



# Year 9 Options

## For September 2025

# Key Information and Dates



## The Option Process – Key Dates

Assemblies and information through assemblies and period 1

Options evening – **Thursday 13<sup>th</sup> February**

Students and Parents consider option choices

Parents' consultation evening – **Thursday 6<sup>th</sup> March**

Option choice form to be completed by **Friday 14<sup>th</sup> March**

Option choice suitability assessed by TMS staff

Students informed of option subject allocation in early Term 6 (June 2025)

# Options Guidance



Dear Students and Parents

I have great pleasure in presenting the Key Stage 4 Options Booklet for 2025. This document has been carefully prepared to provide all of the necessary information for you to make some significant decisions about the range of courses on offer for Key Stage 4. This process is an important first step in framing the context in which each student will work over the next two years.

We have an extremely dedicated and talented group of staff who are totally committed to delivering great lessons, ensuring our students achieve and exceed their potential. Please take time to discuss your options with our teachers, ensuring we make this important decision together.

John Vennart

Headteacher

## Guidance for Students

This is an exciting and crucial time for you as you begin to tailor and steer your education around what you enjoy and towards a particular career path.

This booklet will help you and your parents choose the best subjects for you to study in Year 10 and 11.

When deciding on your option choices, think about the following:

- Which subjects you enjoy studying?
- Which subjects you perform best in?
- Choosing a range of different courses, so that you have a broad base to select your Post-16 options from.
- Reading the subject information carefully to make sure you are fully aware of what each subject involves
- Asking for advice from your subject teachers and form tutors
- Discuss your thoughts with your parents

## Guidance for Parents

When your child enters Year 10 they will begin a new phase in their education. The next two years is called Key Stage 4.

All students follow a core curriculum that includes English, Mathematics, Science, Physical Education and Personal, Social, Health and Economic Education. Students will then choose additional option subjects. These options ensure your child had the opportunity to choose subjects for deeper study during the next two years.

As a parent or carer, you are in a great position to support your child through this process and help them look ahead to consider the implications of their choices. As someone who knows them well, you can discuss their favourite subjects at school and what they might want to do in the future. These conversations can help your child to choose options that reflect their strengths and potentially set them on the path for their future career.

Enrolment on Computer Science, Separate Sciences and Psychology will be subject to approval by the Head of Department and Senior Leaders and is based on recent attainment, behaviour and attitude to learning.

# Subject Details



## Core Curriculum:

English Language and Literature

Mrs L Finlay

Maths

Mrs S Thompson

Science

Dr C Shirley

## Option Subjects:

Art & Design – 3d Design

Ms R Sanders

Art & Design – Art, Craft & Design

Ms R Sanders

Art & Design – Photography

Ms R Sanders

Business

Mrs K Keeping

Computer Science

Mr G Keating

French

Mrs R Bivega

Health and Social Care

Mrs H Distefano

Geography

Mrs N Bridges

History

Miss C Hoggarth

Hospitality and Catering

Mr C De Roeck

Media Studies

Mr J Cass

Music

Miss E Cox

Performing Arts- Dance

Mrs L Bush

Performing Arts- Drama

Mr J Addis

Psychology

Mrs M Blair

Separate Sciences

Dr C Shirley

Sociology

Mrs M Blair

Spanish

Mrs R Bivega

Sport Studies

Mr C Ward

# Key Stage 4 Curriculum



## **All students study:**

- English Language
- English Literature
- Mathematics
- Personal, Social, Health and Economic Education (Delivered during Period 1)
- Physical Education
- Science (Combined)

## **EBacc Subjects:**

- Computer Science
- French
- Geography
- History
- Separate Sciences
- Spanish

## **Foundation Subjects:**

- Art & Design
- Art & Design – 3d Design
- Art & Design - Photography
- Business
- Health and Social Care
- Hospitality and Catering
- Media Studies
- Music
- Performing Arts – Dance
- Performing Arts - Drama
- Psychology
- Sociology
- Sport Studies

# Core Subject: GCSE English Language



**Examination Board:** AQA

## **Course Description:**

English Language enables students to develop the skills they need to read, understand and analyse a wide range of texts. In addition, they will be learning to communicate clearly and effectively.

## **How will students learn?**

Students will study English Language alongside English Literature in their lessons. They will study a range of fiction and non-fiction extracts as well as writing in a number of forms.

## **How will the course be assessed?**

English literature is 100% externally assessed.

There are two papers:

Paper 1: Creative Reading (One fiction extract, five reading questions, creative writing)

Paper 2: Viewpoints and Perspectives (Two non-fiction extracts, five reading questions, non-fiction writing)

## **Education Pathways after Year 11:**

A-Level English

IB English

English is also usually a requirement for further education courses.

