



# **Information and guidance about the courses you will study in Years 10 and 11**



## **Key Stage 4 Options Information Booklet**

**John 10:10**

**“ I have come that they may have life and  
have it to the full”**

January 2026



Dear Student,

You are now entering an exciting phase in your secondary education. Choosing which subjects to study at GCSE is a big decision but please don't worry – we are here to help you make the choices that are right for you. The first thing to do is to start thinking about your interests and any possible career pathways.

At Key Stage 4 you will study our 'core' subjects of English Language and English Literature, Mathematics, Science (worth 2 GCSEs), Religious Education and non-examined Physical Education. These qualifications will give you 6 GCSE results. These subjects will also equip you with the necessary knowledge and skills for later life and are vitally important for whatever route you choose to take after year 11.

In addition to these 'core' subjects you will get to choose a number of options which you have a genuine interest in learning more about and feel you can achieve well in. It is up to you to decide what these subjects will be and so it is really important that you read all the information you will be given, as well as talking to your teachers and asking questions so you fully understand what the courses involve.

Success at GCSE will create great opportunities for you in the future and guide you in your next steps, whether that is to stay on in our amazing sixth form, move onto a sixth form college or look for an apprenticeship.

Once you have chosen your options – you will complete your preference via a paper based form. Further discussions may then need to take place before your final options are confirmed and timetables for next year created.

Yours sincerely

Mrs C. Harden  
Headteacher

## Year 9 Options 2026 - 2028

### What is Progress 8 (P8) and Attainment 8?

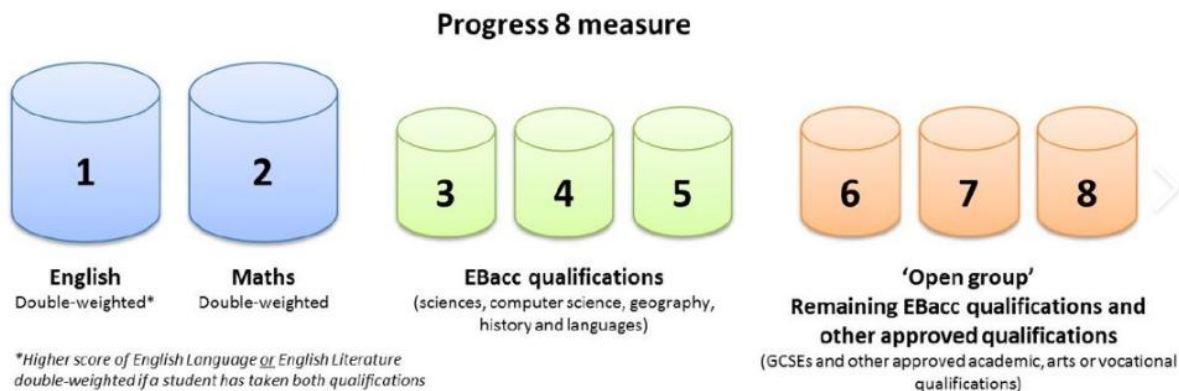
Progress 8 and Attainment 8 are two of the most important ways that a school's performance is measured. Designed to encourage schools to focus on improving the performance of all pupils (not just those pushing for top grades), these measures are based on students' attainment in their eight subjects at GCSE and the progress made from the end of year 6, when the Key Stage 2 Sats in reading and maths are taken.

Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects.

### How is P8 Calculated?

For example, the Department for Education looks at Child A's GCSE grades in eight subjects (Attainment 8) and then compares them to the GCSE results of all children across the country who, five years earlier, performed similarly to Child A in Key Stage 2 reading and writing. From here, numbers are crunched to work out the average expected level of progress for pupils nationwide, as well as how Child A has performed in comparison and the school's overall score.

- A score of zero means that the school's pupils progressed at a rate in line with the average rate of progression of other children across the country who achieved similar results at the end of Key Stage 2.
- A score above zero means that school's pupils have progressed more than children across the country who achieved similar results at the end of Key Stage 2.
- A score below zero means that pupils made less progress than children across the country who achieved similar results at the end of Key Stage 2. A negative score does not mean there was no progress, but rather that pupils made less progress than at schools with higher scores.



### Covid legacy and P8 scores

Progress 8 scores will not be produced for the academic years 2024-2025 and 2025-2026. This is because the children who sit their GCSEs in these years were unable to take the Key Stage 2 Sats assessments when they were in primary school back in 2019-2020 and 2020-2021. Sats were cancelled for those two years because of the Covid-19 pandemic. The most recently available Progress 8 scores for schools - from 2023-2024 and 2022-2023 - will continue to be published until new scores can be calculated in 2027.

### What is the EBacc?

The EBacc is a set of subjects at GCSE that the previous government felt created the most choice for future studies and careers. The EBacc is another measure of school performance and not something that should dictate your child's subject choices at GCSE. They should choose subjects they enjoy and are willing to work hard in. A Level options generally require GCSE grades at a strong pass, grade 5 and above, in the subject students want to take, as well as English and Maths. Some feel that the EBacc discourages creative and technical subjects and favours traditional academic routes. We do not dictate that students must study the EBacc.

EBacc subjects:

- English language and Literature
- Mathematics
- Sciences and Computer Science
- Geography and History
- Languages

Nationally, all students must study English, Maths and Science. At Altwood Church of England School students must also study Religious Education. This leaves them with three choices for other subjects so they could add either History, or Geography, a language and then a creative or practical subject like Art, Music or PE. This would mean they had fulfilled the EBacc and gained 9 GCSEs. Their 'best 8' would then be counted towards the school's Progress 8 figure.

