



THE  
**MALLING**  
SCHOOL

# Year 9 Options

## For September 2024

# Key Information and Dates



## The Option Process – Key Dates

Assemblies and information through assemblies and period 1

Options evening - **Thursday 8<sup>th</sup> February**

Students and Parents consider option choices

Parents' consultation evening - **Thursday 29<sup>th</sup> February**

Option choice form to be completed by **Friday 8<sup>th</sup> March**

Option choice suitability assessed by TMS staff

Students informed of option subject allocation in early Term 6 (June 2024)

# Options Guidance



Dear Students and Parents

I have great pleasure in presenting the Key Stage 4 Options Booklet for 2024. This document has been carefully prepared to provide all of the necessary information for you to make some significant decisions about the range of courses on offer for Key Stage 4. This process is an important first step in framing the context in which each student will work over the next two years.

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

John Vennart

Headteacher

## Guidance for Students

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

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

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

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

## Guidance for Parents

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

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

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

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

# Subject Details



## Core Curriculum:

English Language and Literature	Mrs L Finlay
Maths	Mrs S Thompson
Science	Dr C Shirley

## Option Subjects:

Art & Design – 3d Design	Mrs R Barker
Art & Design – Art, Craft & Design	Mrs R Barker
Art & Design – Photography	Mrs R Barker
Art & Design - Textiles	Mrs R Barker
ASDAN Personal and Social Effectiveness	Mrs S Cook
Business	Mrs K Keeping
Computer Science	Mr G Keating
French	Mrs M Fowler
Health and Social Care	Dr A Calvert
Geography	Mrs N Bridges
History	Miss A Goren
Hospitality and Catering	Mr C De Roeck
Media Studies	Mrs L Finlay/Mr J Cass
Music	Miss E Cox
Performing Arts- Dance	Mrs L Bush
Performing Arts- Drama	Mr J Addis
Psychology	Mrs E Conway
Religious Studies	Dr A Calvert
Separate Sciences	Dr C Shirley
Sociology	Mrs E Conway
Spanish	Mrs M Fowler
Sport Studies	Mr J Burden

# Key Stage 4 Curriculum



## All students study:

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

## EBacc Subjects:

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

## Foundation Subjects:

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

# Core Subject: GCSE English Language



**Examination Board:** AQA

## **Course Description:**

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

## **How will students learn?**

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

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

English literature is 100% externally assessed.

There are two papers:

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

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

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

A-Level English

IB English

English is also usually a requirement for further education courses.

## **Career Routes:**

Teacher

Copywriter

Lexicographer

Editor

Journalist

Lecturer

Writer

Writer

# Core Subject: GCSE English Literature



**Examination Board:** AQA

## **Course Description:**

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

## **How will students learn?**

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

Students will read and analyse the following:

*Romeo and Juliet* by William Shakespeare

*A Christmas Carol* by Charles Dickens

*An Inspector Calls* by J.B Priestley

Power and Conflict Poetry

Unseen Poetry

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

English literature is 100% externally assessed.

There are two papers:

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

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

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

A-Level English

IB English

English is also usually a requirement for further education courses.

## **Career Routes:**

Teacher

Copywriter

Lexicographer

Editor

Journalist

Lecturer

Writer

Writer

# Core Subject: GCSE Mathematics



**Examination Board:** Pearson

## **Course Description:**

This is a compulsory course which builds on the knowledge you have previously learnt in KS3. You will continue to learn new concepts and techniques whilst revisiting those already learnt. It is the aim that during term 1 of year 11 you will be in a position to begin your revision for your GCSE's. Concepts learnt in this course are to prepare you for the maths you will use during your everyday life, specialised maths which depending upon the career path you choose you may need and continue building the blocks for the subject for learning at a higher level.

## **How will students learn?**

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

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

The course is assessed by examination only.

There are 3 papers each 1 hour and 30 minutes

Paper 1 – non-calculator

Paper 2 – calculator

Paper 3 – calculator

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

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

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

A level maths

Accounting

Business Studies

## **Career Routes:**

Accountant

Financial adviser

IT

Business manager

Bank clerk

Statistical analyst

Finance clerk



# Core Subject: GCSE Combined Science



**Examination Board:** Pearson

## **Course Description:**

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

## **How will students learn?**

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

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

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

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

IB Sciences: Biology, Chemistry, Physics, and Psychology

BTEC Level 3 Applied Science

A Level Sciences: Biology, Chemistry, Physics

A Level Psychology, Computer Science

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

## **Career Routes:**

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

# Subject: GCSE Art & Design (Art, Craft and Design)



**Examination Board:** AQA

## **Course Description:**

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

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

## **How will students learn?**

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

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

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

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

IB Visual Arts

A Level Art & Design

BTEC National Diploma Level 3 Art & Design

Art Textiles

Photography

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

## **Career Routes:**

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

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

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



**Examination Board:** AQA

## **Course Description:**

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

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

## **How will students learn?**

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

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

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

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

IB Visual Arts

A Level Art & Design

BTEC National Diploma Level 3 Art & Design

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

## **Career Routes:**

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

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

# Subject: GCSE Art and Design (Photography)



**Examination Board:** AQA

## **Course Description:**

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

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

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

## **How will students learn?**

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

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

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

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

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

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

## **Career Routes:**

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

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

# Subject: GCSE Art and Design (Textiles)



**Examination Board:** AQA

## **Course Description:**

The Textiles GCSE course is an exciting opportunity for pupils to explore a wide range of textile techniques and processes in order to design and make textile products. These products may have a functional or a non-functional purpose and may be woven, knitted, stitched, printed or decorative textile pieces.

On this course pupils will use a wide range of textile skills and techniques. They will be expected to explore at least one or more of the following areas: art textiles, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, fashion design and illustration, costume design.

This course would be suitable for pupils who have an interest in fashion design, textile garments, soft furnishings, textile art and fabric design.

## **How will students learn?**

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

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

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

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

IB Visual Arts                  A Level Art & Design                  Level 3 Fashion Design Diploma

BTEC Level 3 Art & Design

Degree courses in: Fashion Design, Tailoring, Digital Fashion, Fashion Business and Management, Textiles for Interiors, Fashion Image & Styling and Printed Fashion Textiles

## **Career Routes:**

Depending on the options you take, it could lead towards a wide range of careers in fashion industry including Fashion designer, Tailor, Interior Textiles Designer, Fashion Business and Management and Fashion Retail

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

# ASDAN Personal and Social Effectiveness



**Examination Board:** ASDAN

## **Course Description:**

This is a 2-year course developing skills and abilities to prepare students for progression into work or college. Students work towards completing challenges at the appropriate level to build a portfolio of evidence which demonstrate competence in the following skills: developing myself and my performance, working with others, problem solving. These challenges enable students to develop self-confidence as they develop their social skills and an appreciation of the wider world. The course encourages valuable skills such as listening and debating and recording evidence.

## **How will students learn?**

Students will learn through a variety of mediums including presentations, discussions, and written work. Students may be able to select the best method of assessment from a range, which will enable them to achieve success suited best to their learning style.

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

A portfolio is gathered over the 2 years and key skills paperwork is completed. The portfolios are internally and externally moderated.

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

Level 3 CoPE

Wider Key Skills – College

Apprenticeships

## **Career Routes:**

This course provides a direct grounding for all students who wish to continue onto university or move straight into a career after Sixth Form, including self-employment.

Enrolment on this course is limited to students selected by the Specialist Resource Provision Staff. Please speak to Mrs S Cook if you are interested in taking this course.

# Subject: GCSE Business



**Examination Board:** Pearson

## **Course Description:**

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

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

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

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

## **How will students learn?**

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

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

Two themes:

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

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

Level 3 Business qualifications

## **Career Routes:**

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

# Subject: GCSE Computer Science



**Examination Board:** OCR

## **Course Description:**

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

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

## **How will students learn?**

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

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

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

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

A level or IB Computer Science

BTEC ICT

## **Career Routes:**

Computer Programmer

Cyber Security

Software Developer

Hardware Engineer

AI Engineering

Mobile App Development

Network Engineering

Business Analystist

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



# Subject: GCSE French



**Examination Board:** AQA

## **Course Description:**

Students follow a two-year course covering 3 main topic areas:

**1 – Identity and culture:** Me, my family and friends, technology and everyday life, free-time activities, customs and festivals in French-speaking countries/ communities.

**2 – Local, national, international and global areas of interest:** Home, town, neighbourhood and region, social issues, global issues, travel and tourism.

**3 – Current and future study and employment:** my studies, life at school/ college, education post-16, jobs, career choices and ambitions.

## **How will students learn?**

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

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

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

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

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

## **Career Routes:**

Business – Personnel manager, sales, import-export

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

Education – Teacher, overseas teacher.

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

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

# Subject: GCSE Geography



**Examination Board:** Pearson

## **Course Description:**

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

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

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

## **How will students learn?**

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

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

Three examinations:

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

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

AS/A2/IB Geography

AS/A2 Geology

AS/A2/IB Politics

AS/A2 Sociology

## **Career Routes:**

Urban Planning

Cartographer

Construction Industry

GIS Specialist

Transportation Management

Climatologist

Environmental Management

Seismology

# Subject: BTEC Health and Social Care



**Examination Board:** Pearson

## **Course Description:**

BTEC Health and Social Care has been designed to provide students the opportunity to gain a broad understanding and knowledge of the health and social care sector. The course gives students the opportunity to understand the human life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.

## **How will students learn?**

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

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

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

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

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

## **Career Routes:**

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

# Subject: GCSE History



**Examination Board:** OCR History B (Schools History Project) – J411

## Course Description:

Aims and learning outcomes of the course are that pupils will develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Pupils will develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. In addition, they shall develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. They will also be expected to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## How will students learn?

The course enables you to develop a wide range of skills that can be applicable in every subject and the world of work. Students will be developing skills of enquiry, analysis and synthesis. The work will focus on a wide ranging selection of sources from different forms of media, and give students the opportunity to interpret and analyse these. The course enables students to advance their independent learning skills.

## How will the course be assessed?

Three examinations:

### Paper 1: 1hr45m Examination

Thematic Study – The People’s Health c.1250-present	20%
British Depth Study – The Elizabethans 1580-1603	20%

### Paper 2: 1 Hour Examination

History Around Us (Local History Site Study) – Dover Castle	20%
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### Paper 3: 1hr 45m Examination

World Depth Study – Living Under Nazi Rule 1933-1945	20%
Period Study – The Making of America 1789-1900	20%

## Education Pathways after Year 11:

AS/A2 History	AS/A2 Politics
IB History	AS/A2 Sociology

## Career Routes:

Journalism	Libraries and Record Offices
Law	Archaeology
Publishing	Architecture
Teaching	Nature Conservation

# Subject: WJEC Hospitality and Catering



**Examination Board:** WJEC

## **Course Description:**

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

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

## **How will students learn?**

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

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

Unit 1 – Written exam with 4 specific objectives. 1hour 20 minute paper 40%

Unit 2 – Internal practical exam.

Plan and cook 2 dishes suitable for the brief including written coursework. 60%

A 3.5-hour practical exam to cook 2 dishes. Starters, mains or desserts.

