

CONTENTS

2	Options Timetable 2025
3	Options at Ormiston Meridian Academy
4	Progression Routes
5	Compulsory & Optional Subjects
6	Which Subjects to choose?
7	Further Information
The Core Subjects	
8	English
9-10	Mathematics
11	Science (Trilogy)
12-13	PSHE, Physical Education
The Optional Subjects	
14	Art & Design
15-16	Business GCSE
17-18	Computer Science
19	BTEC Digital Information Technology
20-21	Dance
22	Drama
23	Hospitality and Catering
24	Geography
25	History
26	BTEC Tech Award in Health and Social Care
27	French
28-29	Music
30	Religious Education (GCSE full course)
31	Engineering Design
32-33	Child Development BTEC Tech Award
34-35	Sport (BTEC)
36	Art and Textile Design (GCSE)
37-38	Travel and Tourism
39	Triple Science
Notes	

OPTIONS TIMETABLE 2025

Monday 27th January – Friday 7th February	Options 'Tasters Fortnight' – talks and activities in lessons
Wednesday 12th February	Year 9 Options Evening 6.00 – 8.00pm
Friday 28th February	Deadline for handing in options forms
After February half-term	Individual discussions with a member of the leadership team about their options
Before May half term	Confirmation of options to start in September

Students should make sure they take note of these dates and deadlines, as any delay may jeopardise their chances of joining particular courses.

Should parents require further explanation or clarification on any point please contact

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OPTIONS AT ORMISTON MERIDIAN ACADEMY

Why do we have options?

At Key Stage 4 there is not sufficient time to study all the Key Stage 3 subjects to the depth required to succeed in examinations. By choosing a limited range of optional subjects and courses, students have more time for detailed study and therefore an increased chance of success. Not all subjects are optional: there remains a number of subjects that are compulsory (see pages 6-11).

All students have access to choose all options as part of the options process.

The full English Baccalaureate is at the heart of our key stage 4 curriculum, which gives a high level of academic rigour and a truly balanced offer. Students in the 'AA' groups currently for French will be expected to continue to study French in years 10 and 11 as part of the EBACC qualification

There is a wide range of academic and vocational subjects available to give further depth and balance to the subjects the students study.

The options process will provide appropriate careers education, advice and guidance throughout.

In order to accommodate the numbers during the options evening, students will attend 3 different talks from the Leadership team. These have been chosen as a result of prior attainment at Key Stage 2 (Primary school) and also progress made during Key Stage 3 (years 7-9). These will be colour coded, Green, Amber and Yellow. Once they have chosen their options, members of the leadership team will have a discussion with each student to check that they have made appropriate choices for their career pathway, academic ability etc. Where appropriate, parents will be involved in these discussions.

Academic and vocational qualifications

The courses available to students include BTECs, GCSEs & Cambridge Nationals. To simplify the comparison between qualifications they have each been given a specific level. Courses will be offered at Level 1 (equivalent of 1-3 grades) and Level 2 (5-9 grades)

Current Year 9 students will have to stay in some form of education (e.g. college or sixth form) or work-based training (e.g. training providers and apprenticeships) until they are 18 years old. Information about progression routes are detailed on the following page.

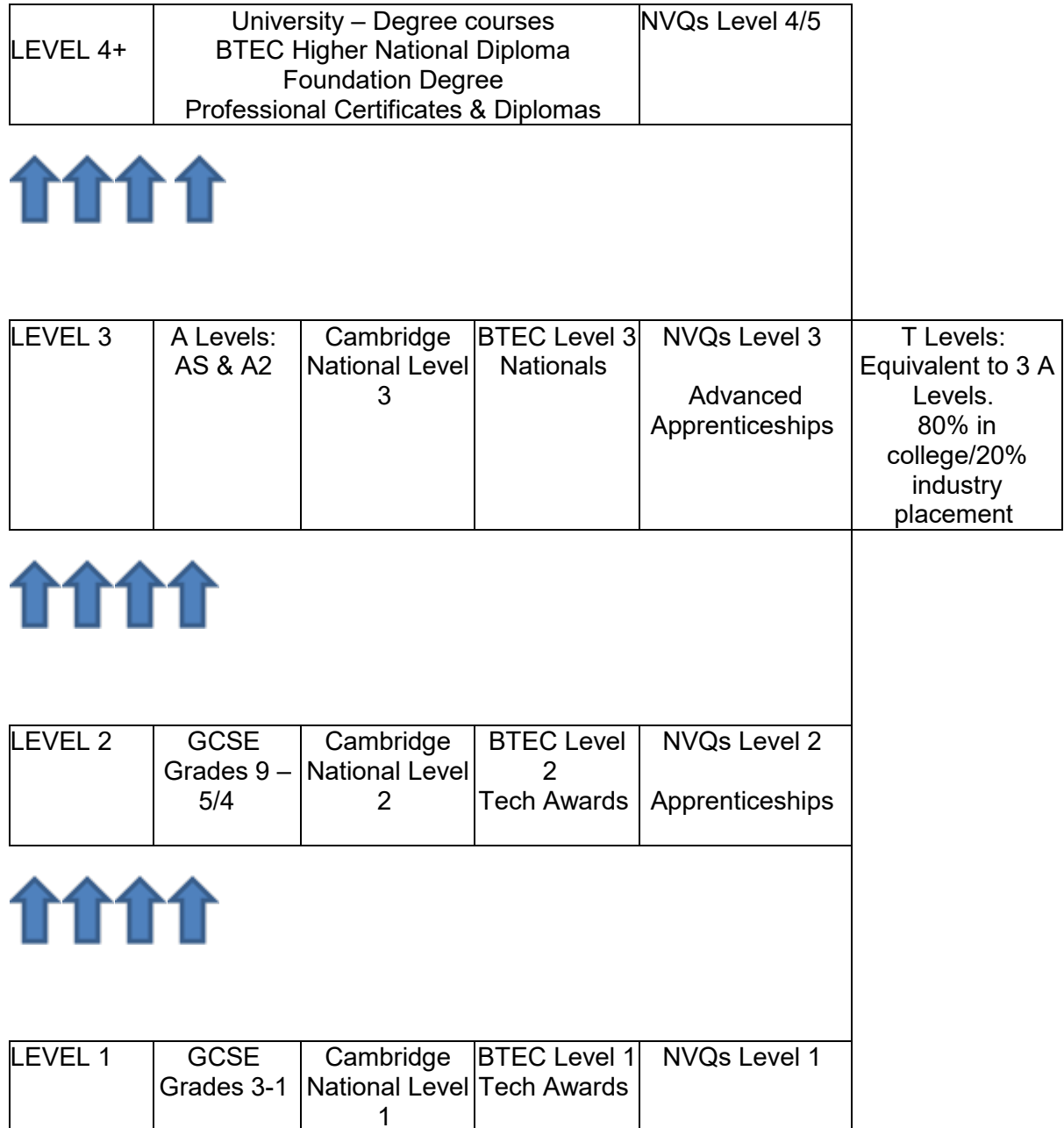
Types of Qualifications

GCSE: This is the traditional type of qualification and is offered in many subjects.