## **Career Routes:**

Teacher

Copywriter

Lexicographer

Editor

Journalist

Lecturer

Writer

Writer

# Core Subject: GCSE English Literature



**Examination Board:** AQA

## **Course Description:**

GCSE English Literature is an inspiring, challenging and enriching course that allows students to explore a wealth of Literature. The texts on offer span our history and explore many aspects of both our human nature and society.

## **How will students learn?**

Students will study English Literature alongside English Language in their lessons. They will be analysing and exploring the texts and will be frequently producing extended responses to essay- style questions.

Students will read and analyse the following:

*Romeo and Juliet* by William Shakespeare

*A Christmas Carol* by Charles Dickens

*An Inspector Calls* by J.B Priestley

Power and Conflict Poetry

Unseen Poetry

## **How will the course be assessed?**

English literature is 100% externally assessed.

There are two papers:

Paper 1 *Romeo and Juliet* and *A Christmas Carol*

Paper 2 *An Inspector Calls*, Poetry Anthology and Unseen Poetry

## **Education Pathways after Year 11:**

A-Level English

IB English

English is also usually a requirement for further education courses.

## **Career Routes:**

Teacher

Copywriter

Lexicographer

Editor

Journalist

Lecturer

Writer

Writer

# Core Subject: GCSE Mathematics



**Examination Board:** Pearson

## **Course Description:**

This is a compulsory course which builds on the knowledge you have previously learnt in KS3. You will continue to learn new concepts and techniques whilst revisiting those already learnt. It is the aim that during term 3 of year 11 you will be in a position to begin your revision for your GCSE's. Concepts learnt in this course are to prepare you for the maths you will use during your everyday life, specialised maths which depend upon the career path you choose you may need and continue building the blocks for the subject for learning at a higher level.

## **How will students learn?**

Your lessons will be delivered by your class teacher and will consist of recalling prior knowledge, excellent explanations and modelling of new concepts, deep questioning to test your understanding. These lessons will be supported by continued online homework with Sparx Maths. Your homework will consist of short tasks to revisit key basic facts and longer tasks which are to extend your learning. You may also have the opportunity to complete rich tasks, the aim of which is to develop your mathematical thinking.

## **How will the course be assessed?**

The course is assessed by examination only.

There are 3 papers each 1 hour and 30 minutes

Paper 1 – non-calculator

Paper 2 – calculator

Paper 3 – calculator

All exams test all knowledge with Paper 3 concentrating on the application of this knowledge

## **Education Pathways after Year 11:**

IB maths Application and Interpretation course (or any of the IB maths courses)

A level maths

Accounting

Business Studies

## **Career Routes:**

Accountant

Financial adviser

IT

Business manager

Bank clerk

Statistical analyst

Finance clerk



# Core Subject: GCSE Combined Science



**Examination Board:** Pearson

## **Course Description:**

All students will follow the Combined Science course which develops scientific knowledge and understanding through the specific disciplines of Biology, Chemistry and Physics.

## **How will students learn?**

The course is designed to build on students' knowledge and understanding of the natural world, and the scientific method, they have developed during KS3. Students will develop an understanding of the nature, processes and methods of science, that helps them to answer specific questions about the world around them. They will learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory and in the field.

## **How will the course be assessed?**

Students will sit two papers for each science: a total of 6 papers at the end of Yr11. Each exam is 1 hour 10 minutes (2 x biology, 2 x chemistry and 2 x physics). These papers are available at foundation and higher tier. Students will be awarded 2 GCSEs in Science.

## **Education Pathways after Year 11:**

IB Sciences: Biology, Chemistry, Physics, and Psychology

BTEC Level 3 Applied Science

A Level Sciences: Biology, Chemistry, Physics

A Level Psychology, Computer Science

Degree courses in: Biomedicine, Medicine, Dentistry, Biology, Chemistry, Physics, Computer Science, Veterinary Science, Psychology

## **Career Routes:**

Science is a valuable qualification for a variety of post-16 options. Employers value the combination of logical thinking, data handling, scientific knowledge, and rigour of a science qualification. Those considering careers in construction, plumbing, or becoming an electrician will benefit from the knowledge and skills developed with a science qualification. A wide range of professions require a science background, such as medicine, dentistry, teaching, veterinary science, forensic science, space science, oceanography, lab technician, nanotechnology, weather forecasting, optometry, toxicology, radiography, electrician, cosmetic science, zoologist, environmental science, chemical engineering, petrochemicals. Food and drug companies also require biochemists. Science is an important supporting subject in many of these career options.

