

YEAR 9 OPTIONS BOOKLET · 2026-2028



OPPORTUNITY · ACHIEVEMENT · EXCELLENCE

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# LETTER TO PARENTS

Dear Parents and Carers,

This booklet has been designed to give you further insight into the structure of our curriculum and to provide you with vital course information on the subjects we offer.

Support and guidance with the options process has been offered through our Options Evening, Engaging Minds programme, assemblies and tutor periods. The time has now come to choose which option subjects to take forward.

Our curriculum approach, through the subject disciplines and extracurricular offering, is to develop well-chosen and systematic knowledge that will open up opportunities for all of our students, leading to further study in their chosen career pathways and enable them to participate successfully in a democratic society. At the heart of our Key Stage 4 curriculum is a strong, academic core, as well as an ambitious choice of academic, vocational and technical qualifications that are available to **all** students. This Key Stage 4 curriculum offering has been designed to strike a balance between making sure that students study a wide range of subjects and allowing them to develop their own passions and interests.

The courses that students choose should reflect their enthusiasm for that subject and their future career ambitions. Our website also includes information about our outstanding Sixth Form, the courses that are currently on offer and an idea of the GCSE or Technical Award grade requirements to take these subjects. This is obviously a few years away but it is a great idea to look to the future and then work backwards regarding KS4 choices.

Options forms will be available on our website to complete from **Monday 2<sup>nd</sup> February 2026** and the final deadline for submission of option choices is **Friday 6<sup>th</sup> March 2026**. This is clearly an important decision for all involved and needs to be carefully considered.

Please ensure your child discusses their options with you and takes on board all the information and advice to make the right decisions for them and their futures.

**Ian Butler**

**VICE PRINCIPAL**

# WHAT HAPPENS NEXT?

## KEY DATES AND DEADLINES

- **Thursday 4<sup>th</sup> December 2025** - Options evening – Presentation and opportunity to look at subject information on our website about all the different options.
- **Thursday 29<sup>th</sup> January 2026** – Option booklet available on website. Options subject suitability report issued to parents & carers.
- **Monday 2<sup>nd</sup> February 2026** – Options process opens and the online option form is available in the Year 9 Options section of the website.
- **Friday 6<sup>th</sup> March 2026** – Final deadline for all option forms to be completed.
- **Start Key Stage 4 Options in Year 10.**

All students will have an Options guidance booklet to complete with tutors and parents/carers. Between January and March, students may be offered additional guidance and support from the Careers team and SLT.

## PROCESS

- Using all the information provided, carefully choose your four options and a reserve.
- At least one choice must be either History or Geography, but you can choose both.
- From the 2<sup>nd</sup> February 2026, use the online form to select your option choices. These must be completed in terms of preference and include a reserve choice.
- The options form is available on our website [here](#).
- This form must be completed using your child's school Google account and can only be completed once. Please ensure you are certain of the options before submitting.
- If you need any further support please speak to your tutor or subject teachers.

**Final deadline is Friday 6<sup>th</sup> March 2026**

# WHAT HAPPENS NEXT?

## **ADDITIONAL NOTES AND GUIDANCE**

- We endeavour to meet all students' first 4 option choices, but if this is not possible then we will use the reserve option and inform you of this change.
- All courses are subject to demand. If not enough students choose a course, the subject will not be available.
- If a large number of students express a preference for a course, we will do our best to put on additional classes to meet the demand, but this may not always be possible, for reasons of staffing and specialist facilities.
- If subjects are oversubscribed, and we are unable to put on another additional class, preference will be given to students who have returned the form by the deadline. Other criteria may be used in particular subjects, for example homework record, or reliability in bringing kit or ingredients in practical lessons.
- Some students, based on their KS2 data and teacher assessment outcomes, will be invited to take a key skills option. This will include additional support in English and/or Maths. Parents and carers will receive an email inviting them to consider this option. We strongly recommend this is considered carefully. This option can be selected via the fourth option choice on the online form.

# MAKING YOUR CHOICES

- You must choose at least one option from either History or Geography. You may choose both if you wish.
- You cannot choose both the GCSE and BTEC options in the same subject area.

## GOOD REASONS

- ✓ Choose subjects in which you feel you will do well and are motivated. You are then more likely to do well and achieve.
- ✓ Use the ATL, effort and teacher recommendation report to help you make an informed choice.
- ✓ Talk to subject teachers in your lessons and on the Year 9 options evening.
- ✓ Think about your future career. We offer a broad curriculum which helps to keep options open in the future.
- ✓ Choose subjects that match how you learn best. Look at the subject pages to see how each subject is examined. Some students prefer a course with a large quantity of coursework, whereas some prefer subjects which are mainly based on examinations. Make sure you plan your courses to play to your strengths.

## BAD REASONS

- ✗ Picking a subject just because your friend is doing it. The subject may not suit you and you may not be in the same class anyway.
- ✗ You like the teacher you've got this year and you would really like to work with them in your option choice.
- ✗ Don't pick several subjects with lots of project work or rehearsals unless you are prepared to put in the time. Some students will cope with a large coursework load, but many will not.

If you make the wrong choice, there can be some limited scope to change, but this will depend on spare places being available in another subject and the amount of work that you have missed. It is also a very likely possibility that you will have to move population and therefore all of your option choice and core subject teaching groups will change, so try to get it right first time.

# YEAR 9 OPTIONS FORM 2026-2028



In Year 10, all students will study for GCSE examinations in English Language, English Literature, Mathematics and Science (Combined or Separate). The non-examined components of their timetable are Games and Religious World.

The compulsory subjects will equate to 30hrs per 2 week cycle on the student's timetable and will leave 20hrs for the other choices below.

**When completing the online Options Form, you will have to select four options, plus one reserve from the list of subjects below.**

## Humanities subjects (You may choose more than one from this box)

GCSE Geography

GCSE History

GCSE Art & Design

GCSE Business

BTEC Enterprise

GCSE Computer Science

BTEC Digital Information Technology

GCSE Dance

GCSE Drama

GCSE Design & Technology

GCSE Engineering

GCSE Food & Nutrition

GCSE Film Studies

BTEC Creative Media

GCSE French

BTEC Health & Social Care

GCSE Music

BTEC Music

GCSE Philosophy & Ethics

GCSE Photography

GCSE Psychology

GCSE Sociology

GCSE Spanish

GCSE Textiles Design

Sport option

We offer both GCSE Physical Education and BTEC Sport.

The PE department will place each student in the course best suited to their skills to ensure they achieve the highest possible grade.

## IMPORTANT PLEASE READ:

- We advise all students to choose courses which reflect their future ambitions and passion for the subject.
- You cannot take a BTEC in the same subject as a GCSE.
- Please be aware that we may not be able to run courses with very low demand. In this event, or if there is a clash of subjects we will look to use the student's reserve choice.
- Details of each subject area can be found in the remaining pages of this booklet.

# ART & DESIGN



## Contents of Qualification

The course encourages an adventurous and enquiring approach to art and design, and provides a framework for you to express yourself and your feelings visually. You will be studying past and contemporary art from our own and other cultures, which will be used to inspire your ideas. You will be working in 2D and 3D materials, gradually developing towards working independently in Year 11.

