



# **YEAR 9 OPTIONS**

## **CURRICULUM INFORMATION AND COURSE CHOICES**

**APRIL 2024**

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## A MESSAGE FROM THE HEADTEACHER

Dear Student,

Welcome to the Alec Hunter Academy Curriculum Information and Course Choices booklet. It contains a lot of information which you should read carefully and discuss with your parents.



Next year, you will study the Core Subjects (English, Maths, Science, Core PE, Learning for Life and Philosophy) alongside 4 option subjects that you need to choose. As you move into Year 10 and select the courses on which you will be examined at the end of Key Stage 4, you can decide whether you wish to continue with some of the subjects you study now or pick up some of the new subjects that have become available, like the more specialised, technical or vocational qualifications, for example.

We will be recommending for each of you a personalised 'Options Pathway'. This Pathway will be decided based upon your prior attainment and your progress to date in current subjects, which have helped us to form an impression of which type of courses might suit you best. Each Pathway is designed to guide you towards having the most success in your Year 11 exams and beyond. There are three Pathways: Purple, Green, and Yellow. On the pages that follow, there is information about each Pathway and the options associated with each. If you do not agree with our view, and feel a different route would suit you better, then please do get in contact with Mrs Harold to discuss your options further.

Even within each Pathway, there are some limitations on the choices you can make. You **cannot** choose **both** Art and Textiles as the courses are too similar. For the same reason, you **may only choose ONE** Technology subject from those available on your Pathway (Catering, Food Preparation & Nutrition and Applied Engineering). You **cannot** choose **both** Music and Music Technology, and you will also only be able to take **ONE** PE course, either GCSE PE or Sports & Coaching Principles (Vocational PE).

You will be sent a link to a platform called Options Online, as well as information on how to log in. You will need to follow the instructions on Options Online carefully, especially regarding combinations of subjects that are not allowed, and it is essential that you make reserve choices, as although we try our best to give you your first-choice subjects, it is not always possible. If courses are full, undersubscribed or your choice combination does not fit when we try to construct the timetable, we will refer to your reserve choice, so this needs to be a course that you would be prepared to take if the situation required it. If a subject is oversubscribed, and we have to make a decision over who will be allowed to take it, we will consider both your attitude to learning in the subjects you are studying now, and whether or not your online form was submitted on time.

If you have any concerns or questions, please get in touch with either myself or Mrs Harold, who is overseeing the Options process.

Best wishes in making your final choices and good luck with your courses next year.

Mr Lawn  
Headteacher

## A REMINDER: WHAT IS KEY STAGE FOUR (KS4)?

In Key Stage 4, you study a mixture of Core Subjects (which are compulsory for everyone) and Option Subjects (you choose four).

### CORE SUBJECTS AT KS4

- GCSE English Literature and GCSE English Language
- GCSE Mathematics
- GCSE Combined Science
- Core Physical Education (non-examined)
- Learning for Life (non-examined)
- Philosophy (non-examined)

### OPTIONS SUBJECTS IN YEAR 10 AND YEAR 11

The remaining 4 subjects that you study are your options and will be either entirely GCSE courses, which may fulfil the E-Baccalaureate requirements, or alternatively a mixture of GCSE courses, Vocational qualifications, and Technical Awards.

### GCSEs:

GCSEs are considered to be academic, general qualifications that prepare you for a range of future learning opportunities. They are a good choice if you intend to go to a sixth form in the future to study A-Levels and if you plan to go on to university.

### The E-Baccalaureate:

The 'E-Bacc' is not a qualification, but it does recognise where students have secured strong grades across a combination of rigorous, academic subjects – English, Maths, Sciences, **a Humanities subject (History or Geography) and a Modern Foreign Language (French, German or Spanish)**. Students who achieve good passes in these subjects demonstrate a strong aptitude for academic study, opening up opportunities to go on to take A-Levels and apply to the top universities in the country.

### Vocational & Technical Awards:

A vocation is just another word for a job or a career. Therefore, vocational and technical awards offer a different approach to learning which is more suited to college apprenticeships and vocational (work-based) learning in the future. Vocational and Technical Award courses are designed to help you learn in a more practical way about a specific employment area or a particular trade.