# Subject: GCSE Art & Design

## (Art, Craft and Design)



**Examination Board:** AQA

### **Course Description:**

This GCSE is designed to bring Art and Design to life and to help students to develop their artistic skills and expand their creativity, imagination and independence. What's more, the possibilities for personal expression are endless.

We want this to be an inspiring GCSE that will encourage students to consider a wide range of approaches to expressing themselves through different materials, media and techniques. It will help students gain knowledge and understanding of drawing, painting, sculpture, installation, print making, mixed media, photography and land art. Students will experience different work practices and look at relevant processes and equipment too.

### **How will students learn?**

The course is divided into two units and offers students the opportunity to develop their ability to actively engage in the processes of art and design. It enables students to build creative skills and imaginative ways of working. The course allows them to develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Portfolios will be presented creatively through a collection of sketchbooks and journals.

### **How will the course be assessed?**

Unit 1: Art and Design Portfolio	Controlled Assessment	60%
Unit 2: Art and Design Set Task	Exam (10 hours)	40%

### **Education Pathways after Year 11:**

IB Visual Arts

A Level Art & Design

BTEC National Diploma Level 3 Art & Design

Art Textiles

Photography

Degree courses in: Fine Art, Ceramics, Photography, Fashion Design

### **Career Routes:**

Depending on the options you take, it could lead towards a wide range of careers in the art and design field, including fine art, new media, games development, games technologies, fashion and more.

**Please note, students will not be able to study this course as well as GCSE 3D Design or Photography.**

# Subject: GCSE Art and Design (Three-Dimensional Design)



**Examination Board:** AQA

## **Course Description:**

Three-Dimensional Design is specifically tailored towards working with 3D materials and is primarily workshop based. The course is designed with a practical focus which means that both the coursework and exam elements are both practical portfolios. There is no written exam. If you select this option you will be required to use a range of materials, techniques and processes within a workshop setting. Possible areas of study include: architectural design, product design, interior design, environmental design (landscape/garden), model making, ceramics, theatre and jewellery design.

Possible skills you will learn: developing ideas for purpose, model making, construction, assembling, modelling and surface treatment. You will explore a variety of materials: drawing, clay, wood, metal, plaster, plastics and found materials.

## **How will students learn?**

The course is divided into two units and offers students the opportunity to develop their ability to actively engage in the processes of 3D design. It enables students to build creative skills and imaginative ways of working. The course allows them to develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Portfolios will be presented creatively through a collection of folders and/or journals.

## **How will the course be assessed?**

Unit 1: Art and Design (3D Design) Portfolio	Controlled Assessment	60%
Unit 2: Art and Design (3D Design) Set Task	Exam (10 hours)	40%

## **Education Pathways after Year 11:**

IB Visual Arts

A Level Art & Design

BTEC National Diploma Level 3 Art & Design

Degree courses in: Design, Architecture, Model Making, Spatial/Interior Design, Set/Theatre Design

## **Career Routes:**

Depending on the options you take, it could lead towards a wide range of careers in creative arts industry, such as Architect, Landscape Designer, Model Maker, Prop and Set Designer and many more.

**Please note, students will not be able to study this course as well as GCSE Art, Craft and Design or Photography.**

# Subject: GCSE Art and Design (Photography)



**Examination Board:** AQA

## **Course Description:**

Photography is an art-based GCSE which allows pupils the opportunity to explore a wide range of photographic techniques and processes to produce photographic art outcomes. Pupils will use light sensitive mediums and digital methods of development to create 2D/3D pieces of art or moving images.

On this course pupils will learn how to operate DSLR cameras manually, working within a studio or location setting. They will be expected to document their learning journey visually in sketchbooks. They will explore a range of historical and contemporary artists and photographers through projects that focus on portraiture, landscapes, installation, and experimental imagery.

They will work with film, photographic papers, digital media, programs, and related technologies. This course would be suitable for pupils who have an interest in photography, film, art, graphics, and digital media.

## **How will students learn?**

The course is divided into two units and offers students the opportunity to develop their ability to actively engage in the processes of Photography. They will build creative skills through learning and doing, to develop imaginative ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies, and cultures. Portfolios will be presented creatively through a collection of sketch books, journals, folders and online.

## **How will the course be assessed?**

Unit 1: Art and Design (Photography) Portfolio	Controlled Assessment	60%
Unit 2: Art and Design (Photography) Set Task	Exam (10 hours)	40%

## **Education Pathways after Year 11:**

IB Visual Arts	A Level Photography	A Level Art and Design
BTEC Level 3 Art & Design	Level 3 Photography	

Degree courses in: Photography, Art and Design, Graphics,

## **Career Routes:**

Depending on the options you take, it could lead towards a wide range of careers in Photography. For example, you could become a: Photojournalist, Advertising Photographer, Fashion Photographer, Graphic Designer, Photo Editor, Wildlife Photographer, Medical Photographer, Scientific Photographer, Industrial Photographer, Aerial Photographer, Architectural Photographer, Camera Operator, Imaging Specialist or work within Film.