BTEC Tech awards: This is a specialist vocational qualification that is valued by both employers and further/higher education. They are the size of 1 GCSE. All BTEC Tech awards have an examination as part of the course.

PROGRESSION ROUTES

The diagram below shows the progression routes through different types of qualification. However it is possible to swap to other qualification routes. For example, you could do GCSE's and then progress onto a BTEC qualification.



COMPULSORY & OPTIONAL SUBJECTS

Compulsory Subjects

All students will follow courses and take examinations in the following core subjects:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Science (Trilogy)

Students will also have lessons in:

- PSHE (Personal, Social & Health Education), Sex & Relationships Education, Careers
- Religious Education
- Physical Education

Optional subjects

The subjects available are:

GCSE Art & Design	BTEC Health and Social Care	GCSE Business
Hospitality and Catering (Vocational award- WJEC)	GCSE Geography	BTEC Dance
GCSE Drama	GCSE History	BTEC Travel and Tourism
BTEC Child Development	BTEC Music	GCSE Textile Design
BTEC Digital Information Technology	Engineering Design (Cambridge National)	GCSE RE
GCSE French	BTEC Sport	
	GCSE Computer Science	

Full details of all these subjects are available on the course pages.

WHICH SUBJECTS TO CHOOSE?

BE POSITIVE!

Consider the subjects that you:

- are good at (levels/grades)
- are interested in (look forward to)
- could cope with (skills development)
- may need when leaving school (post 16 options/career aspirations)
- would be recommended for by a teacher (ask!)

To help your choice, you could draw out a chart of the subjects you are thinking of choosing and then tick off how many of the above considerations are in your favour.

DO NOT BE NEGATIVE!

It can be a bad idea to drop a subject because sometimes you find it a bit difficult. Everyone experiences difficulties at times, but you have three years of study where considerable progress can be made.

Don't choose a subject in order to be with a friend. Your friend may have different ambitions and abilities and you may find yourself in different teaching groups.

Don't choose or give up a subject because you like or dislike a particular teacher. You don't know yet who will be teaching you next year.

Who can help?

- Subject teachers will offer their professional opinion and provide details about the subject and what is expected of you.
- Form tutors and senior leaders will give you advice on how to balance your options.
- Other staff can help to select what they consider to be best for you.
- Parents/Guardians know you best and will want to discuss your choices.
- Careers advisors, colleges and employers can prove helpful if you have a particular career in mind.

THE CORE SUBJECTS

(The subjects all students **must** follow)

GCSE ENGLISH LANGUAGE AND LITERATURE

All students will be required to sit GCSE examinations in English Language and English Literature.

English Language

English Language GCSE comprises two examination papers:

Paper 1: Explorations in Creative Reading and Writing

Time allowed: 1 hour 45 minutes

Paper 2: Writers' Viewpoints and Perspectives

Time allowed: 1 hour 45 minutes

Each paper is worth 50% of the total GCSE mark

GCSE English Language has an endorsed component covering spoken language. This endorsement is reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.

All students are also required to complete three Speaking and Listening assessments. These are endorsed separately and do not contribute to the final GCSE grade.

English Literature

English Literature GCSE comprises two examination papers:

Paper 1: Shakespeare and the 19th –century novel

Time allowed: 1 hour 45 minutes

Paper 2: Modern texts and poetry

Time allowed: 2 hours 15 minutes

Paper 1 is worth 40% of the total GCSE; Paper 2 is worth 60%

Further information is available online at www.aqa.org.uk

GCSE MATHEMATICS

Examination Board and Syllabus:

Edexcel GCSE Mathematics (9-1) – 1MA1

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Why study Mathematics?

Mathematics is one of the subjects that is not an option in school. The reason for this is because it is a service subject for so many other areas of study and employment. It is very usual for a post-16 course to require a qualification in mathematics and most employers also expect a mathematical qualification. Many subjects when taken for further study require a good GCSE maths grade (Grade 5); these include Science; social sciences (Psychology / Sociology); Technology; Geography; Engineering; Business.

In addition to supporting the study of other subjects, higher mathematical studies also lead to many opportunities. Some see a mathematics qualification as opening doors for their careers and the reverse is also true, without a qualification doors close.

Course Content

From 2016, there has been an increased element of ensuring that skills learnt are “functional”, i.e. are able to be applied in appropriate real-life contexts. Content is arranged by topic area and applies to both tiers. Topics may be assessed on any paper.

- Number operations and integers
- Fractions, decimals and percentages
- Indices and surds
- Approximation and estimation
- Ratio, proportion and rates of change
- Algebra
- Graphs of equations and functions
- Basic geometry
- Congruence and similarity
- Mensuration
- Probability
- Statistics

The overall aims of the course are to encourage pupils to develop a positive attitude to mathematics; consolidate basic skills; apply mathematical knowledge and understanding to solve problems; think and communicate mathematically – precisely, logically and creatively; appreciate the place and use of Mathematics in society; apply mathematical concepts to situations arising in their own lives.

Assessment

Thanks to its straightforward and genuinely flexible structure, the needs of a wide range of learners and abilities can be met. Learners are able to take either a foundation or higher examination. On foundation tier, students can access up to a grade 5, with higher tier allowing access to grades 3 – 9.

Students will sit 3 exams (1 hour 30 minutes each), 2 calculator and 1 non-calculator.

Access to Further and Higher Education

Courses available include AS-level, A-level, statistics and mathematics within vocational courses.

Career Opportunities

In addition to being a service subject for many areas of employment, mathematicians are sought after in many careers. These include; accountancy, banking, insurance, retailing, management, quantity surveying, engineering, forensic science, astronomy, physics and chemistry. Additionally for entry into the teaching profession, a grade 5 minimum is required.