### GCSE Art and Design consists of one coursework unit and one exam unit.

A wide range of materials and techniques will be introduced in Year 10, from which you can choose the media you would like to specialise in. You will have the opportunity to develop your skills in the following processes:

- 2D - Drawing, Painting- watercolour, acrylic & oil, Illustration, Lino printing, Collage, Mixed Media, Pen and ink
- 3D – Ceramics and Sculpture

Students will also experience visits to museums and art galleries to support their studies when being inspired by the work and approaches of artists, crafts people and designers. Students are encouraged to visit exhibitions in their own time.

## Examination details

### Component 1 (60%)

- Portfolio of work demonstrating knowledge, understanding and skills and comprising supporting studies and personal responses.
- Work completed in class in Y10 and the beginning of Y11 makes up 60% of the final grade.
- Internally assessed and externally moderated.

### Component 2 (40%)

- Externally set theme.
- Preparatory study (equating to approximately 20hrs in class)
- 10hrs sustained study (exam)
- Internally assessed and externally moderated

## Progression from KS4

Art is an essential course to follow if you are intending to become involved in any art and design-based career such as Graphic Design, Advertising, Illustration, Architecture, Interior Design, Film making, Media, Photography, Ceramics, Textiles and Fashion. This course can help students work towards a career in a wide variety of occupations linked with art and design. Our A Level courses enable students to progress to higher education in art or employment.



## Mrs D Kelly

### QUALIFICATION

Edexcel GCSE Art, Craft & Design (1AD0)

### ADDITIONAL REQUIREMENTS

- Imagination and creativity.
- Ability to analyse and evaluate own work and that of others.
- Ability and willingness to develop and refine skills through use of media, materials, techniques and processes

\* Please be advised that we do not recommend students' study more than one creative art subject (Art & Design, Textile Design, or Photography) due to coursework deadlines being the same and the heavy coursework load required in these courses.

# PHOTOGRAPHY



## Contents of Qualification

Photography is the art of creating images by recording light, either digitally by means of an image sensor, or chemically by light-sensitive material such as photographic film. Students will use a range of photographic techniques and mediums to create a body of work, developing photo manipulation and design skills, exploring both digital and practical art skills.

Students will require a passion for art and design as they will use a variety of tools and materials for recording their surroundings this will include art mediums for example pencil, pen, collage and textiles. Drawing is an essential element of the photography course, students will draw through their camera and will also explore traditional art methods to enhance and develop photographic ideas, for example to plan shots, analyse and deconstruct their own imagery. The course offers students a broad skills base including digital design, exploring creative ICT applications including Photoshop and mixed media which equips students to go on to a range of creative courses.

GCSE Photography consists of one coursework unit and one exam unit. A wide range of materials and techniques will be introduced in Year 10, from which you can choose the media you would like to specialise in. You will have the opportunity to develop your skills in the following processes:

- Portraiture
- Location photography
- Installation
- Studio photography
- Experimental imagery

Students will also experience visits to museums and art galleries to support their studies when being inspired by the work and approaches of artists, crafts people, designers and photographers. Students are encouraged to visit exhibitions in their own time.

## Examination details

### Component 1 (60%)

- Portfolio of work demonstrating knowledge, understanding and skills and comprising supporting studies and personal responses.
- Work completed in class in Y10 and the beginning of Y11 makes up 60% of their final grade
- Internally assessed and externally moderated.

### Component 2 (40%)

- Externally set theme.
- Preparatory study (equating to approximately 20hrs in class)
- 10hrs sustained study (exam)
- Internally assessed and externally moderated

## Progression from KS4

Photography is an ideal course to follow if you are intending to pursue a career in any of the following design based careers such as Press Photographer, Television Camera Operative, Medical Illustrator, Photographer, Stylist, Visual Merchandiser, Web Designer, Film/Video Editor, Digital Marketeer, Graphic Designer and Photo Journalist.

This course can help students work towards a career in a wide variety of other occupations linked to art and design. Our A Level courses enable students to progress to higher education in art and design courses or employment.



**Mrs D Kelly**

## QUALIFICATION

Edexcel GCSE Photography (IPY0)

## ENTRY REQUIREMENTS

- Have a suitability rating on Y9 Photography report of (+) or (++)
- Regular attendance to the SWA Photography Club would be an advantage if demand is high

## ADDITIONAL REQUIREMENTS

- Imagination, creativity and ability to analyse and evaluate own work and that of others
- Students own DSLR camera would be useful but not essential
- A willingness to undertake photoshoots independently is essential for development of coursework and exam preparation

\* Please be advised that we do not recommend that students' study more than one creative art subject (Art & Design, Textile Design, or Photography) due to coursework deadlines being the same and the heavy coursework load required in these courses.

# TEXTILES DESIGN



## Contents of Qualification

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. The course encourages an adventurous and enquiring approach to textile design, art and design, and provides a framework for you to express yourself and your feelings visually. You will be studying past and contemporary textiles from our own and other cultures, which will be used to inspire your ideas. You will be working within the context of textile design, students must demonstrate the ability to use textile design techniques and processes including weaving, felting, stitching, appliqué, construction methods and printing. You will gradually develop towards working independently in Year 11.

**GCSE Textile Design consists of one coursework unit and one exam unit.**

A wide range of materials and techniques will be introduced in Year 10, from which you can choose the area you would like to specialise in. You will have the opportunity to develop your skills in the following processes:

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

Students will also experience visits to museums, exhibitions and art galleries to support their studies when being inspired by the work and approaches of fashion and textile designers, artists and crafts people. Students are encouraged to visit exhibitions in their own time.

## Examination details

### Component 1 (60%)

- Portfolio of work demonstrating knowledge, understanding and skills and comprising supporting studies and personal responses.
- Work completed in class in Y10 and the beginning of Y11 makes up 60% of their final grade
- Internally assessed and externally moderated.

### Component 2 (40%)

- Externally set themes.
- Preparatory study (equating to approximately 20hrs in class)
- 10hrs sustained study (exam)
- Internally assessed and externally moderated

## Progression from KS4

Textile Design is an ideal course to follow if you are intending to become involved in any Textile Design based career such as Interior Design, Fashion and Textiles Design, Costume Design, Fashion Buying and Merchandising.



**Mrs D Kelly**

### QUALIFICATION

AQA GCSE Textiles Design  
8204

### ADDITIONAL REQUIREMENTS

- Imagination and creativity.
- Making skills, willingness to use hand stitching and sewing machine.
- Ability to analyse and evaluate own work and that of others.
- Ability and willingness to develop and refine skills through use of media, materials, techniques and processes.

\* Please be advised that we do not recommend students' study more than one creative art subject (Art & Design, Textile Design, or Photography) due to coursework deadlines being the same and the heavy coursework load required in these courses.

# BUSINESS



## Contents of Qualification

The aims and objectives of this course are to enable students to:

- Know and understand business concepts, business terminology and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global context.
- Develop as enterprising individuals with the ability to think commercially and creatively, and draw on evidence to make informed business.
- Use an enquiring, critical approach to make informed judgement.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

### Theme 1: Investigating Small Business

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.