**Please note, students will not be able to study this course as well as GCSE Art, Craft and Design or 3d Design.**

# Subject: GCSE Business



**Examination Board:** Pearson

## **Course Description:**

In the first year, we explore core concepts through the lens of an entrepreneur setting up a business & making decisions to become successful including:

- Enterprise and Entrepreneurship, Aims & Objectives, Understanding customer needs & competition.
- Analysing Costs, Revenues, Profit & Business Plans.
- Market research & the Marketing Mix & Understanding external influences on business including stakeholders, technology, legislation & the economy.

In the second year, students build on their knowledge exploring decision making by National, International & Global Businesses and focusing on:

- Business growth & the impact of globalisation & the ethical and environmental questions facing businesses.
- Managing the Marketing Mix & Managing Operations including design, supply, quality & sales
- Making financial decisions & Making Human Resource decisions including organisational structure, recruitment, training & motivation

## **How will students learn?**

Students are introduced to the knowledge of a topic to help explore it and apply to a variety of real-life Businesses scenarios. Students are supported to develop their exam technique, in order to master answering multiple choice calculations, calculations, short and written responses.

## **How will the course be assessed?**

Two themes:

Investigating small Business	External Assessment	50%
Building a Business	External Assessment	50%

## **Education Pathways after Year 11:**

Level 3 Business qualifications

## **Career Routes:**

Sales	Finance	Law
Marketing	Human Resources	IT
Project Management	Product Design	Production Management
Operations	logistics	Admin
Entrepreneur	Own Business	

# Subject: GCSE Computer Science



**Examination Board:** OCR

## **Course Description:**

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

The course is also designed for students to develop their understanding of modern technology and explores the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, data representation and ethical values behind modern computer programs.

## **How will students learn?**

This course enables students to develop a wide range of computational skills that can be applicable to real life situations. The course is centred on practical problem solving. As a result, students will be taught through a range of techniques designed to develop their ability to think creatively, innovatively, analytically, logically and critically. These are all skills that many students can take forward into further study or the world of work.

## **How will the course be assessed?**

Paper 1 – Computer Systems	1hr45minutes	50%
Paper 2 – Computational thinking, programming and Algorithms	1hr45minutes	50%

## **Education Pathways after Year 11:**

A level or IB Computer Science

BTEC ICT

## **Career Routes:**

Computer Programmer	Cyber Security
Software Developer	Hardware Engineer
AI Engineering	Mobile App Development
Network Engineering	Business Analyst

Enrolment on this course will be based on recent attainment, behaviour and attitude to learning in Year 9 Computer Science lessons.

# Subject: GCSE French



**Examination Board:** Edexcel

## **Course Description:**

Students follow a two-year course covering six broad thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## **How will students learn?**

The course aims to teach students how to communicate effectively in French through key vocabulary and content linked to the six main topic areas above. Teaching is conducted using a variety of materials and authentic resources to develop the four language communication skills: listening, speaking, reading and writing, improving their communicative skills and adding an international dimension to their education. Throughout the two-year course, students are required to work both independently and collaboratively in class.

## **How will the course be assessed?**

Listening and Understanding	Examination	25%
Speaking	Internally Conducted Examination	25%
Reading and Understanding	Examination	25%
Writing	Examination	25%

## **Education Pathways after Year 11:**

This course lays the foundations for further study at post-16, for both A Level French and IB qualifications.

## **Career Routes:**

Business – Personnel manager, sales, import-export

Communications – Translator, interpreter, advertising, film and entertainment, journalist.

Education – Teacher, overseas teacher.

Government Services – United Nations, armed forces, intelligence, immigration.

Travel Services – Hotel staff, travel agents, airline industry.

# Subject: GCSE Geography



**Examination Board:** Pearson

## **Course Description:**

The course aims to inspire and move students by following a broad course.

Students look at a wide variety of geographical issues and concepts, based around topics such as climate change, coastal management, population and globalisation. Students get the opportunity to apply their knowledge and skills with fieldwork and practical investigations.

They develop their knowledge and understanding of geographical concepts and apply these to a changing world. They learn to appreciate the importance of the location of a place and how it integrates with other environments, societies and cultures.

## **How will students learn?**

The course enables you to develop a wide range of skills that is a mixture of written work, reading and presentations. Students will have the opportunity to complete two key pieces of fieldwork that will allow them to gain a range of different skills such as; data collection and independent study skills. This will then aid them in their completion of paper 3 in their end of year exams.

## **How will the course be assessed?**

Three examinations:

Unit 1 – The Physical Environment	1hr30m Examination	37.5%
Unit 2 – The Human Environment	1hr30m Examination	37.5%
Unit 3 – Geographical Investigation	1hr30m Examination	25%

## **Education Pathways after Year 11:**

AS/A2/IB Geography

AS/A2 Geology

AS/A2/IB Politics

AS/A2 Sociology

## **Career Routes:**

Urban Planning	Cartographer
Construction Industry	GIS Specialist
Transportation Management	Climatologist
Environmental Management	Seismology



# Subject: BTEC Health and Social Care



**Examination Board:** Pearson

## **Course Description:**

BTEC Health and Social Care has been designed to provide students the opportunity to gain a broad understanding and knowledge of the health and social care sector. The course gives students the opportunity to understand the human 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.

## **How will students learn?**

The lesson structure will vary throughout the course. There will be formal lessons which will be teacher directed, whereas other lessons will involve students taking responsibility for their learning. This could involve working with others, contributing to discussions or independent learning.

## **How will the course be assessed?**

Component 1 - Human Lifespan Development	Controlled Assessment	30%
Component 2 - Health and Social Care Services and Values	Controlled Assessment	30%
Component 3 - Health and Wellbeing	External Examination	40%

## **Education Pathways after Year 11:**

Level 3 BTEC in Health and Social Care	AS/A2 Biology
Level 3 BTEC in Science	

## **Career Routes:**

Teacher	Home Care Assistant
Child Care Assistant	Social Worker
Caring for the elderly	Health Care Assistant

# Subject: GCSE History



**Examination Board:** Pearson

## **Course Description:**

The course covers key events, periods and societies in British and wider world history. There are opportunities to study aspects of the course from different cultural perspectives, allowing students to understand and engage with a wide diversity of human experience.

There is a focus on modern British and European societies as well as a unit that ranges across British History branching back to the medieval period. Students will take four units of work to allow them to complete three written examinations. They will look at; Medicine in Britain c1250-present with an investigation into the British sector of the Western Front, 1914-1918; The American West c1835-95; Early Elizabethan England c1558-88 and Weimar and Nazi Germany 1918-39.

## **How will students learn?**

The course enables students to develop a wide range of skills which are transferable across many different subjects and working environments. Students will be developing skills of enquiry, analysis, critical thinking and synthesis. The work will focus on a range of sources, which students will utilise within their historical context, enabling them to investigate historical claims critically, and empowering them to ask relevant and significant question about the past. The course also enables students to develop their independent learning skills.

## **How will the course be assessed?**

Three examinations:

Paper 1: Medicine in Britain, c1250-present	1hr20m Examination	30%
Paper 2: The American West, c1835-95, and Early Elizabethan England, 1558-88	1hr50m Examination	40%
Paper 3: Weimar and Nazi Germany, 1918-39	1hr30m Examination	30%

## **Education Pathways after Year 11:**

AS/A2 History

AS/A2 Politics

IB History

AS/A2 Sociology

## **Career Routes:**

Journalism

Archaeology

Law

Architecture

Publishing

Nature Conservation

Teaching

Historic and Heritage Sites

Libraries and Record Offices

Politics

# Subject: WJEC Hospitality and Catering



**Examination Board:** WJEC

## **Course Description:**

A personalised pathways programme for a select group of students. This qualification is designed for students who have an interest in food and cookery and the hospitality and catering industry.

Students will have to plan and cook a range of different dishes for the internally assessed unit. The brief is set by the exam board each year. During the course students will be expected to cook a range of dishes to cover key skills the exam board requires to be taught.

## **How will students learn?**

The course will provide students with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give students a basic understanding of the skills required for a career in food. The course is made up on 1 internally assessed unit and 1 externally assessed written exam.

## **How will the course be assessed?**

Unit 1 – Written exam with 4 specific objectives. 1hour 20 minute paper	40%
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Unit 2 – Internal practical exam.	
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Plan and cook 2 dishes suitable for the brief including written coursework.	60%
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A 3.5-hour practical exam to cook 2 dishes. Starters, mains or desserts.	
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## **Education Pathways after Year 11:**

College

Apprenticeship

## **Career Routes:**

Hospitality and Catering Industry

# Subject: GCSE Media Studies



**Examination Board:** AQA

## **Course Description:**

AQA GCSE Media Studies is an exciting and dynamic course that explores the fascinating world of media and its impact on society. Students will develop a deep understanding of various media forms, including television, film, radio, and print, as well as digital and online media. The course is designed to nurture critical thinking, creativity, and analytical skills, empowering students to become savvy media consumers and producers.

Through engaging topics and real-world case studies, students will investigate the role of media in shaping culture, opinions, and identities. They will also delve into the practical aspects of media production, learning the fundamentals of creating their own media content.

This GCSE equips students with critical thinking, communication, and creative skills that are highly valued in today's media-driven world.

## **How Will Students Learn:**

The learning experience in AQA GCSE Media Studies is diverse and hands-on. Students will participate in interactive discussions, analyse media texts, and have the opportunity to develop their own media projects. The curriculum incorporates both theoretical and practical components, fostering a well-rounded understanding of the subject.

Guest speakers from the media industry, and workshops will enhance the learning experience, providing students with valuable insights into the real-world applications of media studies.

**How Will the Course be Assessed:** Assessment in AQA GCSE Media Studies is a balanced mix of examinations and practical coursework. The final grade is determined by:

### **1. Paper 1: Exploring the Media (35%)**

- Written examination exploring media language and representation.

### **2. Paper 2: Understanding Media Forms and Products (35%)**

- Written examination focusing on media industries, audiences, and media contexts.

### **3. Non-Exam Assessment (NEA) - Creating a Media Product (30%)**

- Practical coursework where students plan, produce, and evaluate their own media product.

This combination of assessments ensures that students not only comprehend theoretical concepts but also have the opportunity to showcase their creative and practical skills.

## **Education Pathways After Year 11:**

Successful completion of AQA GCSE Media Studies opens up various educational pathways for students. Many choose to continue their media studies by opting for A-level Media Studies or other related courses in sixth form or college. The knowledge and skills acquired in this GCSE can also complement studies in subjects like English, sociology, or creative arts.

## **Career Routes:**

Journalism

Advertising and Marketing

Public Relations

Film and Television Production

Digital Media and Content  
Creation

Social Media Management

# Subject: BTEC Music



**Examination Board:** Pearson

## **Course Description:**

The course is a practical introduction to life and work in the music industry and is centred around music performance, composition and careers within music. It builds on learning from key stage 3 and provides a vocational route through key stage 4.

Students will complete three units of work:

Component 1 – Exploring the Music Industry

Component 2 – Developing Music Skills

Component 3 – Responding to a Music Brief

## **How will students learn?**

Students will explore musical styles and techniques through practical workshops, listening exercises, research, composing, production and performing tasks. They will reflect on their progress, set targets and develop skills in chosen areas.

All students will be required to play a musical instrument (which can include singing), and to have instrumental tuition in school or privately for the duration of the course as well as attend ensemble rehearsals. Students will need to take part in performances in groups and by themselves to a variety of audiences. Organisation and preparation are key to this course, as well as the ability to respond positively to feedback.

**All students are expected to be ambassadors of music both in and outside of school, regularly taking part in performances including concert and school productions.**

## **How will the course be assessed?**

Three Units:

Component 1 – Exploring the Music Industry	Internal Assessment	30%
Component 2 – Developing Music Skills	Internal Assessment	30%
Component 3 – Responding to a Music Brief	External Assessment	40%

## **Education Pathways after Year 11:**

BTEC Level 3 National Diploma in Performing Arts. This would allow access to degree courses in Performing Arts/Music.

## **Career Routes:**

Performer	Entertainment Industry	Events Organisation
Composer	Holiday Rep	Teaching
Arts Administration	Working with Children	Working in a theatre

# Subject: BTEC Performing Arts - Dance Pathway



**Examination Board:** Pearson

## **Course Description:**

The course has been designed to provide an engaging and stimulating introduction to the world of dance and provides a vocational route through Key Stage 4. The course provides students with the opportunity to develop existing skills as well as learning new skills.

Students will complete three units of work:

Component 1 – Exploring the Performing Arts

Component 2 – Developing Skills and Techniques in the Performing Arts

Component 3 – Performing to a Brief

## **How will students learn?**

Students will learn through a variety of ways including taking part in dance technique classes, group and individual work, rehearsing, performing and analysing. They will learn about choreographers and dance styles through research tasks and practical exploration, for example Fosse, Jazz, Contemporary, Street, Commercial, Lyrical, Latin and Musical Theatre dance styles. They will then apply their knowledge within the final unit, creating a piece based on a set brief. Previous experience of dance would be ideal but not essential. Enthusiasm and a willingness to take part is more important!

All students must be prepared to perform both on their own and in groups, in front of a variety of different audiences. Students should be organised and carry out regular reviews of their progress.

**All students are expected to be involved in school productions and be prepared to attend rehearsals in lunchtimes and after school.**

## **How will the course be assessed?**

Component 1 – Exploring the Performing Arts	Internal Assessment	30%
Component 2 – Developing Skills and Techniques	Internal Assessment	30%
Component 3 – Performing to a Brief	External Assessment	40%

## **Education Pathways after Year 11:**

BTEC Level 3 National Diploma in Performing Arts. This would allow access to degree courses in Performing Arts/Dance

## **Career Routes:**

Dancer	Entertainment Industry	Cruise ship entertainer
Artistic Director	Holiday Rep	Teaching
Working in a theatre	Working with children	Choreographer

# Subject: BTEC Performing Arts - Drama Pathway



**Examination Board:** Pearson

## **Course Description:**

The course has been designed to provide an engaging and stimulating introduction to the world of drama. It builds on learning from Key Stage 3 and provides a vocational route through Key Stage 4. The course provides students with the opportunity to develop existing skills as well as learning new skills.

Students will complete three units of work:

Component 1 – Exploring the Performing Arts

Component 2 – Developing Skills and Techniques in the Performing Arts

Component 3 – Performing to a Brief

## **How will students learn?**

Students will learn through a variety of ways including taking part in workshops, group and individual work, rehearsing, performing and analysing. They will learn about practitioners and performance styles through research tasks and practical exploration and then apply their knowledge within the final unit, creating a piece based on a set brief.

All students must be prepared to perform both on their own and in groups, in front of a variety of different audiences. Students should be organised and carry out regular reviews of their progress.

**All students are expected to be involved in school productions and be prepared to attend rehearsals in lunchtimes and after school.**

## **How will the course be assessed?**

Three Units:

Component 1 – Exploring the Performing Arts	Internal Assessment	30%
Component 2 – Developing Skills and Techniques	Internal Assessment	30%
Component 3 – Performing to a Brief	External Assessment	40%

## **Education Pathways after Year 11:**

BTEC Level 3 National Diploma in Performing Arts. This would allow access to degree courses in Performing Arts.

<b>Career Routes:</b>	Entertainment Industry	Events Organisation
Performer	Holiday Rep	Teaching
Arts Administration	Working with Children	Working in a theatre

# Subject: GCSE Psychology



**Examination Board:** Pearson

## **Course Description:**

GCSE Psychology help students to gain knowledge and understanding of key psychological approaches through the investigation and observation of specific human behaviours, such as; development, memory, psychological problems, social influence and criminal psychology. Students will develop their analytical skills by comparing and contrasting different theories and drawing reasoned conclusions.

## **How will students learn?**

The course allows students to develop a wide range of skills that can be applicable in every other subject. They will learn key theories and studies that will allow them to understand why humans think, feel and act the way they do. They will use their knowledge in application to real-life scenarios and evaluate where they may see these theories in action in their own lives.

## **How will the course be assessed?**

Two written exams:

Paper 1: Development, Memory, Psychological problems, Neuropsychology (the brain) and Social influence

1hr45minutes

55%

Paper 2: Research methods, Criminal psychology and Sleep and dreaming

1hr20minutes

45%

## **Education Pathways after Year 11:**

Level 3 qualifications including IB study and onto university undergraduate programmes.

## **Career Routes:**

Social Sciences

Nursing

Medical Professions

Law and Media

Criminal Study

Health and Social Care

Teaching

Due to the academic requirements of the subject, year 9 assessed grades and attitude to learning will be taken into account before enrolling students on this course.



# Subject: GCSE Seperate Science



**Examination Board:** Pearson

## **Course Description:**

The Separate Science course is for students that are interested in a broader and deeper knowledge of science. The course develops scientific knowledge and understanding through the specific disciplines of Biology, Chemistry and Physics. Students that choose Separate Science as a GCSE option will have additional science lessons to study the extra content.

## **How will students learn?**

The course is designed to develop a curiosity about the natural world and gives an insight into how science works. Students will develop an understanding of the nature, processes and methods of science, that helps them to answer specific questions about the world around them. They will learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory and in the field.

Due to the academic requirements of the subject, current attainment and attitude to learning will be considered before enrolling students on this course.

## **How will the course be assessed?**

Students will sit two papers for each science: a total of 6 papers at the end of Yr11. These papers are available at foundation and higher tier. Each science equates to a single GCSE and students will be awarded 3 GCSEs: 1 x Biology, 1 x Chemistry and 1 x Physics.

Paper 1 for each science is 1 hour 45 minutes and equates to 50% of the separate science.

Paper 2 for each science is 1 hour 45 minutes and equates to 50% of the separate science.

## **Education Pathways after Year 11:**

IB Sciences: Biology, Chemistry, Physics, and Psychology

BTEC Level 3 Applied Science

A Level Sciences: Biology, Chemistry, Physics

A Level Psychology, Computer Science

Degree courses in: Biomedicine, Medicine, Dentistry, Biology, Chemistry, Physics, Computer Science, Veterinary Science, Psychology

## **Career Routes:**

Science is a valuable qualification for a variety of post-16 options. Employers value the combination of logical thinking, data handling, scientific knowledge, and rigour of a science qualification. Those considering careers in construction, plumbing, or becoming an electrician will benefit from the knowledge and skills developed with a science qualification. A wide range of professions require a science background, such as medicine, dentistry, teaching, veterinary science, forensic science, space science, oceanography, lab technician, nanotechnology, weather forecasting, optometry, toxicology, radiography, electrician, cosmetic science, zoologist, environmental science, chemical engineering, petrochemicals. Food and drug companies also require biochemists. Science is an important supporting subject in many of these career options.

# Subject: GCSE Sociology



**Examination Board:** AQA

## **Course Description:**

Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime, deviance and social stratification. Sociology involves the observation and explanation of human behaviour in a wide variety of areas. Students will answer Sociological questions such as; why do girls perform better than boys in education?, Why do working class people commit more crime? and Who is more likely to face poverty in society? Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

## **How will students learn?**

The course enables you to develop a wide range of skills that is a mixture of written work, reading and presentations. Students will also learn how to apply various research methods to different sociological contexts. They will be introduced to sociological terms and concepts concerned with social structures, social processes and social issues.

## **How will the course be assessed?**

Two examinations:

Paper 1 – The Sociology of Families and Education	1hr45m Examination	50%
Paper 2 – The Sociology of Crime and Deviance and	1hr45m Examination	50%

Social Stratification

## **Education Pathways after Year 11:**

AS/A2/IB Psychology

AS/A2/IB History

AS/A2 Sociology

AS/A2/IB Social and Cultural Anthropology

## **Career Routes:**

Journalism

Teaching

Law

Libraries and Record Offices

Publishing

Social Care

# Subject: GCSE Spanish



**Examination Board:** Edexcel

## **Course Description:**

Students follow a two-year course covering six broad thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## **How will students learn?**

The course aims to teach students how to communicate effectively in Spanish through key vocabulary and content linked to the six main topic areas above. Teaching is conducted using a variety of materials and authentic resources to develop the four language communication skills: listening, speaking, reading and writing, improving their communicative skills and adding an international dimension to their education. Throughout the two-year course, students are required to work both independently and collaboratively in class.

## **How will the course be assessed?**

Listening and Understanding	Examination	25%
Speaking	Internally Conducted Examination	25%
Reading and Understanding	Examination	25%
Writing	Examination	25%

## **Education Pathways after Year 11:**

This course lays the foundations for further study at post-16, for both A Level Spanish and IB qualifications.

## **Career Routes:**

Communications – Translator, interpreter, advertising, film and entertainment, journalist.

Education – Teacher, overseas teacher.

Government Services – United Nations, armed forces, intelligence, immigration.

Travel Services – Hotel staff, travel agents, airline industry.

# Subject: BTEC Tech Award in Sport



**Examination Board:** Pearson

## **Course Description:**

BTEC Tech Award in Sport is a vocational qualification which is made up of three units and learners are assessed in various ways throughout the course. The vocational content is completely different from traditional subjects as learners will discover many different aspects about the sports and physical activity industry – from barriers and solutions to participation, to coaching fellow students in different activities. Learners will be assessed through the production of written assignments based on released assessments from Pearson, as well as completing practical tasks in various sporting activities that will be filmed as part of the assessment process.

## **How will students learn?**

Throughout the course, students will learn in various ways as they will be required to take part in both classroom theory lessons, as well as practical sporting lessons. During the theory lessons, students will learn content that is extremely relevant and contemporary to the world around them, where they will then be required to put this knowledge into assignments that will form part of their final grade in year 11. Their practical lessons will develop not only their playing ability across different sports, but also their coaching as they will be required to plan and deliver a variety of coaching sessions from warm-ups to skill development, which will also contribute to their final grade.

## **How will the course be assessed?**

Three assessed Components:

Component 1	Internal Assessment	approx. 30%
Component 2	Internal Assessment	approx. 30%
Component 3	External Assessment	approx. 40%

## **Education Pathways after Year 11:**

Level 3 BTEC Sport (and Exercise Science)	BTEC Science
Physical Education AS/A Level	Biology AS/A Level
Active IQ	

## **Career Routes:**

Personal Trainer	Army
PE Teacher	Police
Gym Manager	Fire Brigade
Physiotherapist	