elements require independent observation, such as charting the moon’s phases or tracking celestial events.

### **Why Choose GCSE Astronomy?**

Astronomy links closely to science and geography, making it an excellent choice for students interested in careers in engineering, astrophysics, or space exploration. It’s also a unique subject that allows you to explore the mysteries of space while developing valuable scientific and mathematical skills.

If you’ve ever looked up at the night sky and wondered what’s out there, this is the course for you!



## BUSINESS STUDIES (GCSE)

Option Subject

The aims and objectives of GCSE Business are to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.

Course Title	Curriculum Time each Week	Method of Assessment	GCSE Equivalence
<b>GCSE Business Studies</b>	Single option  (3 hours)	Two externally examined papers  1 hour 45 minutes in duration.	<b>1 GCSE</b>

This course consists of two themes

### **Theme 1-** Investigating small business. (50% of the qualification)

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

### **Theme 2-** Building a business (50% of the qualification)

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.



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## OCR CAMBRIDGE NATIONAL IN ENTERPRISE AND MARKETING (VOCATIONAL)

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Option Subject

The **OCR Cambridge National Level 2 in Enterprise and Marketing** will encourage personal development of knowledge and skills relevant to the business world through participation in a range of vocational activities.

Students can develop their people, communication, planning and team working skills which will be evidenced in portfolios of work that will be internally assessed.

Students will cover a variety of topics, including how to create a business proposal for a new business. They will explore the use of branding and methods of promotion used in businesses and develop and promote a brand for a new business startup. Students will also assess gaps that exist in the market; considering consumer trends and externalities that can affect the startup of a business.

As well as preparing portfolios of work containing two units, students will sit an examination which will investigate costs involved in a business startup and financial plans businesses prepare to ensure success; this unit is externally assessed. The course unit titles are:

**RO67 - Enterprise and marketing concepts**

**RO68 – Design a business proposal**

**RO69 – Market and pitch a business proposal**

For more in depth course information, have a look at the specification online:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

### **Style of Assessment**

#### **What is the difference between GCSE Business and OCR Cambridge National in Enterprise and Marketing?**

OCR Cambridge National in Enterprise and Marketing has one exam unit and two coursework units. GCSE Business is all exam based, no coursework. If your child is a conscientious student who does not always fulfil their potential in exams, they should select OCR Enterprise and Marketing. If your child does not like coursework, they should select GCSE Business.

# GCSE RELIGIOUS STUDIES

Option Subject

During Key Stage 4, all students will study how religion, philosophy and ethics form the basis of our culture. They will consider how people's beliefs and practices affect their lives and their attitudes to the major social and ethical issues of the 21<sup>st</sup> Century.

The course aims to develop an attitude of respect and openness towards different people in society. It also encourages critical thinking, the ability to consider the views of others, to test the evidence and to come a conclusion. All of these are skills which will be invaluable throughout life.

Students will study two units. There are two exams, one for each unit, which will both take place at the end of Year 11. There is **no coursework**; this course is 100% exam.

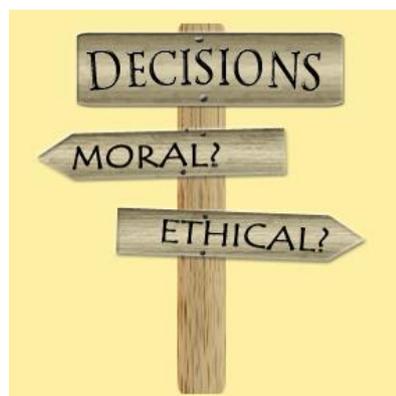
## 1. Beliefs, Teachings and Practices:

Students will do an in-depth study of two religions, Christianity & Islam.

## 2. Thematic studies:

Students will study, four religious, philosophical and ethical themes. These include:

- Relationships and families
- Religion and life
- Religion, crime and punishment.
- Religion, peace and conflict.



## SKILLS NEEDED

You must be able to:

- Make your own reasoned decisions on religious and moral issues.
- Empathise with people whose views you disagree with.
- Communicate your own opinions
- Evaluate moral and religious statements.

## IN LESSONS, YOU WILL BE:

- Working on your own
- Working in a group to solve problems
- Reading various texts
- Writing notes on various discussions including written answers to questions.
- Expected to meet deadlines.
- Expected to take an active part in class discuss



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## GCSE COMPUTER SCIENCE

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Option Subject

The **GCSE Computer Science course** is your gateway to understanding how the digital world works while developing essential skills to thrive in the future. This course will empower you to:

- Master the fundamental principles and concepts of Computer Science.
- Tackle problems with computational thinking, breaking them down logically and creatively.
- Develop innovative, analytical and critical thinking skills.
- Uncover how digital systems work and communicate with each other.
- Explore the impacts of digital technology on our world and apply mathematical skills to solve real-world challenges.