Career Opportunities

In addition to being a service subject for many areas of employment, mathematicians are sought after in many careers. These include; accountancy, banking, insurance, retailing, management, quantity surveying, engineering, forensic science, astronomy, physics and chemistry. Additionally for entry into the teaching profession, a grade 5 minimum is required

GCSE DOUBLE AWARD SCIENCE (Trilogy)

Examination Board and Syllabus:

AQA science

Website: For more information visit the AQA website at www.aqa.org.uk and click on the New GCSE Science Curriculum link

Why study Science?

Science broadens your understanding of the world around you. Virtually all aspects of your life concern science and technology: your mobile, computers, satellite TV and navigation, medicine and health care. Science makes a positive impact on peoples' lives in many cases science saves lives.

Course Content

GCSE Science Trilogy is a compulsory double award course that offers students a good knowledge of science by studying units from GCSE Biology, Chemistry and Physics. It provides a firm foundation to go on to study A-Level Science especially if combined with an option slot to study 'Triple' science involving three separate science GCSEs – Biology, Chemistry and Physics

The course gives the opportunity to gain a good understanding across topics such as:

- keeping healthy
- elements and atoms
- the transfer of energy.

All science lessons will be taught by subject specialists throughout the year.

Assessment

Assessments during the year will involve set practical tasks that all students need to complete and record in their laboratory books. The purpose of this is to develop their practical skills for future education and/or careers. This will be combined with regular 'spiral' tests that check on knowledge and understanding throughout the course, as well as written tests during assessment rounds. Final assessment, at the end of Year 11, consists of 6 x 1hr 15min exams

Career Opportunities

One of the best reasons for studying science is the wide variety of work it gives you access to.

The range of careers requiring qualifications in science is wide-reaching. It includes all medical careers, biochemistry, pharmacy, veterinary work, engineering, astronomy, forensic science, scientific research, food technology, laboratory technician, ecology, environmental health, apprenticeships e.g. plumbing, electronics, and horticulture

PSHE

All students continue to participate in the school's Personal Development programme. They will be involved in activities during 13 PSHE & Citizenship development sessions, through their curriculum subjects and by taking part in other events throughout the year.

PSHE & Citizenship development sessions cover the following three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each area is covered on a different day throughout the year.

Our school PSHE sessions are designed to address the National Curriculum framework:

Health and Wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental, and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Living in the Wider World

- To have respect for self and others and the importance of responsible behaviours and actions
- The rights and responsibilities as members of a family, other groups and ultimately as citizens
- To understand about different groups and communities
- To respect equality and to be a productive member of a diverse community
- To understand the importance of respecting and protecting the environment
- To understand where money comes from, keeping it safe and the importance of managing it effectively
- To understand how money plays an important part in people's lives
- To have a basic understanding of enterprise

PHYSICAL EDUCATION

Physical Education

Students will continue to have Physical Education lessons each week during Years 10 and 11 and will participate in a range of sports and activities.

THE OPTIONAL SUBJECTS

GCSE ART & DESIGN

GCSE Art & Design

Examination Board and Syllabus:

AQA Art, craft and design suite 8201

Website:

www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance

Why study GCSE Art & Design suite?

In years 10 & 11, students will work towards a GCSE qualifications from the GCSE Art, craft and design suite, specialising in their chosen media; Two and Three- Dimensional design, Textile Design, Ceramics and Mixed media techniques. This is a broad-based course. These qualifications will give students a basic understanding of the disciplines and genres within Art & Design equipping them to go onto further studies. All courses will be underpinned by 2D drawing and analytical description of techniques and methodologies.

Course Content

Component 1: Portfolio

- A portfolio that covers four assessment objectives, developing ideas through investigation, experimenting and exploring idea through a range on materials and techniques, recording ideas and presenting responses. This includes a sustained project evidencing the journey from initial artist/theme investigation to the final outcome and a selection of further work undertaken during the student's course of study. This has no set time limit and accounts for 60% of the GCSE.

Component 2: Externally set assignment

- Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This includes a preparatory period followed by 10 hours of supervised time and accounts 40% of GCSE

Assessment

For this qualification students will complete:

- *Component 1: Portfolio 60%*
- *Component 2: Externally set assignment 40%*

Careers Opportunities/Further Education

Students can progress onto AS & A-Level Art and/or Textiles at local sixth forms and colleges. They can also progress onto a BTEC Level 3 National course in Art & Design where they can specialise in an area such as Graphic Design, Photography & Textiles.

Art underpins and supports our understanding of the world around us, the opportunities presented by working in an Art based career are infinite. Creativity, Knowledge and understanding of Art, relates to, and can enhance the career paths of those wishing to expand their expertise in other subjects such as Media Studies, Drama, Theatrical Studies, Advertising, Merchandising, Garden Design, Hairdressing, Anthropology, Archaeology, Website/Media Design and those choosing to work with younger or disadvantaged members of our society. Most importantly, Art provides students with creative, problem solving skills that are transferable.

GCSE Business

Examination Board and Syllabus: Pearson Edexcel GCSE (9-1) in Business

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Why study Business?

Building enterprising minds! Business skills are essential for success in employment and this course will provide fundamental knowledge required by employers, in addition to providing transferable skills for future study.

Course Content

This popular course aims to develop students' understanding of business and encourages creative thinking and decision making. Students learn about the world of business through research and investigation as well as practical tasks. Students are not expected to have a knowledge of business but should be interested in learning about the world around them, how businesses are set up and what it is that makes someone a successful entrepreneur. Our specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

All learners will study two mandatory topics as follows:

Theme 1: Investigating Small Business. This unit 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.

50% of the qualification (90 marks)

Content overview:

- ✓ Topic 1.1 Enterprise and entrepreneurship
- ✓ Topic 1.2 Spotting a business opportunity
- ✓ Topic 1.3 Putting a business idea into practice
- ✓ Topic 1.4 Making the business effective
- ✓ Topic 1.5 Understanding external influences on business

Theme 2: Building a Business. This unit 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 an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

50% of the qualification (90 marks)

Content overview:

- ✓ Topic 2.1 Growing the business
- ✓ Topic 2.2 Making marketing decisions
- ✓ Topic 2.3 Making product decisions
- ✓ Topic 2.4 Making financial decisions
- ✓ Topic 2.5 Making human resource decisions

Assessment

Theme 1 Investigating Small Business (50% of the qualification) – 1 hour 45 minute exam paper including calculations, short answer, multiple choice and extended writing questions.