## THE OPTION PATHWAYS

Purple Pathway	Green Pathway	Yellow Pathway
<p>This pathway recommends a strongly academic route by studying the English Baccalaureate. For this pathway we recommend you choose only GCSE subjects.</p> <p>Therefore, we think you should choose:            French <b>or</b> German <b>or</b> Spanish            +            Geography <b>or</b> History            +            2 further GCSE Options of your choice.</p> <p>We <b>do not</b> recommend that you study Vocational or Technical Courses, the only exception being that <b>you may select NCFE Business Studies</b>.</p>	<p>This pathway recommends an academic route with some flexibility, allowing you to choose a Vocational or Technical Course if you wish.</p> <p>Therefore, we think you should choose at least <b>2 of the following subjects</b> in any combination that you would like:            French, German, Spanish, Geography, History, Computer Science.            +            2 Options of any choice, but we would recommend not more than one Vocational or Technical Course.</p>	<p>This pathway recommends a mixture of academic and vocational or technical subjects.</p> <p>Therefore, we think you should choose only <b>one</b> of the subjects below:            French, German, Spanish, Geography <b>or</b> History            +            3 Options of any choice from the list of GCSE and Vocational/Technical subjects.</p> <p>We suggest you choose no more than <b>two</b> of the Vocational or Technical Awards below to keep your options open.</p>
Open GCSE Choices	Open GCSE Choices	Open GCSE Choices
<p>French, German, Spanish, Geography, History, Computer Science, PE, Fine Art, Textiles, Food Preparation &amp; Nutrition, Music, Drama, RPE.</p> <p>NCFE Business Studies.</p> <p><b>Please note: you can choose more than one language and you can choose both History and Geography together.</b></p>	<p>PE, Fine Art, Food Preparation &amp; Nutrition, Music, Drama, Textiles, RPE.  <b>(You may also choose more than two of the compulsory subjects named above).</b></p>	<p>PE, Fine Art, Music, Drama, Textiles, RPE.</p>
	Vocational/Technical Choices	Vocational/Technical Choices (No more than 2 of these)
	<p>Catering, Applied Engineering, Child Development, Health and Social Care, Music Technology, Business, Travel &amp; Tourism, Dance, Sport &amp; Coaching Principles (Vocational PE).</p>	<p>Catering, Applied Engineering, Child Development, Health and Social Care, Music Technology, Business, Travel &amp; Tourism, Dance, Sport &amp; Coaching Principles (Vocational PE).</p>
Prohibited Combinations	Prohibited Combinations	Prohibited Combinations
<p>You CANNOT choose:</p> <ul style="list-style-type: none"> <li>• BOTH Art AND Textiles.</li> </ul>	<p>You CANNOT choose:</p> <ul style="list-style-type: none"> <li>• BOTH Art AND Textiles.</li> <li>• BOTH P.E (GCSE) AND Sports and Coaching Principles (vocational).</li> <li>• BOTH Music GCSE and Music Technology (vocational).</li> <li>• You cannot choose MORE THAN ONE technology subject (Catering, Food Preparation &amp; Nutrition and Applied Engineering)</li> </ul>	<p>You CANNOT choose:</p> <ul style="list-style-type: none"> <li>• BOTH Art AND Textiles.</li> <li>• BOTH Catering AND Applied Engineering.</li> <li>• BOTH GCSE P.E AND Sports and Coaching Principles (vocational).</li> <li>• BOTH Music GCSE and Music Technology (vocational).</li> </ul>

**Please note you can only select a Language if you chose to study it in Year 9.**

# OPTION SUBJECTS



## WEBLINKS TO THE VIDEO PRESENTATIONS BY SUBJECT LEADERS

Subject Leaders have created video presentations of their subjects which will hopefully give you more information when making your choices. You can also find out more information about each subject in the pages that follow:

**GCSE Geography:** <https://youtu.be/3wOnYcx5kB8>

**GCSE History:** <https://youtu.be/5KwWSPRVXfE>

**GCSE French:** <https://youtu.be/elcRj1PLUHs>

**GCSE German:** <https://youtu.be/orOQvmXi47U>

**GCSE Spanish:** <https://youtu.be/bD4GsxlUQC8>

**GCSE Computer Science:** <https://youtu.be/qu30mQszk1w>

**GCSE Religious Studies:** <https://youtu.be/7YHzN-jmvs>

**GCSE Fine Art:** <https://youtu.be/P9zgRWQVVC8>

**GCSE Art & Design Textiles:** [https://youtu.be/JE\\_UQvp-JVU](https://youtu.be/JE_UQvp-JVU)

**GCSE Food Preparation and Nutrition and Hospitality & Catering:**  
[https://youtu.be/x34r6WX\\_Wlc](https://youtu.be/x34r6WX_Wlc)

**GCSE Physical Education (PE) and Vocational Sport & Coaching Principles**  
<https://youtu.be/hEPezbzT90c>

**GCSE Drama:** [https://youtu.be/2M-NUGc0\\_bc](https://youtu.be/2M-NUGc0_bc)

**GCSE Music:** <https://youtu.be/P5mWiPiNJpw>

**Business and Enterprise:** <https://youtu.be/OflaXAwrbno>

**Child Development:** <https://youtu.be/7H-F1I2k83s>

**Applied Engineering:** <https://youtu.be/vhIbCi1Q9xw>

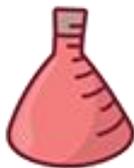
**Dance:** <https://youtu.be/fqOVvxRYi6s>

**Music Technology:** <https://youtu.be/yfHs9ylsa0M>

**Travel & Tourism:** <https://youtu.be/x87IACrUuOQ>

**Health & Social Care:** <https://youtu.be/7g0L5K6MPGg>

# GCSE OPTIONS SUBJECTS



# GCSE Geography

**Examination Board:** AQA

**Syllabus:** 8035

## **Description of the course:**

“Geography is not only up-to-date and relevant, but also one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand them.” - Michael Palin CBE.

The GCSE Geography course covers a range of topics based around Physical and Human Geography.

- We will be looking at the power of our planet and how humans adapt to their ever-changing environment.
- The course is split into three sections, the first being the Physical Paper which covers Natural Hazards, The Living World, Physical Landscapes in the UK and Geographical Skills.
- The second section is the Human Paper which covers Urban Issues and Challenges, the Changing Economic World, the Challenge of Resource Management and Geographical Skills.
- The third section focuses on Field Work and Evaluation Skills.

It is important to have a good grade in English, due to the amount of writing and Maths, due to the skills element of the paper which involves interpreting and analysing graphs and data. It is also beneficial to have an inquisitive mind and show an interest in the world around you through watching the news or documentaries and keeping up to date with current affairs.