#### Number of Option Subjects

We currently allocate 6 hours of teaching per option (plus 4 hours for RE). If we were to increase the number of options to 4, we would need to reduce the teaching hours for the other 3 options to 5 hours, as well as find 2 additional hours from English, Maths or Science to create the 5 hours for option 4. This might be possible if we looked first at KS3 and redesigned our curriculum in years 7-9 to ensure we were fulfilling the National Curriculum and were then able to start some of the GCSE content early. This, however, isn't a quick piece of work and would require extensive mapping and reorganisation of what we teach and when. The benefit would be to enable students to take 10 GCSEs but, as already mentioned, A Level choices aren't based on the number of GCSEs you take but the grades in the ones you want to continue to study plus strong passes in English and Maths. This makes us reluctant to cut hours from English and Maths this academic year, especially when there is no P8, and so school success will most likely be measured on English and Maths results. The government's Curriculum and Assessment Review and the consolidation of the New Ofsted plans are also currently underway, and it makes sense to wait for their findings to be fully published before making any major changes to our curriculum offer.

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# **SUMMARY**

## **Core Subjects**

In Year 10 and 11 every student will follow the core courses in:

- English Language
- English Literature
- Mathematics
- Science Trilogy (Combined Science)
- Religious Studies
- Physical Education (non-examination)

## **Option Subjects**

Students may express a preference for **five** subjects taken from those listed below, three of the subjects identified will be their final option choices:

### **Section A**

- Computer Science
- Geography
- History
- Languages: French
- Languages: Spanish

### **Section B**

- Business Studies
- BTEC Tech Award in Enterprise
- BTEC Award in Performing Arts
- Construction (2 courses)
- Design and Technology
- Drama
- Fine Art or Textiles
- Health and Social Care
- Media Studies
- Music
- Physical Education
- Statistics and Triple Science
- Sports Studies
- The Unit Award Scheme



## **YOUR CHOICES**

### **When thinking about what courses to follow you should:**

Consider taking the subjects which interest you the most, as you will study them for two years.

Think about which subjects you are good at, as this could lead to the best final results for you.

Find out which subjects might support you with your future aspirations (you may not know what career you want in the future, that's ok, keep your choices general).

Do not choose a course because you get on with the teacher or your friend has picked it. You may end up with a different teacher and your friend could be in another class.

### **The English Baccalaureate suite of subjects:**

The EBacc was introduced to encourage students to study a broad range of academic subjects. These subjects are often referred to as facilitating subjects and top universities (Russell Group and others) may look for students who have followed this pathway.

Subjects which currently count towards the EBacc are:

English, Maths, Sciences (these are core subjects you will all take these), Humanities (History or Geography), Ancient and Modern Foreign Languages (French and Spanish or own language taken as an additional subject). Computer Science can count as a second science. You will need to gain your core subjects plus a Humanities and an MFL to achieve this suite of qualifications.

### **Taking an EBacc subject:**

Whilst not all students may wish to follow the full suite of EBacc subjects most students should be taking at least one EBacc qualification amongst their choices, in addition to the core subjects. This will help you achieve the full complement of subjects required to gain the best Attainment 8 and Progress 8 outcomes.

### **BTEC Construction:**

Some students may be thinking about following this career pathway and may prefer a more practical approach to their study. You will be invited to follow this course if it is thought to be appropriate for you. However, if you would like to express an interest in following this course please do so on the options form and make sure you discuss with the relevant staff.

### **AQA Unit Award:**

It may not be appropriate for some students to study the full suite of Level 2 subjects and instead they will be invited to join this non-examined award programme of study. This will not only support your other subjects but will also prepare them with some additional life skills. They will be invited to follow this course.

## **TIMELINE**

15.01.26

- Options information evening & options booklet

06.02.26

- Deadline for returns

Mar/Apr

- Processing takes place
- Students may be asked for a discussion about their choices in this period, for example if a subject isn't able to run or if they have made an unusual choice



**Altwood**  
Church of England School

# **CORE SUBJECTS**





## QUALIFICATION LEVEL

GCSE

# MATHEMATICS

## EXAMINATION BOARD

Edexcel

## SYLLABUS REFERENCE

1MA1

## CONTACT FOR FURTHER INFORMATION

**Mr C Stewart**

Head of Mathematics

## BRIEF COURSE DESCRIPTION

Students will have lessons covering the core aspects of mathematics:

- Number
- Algebra
- Ratio and proportion
- Geometry
- Probability and statistics

They will sit three 1hr 30min exams at the end of the course, one of which is non-calculator and two that allow calculators.

There is an emphasis on problem-solving and mathematical reasoning, with a high number of marks in the GCSE exams being allocated to these higher-order skills. Students will have to memorise formulas.

## POST-16 OPTIONS

- Students achieving GCSE of grade 7+ can study Maths A-levels
- A Maths grade of a 4 is required to go on to study any A-levels
- A grade of a 3 is required to study BTEC Level 2 without first doing a foundation year

- Maths GCSE is often needed and supports post 16 subjects such as; Biology, Geography, Chemistry, Physics, Psychology, Business Studies, Computing, Health and Beauty, Engineering and Construction

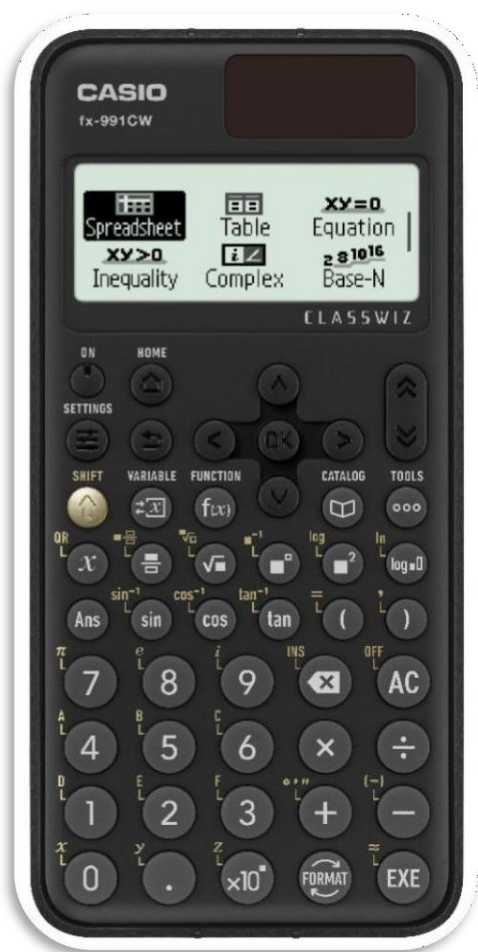
## CAREER OPTIONS

Pure mathematics-based careers included below; however, mathematics is used across countless jobs in different sectors:

- Software Developer
- Statistician
- Analyst
- Economist
- Accountant
- Data Scientist
- Cryptographer
- Surveyor
- Engineering
- Medicine

## SUPPORTING LEARNING

Having good equipment throughout the course, especially a high-quality calculator, is vital to success. Students will need to learn how to effectively use all the functions on their calculators, and those with a calculator with higher level functions will have a distinct advantage. We highly recommend the Casio fx-991CW calculator for GCSE study and exams and Dr Frost.



# RELIGIOUS STUDIES

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

AQA Specification A

## SYLLABUS REFERENCE

8062 (MA)

## CONTACT FOR FURTHER INFORMATION

**Mrs K Cahill**

Head of Humanities



## BRIEF COURSE DESCRIPTION

All students in Year 10 and 11 follow a GCSE full course in Religious Studies Specification A. This course provides a valuable foundation for a wide range of careers where an understanding of people is required and is an excellent pathway to those wishing to continue this subject into further and higher education.

The course aims are for students to:

- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion
- Reflect on and develop their own values, opinions and attitudes in light of their learning
- Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues
- Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture

### How the course is assessed:

Two written exams at the end of year 11: 1 hour 45 minutes each.

- 50% of GCSE- Component 1: The study of religions: beliefs, teachings and practices (Christianity and Islam – students who follow a different religion can be entered for their own religion rather than Islam)
- 50% of GCSE- Component 2: Thematic studies

Students will study the four following topics:

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment

## POST-16 OPTIONS

Students achieving a GCSE in RS and English of grade 6+ can study Philosophy and Ethics A-Level however, all students will be considered on an individual basis. Religious studies opens doors to many other A Level subjects particularly those which are essay based.

## CAREER OPTIONS

Many sectors of the job industry would favor any student who has a GCSE in RS due to the multicultural society that we live in and the skills that RS provides.

## SUPPORTING LEARNING

GCSE students are offered regular revision sessions. The RS Department also has a bank of revision materials, past paper questions and support materials to GCSEPod.

## QUALIFICATION LEVEL

**GCSE (2x qualifications)**

## EXAMINATION BOARD

**AQA**

## SYLLABUS REFERENCE

**8464**

## CONTACT FOR FURTHER INFORMATION

**Mr N Arnold**  
Head of Science

**Mrs H Scott**  
2 i/c Science

# SCIENCE TRILOGY

## BRIEF COURSE DESCRIPTION

Students taking Science Trilogy will have lessons in Biology, Chemistry and Physics. They will sit six 1hr 15min exams at the end of the course and these will be averaged to give them two grades at GCSE for this qualification.

Science Trilogy allows students to experience a broad range of scientific learning and maximise their two Science grades at GCSE. Students taking this pathway still have the option of taking Sciences at A-Level if their grades meet the entry criteria. An understanding of scientific phenomena is important so that students are able to appreciate how the world around them works.

Many of the problems facing society in the 21<sup>st</sup> century will require a thorough understanding of key scientific concepts and ideas. Science equips students with the skills to analyse data and separate fact from opinion, allowing students to make better and more informed judgements.

## POST-16 OPTIONS

Students achieving 2 GCSEs of grade 6+ can study Science A-levels. Science GCSE supports a wide range of post 16 subjects and career pathways. The analytical and organizational skills developed through science lay a strong foundation for many other forms of career and further study.

## CAREERS OPTIONS

Students may wish to follow a STEM apprenticeship route. Science based careers include:

- Medicine
- Chemistry
- Dentistry
- Microbiology
- Engineering
- Epidemiology
- Environmental scientist
- Nuclear science
- Food scientist
- Geology
- Pharmacology
- Psychology
- Pharmacy

A background in Science can benefit many careers such as:

- Accountancy
- Finance
- Journalism
- Law
- Sales
- Teaching

## SUPPORTING LEARNING

The department makes use of several online learning platforms such as Educake and GCSEPod. GCSE students are offered regular revision sessions. The Science Department also has a bank of revision materials, past paper questions and support materials to help you prepare for science examinations.

If you are interested in Triple Science and Stats please go to page 33.





**Altwood**  
Church of England School

# **SECTION A**

## QUALIFICATION LEVEL

**GCSE**

## EXAMINATION BOARD

**AQA**

## SYLLABUS REFERENCE

**8525**

## CONTACT FOR FURTHER INFORMATION

**Mr S Benians**

Head of Computing

**Mr D Smee**

Assistant Head



# COMPUTER SCIENCE

## BRIEF COURSE DESCRIPTION

GCSE Computer Science is a course which introduces students to the fundamentals of computer science, including programming, algorithms, data representation, and computer systems. The course provides a mix of theoretical and practical learning, with students learning how to program in a high-level language, such as Python or Java, and exploring the different types of data structures and algorithms used in computer science.

Throughout the course, students will also learn about the different types of computer systems and how they operate, as well as the impact of computing on society and the environment. They will develop problem-solving and computational thinking skills and will learn how to write efficient and effective code.

## POST-16 OPTIONS

**A-Level Computer Science:** A-Level Computer Science is a popular choice for students who wish to pursue further study in computer science, software engineering, or related fields.

**BTEC Level 3 in Computing:** This vocational qualification provides students with a more practical, hands-on approach to computer science, and covers topics such as software development, web development, and networking.