The topics covered are:

- Enterprise and Entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practise
- Marking the business effective
- Understanding external influences on business

### Theme 2: Building a Business

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. The topics covered are:

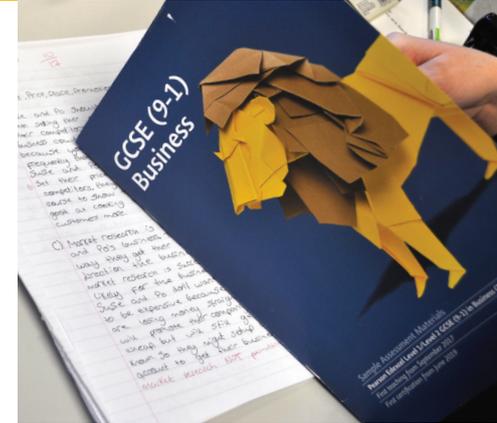
- Growing the business
- Making marketing decisions
- Making product decisions
- Making financial decisions
- Making human resource decisions

## Examination details

Two 90 minute 90 mark examinations. The papers will include questions that target mathematics at a minimum of Key Stage 3. Questions in sections B and C will be based on business contexts given in the paper.

## Progression from KS4

A Level Business & BTEC Level 3 Business



Miss J Philbin

### QUALIFICATION

Pearson Edexcel GCSE in Business IBS0

# ENTERPRISE



## Contents of Qualification

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving.
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

This Award complements the learning in other GCSE programmes such as GCSE Business. It requires learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

### Component 1 – Exploring Enterprises

Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

### Component 2 – Planning for and pitching an Enterprise Activity

Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

### Component 3 – Marketing and Finance for Enterprise

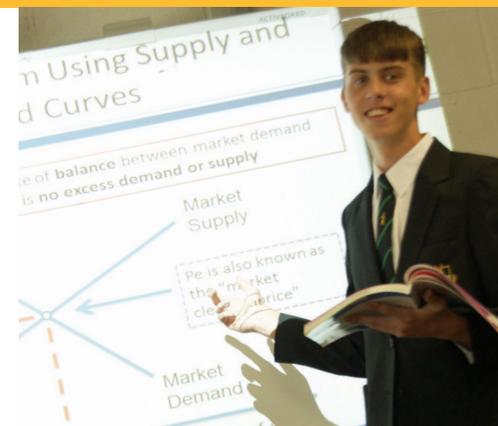
Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## Examination details

Components 1 and 2 are assessed through internal assessment. This will include assignments, presentations and reviews of work. Component 3 is an external assessment, which requires learners to analyse and interpret information in relation to enterprise and make recommendations on strategies to help improve the performance of the enterprise.

## Progression from KS4

A Level Business & BTEC Level 3 Business



**Miss J Philbin**

### QUALIFICATION

BTEC Level 1/2

Business & Enterprise

REM3

# COMPUTER SCIENCE



## Contents of Qualification

This course encourages you to gain a real, in-depth understanding of how computer technology works. This course will give you an insight into what goes on “behind the scenes”, including computer programming, which many students find absorbing.

Students will develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts. The course enables students to acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. Students will use their knowledge and understanding of computer technology to become an independent and discerning user of ICT, be able to make informed decisions about its use, and be aware of the implications of different technologies. They will also acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts. The course teaches students to develop computer programs to solve problems and the skills to work collaboratively. Students will evaluate the effectiveness of computer programs/solutions and the impact of and issues related to the use of computer technology in society.

## Examination details

- Paper 1 – Computational thinking and problem solving - Python Programming, problem solving, code tracing and applied computing. Written exam – 2 hours. 90 marks (50% of GCSE)
- Paper 2 – Theoretical knowledge - Fundamentals of data representation, computer hardware, computer networks, cyber security, relational databases as well as the ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy. Written exam – 1 hour 45 minutes. 90 marks (50% of GCSE)

## Progression from KS4

A Level Computer Science



**Mr M Barber**

### QUALIFICATION

AQA GCSE Computer Science  
(8525)

# DIGITAL INFORMATION TECHNOLOGY



## Contents of Qualification

The UK is a world leader in the creative digital industries. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area. The level of complexity of these systems, however, requires considerable work to make it possible for users to be able to interact with them. The BTEC Tech Award will help you achieve skills to be able to do this. The BTEC Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- Development of key skills that prove their aptitude in digital information technology, such as planning, designing and creating user interfaces using creative software. Additionally, creating dashboards to present and interpret data using applications such as Microsoft Excel
- Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## Examination details

- **Component 1 Pearson Set Assignment (30%):** Exploring User Interface Design Principles and Project Planning Techniques. This unit gives you the knowledge and skills you need to plan, design and create a user interface for a specific purpose. In this project you will learn the rules of effective design. You will have the opportunity to respond to feedback on your design and identify areas for improvement.
- **Component 2 Pearson Set Assignment (30%):** Collecting, Presenting and Interpreting Data. In this unit you will learn about the characteristic of data and information. You will learn how organisations collect, manipulate and interpret data using data modelling software such as Excel in order to draw conclusions and make decisions.
- **Component 3 Exam (40%):** Effective Digital Working Practices. In this unit you will explore how organisations use digital systems and the wider implications associated with their use. The content covers how current and modern technologies are used by and have an impact on organisations and their stakeholders; cyber security threats and threat prevention; how legislation covering data protection, computer crimes and intellectual property has an impact on organisations and individuals; the use of different forms of notation (diagrams etc) to explain systems, data and information.

**Computer Based Practical Exam** – 1 hour 30 minutes – 60 marks

## Progression from KS4

BTEC ICT Level 3



**Mr M Barber**

### QUALIFICATION

BTEC Level 2 Tech Award in  
Digital Information Technology  
RIT3

# DANCE



## Contents of Qualification

During the course students will study a Dance anthology of six professional works on DVD. Through these six works they will understand how dances are structured and choreographed and apply these skills to their own practical work, blending practical and theory work together.

The course is divided into two components;

**Component 1:** Performance and Choreography (60%)

- Solo performance (solo taught by teacher)
- Duet/Trio performance (teacher/student choreography)
- Group Choreography (students create their own group choreography)

**Component 2:** Dance Appreciation (40%)

- Knowledge and understanding of choreographic processes and performance skills
- Critical appreciation of students own practical work
- Critical appreciation of professional works, based on the Dance anthology

## Examination details

Three practical exams; for each dance required in Component 1. These are spread out during Year 11 and the dances are recorded and sent off to external examiners for marking or moderation.

Written exam at the end of the course in Year 11; 1 hr 30 mins, 80 marks.

## Progression from KS4

A Level Dance, AQA



**Miss L Major**

### QUALIFICATION

GCSE Dance / AQA (8236)

### ADDITIONAL REQUIREMENTS

Ideally students would have good dance technique and training out of school in any dance style (ballet, contemporary, jazz, street), however this is not mandatory. Many of our students just love to dance and have the passion to learn and improve throughout the course. Confidence and the ability to work well with others are also good skills to have.

# DRAMA



## Contents of Qualification

An exciting course that teaches you how to be an amazing communicator, leader and team worker! You will work creatively in groups, learn to make decisions quickly, and perform in many different ways. You will learn to analyse, evaluate and understand performance and design aspects of theatre. You will watch live and streamed theatre performances too.