## **How you will be assessed:**

There will be three written exams lasting an hour and a half each.

Paper 1 Living with the physical environment (35%),  
Paper 2 Challenges in the human environment (35%).  
Paper 3 Geographical applications (30%)

## **Further education and lifelong learning:**

Geography can open many doorways; Geography doesn't just develop your understanding about the ways of the world but develops you into a better global citizen.

Geography will support the study of sciences, especially health and social sciences, like Biology, Sociology and Psychology.

Geography also develops many different transferable skills, such as map skills, interpreting photographs, fieldwork skills, and debating techniques. You will improve your literacy through your written work. Fieldwork, or working outside the classroom is an important part of geography.

## **Who to speak to if you want to find out more:**

Head of Department: Mrs Hughes

Subject Teachers: Mrs Hughes, Mr Moreno & Miss Williams



# GCSE History

**Examination Board:** Edexcel

**Syllabus:** 1H10

## Description of the course:

Apart from being VERY interesting, History is useful for a wide range of careers such as law, journalism, politics, teaching and archaeology. History teaches you vital skills that employers want. Through History lessons you will learn to handle evidence and make informed decisions; you will be able to see more than one point of view and what motivates people, their thoughts, and feelings, learning that different people see things differently.

As part of the course, you will study the following units:

- Medicine in Britain 1250 – present. Including a depth study on Injuries, treatment, and the trenches of World War One. – A study of how medicine and treatments have changed over time. This will include looking at beliefs about diseases such as the Black Death and Cholera as well as the effects the First World War had on medical techniques and technology.
- Early Elizabethan England 1558-88 – All aspects of Elizabeth I's reign from how she ran the country, dealt with political and religious rivalry to exploring the New World. Major events will also be studied.
- EITHER: American West 1835-1895 – a study of Plains Indians, Cowboys and Cattlemen, Gold Miners, Outlaws and Lawmen and Indian Wars. OR: Superpowers Relations 1943-91 – a study of the Cold War between the Soviet Union and America after World War Two. (This depends upon which teacher teaches you next year).
- Weimar Germany and Nazi Germany 1918-39 – a study of Germany between the wars. A study of life in Germany after the defeat of World War One, the rise of Hitler and life in Nazi Germany.

Throughout the course you will be using these key skills: knowledge, understanding, evaluating evidence, debate, discussion, structured writing, and source analysis. It is important to have a good grade in English as there is a lot of writing in this subject. You should also enjoy reading and would benefit from having a wider knowledge about the world around you and current affairs. Now would be a good time to start watching the news!

## How you will be assessed:

3 examinations in Year 11

## Further education and lifelong learning:

The study of History can be useful for embarking upon many careers particularly in law, policing, politics, journalism, business, marketing, academia, insurance, economics, criminology, archaeology and teaching.

## Who to speak to if you want to find out more:

Head of Department: Miss Depper

Subject Teachers: Mr Birley, Miss Depper, Miss White & Ms Woolnough



# GCSE French/German/Spanish

**Examination Board:** Edexcel

**Syllabus:** 2FR01, 2GN01, 2SP01

## Description of the course:

You might think that everyone speaks English but actually 75% of the world's population don't.

By learning a foreign language at GCSE, you are preparing yourself for a global workforce. If you enjoy talking to others and being around people, then you'll enjoy a GCSE in languages.

The course covers all four skills: listening, reading, writing and speaking. In lessons you will learn how to communicate effectively in the language, and you will learn to do this via a range of interesting topics, linked to the following thematic contexts:

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



## How you will be assessed:

Students will be assessed at the end of the course, with each assessment worth 25%. Students will be entered into Higher or Foundation Tier, but students must take all four question papers at the same tier.

\* **Paper 1: Speaking** – including a read-aloud and a role-play task. You will choose a thematic context for the picture description and conversation task.

\* **Paper 2: Listening and understanding** – including audio tracks played 3 times and all questions set in English.

\* **Paper 3: Reading and understanding** – including a translation into English.

\* **Paper 4: Writing** – including a translation into the target language.

## Further education and lifelong learning:

Languages look great on your CV, and they show universities and employers that you have an eye for detail and that you are great at communicating. They can be used in a range of careers from aviation to engineering, PR, law among many others. They help to make the world a smaller place.

## Who to speak to if you want to find out more:

Head of Curriculum Area: Mrs Peralta

Subject Teachers: Mr Pennington, Ms Johnson, Mrs Steward & Mrs Peralta.

# GCSE Computer Science

You will need a solid understanding of maths, to at least a grade D3 or above, and a proven aptitude for computing to study this course.

**Examination Board:** AQA

**Syllabus:** 8525

## Description of the course:

Computer science is one of the fastest growing GCSE subjects and provides a grounding in some of the most in-demand skills in the modern workplace and on STEM courses at university. The course will give you an appreciation of how computers "think" and how we can best utilise these machines. Students will learn how to create efficient algorithms, solve complex problems in creative ways, and evaluate the effectiveness of a program. Students will also delve into the black box of a computer to gain an in-depth understanding of how computers work on a physical level and what this means for us as IT users and computer programmers.

The course is broken down into 2 components using the following content & assessment overview:

### Computational thinking and programming skills (Paper 1)

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing, and refining of code.

Written paper, 90 Marks, 2 hours. Counts towards 50% of GCSE grade.

### Computing concepts (Paper 2)

Data representation, computer systems, computer networks, cyber security, relational databases, and the impacts of digital technology on wider society.