Theme 2 Building a Business (50% of the qualification) - 1 hour 45 minute exam paper including calculations, short answer, multiple choice and extended writing questions.

Careers Opportunities/Further Education/ Progression

This qualification in business will:

- enable students to understand more about the business world
- motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management. This course is good preparation for A level or Applied Business, Economics, FE Business courses or employment in a business situation.

GCSE Computer Science

Examination Board and Syllabus: OCR GCSE Computer Science J277

Website: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Why study GCSE Computer Science?

Computer Science is a modern, fascinating subject. The world depends on computers and the people who are able to program them. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

This GCSE could enable you to:

- develop problem solving skills
- learn through exploration
- change the world
- solve real-world problems
- open the door to your future career

As part of the course, you will learn to program in a high-level language called Python. Programming is a very important skill to learn. It helps you to:

- break down problems effectively
- solve complex problems
- think logically
- learn through exploration

Course Content

Component 1 - Computer systems

- systems architecture
- memory and storage
- computer networks, connections and protocols
- network security
- systems software
- ethical, legal, cultural and environmental impacts of digital technology

Component 2 - Computational thinking, algorithms and programming

- algorithms
- programming fundamentals
- producing robust programs
- Boolean logic
- programming languages and integrated development environments.

Assessment

There are two examination papers at the end of the course, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. Each

paper lasts 1 ½ hours and is worth 50% of the total GCSE. The qualification will be graded using the GCSE grades of 9-1.

Access to Further and Higher Education

Computer Science is effective preparation for a range of qualifications including:

- AS Level / A Level Computer Science
- BTEC Level 3 Computing
- Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+)

It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Career Opportunities

There are multiple opportunities for careers in the computing industry e.g.

- cyber protection officer
- e-commerce manager
- games developer
- robotics programmer
- website or mobile app developer

BTEC Digital Information Technology

Examination Board and Syllabus: Pearson Level 1 / Level 2 BTEC Tech Award in Digital Information Technology

Website: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

Why study BTEC Digital Information Technology?

The digital sector is a major source of employment in the UK. The modern world expects digital skills to be as important as literacy and numeracy. This course develops the practical and theoretical IT skills needed to succeed in both employment and further study.

This qualification could enable you to:

- develop key skills in project planning, data dashboards and user interface design
- understand the legal and ethical frameworks that underpin digital IT work
- learn about management of personal data and data protection

Course Content

Component 1 – Exploring User Interface Design Principles and Project Planning Techniques (Internally assessed, externally moderated, 30% of the qualification). In this component, students create a project plan for a computer system against a given brief and then practically create a user interface.

Component 2 – Collecting, Presenting and Interpreting Data (Internally assessed, externally moderated 30% of the qualification). In this unit, students are given an extensive data file and are asked to analyse, interpret and present a summary using Microsoft Excel.

Component 3 – Effective Digital Working Practices (Externally assessed by examination, 40% of the qualification). In this unit, students explore how organisations use IT systems.

Assessment

Component 1 and 2 are assessed by practical tasks in formal supervised conditions. Students will be given a task and will have approximately 6 hours to independently (without teacher support) produce digital evidence. Component 3 is an external examination of 1 ½ hours. The qualification as a whole is graded as Pass / Merit / Distinction / Distinction * at either Level 1 or Level 2.

Careers Opportunities/Further Education

BTEC Digital IT is effective preparation for any career where IT use is required. Further study that follows from this course include:

- BTEC Level 3 IT or Computing
- Cambridge Technicals – IT Level 3 or Digital Media Level 3

BTEC Tech Award in Dance

Examination Board and Syllabus:

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)

Website:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

Why study BTEC Dance?

It is a practical course enabling students to develop and extend their dance technique, choreographic and performance skills, and understanding of the performing arts world. This specialist programme is aimed at students who are passionate about developing their dance skills, knowledge and understanding. Students should have a reasonable level of fitness, creativity, commitment and motivation.

This qualification is for learners 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.

Over the two years students will specialise in developing their dance technique in two styles (contemporary and jazz including street dance), and their choreographic and performance skills in both dance and school productions.

Students will take part in technique classes, choreographic workshops, performance projects, performances, and theoretical sessions.

The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment.

Core content:

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts Dance Pathway is taught over 120 guided learning hours (GLH) and is split into three components. This BTEC Tech Award has two components that the school assesses (internal) and one component that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Responding to a Brief	48	1/2	External synoptic

Assessment

Assessment in BTEC is completed through a variety of methods targeted through Pearson-Set-Assignment briefs. These can be paper-based or ICT-based tasks; practical demonstrations and live leadership performances; creative methods such as posters, artwork, PowerPoint presentations; and audio and video presentations. Video and photographic evidence is required for external verification purposes. The coursework element of the course is 60% and the external based examination is 40% of the overall mark.

All Pearson-Set-Assignment tasks are out of 12 marks which cover 4 marking bands (3 marks in each band). Completed assignments are graded within a marking band by meeting the criteria set out in each and then an overall judgement of the marks that are awarded within that band. For example, a learner can achieve a score from marking band 3 only if they provide sufficient evidence for marking band 1 and 2, this would mean that a learner will achieve between 7-9 marks. Similarly, a learner can achieve a marking band 4 only if they give sufficient evidence for 1, 2 and 3, this means that a learner will achieve between 10-12 marks.

There are 3 Pearson-Set Assignments for each component and a score out of 12 marks will be collated to give a whole score, this will be added to the UMS score gained from the external assessment and then an overall grade between a Level 1 Pass and a Level 2 Distinction* will be applied.

Dance Styles studied: Contemporary and Jazz (Hip Hop/Commercial, Lyrical Jazz and Fosse)

Careers Opportunities/Further Education

- BTEC Level 3 or A/AS Level Dance
- Dance College
- BTEC or A-level Performing Arts
- A career in Performing Arts
- A career in tv, media and theatre.

GCSE DRAMA

Why study Drama?

Do you want to develop a variety of skills that are desirable to all colleges, universities and jobs? If the answer is yes then GCSE Drama is the qualification for you. At the centre of all Drama is communication; Drama allows students to communicate with and understand others in new ways, as well as providing training in the very practical aspects of communication so necessary in today's increasingly information-centred world. It is a qualification that employers recognise and are increasingly desire.

This exciting GCSE gives students the opportunity to enhance their artistic and creative abilities and gives them a better understanding of themselves and their world. Students will explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.