The course consists of three components:

### Component 1: Devising:

- Create and develop a devised piece of drama in a group based on a topic
- Performance of this devised piece or design for this performance
- Analyse and evaluate the devising process and performance in a portfolio

### Component 2: Performance from a text:

- Students will either perform in and/or design for two key extracts from the same play
- Various choices of play to perform from comedy to serious drama using lighting sound, set and costume
- Students can perform in monologues, duologues (a pair), group pieces, or a combination of two

### Component 3: Theatre Makers in Practice

- Practical exploration and study of a play DNA by Dennis Kelly, about a group of teenagers who get into serious trouble
- Live theatre evaluation – we see up to 3 live theatre productions over the course and write about one – students are allowed to take notes into the exam

## Examination details

**Component 1:** Devising 40%. Performed in school, assessed by your teacher - externally moderated. You will provide a portfolio that shows how your piece was created and performed.

**Component 2:** Performance from a Text 20%. Examined by an external examiner.

**Component 3:** Theatre Makers in Practice 40%. 1 hour 45 minute exam. Study one text and answer questions and watch a piece of live theatre (before the exam) and review it in two short questions.

## Progression from KS4 GCSE

Drama can enhance and develop you personally and can open many doors for your future. Students who wish to further their studies at KS5 will be able to continue with a similarly structured Advanced Level course, expanding their knowledge and practical skills even further with an insightful look into the world of Theatre and Literature.

Universities, further education and many job roles require students with a range of skills which you gain from studying both GCSE and A Level Drama. You will develop a wealth of transferable skills: creativity, insightful thought, analytical thinking, literacy, critical thinking, social skills, independence, communication and team work, leadership, time management, confidence and how to deal with difficult situations. Choosing Drama can lead you directly into: work within the arts, media, theatre or entertainment; stage crafts; therapist within the community; English or Literature based jobs such as Journalism; teaching and writing. Indirectly, both GCSE and A Level Drama train you to become an excellent communicator and decision maker enabling you to thrive in management, marketing, business, law and other similar roles.



**Mrs J Keen**

### QUALIFICATION

Pearson Edexcel GCSE in Drama (IDRO)

### ADDITIONAL REQUIREMENTS

Students need to have a passion for performing and an interest in watching and analysing plays. Students also need to enjoy working in groups and have great teamwork skills.



## Contents of Qualification

Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making products and apply technical and practical expertise in a range of materials.

### Theory information for the exam and coursework

- Core section – Wider issues of Design & Technology
- Range of materials including woods, metals, polymers, textiles and smart materials.

Students will sit their exam and submit their non-exam assessment at the end of the two year course.

### Non-exam assessment (NEA) Coursework information

- Exam theme given by the exam board. Students to pick one theme.
- Approximately 25 x A3 pages for the portfolio consisting of research, designing, development,
- Practical (working prototype) and evaluation skills.
- The portfolio shows the iterative design process.
- 50% weighting of the GCSE.

## Examination details

### Paper 1

- Written exam: 2 hours (100 marks)
- 50% weighting of the GCSE
- Section A – Core technical principles (40 marks)
- Section B – Materials specialism ie; woods, polymers (60 marks)
- Level 4 - Maths and Science content in the exam
- A scientific calculator is required

## Progression from KS4

A Level Product Design. There are many career opportunities within the Design industry. If studied with other appropriate A Level subjects, it can lead to the following career paths at University. Architecture, Product Design, Industrial Design, Computing, Sports Design, Furniture Design, Model Maker, Film Prop Design, Lighting Design, Interior Design, Design Ergonomics, DT Teacher, Lecturer, Stage Set Designer, Carpenter, Cabinet maker and many more.



## Mr D Symeou

### QUALIFICATION

AQA Design and Technology  
8552

### ADDITIONAL REQUIREMENTS

- You need to be creative and be able to sketch your ideas.
- IT is required for word processing and CAD Skills.
- The ability to listen to feedback and implement this in their work.
- Students will need good planning, communication and presentation skills. As there is an examination at the end of the course, good subject recall and revision skills will be required. Able to complete coursework and to stick to interim deadlines.
- Behaviour to demonstrate compliance with health and safety regulations

### PLEASE NOTE:

A maximum of 2 DEFT subjects can be taken.



## Contents of Qualification

The GCSE Engineering program introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy maths and problem solving, and display an affinity for drawing, design and science.

Core content includes learning about engineering materials, manufacturing processes, systems, how we test and evaluate, looking at how modern technology impacts the industry and getting 'hands on' with practical workshop skills.

## Examination details

GCSE Engineering is broken up into two core sections;

### 40% Non-Examined Assessment (80 Marks)

An Engineering portfolio is developed based on a client brief and includes creating a final prototype. In the portfolio the selection of skills shown are; Problem Analysis, Problem Solving, Drawing & Conventions, Production Planning, Applying Systems Technology, Testing & Evaluation.

### 60% Exam (120 Marks)

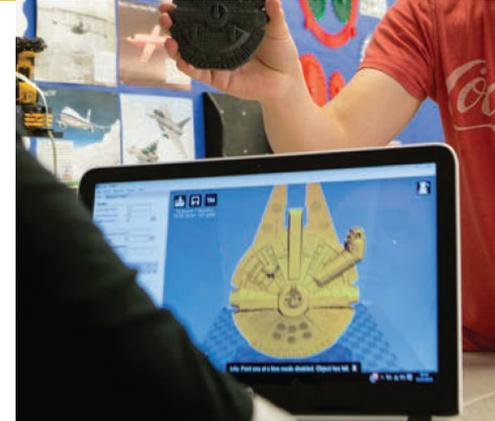
Single 2 hour exam at the end of year 11.

The content that students will be examined are as follows; Engineering Materials, Engineering Manufacturing Processes, Testing & Evaluation, Impact of Modern Technologies.

## Progression from KS4

Students successfully completing this course may progress into KS5, studying A level Maths and Physics, or follow the A level Design Technology route.

Other alternative routes could be; Engineering Apprenticeships within the local area - MBDA, Lockheed Martian, RARUK and many more.



**Mr K Brooks**

### QUALIFICATION

AQA GCSE Engineering  
(8852)

### ADDITIONAL REQUIREMENTS

- Strong Maths and Science skills are vital - as over 25% of the questions in the final exam are based on these subjects.
- Workshop behaviours to demonstrate a compliance with health & safety regulations.

### PLEASE NOTE:

A maximum of 2 DEFT subjects can be taken.

# FOOD & NUTRITION



## Contents of Qualification

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

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

## Examination details

- Written exam - 1 hour 45 minutes, 100 marks (50%)
- Assessment - (50%) Writing & practical tasks.

### Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. (science experiments with food) Practical investigations.

### Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

## Progression from KS4

WJEC level 3 AAQ in Food science and nutrition

This qualification is accepted by Universities.

## Careers Opportunities

Chef, apprenticeships, catering industry, dietician, food critic, food scientists, health and food safety inspectors



## Mrs E Caves QUALIFICATION

AQA GCSE Food Preparation  
8585

## ADDITIONAL REQUIREMENTS

- Be an organised student - **bring in ingredients for every practical as it will be necessary to work on skills as part of the course.**
- Enjoy cooking.
- Realise you can take this course to learn to cook for future life skills.
- To challenge your cooking abilities
- Be prepared to use your lunchtimes and after school to catch up if necessary.
- Understand that there is theory work to complete to help with the end of Year 11 exam.