Written exam, 90 marks, 1 hour and 45 minutes. Counts towards 50% of GCSE grade.

### Further education and lifelong learning:

The common route into further education is to complete A-Level Computer Science after studying the qualification at GCSE, then move on to study a computing-based degree at university. You should consider studying Computer Science if you wish to begin a career in roles such as Software engineering, Website development, Game design and programming, IT, or Cyber security. Computer science will also develop skills that are highly beneficial to careers in Science, Technology, Engineering, and Mathematics.



### Who to speak to if you want to find out more:

**Computer Science Lead:** Mr Costin

# GCSE Religious Studies (RPE)

**Examination Board:** AQA

**Syllabus:** 8062 A

## Description of the course:

The course will consist of studying two main world religions alongside four philosophical and ethical topic areas. Topics which may be included:

- Peace and conflict (War, conflict, Weapons of Mass Destruction)
- Crime and Punishment (Capital punishment, Corporal punishment, forgiveness)
- Religion and Life (animal testing, origins of life etc.)
- The Existence of God and Revelations (Miracles, visions, nature)

GCSE RPE gives you the opportunity to explore the world around you whilst helping you to develop your own views and system of ethics. You will investigate different beliefs and cultures that influence countries, their rules, laws, and customs. GCSE RPE is essential in developing skills of critical and reflective thinking which will support you across other GCSE subjects.

A good RPE student needs to be able to:

- Present their thoughts in a clear manner.
- Argue their view, by giving evidence to prove it.
- Have excellent knowledge of current events and the world around them.
- Be able to evaluate and analyse society and its beliefs, culture, morals, ethics and laws.
- Critically assess philosopher's writings and draw out the strengths and weaknesses of the argument studied.
- Have an inquisitive mind.
- Have a love of how the world works and connects in what is morally acceptable and unacceptable and how cultures and countries can differ.
- Demonstrate good literacy skills.

## Further education and lifelong learning:

The study of Religion can be useful for embarking upon many **careers** particularly in **medicine, policing, law, politics, journalism, psychology, criminology, and teaching**. Knowledge of religious beliefs and worldviews can be a benefit in any career where you have clients, colleagues or employees that need to have their beliefs taken into consideration.

## How you will be assessed:

100% final examination in Year 11

## Who to speak to if you want to find out more:

Head of Curriculum Area: Mr David

Subject Teachers: Mr David and Mrs Lincoln



# GCSE Fine Art

**You cannot study both Fine Art and Textiles Design – You can only choose one of these.**

**Examination Board:** EDEXCEL

**Syllabus:** 1FAO

## **Description of the course:**

If you are creative and love to draw, paint, design, take photos and have a strong interest in the arts, then this is the course for you!

GCSE Fine Art is a broad and flexible course that will give you the opportunity to develop your creative ideas and practical skills. You will be able to experiment using a variety of two-dimensional and three-dimensional media, materials, techniques, and processes. This will include drawing, painting, printmaking, mixed media, photography, and sculpture.

You will be able to develop your critical understanding, through researching the work of contemporary and historical artists, craftspeople, and designers. You will also have the opportunity to visit galleries and museums, to look at art first-hand for inspiration.

## **How you will be assessed:**

During the two-year course, you will be expected to complete a Portfolio of work which is worth 60% of your final GCSE grade and an externally set assignment worth 40% of your final GCSE grade. The Portfolio will include the following three projects: Still Life, Cubism and Fragments. You will be expected to record your ideas, research, experimentation, and designs in your sketchbooks, as well as produce a final piece of work for each project.

The externally set assignment is your fourth and last project, which is your final exam. Once again, you will be expected to record your ideas, research, experimentation, and designs in your sketchbook, but you produce your final piece under exam conditions. This is a 10-hour exam, which runs over two days.

## **Further education and lifelong learning:**

Successful completion of a GCSE in Art allows you to go on to study A Level Art or Textiles, which in turn opens doors to a whole range of arts related opportunities within University arts faculties, including degrees in: Painting, Sculpture, Printmaking, Curating and Museum Education, Graphic Design, Fashion, Architecture, Animation, Photography, Film, Advertising, Interior design, 3-D Design and Stage Design.

## **Who to speak to if you want to find out more:**

Head of Art: Mrs De Kadar

Subject Teachers: Mrs De Kadar, Miss Riches



# GCSE Creative Textiles Design

**You cannot study both Fine Art and Textiles Design – You can only choose one of these.**

**Examination Board:** AQA

**Syllabus:** 8204

## **Description of the course:**

If you are creative and imaginative, love making things from fabrics and threads and experimenting with all different materials, this is the perfect subject for you.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in your work. You will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

Creative Textile offers the opportunity to develop skills over a broad range of textile and/or fashion techniques and applications. This involves the creation, selection, manipulation, and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching, embroidery, surface design and printing to create designs and products.

Textile designers work in multi-disciplinary ways to create ideas, materials, and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance, and retail.

There will also be opportunities to visit Textile Exhibitions and Museums as part of the course to research other designers work and gain inspiration into your own work.

## **Further education and lifelong learning:**

Level 3 course, such as AS or A level Art and Design Textiles or BTEC Nationals in Art and Design Fashion and Textiles courses and then onto a wide variety of Degree courses at university, leading to careers in interior design, textile manufacture, costume and theatre design, fashion illustration & design, fashion retail and marketing, fashion design in footwear, millinery, knitwear, graphics and fashion photography and publishing.