This is a practical, work related course. Apart from the fact that there are lots of interesting elements of Drama to learn about such as; a wide range of plays; styles of dramatic techniques; how to communicate an intention to an audience and looking at how playwrights achieve different effects. Drama includes a diverse range of skills that will help improve your performance skills, imagination and ability to act. It can encourage you to develop the ability to work in a group and to evaluate the work of others, which are really important for the work environment. It also helps you to improve your confidence, concentration and communication, which are vital for interviews and the world of work in general.

Course Content

Students can choose to be assessed as either a **performer** or as a **designer** in the non-exam components. This means that students have the choice to complete the course as a performer, as designer or through a combination of both roles.

The designer option (**lighting; sound; set; costume**) has its own marking criteria and specification requirements, ensuring students are well supported in taking these options, and are credited for the individual skills needed for each discipline.

Assessment

There are **two practical assessments**; one that is **externally assessed** and the other that has a **visiting examiner** that the piece of drama is performed to (60% of the overall qualification) and **one written exam assessment** (40% of the overall qualification).

Theory and practical work will be integrated throughout the course and all texts studied should be explored practically.

Access to Further and Higher Education

Drama would provide a firm grounding for the study of Drama in Further Education for pupils moving into Performing Arts, Media Studies and Theatre Studies.

Career Opportunities

Actor, Theatre Practitioner, Teacher, Performing Arts, Advertising, Broadcasting, Computer Games developer, Costume designer, Director of photography, Entertainer, Lighting technician, Sound engineer, Make-Up Artist, Prop maker, Radio broadcast assistant, Screenwriter, Set designer, Social media manager, Sports commentator, Stage manager, Stunt performer, Producer, Director, Wardrobe assistant, Video editor, Web designer.

HOSPITALITY AND CATERING LEVEL 1/2

Vocational award in Hospitality and catering L1/2

Examination Board:

WJEC

Why study Hospitality and Catering?

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

Learners completing the Level 1/2 Award in Hospitality and Catering may be interested in progressing to our Level 3 qualifications in Food Science and Nutrition.

Course Content

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1: The Hospitality and Catering Industry – External exam - 40 % of the final grade
- Unit 2: Hospitality and Catering in Action – Internally assessed assignment – 60% of the final grade

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Access to Further and Higher education

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

GCSE GEOGRAPHY

Examination Board and Syllabus: Eduqas GCSE in Geography A

Website: https://www.eduqas.co.uk/qualifications/geography-gcse-a/#tab_keydocuments

Why study Geography?

Geography is the study of places and the relationships between people and their environments. Geographers explore the physical properties of the Earth's surface and the human societies spread across it. It aims to stimulate awe and wonder about the world and to ask questions about how both human and natural features and landforms are created. It aims to stimulate a sense of interest and wonder about place and students who complete the course will have the skills and experience to progress onto A-Level and beyond.

Course Content:

Component 1: Changing Physical & Human Landscapes

Theme 1 – Landscapes and Physical Processes – *How have different landforms formed & changed over time? How can people and places manage flooding?*

Theme 2 – Rural Urban Links – *What does the future look like in the UK & around the world? How are we managing the challenges faced by UK high streets closing down?*

Theme 3 – Tectonic Landscapes & Hazards – *What are the impacts of earthquakes & tsunamis on health, infrastructure & the economy? What increases vulnerability to tectonic hazards around the world?*

Component 2 – Environmental & Development Issues

Theme 5 – Weather, Climate & Ecosystems – *How is climate change affecting the world? What are the consequences of weather hazards? How can ecosystems be managed?*

Theme 6 – Development & Resource Issues – *What inequalities exist between & within countries? How can we reduce inequality in the world?*

Theme 7 – Social Development Issues – *How can we measure social development? What challenges does Sub-Saharan Africa face?*

Component 3: Applied Fieldwork Enquiry

This provides students with the opportunity to undertake fieldwork in **TWO** contrasting locations e.g. city & at the coast. This is a fundamental part of developing geographical understanding for the real world. Students will have the opportunity to conduct a research enquiry and use skills such as collecting data, presenting findings, analysing patterns, drawing conclusions and considering limitations to their enquiry.

Assessment – 100% exam

Component 1 – 1hr 30 mins – 84 marks + 4 SPaG – 35% of the qualification

Component 2 – 1hr 30 mins – 84 marks + 4 SPaG – 35% of the qualification

Component 3 – 1hr 30 mins – 72 marks + 4 SPaG – 30% of the qualification

Access to Further and Higher Education

A qualification which is well recognised by all Sixth Form Colleges and providers of Higher Education.

Career Opportunities

Transferrable skills through the study of Geography are actively sought by employers. Many professions link to Geography such as regeneration & development, landscape architect, media, risk analyst, education, distribution & logistics, GIS developer & many more.

GCSE HISTORY

Examination Board and Syllabus:

OCR Examination Board – GCSE (9-1) History B: Schools History Project

Website:

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

Why study History?

History helps students develop skills with an understanding of the past that helps us understand the present and be able to form opinions about current events. From an academic point of view, History encourages students to become literate, articulate, analytical and open minded – all valuable attributes in many career areas. By choosing History at GCSE you are showing commitment to a challenging yet extremely well recognised qualification.

Course Content

Thematic Study: Crime and Punishment c.1250 to present (Knowledge focus)

British Depth Study: The Elizabethans 1580-1087 (Interpretation based)

The Study of the Historic Environment : Our local History-The development of the Pottery Industry

The Period Study: The Making of America 1789-1900 (Knowledge focus)

The non-British Depth Study : Living under Nazi Rule 1933-1945 (Source Analysis)

Assessment

Each component represents 20% of the entire GCSE ensuring the two main skills regarding demonstration of knowledge and analysis of evidence are equally assessed.

Examination (100%) - 3 examinations

Paper 1: Crime and Punishment and the Elizabethans -1 hour 45 minutes (40% of GCSE)

Paper 2: The study of the Historic Environment -1 hour (20% of GCSE)

Paper 3: The making of America and Living under Nazi Rule -1 hour 45 minutes (40% of GCSE)

Access to Further and Higher Education

AS History in the sixth form or at college or you can use your knowledge of history to support other AS courses such as English Literature or Art.

Career Opportunities

History is one of the most mobile and versatile of academic qualifications.