### PLEASE NOTE:

A maximum of 2 DEFT subjects can be taken.

# FILM STUDIES



## Contents of Qualification

In the past one hundred years film has become a vitally important part of contemporary culture. It has the power to engage, captivate, educate and thrill. In GCSE Film Studies students will gain a new insight into this enriching medium. We will study the language of film and how this communicates important messages through a variety of films that students will know well, as well as new texts that will challenge them. It compliments students' English literature and language studies as we explore, through texts, how techniques create meaning. But we then offer the creative and technical experience so many young people thrive for. We will teach production and post-production skills, and how to effectively generate ideas for the big screen. These skills will therefore compliment students interested in the creative arts as well as the more technical students that want to perhaps work in gaming or animation.

With the latest Adobe creative cloud suite there is all the post production software you could ever need as well as cameras and other production equipment to help create near professional standards. We have become one of the most successful departments at Samuel Whitbread Academy, with 73% of our students achieving 9-4, whilst 25% of our students achieved 9-7 in our last set of results. Our achievements place us in the top 25% of schools within the country. Some of the films we will study include; Attack The Block, District 9, Juno and Ferris Beuller's Day Off.

## Examination details

Students will be assessed through both examination and coursework. The examination is undertaken in 2 exams that together are worth 70%. These exams will explore films from US, UK and global film industries. The coursework unit is worth 30% of the qualification and will offer students the chance to be creative and practical as we embark on film production work. Students will produce short film sequences working within genres such as horror, crime, science fiction and musical.

## Progression from KS4

With developments within the UK film industry in the last year, this is an exciting time for young people to explore film. 66,000 people are currently employed in the film industry in the UK, while the sector also contributes over £4bn to GDP. Many of our students choose to continue studying film at A Level and have moved on to work in film and related industries within various capacities. When considering the close relationship film holds with television, gaming, animation, music and theatre, this is a course that has a wide appeal for students that broadens their interests and opportunities.



**Miss L Cross**

**QUALIFICATION**  
GCSE EQUAS (WJEC)  
Film Studies

**ADDITIONAL REQUIREMENTS**  
An appreciation for film and a passion to explore it further

# CREATIVE MEDIA PRODUCTION



## Contents of Qualification

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthrall, intrigue and affect audiences.

In BTEC Creative Media Production, students will gain a new insight into this enriching medium. We will provide the students with an opportunity to develop sector-specific knowledge and skills, in a practical learning environment. Students will learn the language of Media and the power it has to communicate messages, through a variety of different platforms. Students will gain an aptitude of skills in creative media production, including investigating and developing ideas through pre-production, production and post-production. Moreover, students will also gain experience in the processes that underpin creative media production such as responding to briefs, feedback and generating ideas. With the latest Adobe creative cloud suite there is all the post production software you could ever need - as well as cameras and other production equipment - to help create near professional standards.

This course compliments the learning of qualifications such as Art, Design Technology, Film Studies, English Literature and English Language.

## Examination details

Students are assessed on a variety of creative media production skills, through both coursework and an exam.

- **Component 1a and b** – Internal coursework
- **Component 2a and b** – Internal coursework
- **Component 3** – External Examination (60 Marks)

## Progression from KS4

With developments with the creative media sector in the last year, it is an exciting time for young people to explore this industry. 66,000 people are currently employed by in the film/media industry – with the creative industries contributing over £84 billion, per year, to the UK economy. Many of our students choose to continue studying film at A Level and have moved on to work in media industries within various capacities. This course has a wide appeal for students to broaden their interests and opportunities to work within publications, iMedia, animation, moving image, gaming, music and theatre.



**Miss L Cross**

### QUALIFICATION

BTEC Level 1/2 Tech Award in Creative Media Production

### ADDITIONAL REQUIREMENTS

- An appreciation of media and a passion to explore it further.

# FRENCH



## Contents of Qualification

### Theme 1: People and Lifestyle

- Identity and relationships with others
- Healthy Living and lifestyle
- Education and work

### Theme 2: Popular Culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

### Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

Most Year 9 students at Samuel Whitbread Academy have already enjoyed the experience of the 9-1 AQA French GCSE in lessons since September. They have covered topics from the content of the qualification but also practised key skills (listening, speaking, reading and writing) in end of unit assessments and show increasing confidence in French. Languages provide opportunities, as ambitious and rewarding subjects to go on to further studies. Generally students studying languages have highly valued, transferable skills, equipping them for a range of careers (programming, technology, event coordinator, travelling, teaching, translating, advertisement, marketing, business and media, customer relations, journalism...). Successfully completing the study of Languages at KS4 or KS5 therefore keeps the door open to a wide range of further academic, professional, or vocational routes. Universities and companies are welcoming languages as it proves people are multitasking and better problem solvers.

## Examination details

GCSE French (select accordingly for French or Spanish) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

Students must take all four question papers at the same tier.

- **Listening** - Written exam: 35 mins, 40 marks (Foundation), 45 mins, 50 marks (Higher Tier) (25%)
- **Speaking** - Non-exam assessment. 7–9 mins (Foundation), 10–12 mins (Higher), 50 marks (25%)
- **Reading** - Written exam: 45 mins (Foundation), 1 hr (Higher) 50 marks, (25%)
- **Writing** - Written exam: 1 hr 10, 50 marks (Foundation), 1 hr 15 mins, 50 marks (Higher) (25%)

## Progression from KS4

A Level French, AQA



### Mrs M Reydet-Clark

#### QUALIFICATION

GCSE French AQA 8652

#### ADDITIONAL REQUIREMENTS

- An enquiring, creative, open mind.
- Students don't need to be a fluent speaker in French, we will work on it together in groups and pairs, and with support.
- Students must have a keen interest in developing their understanding and awareness of the French culture. The subject includes watching French films or series, listening to French music and being curious about French festivals and celebrations.

# SPANISH



## Contents of Qualification

### Theme 1: People and Lifestyle

- Identity and relationships with others
- Healthy Living and lifestyle
- Education and work

### Theme 2: Popular Culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

### Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

Most Year 9 students at Samuel Whitbread Academy have already enjoyed the experience of the 9-1 AQA Spanish GCSE in lessons since September. They have covered topics from the content of the qualification but also practised key skills (listening, speaking, reading and writing) in end of unit assessments and show increasing confidence in Spanish. Languages provide opportunities, as ambitious and rewarding subjects to go on to further studies. Generally students studying languages have highly valued, transferable skills, equipping them for a range of careers (programming, technology, event coordinator, travelling, teaching, translating, advertisement, marketing, business and media, customer relations, journalism...). Successfully completing the study of Languages at KS4 or KS5 therefore keeps the door open to a wide range of further academic, professional, or vocational routes. Universities and companies are welcoming languages as it proves people are multitasking and better problem solvers.

## Examination details

GCSE Spanish (select accordingly for French or Spanish) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

Students must take all four question papers at the same tier.