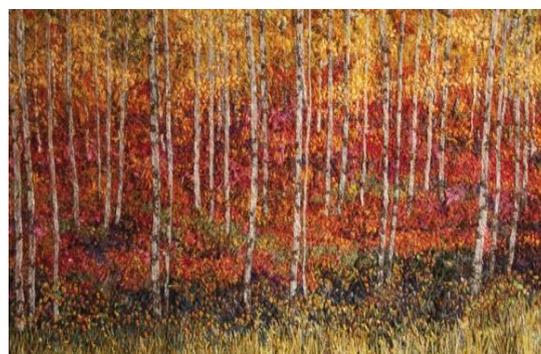
## **How you will be assessed:**

Component 1: Personal Portfolio.

This component is worth 60% of your GCSE. You will produce a portfolio of work based on set tasks by the teacher.

Component 2: Externally Set Assignment (ESA)

This component is worth 40% of your GCSE. You will produce preparatory studies and personal outcome(s) based on a theme set by AQA.



## **Who to speak to if you want to find out more:**

Head of Art: Mrs De Kadar

Subject Teacher: Miss Chamberlain

# GCSE Food Preparation & Nutrition

You must be working at or around a Grade A1 in Maths and Science to opt to study this course.

**Examination Board:** WJEC Eduqas

**Syllabus:** C560

## Description of course:

This GCSE will teach students the science behind food preparation, how to cook a range of savoury and sweet dishes and how to plan nutritious meals that can form part of a healthy, balanced diet. Not only will you learn how to cook but you will learn about the relationship between diet, nutrition and health and understand the economic, environmental, and ethical influences on food choices. We will explore a range of ingredients and processes from different culinary traditions and investigate the functional properties and chemical processes involved in food preparation. The course will be delivered through a mixture of practical food preparation, investigations, and theory lessons.



## How will you be assessed:

One written exam 1 hour 45 minutes (50%)

## Non-exam assessment

- Food investigation (15%)  
Students have to create an investigation, following scientific principles, carry out their experiments then write a report showing their understanding of the scientific principles that underpin the preparation and cooking of food.
- Food preparation assessment (35%)  
Students plan, prepare, cook and present a three dishes and appropriate accompaniments in response to a practical question set by the board. They will make their dishes in a three-hour practical exam.

Students will produce a concise portfolio that:

- Demonstrates their application of technical skills and their practical outcome.
- Explains how they planned and carried out the preparation, cooking and presentation of their three final dishes.
- Includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish.

## Further education and lifelong learning:

Having completed this course students can go on to study food science and find a career in the food industry developing new food products working in quality control or food production. They may also go onto study nutrition and become a dietician or nutritionist. Alternatively, they may go to college and complete a catering or hospitality course.

## Who to speak to if you want to find out more:

Head of Curriculum Area: Mr Todd

Lead teacher and subject teacher: Miss Birrell

# GCSE Physical Education (PE)

**Reminder that this course is 70% theory and only 30% practical.**

**Examination Board:** AQA

**Syllabus:** 8582

## **Description of the course:**

Students will study areas that include applied Anatomy and Physiology, Sports industry and its effects on sport, Injury, Leadership, Diet and Nutrition, Sport Psychology and Movement Analysis.

You will be expected to complete practical and theory lessons, always with the correct equipment and ready to work. This subject will develop your understanding and knowledge of how your body works in relation to physical exercise. You will be able to improve knowledge, understanding and performance in your chosen areas.

Students benefit from having a love of sport and a willingness to work hard even if you find the topic difficult or outside of your comfort zone. You will need a good sporting ability in three sports for GCSE. A keen interest in the science behind sport and how sport can affect or be affected by society will also help.

## **How you will be assessed:**

You will be assessed using the GCSE PE practical criteria in the following sports: Football, Netball, Badminton, Basketball, Athletics, Handball, Rugby, Trampolining, Hockey, and a few sports we have access to that are not on the curriculum. If there are any sports you compete in outside of school these can be included in your assessment e.g., Swimming, Horse Riding, Boxing etc. Theory lessons will be marked on a regular basis and an end of year test will be set.

40% is non-examined work (30% practical and 10% coursework), in three sporting activities and a written analysis of performance about a Personal Exercise Programme. 60% is theory (final exam), two written exam papers on all theory aspects learned. Taken at the end of the course.

## **Further education and lifelong learning:**

Sports science	PE teacher
Physiotherapist	Professional sportsperson
Sports coach/consultant	Sports policy at local and national level
Diet and fitness instructor	Personal trainer

## **Who to speak to if you want to find out more:**

Head of Curriculum Area: Mr G Edwards  
Subject Teachers: Mr A Booth, Ms A Dean,  
Mr G Edwards, Ms R Jones, Ms N Gipps, Mr S Jones  
& Mr M Peacham



# GCSE Drama

**Examination Board:** Edexcel

**Syllabus:** 1DR0

## **Description of the course:**

The course will allow you to study a range of performance styles, play texts and theatre practitioners. Set texts will be studied and performed during the course which is an exciting opportunity to bring these texts from page to stage. You will also develop a range of performances using different performance styles, alongside learning essential life skills that will benefit you in any career post-16. Theatre trips to see live performances are part of the course as you will be asked to evaluate a live performance.

It is vital that you understand that performance and written work are part of the Drama course. You will be expected to perform in school productions and plays, attend mandatory extra rehearsals for Components 1 and 2, alongside complete the required theory work for the course. You will also need to show commitment, reliability, determination, good organisation, and self-discipline to develop confidence, together with creative expression and co-operation.