Studying History provides good preparation for a wide range of careers, for example: The legal profession, local government, medicine, journalism, publishing, the police force, nursing, teaching, social work, banking and finance.

BTEC TECH AWARD IN HEALTH AND SOCIAL CARE LEVEL 2

Examination Board and Syllabus:

Edexcel BTEC Level 1/Level 2 Tech Award in Health and Social Care

Why study BTEC Health and Social care?

BTEC Tech award in Health and Social Care can help you take your first steps towards a career caring for people and communities. You'll learn the essential skills needed to support people with a wide range of needs, from babies and toddlers to adults and the elderly. BTEC tech awards offer level 2 learners an engaging introduction to life and work in a vocational sector. Students develop knowledge and understanding by applying their learning and skills in a work-related context.

Course Content

Through a combination of practical experience and written assignments, this vocational qualification provides level 2 learners with the knowledge, skills and understanding needed for a career in the health and social care sector. The BTEC Level 2 Tech Award in Health and Social Care is taught over 120 guided learning hours (GLH). It has three core components. Learners must complete each component. This BTEC Tech Award has two components that the school assesses (internal) and a component that is externally assessed (marked).

1. Component 1- Human Lifespan Development
2. Component 2- Health and Social Care Values
3. Component 3- Health and Wellbeing

Assessment

The means of assessment are as follows:

- a) Component 3 (48 GLH) externally assessed 2 hour examination
- b) Component 1& 2 (36 GLH each) that are internally assessed.

Assessment in BTEC is completed through a variety of methods. These can be paper-based, ICT-based tasks, practical work and PowerPoint presentations. All coursework tasks are graded at Pass, Merit & Distinction level.

Access to Further and Higher Education

Taken as part of a balanced curriculum, BTEC tech awards provide a tried-and-trusted progression route to further study (AS/ A level, Diploma level 3 or to an apprenticeship)

Career Opportunities

The course presents unique opportunities in school to learn more about how children and adults develop and as such may be of interest and relevance to all students. Studying BTEC Health and Social Care will provide good preparation for a range of careers, for example: The nursing profession, occupational therapist, paramedic, psychologist, health visitor, midwife, care worker, youth worker, and nursery nurse.

There will be enrichment opportunities to work in and around the local area and access to industry professionals within the sector.

The nursing profession, occupational therapist, paramedic, psychologist, health visitor, midwife, care worker, youth worker, and nursery nurse.

There will be enrichment opportunities to work in and around the local area

GCSE MFL (FRENCH)

Examination Board and Website:

French: Pearson Edexcel – <https://qualifications.pearson.com/en/home.html>

Why study Modern Foreign Languages?

Studying a language at GCSE opens up a world of opportunities, which is why the government has made Modern Foreign Languages (MFL) a part of the English Baccalaureate. With 75% of Britain's trade conducted with Europe, French stands out as an invaluable skill in the business world, being one of the most widely spoken languages across the continent.

Course Content

GCSE French

Module 1 – Tu as du temps libre ? (Thematic contexts : Media and Technology, my personal world)

Module 2 – Mon clan, ma tribu (Thematic context : My personal world)

Module 3 – Ma vie scolaire (Thematic context : Studying and my future)

Module 4 – En pleine forme (Thematic context : Lifestyle and wellbeing)

Module 5 – Numéro vacances (Thematic context: Travel and tourism)

Module 6 - Notre planète (Thematic context: My neighbourhood)

Module 7 – Mon petit monde à moi (Thematic contexts : My personal world, My neighbourhood)

Module 8 – Mes projets d'avenir (Thematic context: Studying and my future)

How will my work be assessed?

There is a **Foundation Tier** (grades 1–5) and a **Higher Tier** (grades 4–9). Students **must** take all four question papers at the **same tier**.

Paper 1: Listening (25%)

Paper 2: Speaking 25%

Paper 3: Reading (25%)

Paper 4: Writing (25%)

Access to Further and Higher Education

AS and A level in French, with the opportunity to learn other languages at various levels.

Career Opportunity

Studying French can enhance your career prospects and unlock opportunities both in the UK and internationally. Proficiency in a foreign language is highly valued in a wide range of fields, including business, trade, politics, tourism, and media, where thousands of exciting and professional roles require language skills.

MUSIC (BTEC)

Exam Board:

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

Exam Board: BTEC Tech Awards Music Practice

Why study music? This qualification is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

The qualification will broaden the learners experience and understanding of the varied progression options available to them. This course focuses on developing musicians in all areas of performance and music technology. Projects will develop your understanding of the music industry as well as developing your skills with a musical instrument. The components will allow the learner to focus on a variety of skills including instrumental skills, understanding music and music theory, writing music using technology, and live performances (solo and ensemble). You will learn how to use digital audio software and equipment for writing, recording and producing music as well as other projects. Throughout the course you will enhance your

knowledge of recording studio techniques, radio production techniques, and listening and analysing.

How will the subject be useful to me in the future?

Music qualifications are highly regarded by colleges of further education and employers alike as musicians are trained to work methodically and to be self-disciplined. You may wish to use Music as a basis for further study such as AS/A2 Music, BTEC course or RSL level 3 course based on performing arts at a College of Further Education. You may wish to use it as a springboard into other related areas such as Music Technology. Careers in the music industry are wide-ranging based on your skills and portfolio, and can lead you to become a music composer, performer, instrumental tutor, music course teacher, music producer, artist management, promoter, music programmer, distribution, tour manager and radio presenter or producer.

How will my work be assessed?

BTEC Tech Awards Music Practice

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice				
Component number	Component title	GLH	Level	How assessed
1	Exploring Music Products and Styles	36	1/2	Internal
2	Music Skills Development	36	1/2	Internal
3	Responding to a Commercial Music Brief	48	1/2	External Synoptic

Note: Due to the practical nature of the course, students must have regular lessons on an instrument of their choice (some lessons are provided by the school). They must attend regularly and make progress on their chosen instrument; without this practical skill, students will find it very difficult to achieve their potential in the performance element of this course.

GCSE Religious Education

Examination Board and Syllabus: AQA – Religious Studies A –FULL COURSE - 8062
Website: www.aqa.org.uk/qualifications

Why study 'Philosophy, Ethics and Religion in Society'?

Students will study a number of life, ethical, moral and philosophical issues. The course will allow students to engage in discussion and debate about a number of issues affecting the lives of others such as relationships and families, peace and conflict, crime and punishment, human rights and social justice.