This **Single Award GCSE** course is packed with exciting content and hands-on experiences, divided into two main components:

### Component 01: Computer Systems

Dive into the nuts and bolts of how computers work! In this unit, you'll explore:

- The architecture of computer systems.
- How memory, storage, and networks operate and connect.
- The secrets of network security and system software.
- Ethical, legal, cultural, and environmental issues shaping our digital age.
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### Component 02: Computational Thinking, Algorithms, and Programming

Unleash your inner problem-solver as you develop:

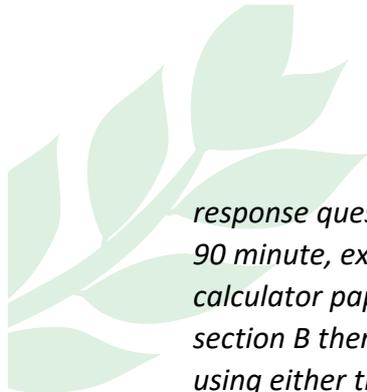
- Core computational thinking skills.
- A solid understanding of algorithms and programming fundamentals.
- Skills to create robust programs and work with Boolean logic.
- Expertise in programming languages and Integrated Development Environments (IDEs). This unit brings your learning from Component 01 to life through hands-on problem-solving and coding.
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### Practical Programming

Students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

### Assessment:

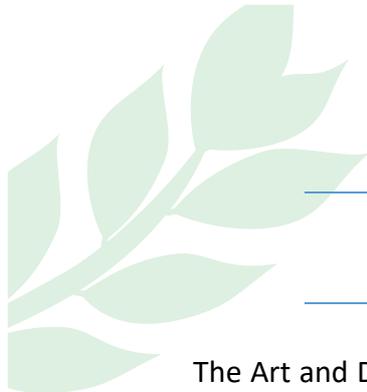
*Component 01 is worth 50% of the final grade and is assessed through a 90 minute, externally set, written examination at the end of the course. The paper is a non-calculator paper consisting of multiple choice questions, short response questions and extended*



*response questions. Component 02 is worth 50% of the final grade and is assessed through a 90 minute, externally set, written examination at the end of the course. The paper is a non-calculator paper and has two sections: A and B. Both sections must be answered, and within section B there will be questions assessing the students' ability to write or refine algorithms using either the OCR Exam Reference Language or a high-level programming language they are familiar with.*

### **Why Choose Computer Science?**

This course offers the perfect blend of theory and practical skills, preparing you for exciting careers in technology, gaming, cybersecurity, artificial intelligence, and beyond. Whether you want to create the next big app, design innovative software, or explore the ethical impacts of technology, GCSE Computer Science is your starting point.



## GCSE ART AND DESIGN

Option Subject

The Art and Design option focuses on the ability to draw confidently with a range of media, and the ability to research, plan, and develop work independently.

To be successful, students are required to produce quality work during lesson-time and at home to build up their portfolio of artwork. Written work is an assessed part of the course, students will be expected to analyse and evaluate their work using a specialist vocabulary. This course is for students who are seriously considering further study in Art & Design, possibly leading to a career related to the creative industries.

Students study the use of a variety of materials and techniques taught through a series of projects. The production of a sketchbook for each project, showing developmental work and research leading to a final outcome, is essential; the focus of the assessment and awarding of marks centres around the quality of the developmental work rather than the final piece.

- GCSE Art & Design is made up of 2 parts which together give a student their GCSE grade. The **Personal Portfolio is worth 60% of the overall mark, and the final examination project is worth 40%.**
- GCSE Art & Design has 4 assessment objectives; these are:

<b>A01</b>	Develop ideas through investigations, demonstrating critical understanding of sources.
<b>A02</b>	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
<b>A03</b>	Record ideas, observations and insights relevant to intentions as work progresses.
<b>A04</b>	Present a personal, informed and meaningful response that realizes intentions and demonstrates understanding of visual language.

In each part of the assessment objectives you will need to show the highest level of ability you can achieve. Drawing from direct observation, researching information on a range of artists to inform the development of your own work, and the ability to produce written evaluations of this work, are essential skills and qualities needed by a student to be successful.