## **How you will be assessed:**

### **Component 1: Devising (40% of the qualification – 60 marks)**

This component of the course requires you to work in a group to create, rehearse and then perform a devised performance from a piece of stimulus. There is also a portfolio that reflects on and evaluates the creating and development of ideas.

### **Component 2: Performance from a text (20% of qualification – 48 marks)**

This component requires students to perform 2 short extracts of a play text. You have the option to perform extracts as either monologues, duologues or a group piece. This performance is assessed by a visiting examiner.

### **Component 3: Theatre makers in practice (40% of qualification – 60 marks)**

This component is a written exam at the end of the course. Students answer questions on a key extract of a set text studied in class from the perspective of an actor, director, and designer. You will also be required to answer exam questions on a live performance that you have seen during the course.

## **Further education and lifelong learning:**

The study of Drama can be useful for embarking upon many careers particularly as an actor, working in the creative arts industry, in media, project management, public speaking, and teaching. Knowledge and confidence in Drama can develop a range of essential life skills that can be a benefit in any career where you must think creatively, lead and manage people, collaborating in group work, and problem solving.

## **Who to speak to if you want to find out more:**

**Head of Curriculum Area:** Mrs Green

**Head of Department:** Miss Bol

**Subject Teachers:** Mr Holland and Miss Bol



# GCSE Music

**Examination Board:** Eduqas

**Syllabus** C660QS

## Description of the course:

You don't have to want to be the latest music sensation or a professional musician to study Music. In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum), to help businesses survive and grow. Studying Music will help you develop these skills. Music is also highly regarded as an academic subject and so studying it could supplement your studies in leading to any professional career.

There are three areas of study: Performance, Composition, Listening and Appraising.

- **Performing 30%** – You will record performances of a minimum total of four minutes. It must have at least one minute of a group piece (ensemble playing) and other performance(s) can be either solo or group pieces.
- **Composing 30%**– You will continue to develop your composition skills to be able to create two compositions. In Year 10, you will compose a piece of your own choice. In Year 11, the piece is set by the exam board, usually from a choice of options.
- **Listening and appraising/understanding 40%** – This is the only exam and is approximately 1 hour 15 minutes. You are asked to listen to, and answer questions about pieces and styles of music that you've studied. You will learn about a range of types of music, including vocal, instrumental, music for film, pop, jazz, fusion, and new music.

## How you will be assessed:

- Performing – recorded during in Year 11
- Composing – One piece completed during lessons in Year 10/11, the other in Year 11.
- Appraising – listening examination based on the studied music.



## Entry requirements for the course:

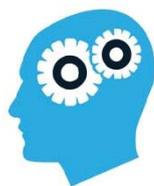
- **You must be able to play an instrument or sing** and have an interest in developing your skills on your chosen instrument. This includes having regular music lessons.
- You will need to be prepared to practice your instrument to learn your solo and ensemble pieces.
- Performance can be on any instrument or voice, rapping and beatboxing. You can also use a sequencer (computer) to perform live.
- If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE.
- If you love listening to music, and can spot all the details, you have already developed some of the abilities you need.

## Further education and lifelong learning:

Being a musician isn't the only career in music – other options include being a sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue. It could also include careers in the arts/creative industries or in professions such as law.

**Who to speak to if you want to find out more:** Head of Performing Arts: Mrs Green  
Music Teachers: Mrs Green, Mr Russell.

# VOCATIONAL & TECHNICAL AWARD OPTION SUBJECTS



# Level 1/2 Vocational Award in Child Development

**Examination Board:** OCR

**Syllabus:** J809

This course will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as how to provide a safe and nurturing environment.

## **Description of Course:**

This qualification is divided into 3 units, two centre assessed units with practical task-based assessment opportunities and one examined unit.

RO57 – In this unit, you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses. We look at development from pre-conception through to 5 years of age and understand factors affecting growth and development.

RO58 - In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs, including planning and creating a meal for a child.

RO59 - In this unit, you will learn the expected developmental norms for children from one to five years. You will use observation, research techniques and skills to investigate these development norms and explore your findings. You will learn the importance of creating plans and providing different play activities to support children in their development.

## **How will you be assessed:**

Unit R057: Externally assessed written exam 40%.

Unit R058: Creating a safe environment and understanding the nutritional needs of children from birth to five years. OCR-set assignment 30%.

Unit R059: Understanding the development of the child from birth to five years. OCR-set assignment 30%.

## **Further education and lifelong learning:**

This course can lead to careers in childcare, primary school teaching and support workers. You will need to go to college to study Childcare at level 3. you would then need to go on to study teaching at university.

## **Who to speak to if you want to find out more:**

**Head of Curriculum Area:** Mr Todd. **Subject**

**Teachers:** Ms Aylott, Miss Birrell and Ms LaChance



# Level 1/2 Vocational Award in Health and Social Care

**Examination Board:** OCR

**Syllabus:** J835

This course will encourage students to understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings. They will develop learning and practical skills that can be applied to real-life contexts and work situations. The course also fosters the ability to think creatively, innovatively, analytically, logically and critically, as well as develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

## **Description of Course:**

This qualification is divided into 3 units: One exam unit and two coursework units.

**R032 Principles of Care in Health and Social Care Settings** (Exam) – In this unit you will learn about the rights of service users in health and social care settings, person-centred values, effective communication in health and social care settings, and protecting service users and providers in health and social care settings.