**Apprenticeships:** Apprenticeships provide students with the opportunity to gain practical, on-the-job training in a range of computing-related fields, while also earning a qualification.

Overall, students who have studied GCSE Computer Science have a range of Post 16 options available to them, whichever path they take the skills and knowledge they have gained from studying computer science will be valuable in the modern digital world.

## CAREER OPTIONS

Computer Science based careers include:

- Software Developer
- Web Developer
- Cybersecurity Analyst
- Data Analyst
- IT Support Technician

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on Teams. A range of different digital material is provided to support both practical and exam components including revision materials and past paper questions.

# GEOGRAPHY

## QUALIFICATION LEVEL

**GCSE**

## EXAMINATION BOARD

**AQA**

## SYLLABUS REFERENCE

**8035**

## CONTACT FOR FURTHER INFORMATION

**Miss E Morrissey**  
Head of Geography

**Mrs M Wolpert**  
Geography Teacher



## BRIEF COURSE DESCRIPTION

The GCSE is split into three exams which will all be taken at the end of year 11.

Paper 1 35%: Living with the Physical Environment 1h 30min Paper

2 35%: Challenges in the Human Environment 1h 30min

Paper 3 30%: Geographical Applications 1h 30min Fieldwork

Compulsory: Fieldwork (Physical and Human Investigations)



## POST-16 OPTIONS

Students who receive a grade 5 and above at GCSE can go on to study Geography A-Level. They can also access a wide range of other post-16 subjects with the transferable skills from other subjects.

## CAREERS OPTIONS

"Geography students hold the key to the world's problems"

A statement not to be underrated in a world continually shaken by environmental, economic, political, and social events (Michael Palin, President of the RGS)

### What Careers will Geography help me with?

- Environmental e.g. Environment Agency
- Social Work
- Law
- Public Services e.g. Police Officer
- Journalism
- Travel e.g. Pilot
- Education e.g. Teacher
- International Business
- Armed Forces
- Marketing
- Retail
- Consultancy
- Meteorologist (Weather Forecaster)



## SUPPORTING LEARNING

The department makes use of several online learning platforms such as GCSEPod, Internet Geography and Tutor2u. GCSE students are offered regular revision sessions. The Geography Department also has a bank of revision materials, past paper questions and support materials to help you prepare for your examinations.

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

AQA

## SYLLABUS REFERENCE

8145

## CONTACT FOR FURTHER INFORMATION

**Mrs Cahill**

Head of Humanities

**Mr Milne**

History Teacher

**Mrs Mitchell**

History Teacher



# HISTORY

## BRIEF COURSE DESCRIPTION

Students taking History will have two papers to complete at the end of year 11.

### **Paper 1: Understanding the modern world (two-hour examination)**

**Section A - Germany 1890-1945 (democracy and dictatorship):** This period of study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

**Section B - Conflict and Tension in the inter war years, 1918-1939:** From peacemaking to nationalism, this period focused on the causes of the Second World War and the individuals who played a key role at this time.

### **Paper 2: Shaping the nation (two-hour examination)**

**Section A - Health and People c1000 to the present day:** This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

**Section B - In GCSE History (AQA) students will either study Norman England or Restoration England. Norman England explores how England changed after the Norman Conquest of 1066. Students learn about the battles of Hastings and Stamford Bridge, how William secured control through castles and the feudal system, and the impact of events like the Harrying of the North. The course also looks at everyday life, the role of the Church, government changes such as the Domesday Book, and includes a study of a real Norman site like Durham Cathedral. This topic helps students understand how power, society, and religion shaped medieval England. In Restoration England students will study in depth, the restoration of the Monarchy. The study will focus on the major aspects of Charles II's reign; considered from economic, religious, political, social and cultural standpoints of this period, and arising contemporary and historical controversies**

This course enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

## POST-16 OPTIONS

Students achieving 5 GCSEs of grade 5+ can study History A-Level.

History GCSE will develop student's ability to write detailed answers in an essay style format which will support their ability to access many subjects at A-Level.

## CAREERS OPTIONS

History is well regarded as an academic subject and is a valuable addition to a young person's CV. History can lead into various careers such as:

- Academic Historian
- Academic Researcher
- Archivist
- Conservator
- Education Officer
- Events Manager
- Heritage Manager
- Human Resources
- Politics
- Media
- Marketing
- Teacher
- Lecturer
- Law
- Journalism

## SUPPORTING LEARNING

GCSE students are offered regular revision sessions. The History Department also has a bank of revision materials, past paper questions and support materials to help students prepare for History examinations.

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

AQA

## SYLLABUS REFERENCE

**8652 French**  
**8692 Spanish**

## CONTACT FOR FURTHER INFORMATION

**Miss M Damian**  
Head of Languages

**Ms L Gomez**  
Spanish Teacher

**Ms N Torres**  
Spanish Teacher



Equatorial Guinea Nicaragua  
Venezuela Dominican Republic  
Guatemala Peru Philippines  
Spain Puerto Rico Mexico  
Costa Rica Uruguay Argentina  
Panama Honduras Colombia  
Cuba Ecuador Chile Bolivia

# LANGUAGES (FRENCH OR SPANISH)

## BRIEF COURSE DESCRIPTION

Students taking French or Spanish study the following themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

At the end of the course students will take examinations in listening, reading, and writing. They will also complete a speaking exam with their class teacher.

## POST-16 OPTIONS

Students achieving GCSE grade 5+ can continue to study French or Spanish at A-Level. Studying a language is beneficial to support future learning and experiences.

## CAREER OPTIONS

Being able to communicate in a modern foreign language is increasingly useful for careers in:

- Industry
- Technology
- Engineering
- As well as many aspects of Business

If you plan to study a language beyond GCSE, a language can help with careers in:

- International Business and Logistics
- International Law and Government
- Management and Marketing
- Translating
- Teaching
- Travel and Tourism

## SUPPORTING LEARNING

The department makes use of several online learning platforms such as Kerboodle, Quizlet, Blooket and Seneca. GCSE students are offered regular revision sessions. The department also has a bank of independent learning materials to help develop independence and practical communication skills. We offer personalised support in preparation for the final examinations.