- **Listening** - Written exam: 35 mins, 40 marks (Foundation), 45 mins, 50 marks (Higher Tier) (25%)
- **Speaking** - Non-exam assessment. 7–9 mins (Foundation), 10–12 mins (Higher), 50 marks (25%)
- **Reading** - Written exam: 45 mins (Foundation), 1 hr (Higher) 50 marks, (25%)
- **Writing** - Written exam: 1 hr 10, 50 marks (Foundation), 1 hr 15 mins, 50 marks (Higher) (25%)

## Progression from KS4

A Level French, AQA



**Mrs M Reydet-Clark**

### QUALIFICATION

GCSE Spanish AQA 8692

### ADDITIONAL REQUIREMENTS

- An enquiring, creative, open mind.
- Students don't need to be a fluent speaker in Spanish, we will work on it together in groups and pairs, and with support.
- Students must have a keen interest in developing their understanding and awareness of the Spanish culture. The subject includes watching Spanish films or series, listening to Spanish music and being curious about Spanish festivals and celebrations.

# GEOGRAPHY



## Contents of Qualification

The course covers eight topics which are examined directly within two papers. The Our Natural World paper studies Global Hazards, Changing Climate, Distinctive Landscapes, and Sustaining Ecosystems, with the People and Society paper studying Urban Futures, Dynamic Development, UK in the 21st Century, and Resource Reliance.

There are also two separate days of fieldwork in Contrasting Human. There are also two separate days of mandatory fieldwork in Contrasting Human and Physical Environments. These fieldtrips are currently to Cambridge City Centre, and Walton-on-the-Naze. The skills developed through this work are tested through examination questions in Paper 01 and 02, and are linked to the topics studied throughout the entire course. A final third paper is a decision making exercise for which resource materials are provided at the time of the examination to use in answering the questions set.

Our subject is all about looking at the world around us! Therefore, reading around the subject and keeping up to date with news and current affairs is vital to help develop your interest beyond the classroom.

## Examination details

- Paper 1 – Our Natural World 1hr 15mins, 70 marks (35%)
- Paper 2 – People and Society 1hr 15mins, 70 marks (35%)
- Paper 3 – Geographical Exploration 1hr 30mins, 60 marks (30%)

All three are external exams at the end of the course.

## Progression from KS4

Geography provides the platform, as a challenging subject, within the English Baccalaureate (EBacc), to go on to further studies. Geography at A Level is a popular choice to build on GCSE work and is recognised as one of the facilitating subjects for reading a degree by the Russell Group of Universities. We study the Edexcel A Level course.

Generally Geographers have highly valued, transferable skills, equipping them for a range of careers. Successfully completing the study of Geography at KS4 or KS5 therefore keeps the door open to a wide range of further academic, professional, or vocational routes.



**Mr J Hatchell**

### QUALIFICATION

GCSE 9-1 Geography  
OCR B J384 (Geography for  
Enquiring Minds)

## HUMANITIES SUBJECT

### ADDITIONAL REQUIREMENTS

Geography is a wide, encompassing subject involving the direct use of mathematics as well as other GCSE subject areas. An interest in topical issues and how people interact with the physical landscape further supports studying the subject. Watching the news and reading helps with this, particularly with case study knowledge.

# HISTORY



## Contents of Qualification

### Weimar and Nazi Germany (30%)

The Nazis began as a small, extreme political party who have had a profound impact on history. We explore how they gained power in Germany and what it was like to live under Nazi rule. We examine why people supported the Nazis, and how they dealt with their enemies. The course includes finding out what it was like to be young in Nazi Germany, and how some people tried to oppose them. We study Germany in the 1920s and 1930s.

### Medicine in Britain c1250-present (30%)

This is a study of medicine in Britain from the middle ages until today. We examine changing beliefs on the causes of disease and changing treatments and methods of prevention. Case studies include dealing with the Black Death, The Great Plague in London in 1665, fighting cholera in London in the 1850s and the fight against lung cancer in the twenty-first century. The course includes a study of how injuries were dealt with in the trenches.

### The Reigns of King Richard I and King John, 1189-1216 (20%)

We study the reign of Richard I at home and overseas. This includes a study of medieval society, the nature of Kingship, how Richard secured the throne and the murder of Prince Arthur. Also included is Richard's leadership of the Third Crusade and his military victories. We investigate the reign of King John and his war with the barons, leading to the signing of the Magna Carta.

### Superpower relations and the Cold War 1941 – 1991 (20%)

This is the study of the Cold War era between the United States of America and the Soviet Union. We examine how the superpowers accumulated great stocks of nuclear weapons and became intense rivals. We study the building and the fall of the Berlin Wall, the Cuban Missile Crisis, the Hungarian Uprising and the Prague Spring. We investigate how and why the Cold War came to an end.

## Examination details

- Paper 1: Medicine in Britain, c1250-present (1 hr 15 minutes)
- Paper 2: The reigns of King Richard I and King John, 1189-1216 and Superpower relations and the Cold War, 1941-1991 (1 hr 45 minutes)
- Paper 3: Weimar and Nazi Germany, 1918-39 (1 hr 20 minutes)

## Progression from KS4

Many students progress to study A Level History or A Level Politics. Our topics at A Level History are; Britain and the USA in the 20th Century, The Witch-craze, 1580-1750, and Debates on the Holocaust.



**Mr M Inns**

### QUALIFICATION

Edexcel GCSE History (1H10)

**HUMANITIES SUBJECT**

# HEALTH & SOCIAL CARE



## Contents to this qualification

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
- Different life events and how individuals can adapt or be supported through changes caused by life events.
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
- The barriers and obstacles an individual may encounter and how these can be overcome.
- The skills, attributes and values required to give care and how these benefit the individual.
- How factors can affect an individual's current health and wellbeing.
- How physiological indicators and an individual's lifestyle choices determine physical health.
- The use of the person-centred approach.
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

## Assessment details

**Component 1:** Four tasks within a Pearson Set Assignment (PSA)

- worth 30% of qualification.

- A - Understand human growth and development across life stages and the factors that affect it.
- B - Understand how individuals deal with life events.

**Component 2:** Five tasks within a Pearson Set Assignment (PSA)

- worth 30% of qualification.

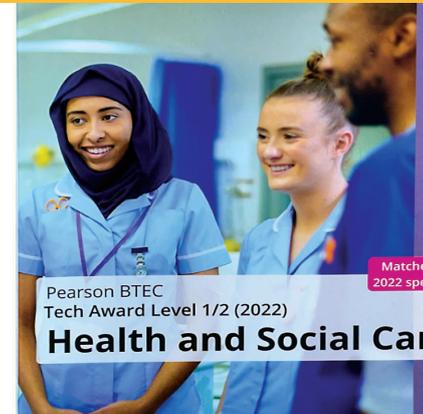
- A - Understand the different types of health and social care services and barriers to accessing them.
- B - Understand the skills, attributes and values required to give care.

**Component 3:** 2 hour exam - worth 40% of qualification.

- AO1 - Knowledge of health and wellbeing.
- AO2 - Understanding of health and wellbeing.
- AO3 - Apply knowledge and understanding of health and wellbeing.
- AO4 - Make connections between aspects of health and wellbeing.

## Progression from KS4

Some students stay on at Sixth Form and study the BTEC Level 3 Health & Social Care qualification, while others choose to seek employment through apprenticeships schemes and earn as they learn on the job.