**R033 Supporting Individuals through life events** (Coursework) - In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

**R035 Health Promotion Campaigns** (Coursework) - In this unit you will research health promotion campaigns, learn about factors that affect our health and learn about health campaign benefits to society. You will also plan and deliver your own health promotion campaign.

## **How will you be assessed:**

Unit R035: Externally assessed written exam 40%.

Unit R033: OCR-set assignment 30%.

Unit R035: OCR-set assignment 30%.



## **Further education and lifelong learning:**

This course can lead to careers in midwifery, nursing, allied health professions and medicine. You will need to go to college to study either Health and Social care, Biomedical Science or other Science subjects to level 3. You would then need to go on to study midwifery, nursing, physiotherapy, occupational health, psychology or medicine at university.

## **Who to speak to if you want to find out more:**

Head of Curriculum Area: Mr Todd

Lead teacher: Ms Aylott

# Level 1/2 Technical Award in Applied Engineering

You can only choose one Technology subject

**Examination Board:** WJEC

**Syllabus:** 5799QA

## Description of the course:

Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering.

Finding solutions to problems to ensure a product is fit for purpose involves:

- learning about materials
- design processes
- engineering processes
- safe use of tools and equipment
- mathematics that engineers use.



**The Level 1 / 2 Award in Engineering** provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

## Further education and lifelong learning:

Those who study this subject are much better equipped to follow modern engineering apprenticeships. It also allows successful candidates to move on to Level 3 courses at further education as an alternative route for candidates to progress to Level 3 vocational based courses.

## How you will be assessed:

WJEC Level 1/2 Award in Engineering			
Unit No.	Unit title	Assessment	Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass
1	Manufacturing engineering products	Production of a manufactured item – 40%	
2	Designing engineering products	Design Folio – 20%	
3	Solving engineering problems	Written Exam 90 minutes – 40%	

## Who to speak to if you want to find out more:

Head of Curriculum Area and Subject Teacher: Mr Todd

# Level 1/2 Vocational Award in Hospitality & Catering

You can only choose one Technology subject

**Examination Board:** WJEC Level1/2

**Syllabus:** 601/7703/2

**Description of the course:** The Hospitality and Catering industry is Britain's 4<sup>th</sup> biggest sector with 25% of all jobs in this sector being done by workers between 18-25 years old. Hospitality and catering is an international work sector which gives you the opportunity to travel and explore the world while working. If you decide that the pressure of working in a busy kitchen doesn't suit you, a 'front of house' position, being an events manager in a top London hotel or running a conference centre in one of the world's capital cities might be more appealing – in fact, the possibilities are endless! If you decide not to pursue a career in hospitality and catering, you will have developed a valuable life skill.

This course equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing, and cooking a variety of dishes.

## Unit 1 Hospitality and Catering Industry.

**In this unit you will:**

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill-health

## Unit 2 Hospitality and Catering in Action.

**You will:**

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

## Further Education and lifelong learning

After completing this course students could go to college to study a variety of different related courses such as:

Level 2/3 Diploma in Hospitality and Catering

Level 2/3 Diploma in Professional Cooking

Level 3 Diploma in Hospitality and Tourism Management

Level 3 Applied Certificate/Diploma in Food Science and Nutrition

## How you will be assessed:

Unit 1 - This is assessed by a written exam (40%)

Unit 2 - This is assessed by NEA which includes a 3-hour practical exam (60%)

## Who to speak to if you want to find out more:

Head of Curriculum Area: Mr Todd

Subject Teachers: Ms Birrell



# Vocational Award in Sport & Coaching Principles (PE)

You can only choose one PE subject.

**Examination Board:** WJEC

**Syllabus:** 5259QA

## Description of the course:

Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.

Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

## How you will be assessed:

You will be assessed with a written exam (80 minutes) that has short and long answered questions based around applied situations (sports). You are given material to provide a stimulus. 40% of the course.

You will also be given a project to complete in school. This is based upon how we respond to factors in sport and how we can adapt to them. This project is worth 25%.

Finally, you will be assessed on your ability to coach! You will use all of the information learned so far and apply this with coaching principles. This is a **practical** unit. 35% weighting.

## Further education and lifelong learning:

Sports science	PE teacher
Physiotherapist	Professional sports person
Sports coach/consultant	Sports policy at local and national level
Diet and fitness instructor	Personal trainer

## Who to speak to if you want to find out more:

Head of Curriculum Area: Mr G Edwards

Subject Teachers: Mr A Booth, Ms A Dean, Mr G Edwards, Ms R Jones, Ms N Gipps, Mr M Peacham & Mr S Jones



# BTEC Technical Award in Dance (Performing Arts)

**Examination Board:** Pearson/Edexcel

**Syllabus:** 603/7054/3.

## Description of the Course:

BTEC Dance is an intensive and exciting practical course enabling you to explore, develop and extend your dance techniques, choreographic skills, and understanding of the professional dance industry. The course is aimed at those of you who are interested in exploring and developing your own dance skills, knowledge and understanding. You should have a reasonable level of fitness, creativity, commitment and motivation.

## Units Studied:

### Component 1 – Exploring the Performing Arts

- Take part in practical and theory lessons exploring three professional dance works.
- Assessment: 1,000-word essay or Power Point Presentation

### Component 2 – Developing Skills and Techniques

- Take part in practical workshops learning Contemporary, Jazz or Street Dance techniques and phrases.
- Assessment: Rehearsal and performance of professional repertoire. Logbook.