### SKILLS NEEDED (Unendorsed Art GCSE)

- There is written work and practical artwork.
- It will involve a lot of independent research work and planning of projects.
- **It will involve a lot of drawing using different media.** (not cartoons)
- It will involve work in both 2D and 3D materials.
- It will involve a lot of work produced outside of lesson time.
- It will require a high level of concentration and commitment to be able to work on projects and final pieces of artwork over a long period of time.
- You will need to have a good level of drawing ability before you start the course



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## GCSE PHYSICAL EDUCATION

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Option Subject

### **GCSE Physical Education (Full Course Award)**

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. It is highly recommended that applicants for this course are in set 1 or set 2 for Science and that they are fully engaged in the extra-curricular programme representing the school in at least two or three sports.

### **Subject content**

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

### **Assessments**

#### **Paper 1: The human body and movement in physical activity and sport**

##### **What's assessed**

Applied anatomy and physiology; Movement analysis; Physical training; Use of data

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

Written exam: 1 hour 15 minutes: 78 marks: 30% of GCSE: Questions

#### **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

##### **What's assessed**

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

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

Written exam: 1 hour 15 minutes; 78 marks; 30% of GCSE

#### **Non-exam assessment: Practical performance in physical activity and sport**

##### **What's assessed**

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

### **Style of Assessment**

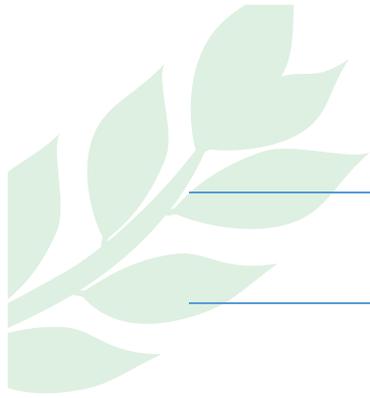
- 2 written examinations at the end of the course worth 60% of the final mark.
- One piece of coursework. This is completed at the end of the first year of the course. This is worth 10% of the final mark.



- Practical assessment. Students have to be assessed in one team sport, one individual sport and a third sport of their choice. Each sport is worth 10% of the final grade.

Team Sports include: Football, Rugby, Netball, Hockey, Basketball, doubles in racket sports and cricket

Individual Sports include: Athletics, swimming, singles in racket sports, gymnastics, trampolining. Students must be of 'school team' standard and be representing the school on a consistent basis in a number of sports to be considered for GCSE PE



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## BTEC SPORT (VOCATIONAL)

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Option Subject

The Level 2 BTEC Sport gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology

The course is broken into 3 components:

### **Component 1 - Preparing Participants to Take Part in Sport and Physical Activity (Internally Assessed)**

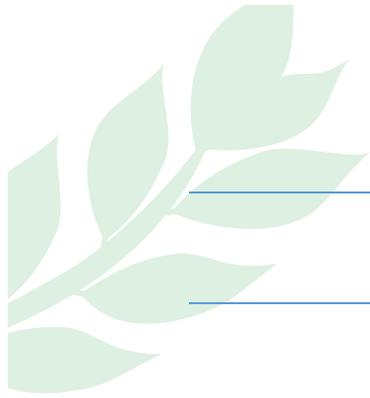
In this unit learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

### **Component 2 - Taking Part and Improving Other Participants Sporting Performance (Internally Assessed)**

In this unit learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### **Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (Externally Assessed)**

In this unit learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.



### Why study GCSE Music?

Music is an exciting, creative, and versatile subject: one which universities and employers regard highly. Studying Music supports cognitive development and therefore drives academic achievement. GCSE Music is 60% coursework and is divided into three components:

**Component 1: Performing (30%)** - Total duration: 4-6 minutes. Internally assessed, externally moderated.

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The

other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of

the learner's choice.

**Component 2: Composing (30%)** - Total duration: 3-6 minutes Internally assessed, externally moderated

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a

choice of four, each one linked to a different area of study. The second composition is a free composition

**Component 3: Appraising (40%)** 1 hour 15 minutes

Eight questions in total, two on each of the four areas of study.

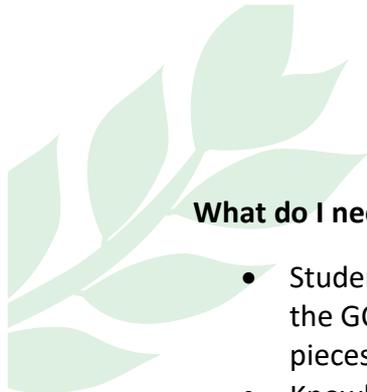
*Area of study 1: Musical Forms and Devices*

*Area of study 2: Music for Ensemble*

*Area of study 3: Film Music*

*Area of study 4: Popular Music*

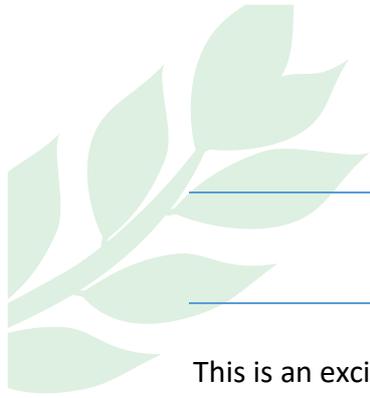
Two of the eight questions are based on extracts set by WJEC.