For current information about exams:

<https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>



**Altwood**  
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# **SECTION B**

## QUALIFICATION LEVEL

**GCSE**

## EXAMINATION BOARD

**OCR**

## SYLLABUS REFERENCE

**J204**

## CONTACT FOR FURTHER INFORMATION

**Mr P Fair**  
Head of Business  
and Careers



# BUSINESS STUDIES

## BRIEF COURSE DESCRIPTION

Students will study a range of business related activities and develop skills and understanding to be able to apply their knowledge to questions under examination conditions. These will include:

- The purpose of business activity, the role of business enterprise
- The significance of external influences and how businesses respond to them
- Business operations – the production of goods and provision of services
- The purpose and influence of human resources
- The purpose and influence of marketing
- Finance function, its role in business and how it influences business activity

## POST-16 OPTIONS

Students achieving 5 GCSEs of grade 5+ can study business A-levels.

Business Studies supports post 16 subjects such as the A-Level Business Studies course and provides a foundation for many business-related university courses. The government are creating more opportunities for apprenticeships and there are a wide variety of business-related apprenticeships at <https://www.gov.uk/apply-apprenticeship>

## CAREERS OPTIONS

Students may wish to follow a university or an apprenticeship route that could lead to following amongst many other careers:

- Accountant/Banking/Financial Advisor
- Business Adviser
- Consultant/Public Events Management

## SUPPORTING LEARNING

The department makes use of several online learning platforms such as GCSEPod, Seneca and the OCR business YouTube channel, where there are lessons that cover all the theory that is delivered in lesson. The OCR Business YouTube Channel offers a wealth of support and information for students.



## QUALIFICATION LEVEL

Level 2

# BTEC TECH AWARD IN PERFORMING ARTS

## EXAMINATION BOARD

BTEC Pearsons

## BRIEF COURSE DESCRIPTION

**Please note this subject cannot be taken with Drama.**

BTEC Tech Award in Performing Arts for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification comprises three units; Exploring the Performing Arts, Developing Skills in the Performing Arts, Responding to a brief.

## SYLLABUS REFERENCE

## CONTACT FOR FURTHER INFORMATION

**Ms A Rankine**

Head of Performing Arts

Course components:

- Component 1 Exploring the Performing Arts (Internal assessment)
- Component 2 Developing Skills and Techniques in the Performing Arts (Internal assessment)
- Component 3 Responding to a Brief (external assessment)

## POST-16 OPTIONS

On successful completion of the course students are awarded one of the following:

- Level 1 Pass
- Level 2 Pass
- Level 1 Merit
- Level 2 Merit
- Level 1 Distinction
- Level 2 Distinction \*

\*Securing a Level 2 grade should ensure that a student could continue to study Drama at Level 3/ A-Level Drama.

## CAREER OPTIONS

Students gaining BTEC Tech Award in Performing Arts can develop students' confidence, communication and teamwork skills and by being involved in jobs.

The skills students gain from doing drama can lead to careers such as:

- Performing Arts
- Media
- Business law
- Advertising
- Sales
- Hospitality
- Tourism

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on ClassCharts. Additional visits are organised to support the delivery of the curriculum.



## QUALIFICATION LEVEL

**BTEC Level 1 & Level 2**

## EXAMINATION BOARD

**Pearson**

## SYLLABUS REFERENCE

**8464**

## CONTACT FOR FURTHER INFORMATION

**Mrs J Bullworthy**  
Head of Art, Design  
and Technology



# CONSTRUCTION

## BRIEF COURSE DESCRIPTION

This vocational qualification has been designed to help learners understand aspects of the construction industry and to cover some of the knowledge and practical skills required to work successfully within it.

The courses are taught by a mobile classroom organisation called SATRO. The SATRO tutor will bring in all that is necessary to teach a practical hands-on construction skills-based course. It runs for three hours every week for up to 8-10 students subject to agreement.

**Aims:** to introduce students to a range of basic skills used in the construction industry through practical assessments using trade tools and materials. The focus is on the development of sector specific and transferable skills for those wishing to gain an introduction to the construction industry.

There are two Construction course offered:

<b>BTEC Level 1 Introductory in Construction</b>	<b>BTEC Level 1/2 Construction and the Built Environment</b>
Practical Units:	<b>Component 1:</b> Construction Technology
Making Carpentry Joints	<b>Component 2:</b> Construction Practice
Building a Simple Wall Fixing a Water Pipe	<b>Component 3:</b> Construction and Design
Making an Electrical Circuit	
<b>Core Skills Units</b>	
Developing a Personal Progression Plan Being Organised	

## POST-16 OPTIONS

*Students who study the Level 1 course have a range of pathways open to them:*

- Vocational Level 2 and Level 3 Trade Skill course at college
- Apprenticeship
- T-Level
- Traineeship

## CAREERS OPTIONS

*Construction based careers include:*

- Tradesperson
- Construction Manager
- Carpenter
- Electrician
- Labourer
- Film & Set designer
- Quality Surveyor
- Plumbing

## SUPPORTING LEARNING

The SATRO tutors share all the resources and materials the student requires for the BTEC courses on offer. The students also have opportunities such as ConstructionFest to engage in extra curriculum activities within the subject.

# DESIGN AND TECHNOLOGY

## BRIEF COURSE DESCRIPTION

### QUALIFICATION LEVEL

**GCSE**

### EXAMINATION BOARD

**Eduqas (WJEC)**

### SYLLABUS REFERENCE

**WJEC EDUQAS DESIGN AND TECHNOLOGY: C600Q**

### CONTACT FOR FURTHER INFORMATION

**Mrs J Bullworthy**  
Head of Art, Design and Technology



The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, students will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental, and economic factors.