### Component 3 – Performing to a Brief

- Take part in a series of choreographic workshops and create a piece of choreography in response to a stimulus.
- Assessment: Choreographic process and final performance.

## Grades: Pass, Merit, Distinction

At the end of the course, you will be awarded with a final grade of pass, merit, distinction or distinction\*.

## Opportunities

You will have opportunities to see and work with professional artists and perform at various Dance events in Essex as well as trips to the theatre and possible workshops with professional dancers and choreographers.

## Further education and lifelong learning:

College: BTEC Level 3 Dance, A-Level Dance. University: BA (Hons) in Dance, PGCE in Dance Education, MA or Dance PHD. Leading to careers in Arts Administration as a professional performer/teacher/choreographer or a freelance community instructor.

## Who to speak to if you want to find out more:

Head of Curriculum Area - Mrs A Green.

Subject Teacher: Miss Lachance



# Level 1/2 Technical Award in Music Technology

**Examination Board:** NCFE

**Syllabus:** 603/7008/7

## Description of the Course:

The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to music technology that includes a vocational and project-based element. You may be interested in this course if you wish to pursue a career in the music industry or progress onto further study.

During the course you will study the following content areas:

**Content area 1:** Introduction to music technology and the music business

**Content area 2:** The digital audio workstation (DAW)

**Content area 3:** Musical elements, musical style and music technology

**Content area 4:** Sound creation

**Content area 5:** Multitrack recording



## How you will be assessed:

The qualification has 2 assessments externally set by NCFE: one non-exam assessment and one written examined assessment.

Assessment breakdown		<ul style="list-style-type: none"><li>1 hour 30 minutes examined assessment</li><li>17 hours non-exam assessment</li></ul>
Non-exam assessment (NEA)	Weighting (60%)	Externally-set, internally marked and externally moderated: <ul style="list-style-type: none"><li>synoptic project</li></ul>
Examined assessment (EA)	Weighting (40%)	Externally-set and externally marked: <ul style="list-style-type: none"><li>written exam</li></ul>
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

## Entry requirements for the course:

- You should have a keen interest in the field of Music tech and enjoyed the KS3 lessons on Charanga.
- You will be required to take responsibility for your own learning, set your self-targets, evaluate your work and learn from any mistakes.
- You will be required to complete paperwork.

## Further education and lifelong learning:

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- A Level Music (this will support progression to higher education)
- Level 3 Applied General Certificate in Music Technology
- Level 3 Certificate in Music Technology

Learners could also progress into employment or onto an apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the industry through a variety of occupations that are available such as producer, technician and arranger.

**Who to speak to if you want to find out more:**

Head of Performing Arts: Mrs Green

Music Teachers: Mrs Green, Mr Russell

# Level 1/2 Technical Award in Business and Enterprise

**Examination Board:** NCFE

**Syllabus:** 603/7004/X

## **Description of the Course:**

The study of business and enterprise involves understanding key business and enterprise areas such as, legal structures, marketing, market research, operations management, resource planning, human resources, funding, finance and business and enterprise planning.

The qualification focuses on an applied study of the business and enterprise sector and learners will gain a broad understanding and knowledge of working in the sector.

## **What will the learner study as part of this qualification?**

Content area 1: Entrepreneurship, business organisation and stakeholders

Content area 2: Market research, market types and orientation and marketing mix

Content area 3: Human resource requirements for business and enterprise

Content area 4: Operations management

Content area 5: Business growth

Content area 6: Sources of enterprise funding and business finance

Content area 7: The impact of the external environment on business and enterprise

Content area 8: Business and enterprise planning

## **How you will be assessed:**

Learners must achieve a minimum of a Level 1 Pass in the internal and external assessment to achieve the overall qualification.

This qualification consists of one unit with multiple content areas.

## **Unit 1 Understanding business and enterprise (L/618/6056)**

A) Introduction to business and enterprise (Exam 40%)

B) Understanding resources for business and enterprise planning (60% Moderated coursework)

## **Further education and lifelong learning:**

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Applied General Certificate in Business and Enterprise
- Level 3 Technical Level in Management and Administration (this will support progression to higher education)
- A Level in Business (this will support progression to higher education)

## **Who to speak to if you want to find out more:**

Head of Curriculum Area: Miss Judson

Teachers: Mr Jones, Miss Judson



# Level 1/2 Vocational Award in Travel & Tourism

**Examination Board:** Pearson BTEC Level 2 Tech Award **Syllabus:** 603/7048/8

## **Description of the course:**

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport, and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK and investigate different types of customer and UK destinations. You will have the opportunity to study the different influences on global tourism and tourism, plus research customer needs in travel and tourism and ways in which the industry identifies them. You will develop key skills, such as research, report drafting and writing skills and project management.

## **How you will be assessed:**

You will study three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

Components 1 & 2 are internal assessments (both worth 30%) and component 3 is a 2-hour external exam worth 40%. All 3 components must be completed to pass the course.

Component 1: Travel and Tourism Organisations and Destinations

Component 2: Customer Needs in Travel and Tourism

Component 3: Influences on Global Travel and Tourism

## **Further education and lifelong learning:**

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of the travel and tourism sector and which part of it you might want to study further to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels at college of sixth form.

## **Who to speak to if you want to find out more:**

Head of Curriculum Area: Miss K Judson

Subject Teacher: Ms A Dean