**Miss K Blessing**

### QUALIFICATION

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

# MUSIC



## Contents of Qualification

GCSE Music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from popular music to jazz, and world music to Western classical music. The course covers a range of skills including performing, composing and listening. These are broken down as follows:

- **Unit 1:** Performing (30%)- as a soloist and as part of an ensemble. This can include a wide range of performance skills from traditional orchestral instruments and singing through to DJing and beatboxing. Students are given lesson time each cycle to develop this skill. The unit is internally assessed.
- **Unit 2:** Composing (30%)- this might be to a particular brief or in a particular style but will enable the student to explore their creativity and musical style. Students will learn how to make and develop their own music, enabling them to show their creative side. Students are given dedicated lesson time to develop and improve this coursework unit. The unit is internally assessed.
- **Unit 3:** Listening and Appraising (40%)- the ability to critically appreciate and respond to music as well as analyse its structure and recognise musical devices. Students study 8 set works from a wide range of musical genres and answer questions on them in this listening exam. In preparation for the exam, students are taught in a practical way in order to develop and deepen both their knowledge and understanding of the set works, along with their listening and appraising skills.

## Examination details

Unit 1 & 2 - Internally assessed (coursework) 60 marks for each unit.

Unit 3 - Written exam - 1 hour 45 minutes. 80 marks

## Progression from KS4

GCSE Music can lead on to many things. Students who wish to further their studies at KS5 will be able to take Music A Level and/or Music Technology A Level. Studying Music can lead to a profession that is music-specific; Performer, Musicologist, Teacher, Composer, Music Therapist etc. However it can also lead to many other careers that are not necessarily music-related: Journalist, Lawyer, Accountant etc. Recently Music Technology has become a very popular subject as the opportunities for work and careers have grown: working in a Recording Studio, being a Music Producer, a Recording Engineer or a Technician and so on. But GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as to future career development, including literacy, critical thinking, social skills and team working, leadership and communication, and time management and organisational skills.



## Mrs H Meadows

Acting HOD

Miss L Major

## QUALIFICATION

Edexcel GCSE Music  
1MUO

## ADDITIONAL REQUIREMENTS

Students must be able to play an instrument or sing. Students don't need to have taken grades on their instrument in order to take GCSE Music, however they must be able to play for a minimum of 1 minute continuously. It is advised that students take instrumental lessons or attend a school run music extra-curricular activity in order to develop their performance skills.

\* Not to be taken with  
Technical Award Music

# BTEC MUSIC



## Contents of Qualification

BTEC Music enables students to develop musical skills and techniques by looking at the music industry. The course enables students to develop performance, composition in our IT suite and studio and production skills if they wish to, however there is no need to play an instrument to take the course.

Students will learn how to use the music software in the music studio as well as have the opportunity to produce music in the studio.

Students will study 3 units, only one of which is externally assessed. This is an extremely practical course and helps students learn about different genres of music, as well as perform, create and produce in these genres.

The units are as follows:

- **Unit 1:** Exploring Music Products and Styles  
Within this unit, students will explore the techniques used in the creation of different musical products. Students will develop their understanding of musical elements, technology and other resources and how these are used in the performance, creation and production of music. This can be explored practically and used to create their own creative work. A variety of genres are studied such as; EDM, Music for media, world music.
- **Unit 2:** Music Skills Development  
Students will have the opportunity to develop two musical disciplines through engagement in practical tasks. Students have the option to perform, create or produce music within this unit. They will also learn how music is shared within the industry.
- **Unit 3:** Responding to a Commercial Music Brief  
Students will explore a brief provided by the exam board and be given the choice as to whether they perform, create or produce a piece of music to support this brief. This will help them apply knowledge from Unit 2 and become an expert in their chosen skill.

## Examination details

- Unit 1 and 2 – Internally Assessed
- Unit 3 – Externally Assessed. Practical Assessment (this does not mean a performance)

## Progression from KS4

BTEC Music can lead on to many things. Students who wish to further their studies at KS5 will be able to take BTEC Level 3 Music Technology. Studying Music can lead to a profession that is music-specific; Musicologist, Teacher, Composer, Music Therapist etc. However it can also lead to many other careers that are not necessarily music-related: Journalist, Lawyer, Accountant etc. Recently Music Technology has become a very popular subject as such the opportunities for work and careers have grown: working in a Recording Studio, being a Music Producer, a Recording Engineer or a Technician and so on.



**Mrs H Meadows**

Acting HOD  
**Miss L Major**

## QUALIFICATION

Edexcel Level 1/2 Tech Award

## ADDITIONAL REQUIREMENTS

- Students don't need to be able to play an instrument or know how to use music software.
- Students must have a keen interest in listening to music and an interest in learning how to make music.
- Students are advised to take part in a Student Technical Crew which is run within the Performing Arts department, providing the whole academy with lighting, sound, staging support.

\* Not to be taken with GCSE Music

# PHILOSOPHY & ETHICS



## Contents of Qualification

GCSE Religious studies allow students the opportunity to examine a wide range of philosophical, ethical and religious issues. This will include, investigating ultimate questions such as “why does evil exist?” and what is the purpose of life. They will also study topics that explain the diversity of life and religion in the modern world. Students are encouraged to develop their own opinion as well as investigate other views including religious perspectives. The course is suitable for most students as it develops critical thinking and analytical skills as well as contributing to personal, social, spiritual and cultural development.

## Examination details

**Unit 1** Philosophical and Ethical Issues – Written exam: 2 hours (50%)

Students will study the following four themes. All questions are compulsory.

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

This unit will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

**Unit 2** Study of Christianity – Written examination: 1 hour (25%)

Students will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of subject content.

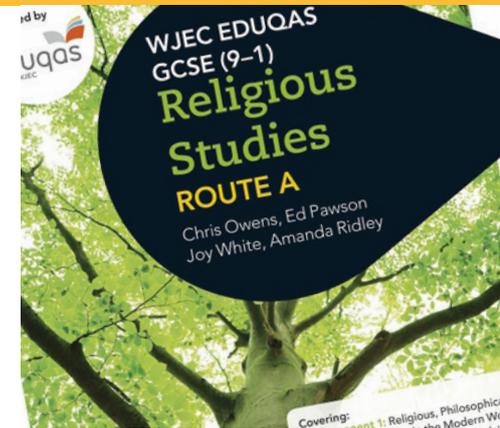
**Unit 3** Study of a World Faith – Written examination: 1 hour (25%)

Students will study the beliefs, teachings and practices of one world faith.

Students will be assessed based on three written examinations covering the three components above at the end of Year 11.

## Progression from KS4

GCSE Religious Studies (RS) is a stepping stone to a wide range of future opportunities. A successful completion of the course could inspire you to go to University to study a degree in one of the following fields: Religious Studies, Philosophy, Psychology, Theology and Law. The course will also help you in jobs where you will be dealing with people from diverse backgrounds. It is also a foundation for the study of the new A level Philosophy course.



**Mr S Tawede**

### QUALIFICATION

WJEC GCSE Religious Studies  
Route A

# PSYCHOLOGY



Psychology is the scientific study of human behaviour. Psychologists carry out research into humans to try and understand reasons for certain behaviours. They explore whether people behave in certain ways due to their environment or whether it is down to thinking patterns or hormones or whether inherited genes have made them behave differently to others.

## Content and examinations of the GCSE

You will be studying the OCR GCSE Psychology specification. You will study 7 topics and be examined on all of these at the end of the course across 2 examinations.