### What do I need to take GCSE Music?

- Students opting for GCSE Music need to be Grade 3 standard or above by the end of the GCSE course. You do not need to take graded examinations, just be performing pieces of that standard by Year 11.
- Knowledge of music theory is not essential but it is an advantage. We run booster sessions in the department to help support students who are interested.
- It is really important that you enjoy music in any way, shape, or form: listening to it, making it, or performing it as this will drive your creativity and thirst for learning.
- The performance aspect of the course must be supported by instrumental tuition, taken in or outside of school. Students should practice their instruments regularly.
- Students are also expected to become actively engaged in at least one musical activity outside lesson items in school and to perform at school events.
- By encouraging students to listen to a wide variety of music at home.

**PLEASE NOTE: YOU SHOULD ONLY SELECT GCSE MUSIC IF YOU ARE ABLE TO READ AND WRITE MUSIC**



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## GCSE THREE-DIMENSIONAL DESIGN

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Option Subject

This is an exciting course combining contextual research and problem solving, with practical modelling and making skills. The students will work in the following areas of three – dimensional design.

- Architectural design
- Product design
- 3-D digital design.

Students will develop a range of ideas and learn how designers, design movements, social environment and creative contexts can influence design. Students will develop research, design and practical modelling skills to generate responses that meet the needs of their intended target market.

Students will learn how to use three-dimensional techniques and processes; model making, constructing, surface treatment and assembling using a variety of materials. Students will need to annotate their work throughout each project, explaining and evaluating their ideas.

### **Component One**

A portfolio worth 60% of the overall GCSE grade. This is marked by the school and moderated by the AQA exam board. They would expect to see one sustained project plus a selection of further work produced during the two-year course.

### **Component Two**

This is an externally set assignment worth 40%. This will be a formal ten-hour examination for the practical element of this set assignment, however there is a preparatory period to enable students to be ready, plan and able to complete this task in their ten-hour practical.

There is no written examination at the end of the course.



## GCSE DESIGN AND TECHNOLOGY

Option Subject

The GCSE in Design and Technology aims to develop students' knowledge about the products and materials that they use every day. Students will develop their creativity and problem-solving skills by developing creative design proposals that meet the needs of the user. The students will also gain critical evaluation skills by reviewing existing designs and evaluating their own design ideas. This course provides an excellent platform for those interested in product design, engineering and architecture.

The Design and Technology GCSE is divided into two units. The first is coursework based and results in the creation of a working prototype of your design. The second unit of work is an exam.

Coursework	50% Of the GCSE grade
Exam	50% Of the GCSE grade

**Coursework Unit:** The examining body will provide six different starting points for this unit that allow for plenty of opportunity to design in an area you are interested in. In this unit students create a folder of work that shows the development of a design brief, specification and research into their own idea. This provides students with a chance to demonstrate their drawing ability with a variety of creative ideas that answer their unique brief. During this section students will develop workshop skills using hand tools and machinery. Students must test their design ideas by creating several different models, many of which will be created on the laser cutter to provide a professional finish. This project finishes in the development of a final working prototype and a detailed evaluation of the product.

**Exam Unit:** The exam tests students understanding of core technical principles and their understanding of designing and making principles. The exam content is broken down into many small units such as; new and emerging technologies, energy generation and storage, mechanical devices, materials and their working properties and developments in new materials. Gaining this knowledge helps students understand the role of the designer in choosing appropriate materials for a variety of different products. It also helps students understand the role that products have in society, the economy and the environment.

### In Lesson you will:

- Develop a self-led design process
- Carry out independent research and planning
- Use tools and machinery in the workshop safely and responsibly
- Take notes in theory lessons that develop your subject knowledge

**Please be aware there is an entry task if students want to select this subject at GCSE. This can be collected from Miss Bowles in C6**

# GCSE FOOD PREPARATION AND NUTRITION

Option Subject

## Examination board: AQA

This new GCSE Food Preparation and Nutrition focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Students studying this qualification will be expected to develop the following knowledge and skills:-

- ✓ Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- ✓ Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- ✓ Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- ✓ Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- ✓ Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- ✓ Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

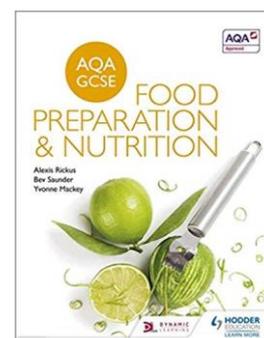
## Previous learning and future prospects:

This course builds on knowledge, which is typically taught at Key Stage 3 and provides a suitable foundation for the study of courses such as WJEC Level 3 Food, Science and Nutrition at A level or food related courses at college. In addition, the course will provide a worthwhile experience for learners who do not progress to further study in the subject area. This specification will enable learners to make informed decisions about the wide range of further learning opportunities and career pathways. There are many career opportunities that lead on from this course such as jobs in food design and development, nutrition or production.

## Style of Assessment

1. Written exam: 1 hour 45 minutes; 100 marks; 50% of GCSE
2. Non-exam assessment: Combination of practical investigations and portfolio work = 50% of GCSE

## Task 1: Food Investigation Assessment





Students show an understanding of the functional and chemical properties of ingredients = 15% of final grade.

**Task 2:** Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food = 35% of overall final grade.

**ENTRY TASK**

For those of you who are interested in taking Food Preparation and Nutrition as an option, we are asking students to complete a task which is representative of the work you will be carrying out throughout the course. This will give you an insight into what is expected and also help identify those students who are committed and passionate about the subject.

***You need to complete the entry task to select Food Preparation and Nutrition as an option.***

Please read the information below carefully and take care when completing the task.

**“You have been asked to design a new menu for a local care home. You need to plan, prepare, cook and serve a range of nutritional dishes that would be suitable for their needs.”**

This task will be split into research, planning, making and evaluating.

Section	To Do	Completed
<b><u>Research</u></b> (it is vital this work is written in your own words and not copied and pasted)	Research important nutrients and meal planning considerations for the elderly.	
	Research into existing care home menus to help you plan your menu.	
<b><u>Planning</u></b>	Create your own new menu (breakfast, lunch and dinner) and explain why these dishes would be suitable (relating to your research)	
<b><u>Making</u></b> <i>Please gain parental permission/supervision</i>	Prepare, cook and serve one of these dishes, ensuring it is suitable for an elderly person and can be made within 1 hour (You must include a picture of your final dish on your work)	
<b><u>Evaluation</u></b>	In detail, explain what you felt you did well when making the dish	
	What you felt could be improved (this could relate to suitability, organisation, presentation etc.)	

It should be a minimum of 2 pages long and ***must be handed in to Mrs Santry in C1 by Friday 1st March 2024.*** If you have any questions or want to find out more information, please pop down to the food rooms.



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## ICT: OCR CAMBRIDGE NATIONALS IN CREATIVE IMEDIA (VOCATIONAL)

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Option Subject

Cambridge National in Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

### **As part of the Cambridge National, you will learn:**

- how media products get their meaning across, create impact and appeal to people
- how to create original digital graphics for specific audiences
- how to plan and create interactive digital media

### **Building futures through practical skills**

You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

- Analytical skills
- Digital presentation skills
- Creative thinking
- Problem solving
- Research and planning

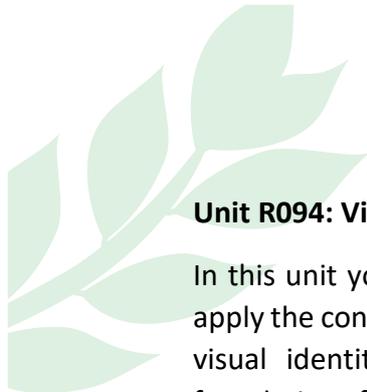
By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Digital Media, an apprenticeship or university.

Creative iMedia could be first step of a career as a Games Developer, Comic Book Writer, Graphic Designer, and more.

### **The course is equivalent to a GCSE and will cover three units of study.**

#### **Unit R093: Creative iMedia in the media industry**

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.



### **Unit R094: Visual identity and digital graphics**

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

### **Unit R097: Interactive digital media**

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

#### **Assessment:**

*R093 is assessed through a 90 minute, externally set, written examination. This will be sat in the January of the final year of the course. For the other two units, students will be given a brief set by the exam board and will be expected to produce a portfolio of work in relation to the given brief. The set assignment will need to be completed independently. The set assignment must to be completed within 10 to 15 hours approximately. This qualification is assessed using vocational grading (Level 1 or Level 2)*

**This is for students wishing to study a more creative ICT course rather than a Computer Programming qualification.**



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## BTEC IN PERFORMING ARTS (VOCATIONAL)

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**(Equivalent to 1 GCSE)**

Option Subject

### **Overview**

The BTEC in Performing Arts will provide you with a broad foundation in all aspects of performance. This course will provide students with an understanding of career prospects within Performing Arts, as a performer, producer or designer. Students will build a vast physical skill set relevant to success within further training, education or employment in the Performing Arts world.