Through their studies students will enhance their ability to research, evaluate and analyse information. Students are encouraged to express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Course Content

Component 1: The study of religions: beliefs, teachings and practices

Beliefs, teachings and practices of two from the following religions:

Christianity and Islam (Studied in year 10)

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Component 2: Thematic studies

Four Religious, philosophical and ethical studies themes (Studied in year 9)

- Theme A: Relationships and families.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Assessment

2 written examinations: 1 hour and 45 minutes

Career Opportunities/Further Education

Courses for which GCSE Religious Studies is particularly valued include AS and A level Religious Studies, Theology, Philosophy or any course requiring skills of analysis and evaluation.

A qualification in Religious Studies informs prospective employers of an understanding of the views, principles and practices of different communities and groups within British society. We live in a 'global community' and an understanding of the beliefs and practices of others is good preparation for the working environment of commerce and business

ENGINEERING DESIGN

Examination Board and Syllabus: OCR

Website: www.ocr.org.uk

Why study Engineering Design (Cambridge National)?

Because it echoes industry more than other GCSE's. For example the way in which the design process works, how students are required to work in groups to complete tasks rather than the original GCSE offering being very close and insular. Students are required to develop a range of skills, these are skills that they would normally develop in the work place. The course allows students to run with their creativity and develop a number of products relating to a specific design brief. Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively.

'What I love about the creative process, and this may sound naive, but it is this idea that one day there is no idea, and no solution, but the next day there is an idea. I find that incredibly exciting and conceptually actually remarkable'.

(Jonathan Ive, Lead designer at Apple, from Staffordshire)

Assessment

Controlled assessment – The controlled assessment is split into 2 units;

- * Developing and presenting engineering designs – students will generate design ideas using a mixture of detailed hand rendering and computer-based presentation techniques including computer aided design in 2 and 3 dimensions.

- * Product analysis research and 3D Design realisation – Students will research existing solutions and assess the development of engineered products. Students will develop dextrous skills and gain practical experience of product assembly and disassembly to appreciate manufacturing processes, design features and materials used. Students then are required to apply practical skills to produce a prototype product or model using craft-based modelling materials alongside computer-controlled or rapid-prototyping processes. Learners will produce a prototype product in the form of a model and test design ideas in a practical context.

All of this work will be presented in a concise design folder and a high quality 3D product, current weighting of students controlled assessment mark counts towards 60% of the overall grade.

- * Written examination – written paper(s) currently counts towards 40% of a student's overall grade. Students will be required to discuss a number of techniques as well as be able to recall material properties and their uses. The written paper echoes the work done in the controlled assessment. Students must pass (gain at least 20 marks) in the written paper to pass the course.

Access to Further and Higher Education

This subject provides a good foundation for supporting further education courses in A/S & A2 Design & Technology, vocational courses and other modern apprenticeships and qualifications to degree level.

Career Opportunities

The subjects provide a wealth of career opportunities. These include using the qualification to go straight into employment or modern apprenticeship in engineering, construction work, mechanics, electricians etc. or following the course through to degree level at a university such as Staffordshire or Wolverhampton. This higher qualification – BSc, BA - can then lead onto careers such as furniture design, graphic design, CAD/CAM, marketing, project planning, and teaching

Child Development – BTEC Level 1/level 2 Tech Award

Examination Board and Syllabus:

Edexcel BTEC Level 1/Level 2 Tech Award in Child Development

Why study BTEC Child development?

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about child development and the early years sector. This course offers a practical introduction to life and work in the early years sector. The qualification, which is 120 GLH, is the same size and level as a GCSE.

The early years sector focuses on the learning, development and care of children. In the UK, there were approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years settings in England in 2019, ranging from childminders and nannies to nurseries, crèches and preschools. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

Course Content

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills such as research and written communication skills as you plan different types of play activities to encourage children's learning and development and investigate how to adapt them to meet children's individual circumstances. Everyone taking this qualification will study three components, covering the following content areas:

- 1. Component 1 – Children's Growth & development-** you will gain knowledge of the principles of growth and development, including expected development milestones, for different age ranges across all five areas = Version 2 of development; physical, intellectual and cognitive, communication and language, social and emotional. You will explore how different factors can positively or negatively impact different areas of a child's expected development.
- 2. Component 2 – Learning through play** - you will explore different stages and types of play and how play activities can support and promote children's development and learning across the five areas of development between the ages of birth and five years old. You will investigate the different learning needs of children at different ages and stages and learn how to plan and structure play activities to meet those learning needs and encourage and influence learning, while considering the role of adults in promoting children's learning and development through play both at home and in the community.
- 3. Component 3- Supporting children to play, learn and develop-** you will develop an understanding of how children's learning and development can be affected by their individual circumstances. You will investigate the importance of inclusion and the role of an adult in keeping children safe when engaging in play activities and how the environment and play activities can be adapted to support the learning and development of all children.

Assessment

The means of assessment are as follows:

- a. Component 3 (48 GLH) externally assessed 2-hour examination
- b. Component 1 & 2 (36 GLH each) that are internally assessed.

Assessment in BTEC is completed through a variety of methods. These can be paper-based, ICT-based tasks, practical work and PowerPoint presentations. All coursework tasks are graded at Pass, Merit & Distinction level.

Access to Further and Higher Education

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care. These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood, childhood and youth areas or in related sectors such as nursing and social care.

Career Opportunities

The course presents unique opportunities in school to learn more about how children develop and as such may be of interest and relevance to all students. Studying BTEC Child Development will provide good preparation for a range of careers, for example: The nursing profession, occupational therapist, paramedic, psychologist, health visitor, midwife, care worker, youth worker, and nursery nurse.

There will be enrichment opportunities to work in and around the local area and access to industry professionals within the sector.

The nursing profession, occupational therapist, paramedic, psychologist, health visitor, midwife, care worker, youth worker, and nursery nurse.

There will be enrichment opportunities to work in and around the local area

BTEC SPORT

Examination Board and Syllabus:

Pearson BTEC Level 1/Level 2 Tech Award in Sport

Website:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

Why Study BTEC Sport?

For students who want to learn in a practical way, includes a greater range of sports and fitness activities compared with GCSE PE.

This course prepares students who are considering a career in the sports industry, either progressing onto a Level 3 qualification or an apprenticeship.