### Paper 1 Studies and applications in Psychology 1

- Criminal Psychology (why people commit crime and how we punish them)
- Development (how children grown and learn)
- Psychological Problems (understanding mental health and how to treat poor MH)
- Research Methods (how do we carry out research and analyse data)

1 hour and 30 minutes

90 marks

50% of GCSE

Multiple choice, short answer and extended writing.

### Paper 2: Studies and applications in Psychology 2

- Social influence (reasons for concepts such as obedience and conformity)
- Memory (storage, retrieval, forgetting)
- Sleep and Dreaming (features of sleep, role of the brain in sleep, theories of dreaming)
- Research Methods (apply knowledge to a source)
- 1 hr and 30 minutes

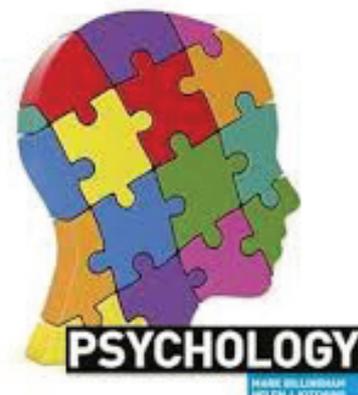
90 marks

50% of A level

Multiple choice, short answer and extended writing.

## Progression from KS4

Many students who do a GCSE in Psychology continue onto A Level to study in more depth. It is a subject that develops so many skills such as evaluation, application and understanding of scientific processes. It is a great “all round” subject that can help with any future A Level subject choices.



Mrs L Nye

### QUALIFICATION

OCR GCSE (9-1)

Psychology J203

### ADDITIONAL REQUIREMENTS

- An enquiring, open mind.
- Written skills must be sound as there are a number of extended writing questions within the exam.
- Skills of interpretation, analysis, evaluation are all important as are solid maths and science understanding due to the research methods knowledge involved.

Due to students not taking Psychology in Year 9, there is limited opportunity to assess the suitability of the course for each student. It is important when making your decision to note that strong scientific understanding and literacy skills are important to help succeed in the course.

# SOCIOLOGY



## Contents of Qualification

“GCSE Sociology aims to broaden students’ minds, helping them to see their world from different perspectives and in new and thought-provoking ways.” AQA

Sociology is a fascinating subject which encourages students to enquire into different areas of the society and challenge taken for granted assumptions about the society we live in. As a discipline it embraces a variety of viewpoints and encourages students to think critically about how we can best understand the world around us. Students learn to consider how factors such as gender, ethnicity and social class can alter our life experiences and investigates how society can overcome problems such as crime and poverty.

The sociology GCSE is divided into two papers. The first is the sociology of family and education and the second is the sociology of crime and deviance and social stratification. Within these topics students will look at patterns and trends such as changes in marriage and divorce rates, who is more likely to under achieve in education and who is more likely to commit crime and seeks to uncover explanations for these patterns. For example, statistics show that males commit more crime than females but why is this? Could it be that males are socialised to be more deviant? Could it be that females are dealt with more leniently? Could it be that males just commit more visible crimes? Within each paper students will also be expected to demonstrate an understanding of different research methods used by sociologists and be able to evaluate the use of these.

## Examination details

The sociology qualification is 100% examined. Two exams will be sat each lasting 1 hr and 45 mins. Each is worth 50% of the exam and is worth 100 marks.

## Progression from KS4

Students who study Sociology often look to embark upon courses in social work, teaching or police work. Additionally, they may consider working in the criminal justice system or in social research informing social policy. The skills you learn in sociology are marketable and give students the competitive edge in the job market. The breadth of the subject means that it can be beneficial for many career paths.

Sociology

Sociology



AQA

Mrs M Ward

## QUALIFICATION

GCSE Sociology AQA 8192

## ADDITIONAL REQUIREMENTS

To be successful in sociology students should have a keen interest in what is going on in our society. Students will also need to demonstrate strong written skills and be able to weigh up different viewpoints to present a clear line of argument and reach distinct conclusions.

Due to students not taking Sociology in Year 9, there is limited opportunity to assess the suitability of the course for each student. It is important when making your decision to note that strong literacy skills are important to help succeed in the course.

# PHYSICAL EDUCATION



## Contents of Qualification

The course integrates the theoretical and practical elements of physical activity. It aims to improve your ability to plan, perform and evaluate a range of physical activities, whilst developing a depth of knowledge, understanding and appreciation of movement, skills and techniques.

At least four of the five lessons will be classroom based, concentrating on the theoretical topics

## Examination details

60% of your marks are externally assessed through a written examination.

This exam is about health, fitness, training, diet, body systems and the benefits of exercise. Some of the teaching and learning of these topics is done practically allowing you to understand ideas such as methods of training for improvement in sports, how the muscles and joints of the body work and the effect a certain diet can have on the body.

The other 40% is made up from a practical exam. A range of practical activities will be offered for you to choose three for assessment within the following restrictions:

- At least one sport must be a team sport.
- At least one must be an individual.

Practical assessment 40%

Written paper 60%

## Progression from KS4

GCSE PE is the ideal preparation for A Level PE, as well as for vocational qualifications such as BTECs in Sport. The course develops not only your sporting /coaching/leading ability in a range of sports, but offers you a range of transferable skills such as team work, leadership, independence and energy, all of which employers look for. Typical jobs taken by people who study the PE GCSE are: physiotherapy, coaching, fitness instruction and personal training, teaching as well as being a professional athlete or in the Armed Forces.

We have an outstanding practical record in the academy making us a brilliant option if you love taking part in sport and all things sport related!



**Mr J Hart**

### QUALIFICATION

GCSE PE Edexcel IPEO

### ADDITIONAL REQUIREMENTS

Must be a keen sportsperson, playing and training to an appropriate level. All students must be committed to improving skill and fitness in all sports.

### PLEASE NOTE:

We offer both GCSE PE and BTEC Sport. The PE department will place each student in the course best suited to their skills to ensure they achieve the highest possible grade.

# SPORT



## Contents of Qualification

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is designed for learners who want to develop sector-specific knowledge and practical skills through vocational contexts. As part of their Key Stage 4 learning, students explore different types of sport and physical activity providers, as well as the equipment and technology used for participation.

Students will explore the different types of participants and their needs. This helps them understand how to increase participation in sport and physical activity for others. They will also further develop their knowledge and understanding of anatomy and physiology.

Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. Practical Sports analysis, nutrition, technology and Personal Training. The qualification enables learners to develop their skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Learners will have the opportunity to develop applied knowledge and skills in the following areas:

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

## Examination details

**Component 1:** Preparing participants to take part in sport and physical activity - Internal Assessment

**Component 2:** Taking part and improving other participants sporting performance - Internal Assessment

**Component 3:** Developing fitness to improve other participants performance in sport and physical activity - External Synoptic Assessment

## Progression from KS4

Progression from BTEC Level 1/2 Sport is the ideal preparation for BTEC Level 3 in Sport.



**Mr J Hart**

### QUALIFICATION

BTEC Level 2 Award in Sport

#### PLEASE NOTE:

We offer both GCSE PE and BTEC Sport. The PE department will place each student in the course best suited to their skills to ensure they achieve the highest possible grade.