### **Pathways explained**

The BTEC in Performing Arts will provide two pathway choices this year, BTEC Performing arts with a **Dance pathway** and BTEC Performing arts with a **Musical Theatre Pathway**. BTEC Dance will require students to participate in a variety of style workshops and performances such as Contemporary, Jazz, Modern, Tap and Street dance. You will analyse key practitioners in the dance industry whilst exploring famous performances and repertoires. BTEC Musical Theatre will require students to explore more than one discipline, acting singing and/or dancing. To be successful on the Musical Theatre pathway students need to be willing to participate in workshops and performances in all three-discipline areas.

### **Component One** – Exploring the Performing Arts – Internal Unit, 30%.

This is a coursework based unit, where students are expected to complete a detailed presentation of three practitioners in a chosen discipline of Dance, Acting or Musical Theatre. You explore famous works focusing on the stylistic qualities, intentions and rehearsal processes practitioners have to endure to secure a successful production. You will explore these works both practically and theoretically, however the examiner requires evidence to be all written based.

### **Component Two** – Developing skills and techniques in the Performing Arts – Internal Unit, 30%

This is a coursework based unit, focusing much more on practical ability and technique than Component One. Students will be required to select and explore a famous repertoire piece which currently exists; this can be within a variety of different disciplines, Dance, Acting or Musical Theatre. Students will explore physical and interpretive skills relevant to their performance discipline, analysing their technical own development over time with the use of technique workshops, written reflective logs and skills audits.

### **Component Three** - Performing to a brief – External Unit, 40%



This is an external unit and will therefore be submitted to an examiner in May term-time. BTEC will release a brief that students would have to create a Dance, Acting, Musical theatre or combined workshop performance for. Students will be given a scenario/a theme, encouraging them to create a group performance lasting 7-15 minutes based upon the released brief. The students final performance will be submitted to the examiner alongside written tasks completed under controlled assessment conditions. Performances and supervised hours will be under exam conditions. BTEC will release content to support written tasks, often reflective logs which require students to detail the processes, group decisions and skills/techniques required for the specific brief. **Written tasks will be submitted as 50%** of the external unit, to support final performance footage.

### **SKILLS NEEDED:**

- ✓ A love for the Performing Arts
- ✓ Confidence (or willingness to build). You will be required to perform regularly in class to your peers and on stage on a regular basis. We encourage an expectation that all performing arts students will participate in school events such as the school production.
- ✓ Ability to work independently and as part of a group.
- ✓ A committed attitude as you will be expected to attend extra-curricular, production rehearsals and interventions.
- ✓ An interest in more than one performing arts discipline (Dance, Acting, Musical Theatre)
- ✓ Experience of one or more discipline outside of school/through extra-curricular.

### **Style of Assessment**

BTEC Performing Arts is assessed through a combination of coursework, practical performances and written controlled assessments. Students need to be aware of the balanced weighting between written and practical submissions within each coursework component. If your child is a conscientious student who enjoys music, dance or drama and is confident at performing in front of an audience, and does well in coursework, they should select this course.



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## GCSE Drama (OCR)

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Option Subject

★★★★★★★★★★

Creative    Confidence    Performing    Devising    Imagination

★★★★★★★★★★

GCSE Drama lets students develop their understanding of performance and Acting. Pupils have the opportunity to create their own performances developing ideas, plots and characterisations as well as exploring creatively published scripts. Pupils will develop their confidence in presenting in front of others and understand the importance of working collaboratively.

### **Component 1, Devising Drama** **30% of qualification (60 marks)**

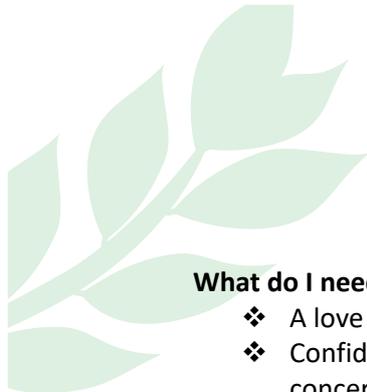
- Students will research and explore a variety of different stimuli provided by OCR, working collaboratively in creating their own devised drama within a group.
- Students will complete a portfolio evidencing their creative process, evaluating the success of the rehearsal process and final performance, analysing and understanding the design process.
- Students will undertake research and understand how this has informed the development of the drama and design of the devised performance.
- This is an internally assessed unit, by your classroom teacher.

### **Component 2, Presenting and Performing texts** **30% of qualification (60 marks)**

- Students develop and apply theatrical skills in acting by presenting a showcase of two extracts from a performance text.
- Students practically explore two sections from one text. Each extract when performing must have a performance time exceeding 10 minutes.
- There are two key areas for assessment in the performance presented by learners; the realization of artistic intention and the application of performance and design skills.
- This Component is marked by a visiting examiner.

### **Component 3, Drama Performance and Response** **40% of qualification (80 marks)**

- Students will need to demonstrate their knowledge and understanding of how drama is developed, performed and responded to.
- A written exam of 1 hour and 30 minutes with two sections
- Section A – The study of a performance text.
  - Studying a play text in a practical way and writing about your own creative ideas as a director and performer
- Section B – Evaluation of the work of others.
  - Reviewing a performance of professional theatre



### What do I need?

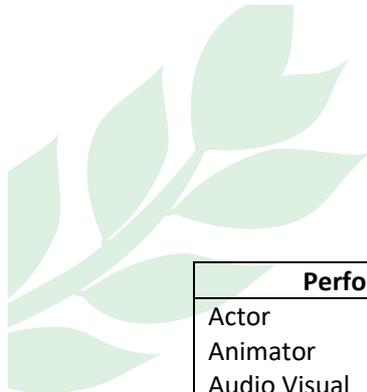
- ❖ A love for acting and performing, creativity and imagination
- ❖ Confidence – you will participate in school events such as the school production, Christmas concerts and showcase events.
- ❖ Self-motivation and the ability to work independently and as part of a group.

### Added bonuses

- ✓ Theatre trips to London and local theatres
- ✓ Audition help for the school production and performing arts festival to support the development of your stage skills and technique.

**YOU CAN SELECT DRAMA AND BTEC DANCE, HOWEVER NOT BTEC PERFORMING ARTS**

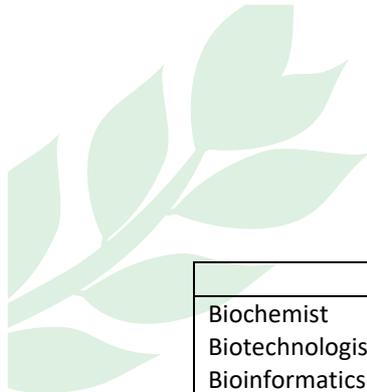
<b>Content Overview</b>	<b>Assessment Overview</b>	
Learners will research and explore a stimulus, work collaboratively and create their own devised drama.	Devising drama* (01/02)  60 marks  Non-exam assessment	<b>30%</b>  of total GCSE
Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Presenting and performing texts* (03)  60 marks  Non-exam assessment (Visiting examination)	<b>30%</b>  of total GCSE
Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.  Learners will analyse and evaluate a live theatre performance.**	Drama: Performance and response* (04)  80 marks  Exam assessment  1 hour 30 minutes (Written paper)	<b>40%</b>  of total GCSE



## CAREERS RELATED TO SUBJECTS

Performing Arts		Music		Art & Design	
Actor	Lighting	Assistant	Producer	Animator	Hat Designer /
Animator	Technician	Engineer	Promotions	Body Artist	Milliner
Audio Visual	Promotions	Band	Manager	Cake	Image
Technician	Manager	Manager	Radio Promoter	Decorator	Consultant
Broadcast	Prop Maker	Booking Agent	Radio Studio	Camera	Landscape
Engineer	Radio	Broadcaster	Manager	Operator	Architect
Journalist	Broadcast	Business	Record Industry	Commercial	Make Up Artist
Choreographer	Assistant	Manager	Advertising	Photographer	Medical
Costume	Set Designer	Choir Director	Recording	Engraver	Illustrator
Designer	Social Media	Composer	Engineer	Fashion	Nail Artist
Dance Teacher	Manager	Concert	Retailer	Designer	Photographic
Dancer	Stage Manager	Promoter	Session	Fashion	Technician
DJ	Stage Hand	Director of	Musician	Photographer	Photojournalist
Entertainer	Stunt	Publicity	Singer	Film Editor	Screen Printer
Fashion Model	Performer	DJ	Staff Publicist	Film	Signmaker
Media	TV/Film	Editor	Song Writer	Producer	Tattooist
Researcher	Director	Entertainment	Sound	Florist	Theatre/TV
	TV/Film	Attorney	Technician	Grounds	Designer
	Producer	Event		Person	
	TV Presenter	Organiser			
	Wardrobe				
	Assistant				
Business & OCR Enterprise and Marketing		Religious Studies		BTEC Sport/PE	
Actuary	Human	Advice	Gallery Worker	Armed Forces	Nutritionist
Accounting	Resources	Worker	Housing Officer	Army Officer	Occupational
Technician	Investment	Advocate	Journalist	Chiropractor	Therapist
Advertising	Banker	Archivist	Lecturer	Coach	Osteopath
Executive	Legal	Chaplain	Museum	Coastguard	Paramedic
Auditor	Executive	Charity Co-	Worker	Dietician	Personal
Bank Manager	Market	ordinator	Police Officer	Exercise	Trainer
Business	Research	Church	Psychotherapist	Physiologist	Physiotherapist
Advisor	Analyst	Development	Publisher	Fire Service	Podiatrist
Buyer	Marketing	Clergyman	Priest	Fitness	Professional
Company	Manager	Counsellor	Social Worker	Centre	Athlete
Secretary	Media Planner	Diplomat	Teacher	Manager	Psychologist –
Credit	Project	Editorial	Welfare Officer	Health	Sport
Manager	Management	Assistant	Youth Worker	Education	Riding
Data Analyst	Public	Family Liaison		Officer	Instructor
Distribution	Relations	Officer		Lifeguard	RAF
Manager	Officer	Foreign		Massage	Royal Navy
Exhibition	Recruitment	Service		Therapist	Sports Coach
Organiser	Agent	Fundraiser			
Financial	Sales				
Advisor	Representative				
	Stockbroker				
	Systems				
	Analyst				

For full job profiles please go to <https://nationalcareers.service.gov.uk/explore-careers>



## CAREERS RELATED TO SUBJECTS

Biology		Chemistry		Physics	
Biochemist	Marine Biologist	Agricultural Scientist	Materials Scientist	Aeronautical Engineer	Mining Engineer
Biotechnologist	Nurse	Analytical Technician	Metallurgist	Architect	Nanotechnologist
Bioinformatics	Nutritionist	Biochemist	Nature Conservationist	Astronomer	Nuclear Scientist
Food Science & Technology	Oceanographer	Biotechnologist	Oceanographer	Astrophysicist	Optics
Dentist	Optometrist	Food Science & Technology	Pharmacist	Biophysicist	Orthoptist/ Prosthetist
Disease Control	Pharmacist	Chemical Engineer	Pharmacologist	Civil Engineer	Physicist
Doctor	Physiotherapist	Chemical Plant Processing	Pharmacologist	Cyberneticist	Physicist
Ecologist	Psychologist	Chemist	Quality Control	Data Analyst	Radiographer
Environmental Health	Radiographer	Chemical Plant Processing	Research Scientist	Electrical Engineer	Research Physicist
Forensic Scientist	Research Scientist	Chemical Plant Processing	Scenes of Crime Officer	Engineer	Software Developer
Geneticist	Teacher	Chemical Plant Processing	Soil Chemist	Electromagnetic Flight Engineer	Structural Engineer
Healthcare Assistant	Toxicologist	Chemical Plant Processing	Teacher	Forensic Scientist	Theoretical Physicist
Laboratory Technician	Veterinary Surgeon	Chemical Plant Processing	Water Technologist	Geophysicist	University Lecturer
	Zookeeper	Forensic Scientist		Marine Engineer	
		Healthcare Scientist			
		Industrial Chemist			
		Laboratory Technician			
Food Preparation and Nutrition		Computing/IT		Media	
Baker	Government Policy Maker	Applications Developer	Quality Manager	Advertising Copywriter	Press Officer
Barista	Head Chef	Business Analyst	Senior Support Professional	Animator	Producer
Butcher	Health Promotions	Analysit	Social Media Architect	Arts Administrator	Production Assistant
Cake Decorator	Microbiologist	Cloud Architect	Architect	Administrative Officer	Public Relations Officer
Caterer	Kitchen Porter	Data Centre Manager	Software Developer	Art Researcher	Radio Presenter
Environmental Health	Nutritionist/	Database Analyst	Software Engineer	Author	Recording- Industry
Events Planner	Dietician	Analyst	Systems Analyst	Book Illustrator	Producer
Fishmonger	Packaging Designer	Data Scientist	Systems Programmer	Broadcasting Production	Screen Printer
Food Buyer	Pastry Chef	Games Developer	Technical Consultant	Camera Operator	Special Effects Technician
Food Journalist/Writer	Personal Trainer	Developer	Consultant	Graphic Designer	Technical Illustrator
Food Photography	Publican	Graphic Designer	Technical Support Engineer	Market Researcher	TV / Film Presenter
Food Product Development	Restaurateur	IT Consultant	Vlogger	Researcher	TV / Film Editor
Food Scientist	Retailer	Network Administrator	Web Designer/Developer	Model Maker	
Food Stylist	Teacher/Lecturer	Network Engineer		Music Publisher	
	Trading Standards	Project Manager		Playwright	
		Programmer			

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