Course Content

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is taught over 120 guided learning hours (GLH) and is split into three components. This BTEC Tech Award has two components that the school assesses (internal) and one component that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal – externally moderated
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal – externally moderated
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

Assessment

Assessment in BTEC is completed through a variety of methods targeted through Pearson-Set-Assignment briefs. These can be paper-based or ICT-based tasks; practical demonstrations and live leadership performances; creative methods such as posters, artwork, PowerPoint presentations; and audio and video presentations. Video and photographic evidence is required for external verification purposes. The coursework element of the course is 60% and the external based examination is 40% of the overall mark.

All Pearson-Set-Assignment tasks are out of 12 marks which cover 4 marking bands (3 marks in each band). Completed assignments are graded within a marking band by meeting the criteria set out in each and then an overall judgement of the marks that are awarded within that band. For example, a learner can achieve a score from marking band 3 only if they provide sufficient evidence for marking band 1 and 2, this would mean that a learner will achieve between 7-9 marks. Similarly, a learner can achieve a marking band 4 only if they give sufficient evidence for 1, 2 and 3, this means that a learner will achieve between 10-12 marks.

There are 3 Pearson-Set Assignments for each component and a score out of 12 marks will be collated to give a whole score, this will be added to the UMS score gained from the external assessment and then an overall grade between a Level 1 Pass and a Level 2 Distinction* will be applied.

Careers Opportunities/Further Education

The BTEC Level 1/2 Tech Award in Sport provides a good foundation for learners in post-16 education, or to entry level job roles within sport.

Achievement at Level 2 provides a suitable foundation for further study within the sector through progression onto other vocational qualifications at level 3, such as the Pearson BTEC Level 3 Nationals in Sport and Sport and Exercise Sciences. The underpinning knowledge, practical and vocational skills learnt will also enhance and support the progression to a relevant competency-based course or a Level 3 NVQ in Sports Development. Successful learners at level 2 may also consider general qualifications at Level 3 such as GCE AS or A Levels in Physical Education and Leisure Studies.

Learners who achieve the qualification at level 1 may progress to the Level 2 or onto a competency-based qualification, such as the Level 2 NVQ in Activity Leadership. Alternatively, learners may also consider progression to general qualifications such as GCSE Physical Education (full or short course).

GCSE Art & Design: Textile Design

Examination Board and Syllabus:

AQA Textiles Design suite 8204

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design>

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

Why study GCSE Art & Design suite?

This qualification is designed for students who want to study textiles and/or fashion in a hands on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the industry. Student can cover a number of area's including: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles. They may also explore overlapping areas and combinations of areas.

Course Content

Component 1: Portfolio

- A portfolio that covers four assessment objectives, developing ideas through investigation, experimenting and exploring idea through a range on materials and techniques, recording ideas and presenting responses. This includes a sustained project evidencing the journey from initial artist/theme investigation to the final outcome and a selection of further work undertaken during the student's course of study. This has no set time limit and accounts for 60% of the GCSE.

Component 2: Externally set assignment

- Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This includes a preparatory period followed by 10 hours of supervised time and accounts 40% of GCSE

Assessment

For this qualification students will complete:

- *Component 1: Portfolio 60%*
- *Component 2: Externally set assignment 40%*

Access to Further and Higher education

Learners will be equip with practical skills in Textiles & Fashion they need to progress to further general or vocational study. They'll develop a broad understanding of textiles so they can make informed decisions about their career opportunities.

Learners will also develop valuable transferable skills including communication and collaboration.

Travel and Tourism (BTEC)

Examination Board and Syllabus: BTEC Level 1/2 Tech award in Travel and Tourism.

Why study Travel and Tourism?

This qualification is designed for students who want to study the different aspects of the travel and tourism industry. Through a combination of vocational and academic **study** you learn about the relationships between consumers and the providers of **tourism** services and about the issues relating to sustainability and social responsibility within **tourism**. The course also equips you with a range of transferable skills, and aims to provide you the necessary skills that could open the door to a career in the industry.

Course content:

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism has:

- Total Qualification Time: 157 hours
- Guided Learning Hours: 120 hours.

Course Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal
2	Customer Needs in Travel and Tourism	36	1/2	Internal
3	Influences on Global Travel and Tourism	48	1/2	External Synoptic

What will the learner study as part of this qualification?

This qualification teaches students about:

- Knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the
- Factors that influence travel and tourism.
- Skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers.
- Attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

The components will focus on:

- The three components focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.
- The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer.
- This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Where will this take me?

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further. If you decide to go on to further study of travel and tourism, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 programme or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

What other subjects go well with travel and tourism?

This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly subjects including languages and maths. It can also be complementary learning for GCSE Geography. This course is different from studying GCSEs as, by taking part in different types of researching, investigating and activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.

Triple Science

Examination Board and Syllabus:

AQA science

Website: For more information visit the AQA website at www.aqa.org.uk and click on the New GCSE Science Curriculum link

Why study Triple Science?

Triple science is aimed at the highest ability students and is delivered through the science curriculum time. This is an ideal course for those wishing to study A Levels in Biology, Chemistry or Physics. Students wishing to become doctors or vets will benefit from studying triple science as it gives a more detailed and wider ranging scientific knowledge.

Course Content

The course gives the opportunity to gain a deep understanding across topics such as:

Biology	Chemistry	Physics
1. Cell biology	1. Atomic structure and the periodic table	1. Forces
2. Organisation	2. Bonding, structure, and the properties of matter	2. Energy
3. Infection and response	3. Quantitative chemistry	3. Waves
4. Bioenergetics	4. Chemical changes	4. Electricity
5. Homeostasis and response	5. Energy changes	5. Magnetism and electromagnetism
6. Inheritance, variation and evolution	6. The rate and extent of chemical change	6. Particle model of matter
7. Ecology	7. Organic chemistry	7. Atomic structure
	8. Chemical analysis	8. Space physics
	9. Chemistry of the atmosphere	
	10. Using resources	

All science lessons will be taught by subject specialists and students will rotate teachers throughout the year

Controlled Assessment

Assessments during the year will involve set practical tasks that all students need to complete and record in their laboratory books. The purpose of this is to develop their practical skills for future education and/or careers

Career Opportunities

One of the best reasons for studying triple science is the wide variety of work it gives you access to.

The range of careers requiring qualifications in science is wide-reaching. It includes all medical careers, biochemistry, pharmacy, veterinary work, engineering, astronomy, forensic science, scientific research, food technology, laboratory technician, ecology, environmental health, apprenticeships e.g. plumbing, electronics, and horticulture.

NOTES:

