

Options Booklet 2026

Ormiston Chadwick Academy

ORMISTON CHADWICK ACADEMY

AGE QUOD AGIS



‘Age Quod Agis’

Your Pathways to Success

Dear student,

This booklet has been created to help you choose courses you think you will enjoy. You should choose, subjects that will help you achieve your potential and realise your dreams for the future.

At Key Stage 4 (KS4) all students will study Maths, English, Science, Personal Development, RE and Core PE. You will then have 3 option choices to choose from.

We want you to enjoy learning and therefore you should choose courses that are best suited to you and your future ambitions. Please think about your options carefully and discuss them with your parents before finalising your decision.

All our options have examinations, however some courses do combine other elements such as coursework and practicals.

Regular attendance is vital to your success. Research has shown that if you attend less than 95% of the time, you will lose out on achieving higher grades that you are capable of, as well as struggling to complete course requirements. Furthermore, attendance below 90% means that you are unlikely to achieve a standard Pass (Grade 4) in Maths and English.

The KS4 curriculum at OCA is highly enjoyable, purposeful and designed to help you achieve. Your teachers will challenge you to attain your very best and will support you every step of the way. I hope you will enjoy this extensive offer of a wide variety of curriculum experiences and choose wisely with future ambitions in mind.

I wish you every success.

Mrs J Lowry-Johnson

Principal
Ormiston Chadwick Academy

ORMISTON CHADWICK ACADEMY AGE QUOD AGIS

Questions and Answers

WHAT ARE MY CHOICES?

This booklet takes you through the Core Curriculum subjects (Maths, English and Science) which are mandatory at GCSE and will provide you with a broad and balanced subject base. Students will also carry out Physical Education as a practical core subject and Personal Development which encompasses the 8 strands including Religious Education. After the Core Curriculum subjects, you will have three options to choose (one from each of the option blocks). You will find information about all of the subjects on offer at Key Stage 4 within this booklet.

It is important that you enjoy learning. We want you to pick courses that you find interesting, play to your strengths and develop your skills. You should consider carefully how these choices will affect your final years at OCA and future careers. Many courses of study will link directly into sixth form courses. Don't let your friends' choices influence yours!

ARE THERE DIFFERENT PATHWAYS?

There are no pathways at OCA. All students are given equal access to all subjects on offer at Key Stage 4. Any student can select GCSE or BTEC/Vocational qualifications regardless of their level of ability or previous progress. Separate Sciences of Biology, Chemistry and Physics are also available for all students who which to select this particular science route. Students are encouraged to consider taking the Ebacc qualification as part of their options (English, maths, science, humanities subject and a language), hence these subjects are on offer across multiple option blocks to allow for a variety of Ebacc combinations.

GCSE qualifications will be graded 1-9, whereas the BTEC/Vocational subjects will be graded with pass, merit and distinction.

IS THERE A DIFFERENCE BETWEEN THE QUALIFICATIONS ON OFFER?

We offer a range of GCSE and BTEC/Vocational subjects to suit all individuals and provide a wide spread of opportunities that lead students onto the next stage of their career. Both GCSEs and BTEC/Vocational qualifications carry the same weighting and credit leading into further and higher education. Any qualification carried out at Key Stage 4 at OCA will allow access onto; A Levels, BTEC Level 3 Nationals/T'Levels, Apprenticeships and through to universities.

HOW DO I INDICATE MY OPTION CHOICES?

Study carefully the subject information that follows in this booklet and be sure to understand what you are taking on. Having attended the options evening, discuss your options with your parents/carers and teachers to make sure you are making the right decisions. Select your top 3 ranked option choices in order for each option block. You and your parents/carers can request an interview to finalise your choices if necessary. Once you have made your final choices complete the options form and return to your form tutor or Head/Assistant Head of Year.

CAN I CHANGE MY MIND LATER?

When you have made your choices, numbers are balanced in teaching groups as some resource bases have limited numbers due to health & safety requirements, and then the timetable is prepared. This is a long process and once confirmed it cannot be readily changed. Occasionally, a few changes are permitted in the first few weeks of the Autumn Term, but only when numbers and extreme circumstances allow this. Any changes will require parent involvement and at times may be granted on a trial basis. Those courses that are full will not have the space to accept additional numbers.

WILL I AUTOMATICALLY SECURE A PLACE ON MY FIRST CHOICE COURSES?

Not necessarily, for three reasons:

1. The range of subjects offered now, at the planning stage, may have to be modified because of staffing or other constraints such as space/facilities. Due to the wide curriculum offer, there is sometimes one or two subjects that do not attract the necessary number of students to be financially viable. Each year group is different, so at this stage we do not know which subjects will run. This is why it is very important to think carefully about second choices.

2. It may be necessary to limit numbers for safety reasons and for access to equipment, therefore, there is a limit on those that can be accepted onto that course.

3. Students' levels of attainment and progression in Year 9 will be taken into consideration before confirmation of final choices, for example, any students that may have shown health & safety concerns when carrying out a practical subject may not be considered for such a course.

WHICH TARGETS WILL I BE SET?

Your minimum expected grade will be based on any entry levels that you came to the Academy with from primary school, as well as baseline assessments such as GL and CATs that you carried out early in Year 7. The government uses this information to determine what you should achieve at KS4. You should be aiming to achieve a positive Progress 8 score. Our targets will be set at a minimum of one grade higher than your minimum expected grade to enable you to do this. We are ambitious about your future and we want you to be too.

Option 1 (3 Hours)	Option 2 (2 Hours)	Option 3 (2 Hours)
History	Geography	History
Geography	Spanish	Computer Science
Spanish	BTEC Sport	BTEC Dance
GCSE PE	GCSE Drama	Business Studies
BTEC Sport	Art: Fine Art	Art: Fine Art
GCSE Music	Art: Textiles	Art: 3D Design
Art: Graphics	Engineering	Animal Care
Business Studies	Hospitality & Catering	Engineering
Animal Care	Hair & Beauty	Hospitality & Catering
Child Development	Digital Information Technology	Religious Studies

PLEASE NOTE YOU CAN ONLY TAKE ONE 'ART', ONE 'SPORT' AND ONE 'BUSINESS' OPTION.

Any further questions please speak to Mrs Johnson (Vice Principal).

GCSE English Language (AQA)



Here at OCA you will work towards two exciting GCSEs in English: English Language and English Literature. The courses are varied and engaging and there is never a dull moment in a KS4 English classroom! Both courses are 100% examination, single tier entry (no higher or foundation paper) and you will be graded using a numerical system: 9-1 (9 being the highest grade).

Subject Content
1.Explorations in creative reading and writing
2.Writers' viewpoints and perspectives
3.Non-exam assessment

Assessment
All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing
- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Section A: Reading - one literature fiction text (40 marks)
Section B: Writing - descriptive or narrative (40 marks)

Paper 2: Writers' Viewpoints and Perspectives
- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Section A: Reading - one non-fiction text and one literary non-fiction text (40 marks)
Section B: Writing - writing to present a viewpoint (40 marks)

Non-examination Assessment: Spoken Language
- individual presentation
- responding to questions and feedback
- use of Standard English

Separate endorsement (0% of overall grade)



English Literature (AQA)

This qualification is designed to inspire, challenge and motivate every student, no matter what their level of ability, taught through creative and engaging lessons and covering an ambitious breadth of literature.

Paper 1: Shakespeare and The 19th Century Novel

- 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Section A: Shakespeare
You will answer one question on Romeo and Juliet. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th Century Novel
You will answer one question on A Christmas Carol. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry

- 2 hours 15 minutes
- 96marks
- 60% of GCSE

Section A: Modern Texts
You will answer one essay question from a choice of two on the play, An Inspector Calls.

Section B: Poetry
You will answer one comparative question on one named poem printed on the examination paper and one other poem from the 'Power & Conflict' anthology.

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

GCSE Mathematics



SUBJECT AND QUALIFICATION

Mathematics Higher Tier & Foundation Tier – Edexcel Linear Specification

WHAT THIS COURSE IS ABOUT

The Mathematics GCSE is 100% examination. There is no coursework component. The Exam is set at 2 tiers allowing a different range of grades to be obtained.

- Higher Tier: Grades 3 - 9
- Foundation Tier Grades 1 - 5

Due to the nature of the above, each tier follows a different scheme of work. However, every student covers topics from the main attainment topics, namely

- Number & Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability & statistics

The course is designed to develop student knowledge and confidence in mathematics.

ASSESSMENT DETAILS

Students are assessed throughout the year using an accumulation of topics covered to that point, as well as being test using exam papers. Data is collected centrally by school and student progress is monitored. Procedures are used in order to identify weak areas for each student and individual intervention programmes are implemented.
Each tier is assessed using 3 external examinations, and the examination is in May/June of year 11. Students are also encouraged to be able to tackle problems with/without a calculator. At the end of the course there are three exam papers.
Paper 1: Non-calculator – 1 hour 30 minutes
Paper 2: Calculator – 1 hour 30 minutes
Paper 3: Calculator – 1 hour 30 minutes

THIS COURSE IS FANTASTIC BECAUSE…

Mathematics is an essential skill we need for everyday life. During the GCSE course we investigate challenging Mathematics problems which will stretch and inspire students and help develop their ability and skills for the future. Students will develop their problem-solving skills, and learn how to communicate mathematically. We believe that Mathematics provides a way of viewing and making sense of the world.

THIS COURSE WOULD LEAD ON TO THE FOLLOWING POST 16 COURSES:

All destinations when leaving secondary school will require skills in numeracy. When applying for most college courses regardless of the subject if you have not gained a 5 or above then the college will normally make you continue to study mathematics. Grade 7 or above is required at most colleges to study A Level Mathematics/Further Mathematics/Statistics. Most employment and training pathways also require a level 4/5 at GCSE level or equivalent.



GCSE Science

Some students on the Purple pathway have the opportunity to study the three separate sciences: Biology, Chemistry and Physics and will therefore achieve three GCSEs at the end of the course.

The remaining students on the Purple pathway and all those on the Gold and Red pathway will study the AQA Trilogy Pathway and hence will achieve two GCSEs at the end of the course.

There are two tiers available:
Foundation, awarding grades 1 to 5
Higher, awarding grades 5 to 9

THE COURSE IS DESIGNED TO ENABLE STUDENTS TO:

- Develop the skills and attributes required to study the sciences and science related courses at A level and University
- Recognise the impact of science and technology on everyday life and have an understanding of the career opportunities available in STEM related subjects
- Make informed personal decisions about issues and questions that involve science; e.g. decisions about childhood vaccinations, air quality, and mobile phone safety.

STUDENTS WILL FURTHER GAIN DEEPER UNDERSTANDING OF:

- Scientific explanations and models
- How these concepts can be applied to the benefit of humanity
- How scientists help to develop our understanding of ourselves and the world we inhabit.

ASSESSMENT AS FOLLOWS:

Students are assessed throughout the year using an accumulation of topics covered to that point. Data is collected centrally by school and student progress is monitored.

AQA COMBINED SCIENCE: TRILOGY SPECIFICATION: 2 SCIENCE GCSES

Some students on the Purple pathway and all students on the Gold and Red pathways follow the AQA Combined Science: Trilogy specification in years 10 and 11. The qualification is linear and pupils will sit all their exams at the end of year 11. Pupils will sit **6 exams** (2 Biology, 2 Chemistry and 2 Physics papers)

PRACTICAL ASSESSMENT:

Practical work is at the heart of science and students will develop their scientific skills through scientific investigation. Students will complete 21 required practical activities throughout the course, in addition to other scientific investigations embedded within our schemes of learning.
Assessment of practical skills in science consists of three components: 1. Apparatus and techniques set by the DfE (ATs) 2. Required practicals (RPs) designed to deliver the apparatus and techniques, of which 15% of the marks on the papers will be assigned to 3. Working scientifically (WS) These three components will be assessed across the papers at each level of demand using a full range of question types.

AQA Biology, Chemistry and Physics: 3 Separate science gcses



Those students on the Purple pathway that have the opportunity to follow the AQA Biology, Chemistry and Physics specifications in years 10-11 leading to 3 separate GCSEs. The qualification is linear and pupils will sit all their exams at the end of year 11.

Pupils will sit **6 exams** (2 Biology, 2 Chemistry and 2 Physics papers)

Practical Assessment: Practical work is at the heart of science. Students will complete the following number of required practicals on the separate science course; in addition to other scientific investigations embedded within our schemes of learning.
Biology 10 required practicals
Chemistry 8 required practicals
Physics 10 required practicals

Assessment of practical skills in science consists of three components:
1. Apparatus and techniques set by the DfE (ATs)
2. Required practicals (RPs) designed to deliver the apparatus and techniques, of which 15% of the marks on the papers will be assigned to
3. Working scientifically (WS) These three components will be assessed across the papers at each level of demand using a full range of question types

This course will provide students with the scientific understanding needed to progress to further studies, such as A levels in Biology, Chemistry and Physics and will lay the foundation for studying the sciences, engineering and medicine at university.

GCSE Physical Education



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This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

COURSE OUTLINE:

The GCSE PE course requires the students to complete four components over the duration of the two years.

Component 1: Fitness and Body Systems is a written examination (1 hour 45 minutes) component which scored out of 90 marks (36% of the qualification). There are four main topics that are covered in this component: Applied anatomy and physiology, movement analysis, physical training and the use of data.

Component 2: Health and Performance is a written examination (1 hour 15 minutes) component which is scored out of 70 marks (24% of the qualification). There are four main topics that are covered in this component: Health, fitness and wellbeing, sports psychology, socio-cultural influences and the use of data.

Component 3: Practical Performance is an internally marked and externally moderated assessment that is marked out of 105 marks which equates to 35 marks per activity (30% of the qualification). The assessment consists of students completing three physical activities in which one must be a team activity, an individual activity and the final one can be a free choice.

Component 4: Personal Exercise Programme (PEP) is an internally marked and externally moderated assessment that is marked out of 20 marks (10% of the qualification). In this piece of coursework, students are expected to cover planning analysis, carrying out and monitoring the PEP and the evaluation of their PEP.

HOW WILL THE COURSE BE ASSESSED?

Component 1 and 2: Written examination at the end of the two-year course (May/June).
Component 3: Practical performance (Video assessed and external moderator).
Component 4: Coursework based.

WHAT WILL THIS COURSE LEAD TO?

This qualification directly leads into A Level Physical Education which can be studied at Post 16. However, it can also lead into Level 3 BTEC National in Sport.

Possible Careers in Sport:

- Personal Trainer
- PE Teacher
- Sports Physiotherapist
- Nutritionist
- Sports Journalist
- Medical careers
- Sports Psychologist
- Coach/Manager of sports teams

BTEC Tech Award Level 2 in Sport



The BTEC Tech Award in Sport requires that pupils complete three core components. Two of which are internally assessed, and one is an external synoptic component.

COURSE OUTLINE:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity. (Guided Learning Hours – 36). Within this internally assessed component, students will:
A) Explore types and provision of sport and physical activity for different types of participants.
B) Examine equipment and technology required for participants to use when taking part in sport and physical activity.
C) Be able to prepare participants to take part in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance. (Guided Learning Hours – 36). Within this internally assessed component, students will:
A) Understand how different components of fitness are used in different physical activities.
B) Be able to participate in sport and understand the roles and responsibilities of officials.
C) Demonstrate ways to improve participants sporting techniques.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity. (Guided Learning Hours – 48). Within this synoptic, external examination, students will:
AO1: Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
AO2: Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
AO3: Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

HOW WILL THE COURSE BE ASSESSED?

Component 1 and 2 will be assignment briefs that are completed internally and within an allotted time directed by the exam board. The student work completed is externally moderated.

Component 3 is an online external assessment that is completed in year 2 of the qualification. This is marked out of 60 and is one hour and 30 minutes in duration.

WHAT WILL THIS COURSE LEAD TO?

This qualification directly leads into a Level 3 BTEC National in Sport which can be studied at Post 16. However, it can also lead into A Level Physical Education.

Possible Careers in Sport:
Please see those on the previous page.



BTEC Tech Award: Performing Arts: Dance

Enjoy creating and performing movement? Working with professional artists? As a physical activity dance promotes fitness and well-being. As performers, dance helps to develop student's confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team- working skills. Students will learn the impact of dance around the world socially and culturally. This course will enable pupils to develop skills, knowledge and understanding of dance as choreographer, performer and critic through three components:

Component 1: Exploring the Performing Arts (30%)
You will develop your understanding of the performing arts by examining practitioners' work
and the processes used to create performance. To develop as a performer, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer in dance across a range of performances and performance styles.

HOW IS IT ASSESSED?
Internally assessed written assignments.

Component 2: Developing Skills and Techniques in the Performing Arts (30%)
You will develop your performing arts skills and techniques through the reproduction of dance repertoire as performers. Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work.
In this component, you will develop performing techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing dance repertoire, applying relevant skills and techniques to reproduce performance elements of the work in a final performance.

HOW IS IT ASSESSED?
Internally assessed written assignments and practical performances.

Component 3: Responding to a Brief (40%)
You will be given the opportunity to work as part of a group to contribute to a workshop performance as a dancer in response to a given brief and stimulus. In this component, you will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

HOW IS IT ASSESSED?
Externally assessed final performance and written tasks.

Lessons: It is a requirement that all pupils wear a PE top and leggings and rehearse/perform in bare feet. You will also take part in the Academy's annual dance show, workshops with professional artists, trips and theatre shows.

Careers in Dance Include: Artistic Director, Choreographer, Community Dance Artist, Costume/Set Designer, Dance Performer, Dance Education Specialist, Dance Film Maker, Dance Journalist, Dance Photographer, Dance Producer, Dance Teacher, Dance Wear Distributor, Lighting Designer/Technical, Production Management, Pilates Instructor, Press and Public Relations, Rehearsal Director, Specialist, Studio Manager, Yoga Instructor, Youth Worker, Zumba or Gym Instructor.

Further Study: There are courses available in higher and further education which will allow you to progress into University and the Dance/Performing Arts industry

GCSE Geography



GCSE Geography is a challenging yet rewarding course that allows our pupils to explore the world around them and how it came to be. The natural world is inspiring and full of fascinating phenomena that have shaped our country, our continent and our planet. At GCSE, we follow the AQA Geography GCSE course, which includes the exploration and discussion of the values and attitudes of decision makers, consider our own values and attitudes and support the learning of ideas through the study of specific case studies.

Course breakdown:

Paper 1 - Living with the Physical Environment (35%)

This unit is divided into 3 sub-sections and explores:

Section A: Living with the Physical Environment

Section B: The Living World

Section C: Physical Landscapes in the UK

Paper 2 - Challenges in the human environment (35%)

This unit is divided into 3 sub-sections and explores:

Section A: Urban Issues and Challenges

Section B: The Changing Economic World

Section C: Resource Management

Paper 3: Geographical Applications (30%)

For this unit students are required to visit the River Alyn and Mold town centre to collect data exploring issues in both human and physical geography. They will then have to apply this knowledge in an exam situation. In this unit students will need to be able to use maps, graphs and photos to find information and evidence

Section A: Issue Evaluation

Section B: Fieldwork

At GCSE, Students have two lessons per week in years 10 to 11 and are given one piece of homework every week, which will normally comprise a mixture one learning task and one exam-style question. Revision workbooks are provided for each pupil in order to boost confidence when faced with GCSE style assessment.

GCSE Geography is highly valued by Sixth-Form Colleges as a pathway to further study. In addition, many of the skills that Geography equips students with are highly valued by employers in a number of fields. For example, media, journalism, the police and the armed forces, administration, teaching, the tourism sector, geology and meteorology.



GCSE History

At OCA we believe it is vital that our pupils have an understanding of our past. We study towards the Edexcel GCSE, training our pupils to become inquisitive, engaged historians with the ability to objectively analyse authentic resources in order to form educated opinions.

COURSE BREAKDOWN

The course is divided into 4 main components:

Component 1: Breadth Study, Crime and Punishment, c1000-Present (30%)
Students will investigate how the nature and purpose of crime and punishment has changed over the last 1000 years. This component also includes the Historic Environment Study, Whitechapel, c1870-c1900: Crime and Policing.

Component 2: British Depth Study and International Period Study: Elizabeth I and The Cold War (40%)
Students explore social, political and economic movements during the reign of Queen Elizabeth I.
And: International Relations - The Cold War 1945 – 1972
In this enquiry, students will examine the origins of the Cold War – what is a Cold War; when, how and why did the Cold war happen, who was involved? What were the 'hotspots' of the Cold War? Why did détente occur?

Component 3: Modern World Depth Study - Germany 1918 – 1939 (30%)
In this unit, students will examine Germany's rule under the Kaiser, leading to the Weimar Republic and the reasons why Hitler came to power in 1933. They will look at how Hitler became a dictator and what life was like in Nazi Germany for different sections of German society including women, children and minority groups.

WHAT SKILLS AND KNOWLEDGE WILL I GAIN?

GCSE History is interesting, engaging and challenging. In addition to a wealth of valuable knowledge that you will acquire, you will also develop a range of skills. Some of these include learning how to recognise bias, selecting and categorising information, compiling reports, communicating and conveying information clearly and effectively.

Many of the skills that History equips students with are highly valued by employers in a number of fields. For example, media, journalism, the police and the armed forces, law, accountancy, administration, teaching, archaeology and banking.

GCSE Spanish



Are you interested in travel? Would you like to be able to communicate with people from different countries?
At OCA, we are passionate about the benefits learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.
Some of the reasons why you might want to study a language include the following:

Learning a language…
- Improves memory, communication and problemsolving.
- Builds confidence and independence.
- Gives access to global careers and international travel.
- Helps you become global citizens in a multicultural world.

WHAT DO I NEED TO KNOW?

Choosing GCSE Spanish opens the door to a world of opportunities. Students develop real communication skills, cultural awareness, and confidence in speaking another language. At GCSE, Students will have either three lessons per week in Year 10 and two lessons per week in Year 11, or the opposite (two in Year 10 and three in Year 11), depending on their option choices.

These lessons encompass a range of opportunities to access and produce written and spoken texts. Students are given weekly homework mainly designed to improve on their oral component of the subjects.

Our MFL Department is highly supportive and we provide:
- Weekly afterschool intervention, especially for the speaking exam, which many pupils worry about but ultimately shine in.
- A friendly team who guide students step by step through tasks, vocabulary, grammar and exam practice.

The Modern Languages Department loves a trip! In the past we organised a trip to Barcelona and we are keen to see our OCAers travelling again so were are very excited to be offering a cultural and linguistic trip to Málaga and Granada in July 2026.
The visit includes:
- Exploring Andalusian culture. Andalucia offers an authentic taste of Spanish life that students will experience firsthand.
- Enjoying a flamenco show, giving them the chance to experience this vibrant and traditional Spanish art.
- Practising Spanish in real life settings like shops and restaurants.
- Visiting iconic places such as Nerja Caves and the beautiful city of Granada.
- A two hour Spanish lesson to support their learning followed by spending the rest of the day at the water park, giving students the chance to relax and enjoy a fun, memorable experience.



GCSE Spanish continued

WHAT IS THE ASSESSMENT?

As part of the Edexcel GCSE Spanish, pupils study the following themes on which assessments are based.

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

We will address all these themes of study allowing students to develop a solid level of fluency in all four skills examined at GCSE level. Mistakes are good in Spanish and we look forward to supporting you on your journey to success.

The exam will consist of 4 parts:
Paper 1: Listening – 25%
Paper 2: Speaking 0 25 % (separate exam sat normally in April of Y11.
Paper 3: Reading – 25%
Paper 4: Writing – 25%

FUTURE CAREERS WITH LANGUAGES.

Languages are a fantastic addition to any set of GCSEs, as they are not just about providing one key skill but rather a range of transferrable skills that can be adapted to any situation. Languages can be used in ANY job!

- Business and international marketing
- Tourism, travel and hospitality
- Journalism and media
- Teaching and education
- Engineering, transport and logistics

Language skills are highly valued and stand out on CVs and university applications. Join our MFL Department and enjoy the unique journey of learning a Foreign Language.

GCSE Computer Science



WHY STUDY THIS SUBJECT?

The course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming.

WHAT QUALIFICATION WILL I GET AT THE END OF THE COURSE?

You will study towards a single award GCSE and you will be graded from 9-1. As well as providing you with a qualification, the course will develop critical thinking, analysis, and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems.

WHAT WILL I DO?

The GCSE Computer Science qualification is split into two examinations that will be externally assessed, and a 20-hour practical programming non assessed unit.

Paper 1- Computer Systems
Paper 1 exam is focused on Introducing students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

This will be a 1 hour 30- minute written exam worth 50% of the GCSE

Paper 2: Computational thinking, algorithms and programming
Paper 2 exam is focused on applying knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

This will be a 1 hour 30-minute written exam worth 50% of the GCSE

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

DO I HAVE TO DO ANY COURSEWORK?

The course is 100% external examination.

CAREER CHOICES

Students may progress on to study A-Level Computer Science where they can further develop their computational thinking and programming skill sets.
Computer Science as a subject is looked upon highly by many universities and is highly regarded by Russell Group universities for many of their more academic subjects such as Medicine, Physics and of course Computer Science.

WHERE CAN I FIND OUT MORE ABOUT THIS QUALIFICATION?

https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/
For further details please speak to Miss Lyne, Subject Leader of Computing & Business



GCSE Art & Design: Fine Art

WHAT IS IT AND WHAT WILL I DO?

Fine art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.
The GCSE Art & Design course focuses on art specific skills, techniques, materials and processes that reflect the knowledge and understanding required to be successful in the creative industries. Students complete two units of work over their 3 years;
Unit 1 (60% of final grade) where a portfolio of work is produced demonstrating a wide range of skills, techniques, materials and artist references.
This is followed by Unit 2 (40% of final grade) which takes place in Year 11 and it is a formal externally assessed examination consisting of two parts. The initial part is a portfolio of work related to a choice of one question from a series of questions followed by a 10 hour unaided practical examination.

The course will:

- Aim to develop the enjoyment and understanding of contemporary fine art and photographic practice. The courses engage students' experience of artistic practices through distinctive, innovative and challenging programmes.

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

They may explore overlapping areas and combinations of areas.

WHAT WILL IT GIVE ME?

• A GCSE qualification which is needed to access Arts based A Levels at Sixth Form, to then take higher qualifications that can lead to acceptance onto college and university courses.

• The creation of a personal approach to creating images is essential for success, thus improving confidence in using a variety of mediums that encourage breadth and depth in the development of visual language.

• Opportunities to generate ideas and research from primary and contextual sources, record your findings, and experiment with media and processes to refine your ideas towards producing a portfolio of evidence in response to each of the project themes.

• It will give you qualifications to apply for vocational college courses that lead to art related careers (see list of arts jobs below)

WHAT DO I HAVE TO DO?

Demonstrate the knowledge, understanding and skills of Fine Art. The way sources inspire the development of ideas, relevant to fine art including:

• how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts

• how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

• figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation

• visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface.



You will also need to be:
• Be proactive and have a 'can do' attitude.

• Carry out research into other artists, crafts, sculptors and photographers.

• Produce experimental samples, design ideas and annotate your work.

• Learn how to produce a range of responses using a wide range of techniques and processes.

• Attend available Art based enrichment sessions before and after school.

• Work independently away from the classroom at home to further develop your skills and abilities.

• Buy your own sketchbook and where possible a camera to suit the needs of your ideas and ways of working.

• Attend galleries, museums and organised trips to support your ideas and research.

WHICH CAREERS CAN IT LEAD TO?

Many employers look for creative personalities and such as people that have studied art. There are many jobs that you could choose from taking art as an option such as: Animator, Art therapist, Ceramics designer, Community arts worker, Exhibition designer, Fashion designer, Fine artist, Furniture designer, Freelance designer, Games developer, Glass blower/designer, Graphic designer, Illustrator, Industrial/product designer, Interior and spatial designer, Jewellery designer, Journalism, Make-up artist, Medical illustrator, Museum/gallery conservator, Museum/gallery curator, Museum/gallery exhibitions officer, Photographer, Press photographer, Printmaker, Production designer, theatre/television/film set design, Teaching, Textile designer, Web designer!



GCSE Art and Design: Fashion and Textile Design

Could you be the next Stella McCartney, Alexander McQueen or Donatella Versace?? Are you creative, imaginative or aspire to design a runway collection? If so, then Fashion design is for you!

WHAT IS IT AND WHAT WILL I DO?

You will be introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies. The course will introduce you to a combination of areas such as fashion, stitched and embellished textiles, printed and dyed materials, and a variety of textiles-based skills. Drawing isn't as important as the GCSE Art and Design course, yet you will explore drawing for different purposes and needs. You will develop a design portfolio that you can use to show your work at sixth form or college interviews.

Unit 1 (60% of final grade) where a portfolio of work is produced demonstrating a wide range of skills, techniques, materials and Fashion designer references.
This is followed by Unit 2 (40% of final grade) which takes place in Year 11 and it is a formal externally assessed examination consisting of two parts. The initial part is a portfolio of work related to a choice of one question from a series of questions followed by a 10 hour unaided practical examination.

WHAT QUALIFICATION WILL I GAIN?

This can be studied as a GCSE qualification. GCSE qualifications are recognised by employers and all education institutions providing a good progression route into more advanced qualifications.

WHAT DO I HAVE TO DO?

You must demonstrate the knowledge, understanding and skills of textile design. The way sources inspire the development of ideas, relevant to textile design including:
· how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
· how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

You must also:
• Be proactive and have a 'can do' attitude

• Carry out research into fashion designers, artists and crafts

• Produce experimental samples, design ideas and annotate your work

• Learn how to produce a range of responses using a wide range of techniques and processes

• Attend available Fashion based enrichment sessions before and after school

• Work independently away from the classroom at home to further develop your skills and abilities.

• Buy your own materials and threads and other embellishments and where possible a sewing machine to suit the needs of your ideas and ways of working

• Attend galleries, museums and organised trips (The Clothes Show Live) to support your ideas and research



WILL IT HELP ME TO CONTINUE IN FURTHER EDUCATION?

It will help you to progress to sixth form, to take higher qualifications that can lead to acceptance onto college and university courses.
It can also give you qualifications to apply for vocational college courses that lead to art related careers.

WHICH CAREERS CAN IT LEAD TO?

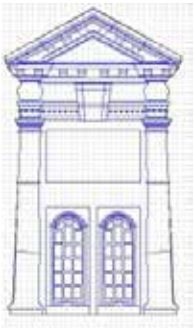
Fashion Design could take you into a number of exciting career paths such as: fashion designer, a buyer for retail stores, a seamstress, a wedding dress designer, window dresser or an interior designer.

What do I do next?

You just need to ask yourself if you enjoy designing and being creative, whether you are committed to the development of your skills and understanding as an art practitioner and if you think you want to continue to take it as a subject to GCSE level.

AQA
Realising potential

GCSE Art & Design: 3D DESIGN?



AQA
Realising potential

WHAT IS 3D DESIGN?

GCSE 3D Design is a creative, hands on course where students explore how objects, spaces and products are designed and made. It focuses on three dimensional materials, modelling, construction, product design, architecture, sculpture, and functional design.

Students learn how designers work, how products are developed, and how to turn ideas into real 3D outcomes using a range of practical skills and digital tools.

What Will You Study?

Students investigate a wide range of creative industries and techniques, including:

- **Product Design**

Designing and modelling functional objects (lamps, storage, packaging, accessories, small furniture, etc.)

- **Model Making**

Using card, foam board, wire, clay, and mixed media to prototype ideas.

- Architecture & Spatial Design

Exploring buildings, interiors, structures, environments and urban design.

- **Sculpture**

Creating expressive, artistic 3D forms using a wide range of materials.

- **Digital Design**

Using CAD (computer aided design) to create 3D models, laser cut pieces and prototypes.

- **Materials Exploration**

Working with card, wood, plastics, recycled materials, clay, wire, found objects, textiles, and more.

- **Design Development**

Idea generation, sketching, mood boards, experimenting with forms, testing designs and refining ideas.

How Is the Course Assessed?

Component 1: Portfolio (60%)

A collection of practical work produced during Year 10 and 11. This includes design sheets, models, prototypes, artist/designer research and final outcomes.

Component 2: Externally Set Task (40%)

A practical project set by AQA in Year 11, finishing with a 10 hour practical exam where students create a final piece.

Who Is This Course For?

This course is ideal for students who:

- Enjoy designing, making and practical hands on work.
- Like problem solving and creative challenges.
- Are interested in product design, architecture, engineering, sculpture or creative technology.
- Want a GCSE that combines creativity with real world design skills.
-

What Skills Will You Learn?

- Creative thinking & problem solving
- Modelling and prototyping
- CAD and 3D digital skills
- Understanding materials & construction
- Drawing & visual communication
- Presentation & portfolio building
- Independent project management

GCSE Art & Design: GRAPHIC COMMUNICATION



WHAT IS GRAPHIC COMMUNICATION?

GCSE Graphic Communication is a creative design course that focuses on how visual information is developed, communicated, and presented. Students learn how designers use typography, imagery, colour, layout, and digital tools to create purposeful graphic outcomes.

It combines **artistic creativity, digital design, problem solving,** and real world communication skills used in modern creative industries.

What Will You Study?

Students explore a wide range of graphic design practices, including:

- **Digital Graphic Design**

Using software to create posters, logos, branding, packaging and more.

- **Typography**

Exploring lettering, typefaces, layout, spacing and visual hierarchy.

- **Illustration**

Drawing, digital illustration, and stylised imagery for branding or storytelling.

- **Advertising & Promotional Design**

Producing campaigns, posters, leaflets, social media graphics, packaging and merchandise.

- **Layout & Composition**

Understanding how designers arrange images and text for maximum impact.

- **Mixed Media & Experimental Graphics**

Using collage, hand-rendered work, printmaking or photography.

- **Design Development**

Research, idea generation, thumbnails, mock ups, prototypes, feedback and refinement.

How Is the Course Assessed?

Component 1: Portfolio (60%)

A collection of design projects completed in Years 10 and 11 showing skills, processes, experiments and final outcomes.

Component 2: Externally Set Task (40%)

A design project set by AQA in Year 11, completed with a 10 hour supervised practical exam, where students create a final piece.

Who Is This Course For?

This course suits students who:

- Enjoy designing, drawing, illustrating or creating digital artwork
- Like solving design problems and thinking creatively
- Have an interest in branding, visual communication, packaging or advertising
- Want to use digital tools such as Photoshop, Illustrator or similar programs
- Would enjoy developing a portfolio of creative design work

What Skills Will You Learn?

- Digital design software skills
- Visual communication & layout
- Typography & logo development
- Illustration & image creation
- Creative thinking & problem solving
- Research & idea generation
- Presentation and portfolio building
- Working to a design brief

AQA Realising potential



Hospitality and Catering

WHAT IS WJEC LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering provides students with a strong foundation in one of the UK's largest and most dynamic industries. The course offers a realistic insight into how hospitality and catering businesses operate and develops practical food preparation skills alongside essential industry knowledge.
It is designed for learners who enjoy hands on practical work and are interested in understanding both the creative and professional aspects of food, nutrition and customer service.

What the Course Involves
Students study two key areas central to the hospitality and catering sector:

- **Food Preparation and Cooking**

Learners develop essential practical skills, including:

- Safe and hygienic food handling
- Knife skills
- Using a range of cooking methods
- Producing dishes to industry standards
- Time management and organisational skills

These sessions mirror real world kitchen environments and prepare students for vocational progression.

- **Hospitality and Catering Industry Knowledge**

Students explore how hospitality businesses operate, including:

- Types of establishments
- Job roles and career pathways
- Customer requirements
- Health and safety legislation
- Food safety regulations
- Nutrition and menu planning
- Factors affecting success in the industry

This knowledge helps students understand the broader context of professional food service and catering operations.

Assessment Structure
Unit 1: Hospitality and Catering Industry - External Assessment (Exam)
Students demonstrate their understanding of how the industry functions, the roles within it, and how businesses meet customer needs while maintaining safety, quality and financial efficiency.

Unit 2: Hospitality and Catering in Action
Internal Assessment (Practical Coursework)
Students research, plan, prepare and cook dishes in response to a given brief. They will:

- Investigate dietary needs
- Plan balanced meals
- Prepare and cook a range of dishes
- Present outcomes professionally
- Evaluate their performance

This unit combines practical cooking with written planning and evaluation tasks.

Who the Course Is Suitable For
This course is particularly suitable for students who:

- Enjoy practical, hands on learning
- Have an interest in food preparation, nutrition and hospitality
- Prefer applied tasks over solely academic work
- Can work independently, stay organised and meet deadlines
- Want to develop strong life skills and explore vocational careers

Skills Developed
Students completing this qualification will develop:

- Professional food preparation and cooking skills
- Knowledge of nutrition and dietary requirements
- Understanding of health, hygiene and food safety legislation
- Customer service awareness
- Organisation, planning and time management
- Problem solving and evaluative skills
- Confidence in a kitchen environment

These skills are directly relevant to both further study and real industry practice.

Engineering



WHAT IS WJEC LEVEL 1/2 VOCATIONAL AWARD IN ENGINEERING?

The WJEC Level 1/2 Vocational Award in Engineering provides students with a broad and practical introduction to the engineering sector. The qualification is designed for learners who are interested in understanding how engineered products are designed, manufactured, tested and improved. It equips students with applied knowledge, technical competencies and problem solving skills that reflect real-world engineering practice. This course blends theoretical understanding with hands-on experience and prepares students for progression into further study, apprenticeships or engineering-related employment.

What the Course Involves

Students study a range of core engineering principles, including:

- **Engineering Design**

Understanding how products are developed from an initial concept through to a functional prototype. Students will learn to respond to a brief, generate ideas, create design documentation and evaluate solutions.

- **Engineering Manufacturing**

Gaining experience in producing engineered components using a combination of traditional tools and modern equipment. This includes accurate measurement, safe workshop practice and the use of digital manufacturing technologies.

- **Computer-Aided Design (CAD)**

Producing technical drawings and digital models that meet industry standards. CAD skills are essential for communicating ideas clearly within the engineering sector.

- **Materials and Processes**

Studying the properties, applications and sustainability considerations of metals, polymers and other engineering materials.

- **Digital Manufacturing Technologies**

Using equipment such as laser cutters and 3D printers to support the development and manufacture of student outcomes.

Assessment Structure

The qualification is assessed through a combination of internal and external components:

Unit 1: Engineering Design - Internal Assessment

Students analyse existing products, respond to design briefs, and produce design proposals supported by sketches, models and evaluation evidence.

Unit 2: Engineering Manufacturing - Internal Assessment

Students are required to manufacture a product or component to a given specification, demonstrating precision, accuracy and safe working practices.

Unit 3: Solving Engineering Problems - External Exam

A written examination assessing knowledge of materials, manufacturing processes, technical drawing conventions, engineering mathematics and problem solving.

Who the Course Is Suitable For

- This course is appropriate for students who:
- Have an interest in how products and systems are engineered.
- Enjoy practical work and hands-on learning.
- Are confident using tools, equipment and digital manufacturing processes.
- Prefer applied, vocational learning rather than solely theoretical study.
- Wish to develop problem-solving, design and analytical skills relevant to modern industry.

Skills Developed

By completing this qualification, students will develop:

- Competency in CAD and technical drawing
- Knowledge of materials, forces and manufacturing methods
- Accuracy in measurement and production
- Safe workshop practices and risk awareness
- Problem-solving and evaluative skills
- Ability to work independently on design and making tasks
- Understanding of engineering documentation and communication



Hair & Beauty

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

Throughout the delivery of the qualification, learners will develop the following skills and knowledge;

- A broad and comprehensive understanding of the hair and beauty sector
- A significant knowledge core which spans the vocational sector and related industries
- Academic and study skills that will support progression within the hair and beauty sector and more broadly.

The qualification content will provide learners with an understanding of the chemistry of hair,beauty and nail products, as well as the anatomy and physiology of the integumentary system. They will explore design skills and techniques that can be used within the hair and beauty sector, giving learners the opportunity to develop their skills in planning, carrying out research and presenting design brief ideas. Learners will also explore the business aspect of the hair and beauty sector, the broad related industries and understand the aspirational career opportunities available. Learners will have the opportunity to explore the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design appropriate promotional activities and materials.
As well as developing knowledge and skills in research, science, business, marketing and design, learners will develop further skills which will support them into further study, including:

- Critical thinking and being reflective on self-performance and work produced.
- Use of initiative, planning and researching skills, self-management, self-motivation and the ability to work independently.
- Innovation and creativity.
- Application of knowledge and understanding to real life examples and businesses.
- Problem solving.
- Communication skills - verbal, written and visual..

This course is theory based, it is made up of: 60% assignment-based coursework and 40% exam.
The tutors include practical elements into the course to assist learning. Learners will learn to create historical hair and beauty trends, the basic blow dry and safe working practices within a salon environment.

Once learners have completed the qualification they can go on to further education to enhance and hone their skills. Some learners may choose to start an apprenticeship program. This qualification can lead to exciting opportunities such as:

- Salon stylist/colour technician
- Beauty/Spa therapist
- Television/ Media make-up
- Salon owner
- Make-up artist

BTEC Child Development



WHAT IS BTEC LEVEL 1/2 TECH AWARD IN CHILD DEVELOPMENT?

The BTEC Level 1/2 Tech Award in Child Development provides students with a strong foundation in understanding how children grow, learn and develop from birth to early childhood. This vocational qualification combines theoretical knowledge with practical application and prepares learners for future study or careers related to education, early years, health and social care, and child-centred professions.
The course is ideal for students who are interested in working with children, supporting development, or exploring the factors that influence a child's wellbeing.

WHAT THE COURSE INVOLVES

Students study key areas of child development, including:

- **Growth and Development from Birth to Five Years**

Understanding physical, intellectual, emotional and social developmental milestones. Analysing how children learn, communicate and build relationships.

- **Factors That Impact Development**

Exploring how family, health, nutrition, environment and education influence a child's early years.

- **Support and Care in Early Years Settings**

Learning about professional practice, safeguarding, routines, play-based learning and the role of early years practitioners.

- **Practical Child Development Activities**

Students may plan, create and evaluate activities that support areas of development, reflecting real practice in nurseries and childcare environments.

Assessment Structure

The qualification is made up of three components:
Component 1: Children's Growth and Development - Internal Assessment
Students investigate how children develop holistically, produce written assignments and analyse case studies.
Component 2: Learning Through Play - Internal Assessment
Students plan and reflect on play activities, exploring how structured play supports different areas of development.
Component 3: Supporting Children to Play, Learn and Develop
External Assessment (Exam)
A task based written assessment where students apply knowledge to realistic childcare situations, demonstrating understanding of development, safety, and support strategies.

Who the Course Is Suitable For

This course is well suited to students who:

- Enjoy working with or supporting young children
- Are interested in how children learn and develop
- Prefer coursework based assessment with practical elements
- Like applying learning to real life situations
- Want a qualification that links directly to future careers in childcare, health, or education

Skills Developed

- Learners develop a range of important skills, including:
- Understanding of child development stages
- Knowledge of play-based learning
- Observation and analysis skills
- Empathy, communication and interpersonal skills
- Organisation and planning
- Reflective practice
- Applying theory to practical situations
- Awareness of safeguarding and child wellbeing

These skills support further study as well as everyday life and future employment.



BTEC Animal Care

Love animals? Interested in a career in animal care? This course has been developed to provide an engaging introduction into the animal care sector and develop employability skills.

WHAT DOES THE COURSE INVOLVE?

The animal care course is a BTEC level 1 / level 2 Tech Award accredited course from Pearson. It is broken down into three components and is designed to give an introductory overview to some of the key principles, knowledge, understanding and skills relevant to the animal care sector. Learners will have access to a range of species throughout the course to learn practically for all aspects.

The components include:

• Component 1: Animal Handling - Assessed by an internally through three assessment tasks. This includes an independently researched report into the behaviour of two animals from different species. A comprehensive plan for handling and restraining two animals. Then finally, the pupil will be filmed demonstrating safe animal handling and restraint for two animals. The pupil must be filmed as evidence to achieve a grade.

• Component 2: Animal Housing and Accommodation - Assessed by an internally through four assessment tasks. This again involves an independently researched report considering how accommodation meets the welfare needs of different animals. The following assessment will require learners to demonstrate their ability to safely prepare, maintain and clean out accommodation for a minimum of two animal species that have very different requirements, for example a rabbit and a chicken.

• Component 3: Animal Health and Welfare – Assessed externally through an exam. This assessment covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation.

WHAT QUALIFICATIONS WILL I ACHIEVE?

This will be studied as a BTEC level 2 qualification. BTEC qualifications are recognised by employers and education institutions providing a good progression route into more advanced qualifications. It also serves as a foundation to a level 3 BTEC in animal management (delivered in nearby colleges) or an apprenticeship.

WHAT WILL I DO?

This is a predominantly practical based subject which will see pupils develop their knowledge and vocational skills. Most of this course will be coursework based and will require pupils to evaluate and discuss key aspects they have learnt throughout the units. Coursework involves producing reports, project plans, and requires them to carry out independent research applying the skills they have learnt.

Pupils will also have to sit an examination which lasts for one hour and is worth 50 marks. This exam is based on animal health and welfare. It is synoptic so it covers all the content taught previously as well as various diseases and symptoms to identify and explain for different species.

During the course pupils will have access to a wide range of species such as: dogs, rabbits, guinea pigs, hamsters, chickens and bearded dragons. They will need to be able to prepare and maintain animal accommodation, as well as cleaning out animal accommodation to the required industry standard, thereby developing the skills needed and demonstrating their ability to work in the sector. Pupils will be expected to demonstrate handling for all of these animals

IS IT THE RIGHT COURSE FOR ME?

This course is excellent for providing a foundation into the animal care sector. It will also allow pupils to progress into the level 3 BTEC at college which is a step towards further education or an apprenticeship. BTECs provide a lot of employability skills which are transferable to other vocations.

Pupils who choose this option should be aware that they will be expected to complete coursework independently both in and out of school. Not meeting deadlines or submitting coursework can significantly affect your grade, so organised classwork is essential. Pupils will also need to learn and demonstrate handling techniques for a variety of species and will need to be confident handling animals and cleaning their accommodation. Pupils are expected to handle all animals introduced to them, this includes birds, reptiles and smaller mammals. They should be aware that Pearson only accepts video evidence that pupils can do these skills and without the evidence there is no accredited marks.

Pearson BTEC



Eduqas GCSE Music

WHO IS THIS COURSE FOR?

Eduqas GCSE Music is ideal for students who:

- Enjoy listening to, performing, and creating music
- Are curious about different musical styles, from classical and film music to pop and world music
- Are willing to practise regularly and engage both practically and academically

MUSICAL SKILLS & EXPERIENCE

You don't have to be a virtuoso, but you should have:

- Some experience performing on an instrument or voice
  - This can include piano, guitar, drums, singing, or any orchestral/band instrument
- The ability to practise independently outside of lesson time
- Basic music literacy is helpful (e.g. rhythm, pitch, simple notation), but not essential if you're motivated to learn

Many schools recommend roughly Grade 2–3 standard by the end of the course, but this is a guideline, not a strict requirement.

WHAT YOU'LL STUDY

1. Performing (30%)

- One solo performance
- One ensemble performance
- Any instrument or voice is acceptable
- Performances are recorded and assessed by the teacher

2. Composing (30%)

- Two original compositions:
  - One to a set brief
  - One free composition
- You'll learn how to:
  - Develop musical ideas
  - Structure a piece
  - Use music technology and/or notation software

3. Listening & Appraising (40%)

- A written exam based on:
  - Four areas of study, including classical, popular, film, and world music
- You'll learn how to:
  - Identify musical elements (melody, harmony, rhythm, texture, etc.)
  - Describe and evaluate music using correct terminology

Eduqas GCSE Music continued



WHAT YOU'LL NEED TO SUCCEED

- Regular practice time on your instrument or voice
- Willingness to listen to a wide range of music
- Confidence writing about music using musical vocabulary
- Basic IT skills (for composing and coursework)
- Good organisation to manage coursework deadlines

ASSESSMENT SUMMARY

Component	Type	Weighting
Performing	Coursework	30%
Composing	Coursework	30%
Listening & Appraising	Exam	40%

AFTER GCSE MUSIC

This course is excellent preparation for:

- A-Level Music or Music Technology
- BTEC Music courses
- Careers involving performance, production, teaching, media, or creative industries



GCSE Drama

Excited about drama? Do you like to perform? Create your own theatre? Develop acting skills? Work with professional actors? Go on trips to the theatre?
Then GCSE Drama is the perfect course for you.

The course is split into 3 units:

Component 1 - Devising (40% of the qualification)
You will create and develop a devised piece from a stimulus.

How will I be assessed?
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance through a portfolio.

Component 2 - Performance from Text (20% of the qualification)
You will perform in two key extracts from a performance text.

How will I be assessed?
Externally assessed by a visiting examiner

Component 3 - Theatre Makers in Practice (40% of the qualification)
You will study one completed text and answer questions about the staging of it. You will also go to the theatre and conduct a live theatre evaluation, which you will write about in the exam.

How will I be assessed?
1hr 45 minute written examination

WHAT COULD IT HELP ME WITH IN THE FUTURE?
Drama isn't just for people who want to become 'actors'. The course equips you with excellent communication skills as well as confidence, which will help you in any career. It also develops your ability to work in a team, groupwork is essential in this subject and working in groups successfully is a skill. Employers are increasing looking for people who can demonstrate some of what we call the 'soft skills' – this means this confidence to present, to work effectively in small and large teams, to interpret body language and act accordingly and to lead. Drama gives you great self-awareness.

Possible Career Options in Drama
Actor, Director, Teacher, Costume Design, Lighting Technician, Sound Technician, Set Design, Theatre Front of House, Stage Manager, Presenter, TV productions and Drama Therapist.

BTEC Digital Information Technology



WHY STUDY THIS SUBJECT?

Students will learn a strong mix of creative design and technical knowledge. Students will gain the creativity of User Interface design elements and the opportunity to work towards a realistic work scenario. This could be in areas such as Website Design and Mobile App development. Students will also study Cloud storage and cyber security aspects that can be related to social media platforms like Instagram and Facebook.

WHAT WILL I DO?

The Level 2 BTEC Tech DIT is separated into three components. Component 1 and 2 are coursework based whereas Component 3 is assessed by a written exam.

Component 1 - Exploring User Interface (30% of qualification - Coursework) Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface. The user interface could be a website, mobile app or an interactive touch screen display.

Component 2 - Collecting, Presenting and Interpreting Data (30% of qualification - Coursework) Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This component will help learners gain valuable IT skills used in almost all future careers.

Component 3 - Effective Digital Working Practices (40% of qualification - Exam) In this component, learners will discover about how organisations can use technology safely and about the cyber security issues when working in a digital organisation. The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where your understanding of technology will be relevant.

DO I HAVE TO DO ANY COURSEWORK?

The course is made up of 2 units of coursework and 1 exam unit.

Career Choices

This course is ideal for learners who want to progress to a digital Apprenticeship or BTEC Level 3 Nationals and for learners who want a career in IT. In this digital world, qualifications in IT and Computer Science are becoming essential.

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media.

WHERE CAN I FIND OUT MORE ABOUT THIS QUALIFICATION?

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html/ For further details, please speak to Miss Lyne, Subject Leader of Computing & Business.



GCSE Business Studies

WHY STUDY THIS SUBJECT?

Business impacts on every person both economically, culturally, and socially. Business Studies will allow you to understand how and why important decisions are made. You will apply theories to real business problems and devise appropriate solutions. You will develop/improve many skills including verbal and written, time management, data collection/manipulation, numeracy, business finance, report writing, presentation and the higher order skills of analysis and evaluation. You will get an overview of the different areas of business.

WHAT WILL I DO?

You will study theories, concepts, and ideas. You will learn how businesses start and develop into multinational organisations. The units of study are:

edexcel

Theme 1 – Investigating small business (50% of qualification - Exam)
Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2 – Building a business (50% of qualification - Exam)
- Building a business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

DO I HAVE TO DO ANY COURSEWORK?

The course is 100% external examination.

Career Choices
Sixth Form opportunities at A-Level include Economics, Business Studies, Accounting.
University degree opportunities include Management Studies, Business Administration, Financial Management, Marketing, Human Resource Management.
Career opportunities include Advertising, Office Administration, Retail Management, Financial Services and Banking

WHERE CAN I FIND OUT MORE ABOUT THIS QUALIFICATION?

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html/ For further details, please speak to Miss Lyne, Subject Leader of Computing & Business.

GCSE Religious Studies



FiGCSE Religious Studies covers the study of the 6 major world religions, six contemporary ethical themes ensuring everyone has a diverse choice of intriguing subjects to explore. You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop their own attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture whilst developing analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Component 1: The study of religions: beliefs, teachings and practices
You will study any two of the following, as well as non-religious beliefs such as atheism and humanism:

- Buddhism
- Christianity
- Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism

HOW IS IT ASSESSED?

- Written exam: 1 hour 45 minutes worth 50% of the GCSE qualification
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

Component 2: Thematic Studies
You will study should study religious, philosophical and ethical arguments, relating to the following issues and their impact and influence in the modern world. You should be aware of contrasting perspectives in contemporary British society on all of these issues.

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

HOW IS IT ASSESSED?

- Written exam: 1 hour 45 minutes worth 50% of the GCSE qualification
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

HOW WILL I GET THE MOST OUT OF THE COURSE?

GCSE Religious Studies is all about becoming an informed citizen and it is about knowing what you believe as much as it is about knowing what other people believe. You will enjoy this course if you enjoy learning about different beliefs and people. You must be prepared to work hard, have an open mind about belief systems, make detailed notes and be able to relate your learning to the wider world.

WHO MIGHT ENJOY THIS COURSE?

You will enjoy this course if you enjoy learning about different beliefs and people and if you are interested in how other people live and what and why they believe in!

IS THIS SUBJECT RIGHT FOR ME?

You will gain valuable insight into important ethical issues and events today and in the past. You will understand how religion shapes the world we live in and why there are certain conflicts today. You will develop valuable skills which are transferrable to a number of subjects such as reasoning, debating skills and keeping an open mind.

AQA
Realising potential



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