There are two components:

#### Component 1:

Design and Technology in the 21st Century, written examination: 2 hours  
50% of qualification.

The core knowledge covers: Design and Technology and our world, smart materials, electronic systems and programmable components, mechanical components and devices and materials.

#### Component 2:

Design and make task, non-exam assessment: approximately 35 hours  
50% of qualification.

A sustained design and make task, based on a contextual challenge set by WJEC, assessing students' ability to identify, investigate and outline design possibilities, design and make prototypes, analyse and evaluate design decisions and wider issues in design and technology.

## POST-16 OPTIONS

Students achieving a GCSE grade 5+ in the subject can study Design and Technology A-Level.

## CAREERS OPTIONS

Students may wish to follow a STEM apprenticeship route. Design and Technology based careers include:

- Architecture
- Product Designer
- Construction
- Mechanical Engineer
- Manufacturing Engineer
- Workshop Assistant
- Machine Operator
- Manufacturing Manager
- Market Research

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on Teams. The department makes use of several online learning platforms. GCSE students are offered extra practical workshop and revision sessions, a bank of revision materials, past paper questions and support materials to help them prepare for examinations. Students also have the opportunity to engage in day trips to museums, such as the Victoria and Albert Museum.

# DRAMA

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

AQA

## SYLLABUS REFERENCE

8216

## CONTACT FOR FURTHER INFORMATION

**Ms A Rankine**

Head of Performing Arts

**Mr E Aboagye**

Drama Teacher



## BRIEF COURSE DESCRIPTION

**Please note this subject cannot be taken with BTEC Performing Arts.**

GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. The course includes as much opportunity as possible for students to do what they like best – participate in performance.

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

Students can choose to develop as a:

- Performer
- Designer (lighting, sound, set, costume, puppets)
- Performer and designer

## POST-16 OPTIONS

This course provides continuity if students decide to progress from GCSE Drama to A-level Drama and Theatre.

Students who go on to A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and interpreting key extracts.

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

## CAREERS OPTIONS

Drama can develop students' confidence, communication and teamwork skills and by being involved in planning or organising a performance then these skills can be useful in many jobs.

The skills students gain from doing drama can lead to careers such as:

- Performing Arts
- Media
- Business law
- Advertising
- Sales
- Tourism
- Hospitality

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on classcharts. Additional rehearsals are arranged to support performance work. Various trips and visits are organised to support the delivery of the curriculum.

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

AQA

## SYLLABUS REFERENCE

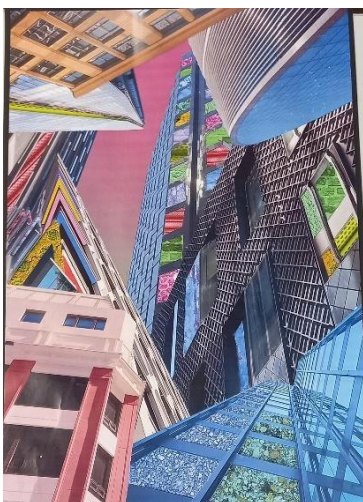
**Fine Art: 8202**

**Textile Design: 8204**

## CONTACT FOR FURTHER INFORMATION

**Mrs J Bullworthy**

Head of Art, Design and Technology



# FINE ART OR TEXTILE DESIGN

Art and Design gives you the skills and knowledge to create personal and imaginative work. There are two Art and Design GCSE courses on offer:

- Fine Art
- Textile Design

**Please note that students cannot take both Art options.**

## FINE ART

### BRIEF COURSE DESCRIPTION

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. Students are required to work in one or more area(s) of fine art, such as those listed below:

- Drawing
- Painting
- Sculpture
- Photography
- Printmaking
- Mixed media

## TEXTILE DESIGN

### BRIEF COURSE DESCRIPTION

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Students are required to work in one or more area(s) of textile design, such as those listed below:

- Art textiles
- Fashion design and illustration
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors

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The general approach will always be working from direct observation from primary and secondary sources, exploration and research of other artists and designers, idea development, problem solving and experimenting with a range of media and processes, arriving at a finished piece appropriate to intentions.

**There are two components:**

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of the overall marks.

Component 2 Externally set assignment: there is a separate externally set task paper. It features seven possible tasks, and students have to complete one of them. Students get preparation time, plus ten hours of supervised time. This is worth 40% of the total marks.

## QUALIFICATION LEVEL

Level 1/2

## EXAMINATION BOARD

OCR

## SYLLABUS REFERENCE

J835

## CONTACT FOR FURTHER INFORMATION

**Mrs T de Jager**

Health and Social Care Teacher



# HEALTH AND SOCIAL CARE

## BRIEF COURSE DESCRIPTION

This exciting qualification gives you a broad understanding of health and social care, from supporting vulnerable people to promoting wellbeing. It's perfect for students who want to explore caring roles and build skills for a rewarding career. Equivalent to a GCSE, it's designed for 14–16-year-olds and runs over two years.

Course components:

**Component 1:** Essential Health and Social Care - Examined unit

**Component 2:** Communication and Person-Centred Care – Course work

**Component 3:** mental health and equality and diversity – Coursework

## POST-16 OPTIONS

Gaining this Level 1/2 opens access to post-16 Health and Social Care, A-Levels, apprenticeships, or a wide range of other subjects like nursing degrees or social work.

## CAREERS OPTIONS

Health and Social Care careers include:

- Care Assistant/Support Worker
- Nursery Assistant/Childcare Provider
- Community Health Worker
- Nursing/Paramedic
- Social Work/Youth Work

## SUPPORTING LEARNING

Resources are available on the OCR website and NHS resources, alongside school resource

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

Eduqas

## SYLLABUS REFERENCE

C680QS

## CONTACT FOR FURTHER INFORMATION

**Mrs M Petherbridge**  
Media Teacher



# MEDIA STUDIES

## BRIEF COURSE DESCRIPTION

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today; providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four inter-related areas:

- **Media language:** how the media through their forms, codes and conventions communicate meanings
- **Representation:** how the media portray events, issues, individuals and social groups
- **Media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **Audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

## POST-16 OPTIONS

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Media Studies at A-Level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

## CAREERS OPTIONS

Media Studies can prepare students for a wide range of jobs, including:

- Presenter
- Broadcast Journalist
- Advertising Media Buyer
- Writer
- Copywriter
- Media Researcher
- Social Media Manager

There is also a wide range of careers in related areas:

- Television/Film Producer
- Photographer
- PR Consultant
- Political Adviser
- Web Content Manager
- Editorial Assistant

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on Teams. Teachers will also seek opportunities to take learning outside the classroom. Previous trips include attending live filming sessions.

## QUALIFICATION LEVEL

**GCSE**

## EXAMINATION BOARD

**Eduqas**

## SYLLABUS REFERENCE

**C660QS**

## CONTACT FOR FURTHER INFORMATION

**Mrs A Rankine**

Head of Performing Arts



# MUSIC

## BRIEF COURSE DESCRIPTION

The WJEC Eduqas course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

## POST-16 OPTIONS

This course builds on subject content which is taught at key stage 3 and provides a suitable foundation for the study of music at A- Level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

## CAREERS OPTIONS

Through studying Music GCSE, students will gain lots of transferable skills in administration, presenting, teamwork, organisation, and planning.

Music can lead to careers in:

- Performance
- Education
- Creative Media
- Computer Games
- Musical Theatre
- Music Therapy

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on Teams. There will also be Lesson materials are uploaded to class areas on Classcharts. There will also be visits and performances organized to support various aspects of the curriculum. Interventions take place coming up to music practical exams which students are expected to attend one-one. Peripatetic lessons are also offered in school at an additional cost.

## QUALIFICATION LEVEL

**GCSE**

## EXAMINATION BOARD

**AQA**

## SYLLABUS REFERENCE

**8582**

## CONTACT FOR FURTHER INFORMATION

**Mr N Morris**

Head of Physical Education



# PHYSICAL EDUCATION

## BRIEF COURSE DESCRIPTION

Paper 1: The Human Body and Movement in Physical Activity and Sport

- 30% of the total GCSE
- Written Examination: 1 Hour 15 minutes 78 marks
- Overview of Content – Applied Anatomy and Physiology, Movement analysis and Physical Training

Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport

- 30% of the total GCSE
- Written Exam: 1 Hour 15 minutes 78 marks
- Overview of Content - Socio-Cultural Influences, Sports Psychology - and Health, Fitness and Well-being

Practical Performance in Physical Activity and Sport

- 30% of the total GCSE
- Practical performance in three different sports. Each activity is worth 10% of the qualification
- 75 marks in total, 25 per activity

Performance in Analysis

- 10% of the total GCSE
- Analysis and evaluation of performance to bring about improvement in one activity
- It is essential that students play sport on a regular basis for a club
- or attend extra-curricular clubs and represent the school in competitions

## POST-16 OPTIONS

GCSE PE gives the foundation for those who have an interest in the diverse world of sport and physical activity. The course itself is broad and can therefore support those with an interest in biology, psychology data analysis and more. Students who achieve a grade 5 or above can go on to study A-Level Physical Education.

## CAREER OPTIONS

The world of sport is a multibillion-pound industry supporting an extensive range of job opportunities. Here are some examples:

- Sports Psychologist
- Nutritionist
- Sports Analysis
- Sports Journalist
- Sports Scientist
- Sports coaching and management
- Sports Marketing
- Development and design of technology and equipment
- Performer

## SUPPORTING LEARNING

There is a wealth of extra-curricular and enrichment activities on offer. These change seasonally in line with the competitive fixture calendar. GCSE PE students should attend a range of clubs. Bespoke GCSE PE enrichment and intervention is offered. Online resources such as GCSEPod are well used.

## QUALIFICATION LEVEL

GCSE

## EXAMINATION BOARD

Edexcel

## SYLLABUS REFERENCE

1STO

## CONTACT FOR FURTHER INFORMATION

**Mr C Stewart**  
Head of Maths



# STATISTICS AND TRIPLE SCIENCE

## BRIEF COURSE DESCRIPTION

**PLEASE NOTE: Statistics and Triple Science are a combined option.**

GCSE Statistics builds on from the statistical content learnt from GCSE level and delves deeper into the fundamental principles of statistical analysis, including how to collect, organize, interpret, and present data using various graphs and techniques.

There are 2 external examinations at the end of the course. Both papers consist of collection of data, processing, representing and analysing data and probability.

### **Paper 1 (calculator)**

1 hour and 30 minutes duration

80 marks

50% weighting of final grade

### **Paper 2 (calculator)**

1 hour and 30 minutes duration

80 marks

50% weighting of final grade

## POST-16 OPTIONS

There are multiple post-16 options/benefits to taking GCSE Stats including:

- Provides a strong foundation for some of the content learned in A Level Maths
- Transferable skills into other A level subjects that include analysis of data
- Develops ability to approach complex problems with a logical and data-driven approach

## CAREERS OPTIONS

- Accountants and Actuaries
- Business analyst
- Data scientist
- Data analyst
- Finance
- Engineering
- Researcher

## SUPPORTING LEARNING

Scientific calculators are required for GCSE stats which can be provided by the department for students to use, as and when necessary.

Online learning tools such as Desmos are used to help students with visualizing certain graphs and increase their understanding of the topic.

## QUALIFICATION LEVEL

GCSE (3x qualifications)

# STATISTICS AND TRIPLE SCIENCE

**PLEASE NOTE: Statistics and Triple Science are a combined option.**

## EXAMINATION BOARD

AQA

## SYLLABUS REFERENCE

8461, 8462, 8463

## CONTACT FOR FURTHER INFORMATION

**Mr N Arnold**  
Head of Science

**Mrs H Scott**  
2 i/c Science



## BRIEF COURSE DESCRIPTION

Students taking Separate Sciences (Triple Science) at GCSE will receive three separate grades at the end of the course, one for Biology GCSE, one for Chemistry GCSE and one for Physics GCSE. Due to the additional course content required for Triple Science, one of your option block spaces will be used if you choose this pathway.

Triple Science allows students to experience a more in depth and comprehensive learning experience as students will expand on what is taught in the Combined Science course. These extra elements that are studied as part of the Triple Science GCSEs are excellent preparation for those considering Science A-Levels, a career in a Science related field, or those who simply enjoy Science and learning more about how the natural world works.

Some of the extra topics studied by students taking Triple Science include: cell cloning and genetics, nanoscience, chemical cell (battery) technology, organic chemistry, nuclear energy and space to name a few.

## POST-16 OPTIONS

Students achieving a grade 6+ in one of the GCSE Sciences can study that subject at A-Level.

Due to the extra depth of learning in Triple Science, we would recommend students thinking of studying any of the Sciences at A-Level to consider taking Triple Science.

Science GCSE supports a wide range of post 16 subjects and career pathways. The analytical and organizational skills developed through science lay a strong foundation for many other forms of career and further study.

## CAREERS OPTIONS

Students may wish to follow a STEM apprenticeship route.

Science based careers include:

- |                          |                 |             |
|--------------------------|-----------------|-------------|
| -Medicine                | -Chemistry      | -Psychology |
| -Dentistry               | -Microbiology   | -Pharmacy   |
| -Engineering             | -Epidemiology   | -Geology    |
| -Environmental Scientist | -Pharmacology   |             |
| -Nuclear Science         | -Food Scientist |             |

A background in Science can benefit many careers such as:

- |              |           |
|--------------|-----------|
| -Accountancy | - Law     |
| -Finance     | -Sales    |
| -Journalism  | -Teaching |

## SUPPORTING LEARNING

Lesson materials are uploaded to class areas on Teams. The department makes uses of several online learning platforms such as Educake. GCSE students are offered regular revision sessions. The Science Department also has a bank of revision materials, past paper questions and support materials to help you prepare for science examinations.



# SPORTS STUDIES

## QUALIFICATION LEVEL

**OCR Cambridge National  
Level 1/2 (GCSE equivalent)**

## EXAMINATION BOARD

**OCR**

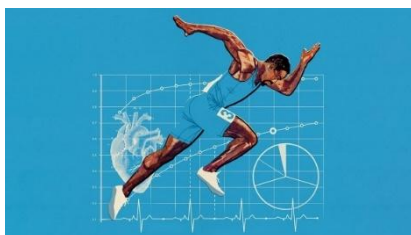
## SYLLABUS REFERENCE

**J829**

## CONTACT FOR FURTHER INFORMATION

**Mr Morris**

Head of Physical Education



## BRIEF COURSE DESCRIPTION

Sports Studies is equivalent to a GCSE and will equip learners who are interested in following routes into further education or employment with a sound specialist knowledge in the exercise, physical activity, sport and health sector.

Course components:

R184: Contemporary issues in sport (1hour 15 mins written exam).

- 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.

- Demonstration of key skills in two sports
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session

R186: Sport and the media

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

## POST-16 OPTIONS

On successful completion of the course students are awarded one of the following:

- Level 1 Pass, Merit or Distinction
- Level 2 Pass, Merit, Distinction or Distinction\*

All grades demonstrate to future employers or further education establishments that a wide range of skills have been developed both practically and academically. This course lays the foundation for further studies, apprenticeship and employment in the exercise, physical activity, sport and health sector.

\*Securing a Level 2 grade should ensure that a student could continue to study Physical Education at BTEC Level 3 Sport / A-Level PE.

## CAREERS OPTIONS

The world of sport is a multibillion-pound industry supporting an extensive range of job opportunities. Here are some examples:

- Sports Psychologist
- Nutritionist
- Sports Analysis
- Sports Journalist
- Development and design of technology and equipment
- Performer
- Sports Scientist
- Sports coaching and management
- Sports Marketing

## SUPPORTING LEARNING

Lesson materials are uploaded to Teams alongside assignment materials that support students with on their work. Sample assessment material is also available on the OCR website while tutorial videos can be found via The Everlearner.

# THE UNIT AWARD SCHEME

## QUALIFICATION LEVEL

**Certificates of Achievement**

## EXAMINATION BOARD

**AQA**

**(NB, this is not an exam Qualification)**

## SYLLABUS REFERENCE

## CONTACT FOR FURTHER INFORMATION

**Miss G Prince**  
SENDCo

**Mr G Kewell**  
LSA

## BRIEF COURSE DESCRIPTION

Students will follow and complete a succession of short units on a range of topics aimed to complement the GCSE Curriculum, whilst also preparing students for adult life, and developing a series of Life skills. Units covered include:

- Preparation for Employment
- Budgeting
- Core Maths Life skills
- Car Ownership
- Understanding Wellbeing
- Food and Nutrition skills

There are no examinations with the Unit Award Scheme. Instead, students are awarded a Certificate of Achievement on successful completion of each Unit.

## POST-16 OPTIONS

Whilst not representing a formal Qualification, participation in the Unit Award Scheme does create opportunities to evidence a range of skills and achievements, useful when applying for College places or apprenticeships.

## CAREERS OPTIONS

The breadth of topics studied within the Unit Award Scheme helps to widen possible career opportunities for students to consider.

## SUPPORTING LEARNING

The Unit Awards Scheme is taught in small groups, and so students benefit from very close staff support. Students complete printed packs of work for each unit, which include weblinks for class-based research as appropriate. Food recipes are also uploaded on Teams, so skills can be further practiced at home.