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

College

Apprenticeship

## **Career Routes:**

Hospitality and Catering Industry

# Subject: GCSE Media Studies



**Examination Board:** AQA

## **Course Description:**

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

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

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

## **How Will Students Learn:**

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

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

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

- 1. Paper 1: Exploring the Media (35%)**
  - Written examination exploring media language and representation.
- 2. Paper 2: Understanding Media Forms and Products (35%)**
  - Written examination focusing on media industries, audiences, and media contexts.
- 3. Non-Exam Assessment (NEA) - Creating a Media Product (30%)**
  - Practical coursework where students plan, produce, and evaluate their own media product.

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

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

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

## **Career Routes:**

Journalism

Advertising and Marketing

Public Relations

Film and Television Production

Digital Media and Content  
Creation

Social Media Management

# Subject: BTEC Music



**Examination Board:** Pearson

## **Course Description:**

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

Students will complete three units of work:

Component 1 – Exploring the Music Industry

Component 2 – Developing Music Skills

Component 3 – Responding to a Music Brief

## **How will students learn?**

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

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

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

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

Three Units:

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

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

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

## **Career Routes:**

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

# Subject: BTEC Performing Arts - Dance Pathway



**Examination Board:** Pearson

## **Course Description:**

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

Students will complete three units of work:

Component 1 – Exploring the Performing Arts

Component 2 – Developing Skills and Techniques in the Performing Arts

Component 3 – Performing to a Brief

## **How will students learn?**

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

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

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

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

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

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

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

## **Career Routes:**

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



# Subject: BTEC Performing Arts - Drama Pathway



**Examination Board:** Pearson

## **Course Description:**

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

Students will complete three units of work:

Component 1 – Exploring the Performing Arts

Component 2 – Developing Skills and Techniques in the Performing Arts

Component 3 – Performing to a Brief

## **How will students learn?**

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

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

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

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

Three Units:

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

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

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

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

# Subject: GCSE Psychology



**Examination Board:** Pearson

## **Course Description:**

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

## **How will students learn?**

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

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

Two written exams:

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

1hr45minutes

55%

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

1hr20minutes

45%

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

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

## **Career Routes:**

Social Sciences

Nursing

Medical Professions

Law and Media

Criminal Study

Health and Social Care

Teaching

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

# Subject: GCSE Religious Studies



**Examination Board:** Pearson

## **Course Description:**

The course covers a range of religions and their core beliefs. The course gives students the chance to investigate a religion at depth, while looking at issues such as life and death, crime and punishment and peace and conflict.

With the course being split into 3 areas of study, it gives students an excellent chance to explore a wide range of religious perspectives.

In our modern world, it is hugely important to understand peoples' core moral beliefs, values and practices.

## **How will students learn?**

The course enables students to develop a wide range of skills that can be applicable in every subject and the world of work. Students will be developing skills of enquiry, analysis and synthesis. The work will focus on a wide ranging selection of sources from different forms of media, and give students the opportunity to interpret and analyse these. The course enables students to advance their independent learning skills. Previous studies in Ethics KS3 (Year 7, 8 and 9) give firm foundation in religious studies, where parts of this GCCE curriculum have already been covered.

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

Two written examinations: (Students choose 2 from the 3 below)

Religion and Ethics	1hr45m	50%
Religion and Peace	1hr45m	50%
Religion, Philosophy and Social Justice	1hr45m	50%

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

This course lays the foundations for further study at post-16 including Global Politics, Social & Cultural Anthropology, Law, Psychology, History and Geography.

## **Career Routes:**

Journalism	Libraries and Record Offices
Law	Social Care
Publishing	Charities
Teaching	Non-Governmental Organisation

# Subject: GCSE Seperate Science



**Examination Board:** Pearson

## **Course Description:**

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

## **How will students learn?**

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

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

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

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

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

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

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

IB Sciences: Biology, Chemistry, Physics, and Psychology

BTEC Level 3 Applied Science

A Level Sciences: Biology, Chemistry, Physics

A Level Psychology, Computer Science

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

## **Career Routes:**

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

# Subject: GCSE Sociology



**Examination Board:** AQA

## **Course Description:**

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

## **How will students learn?**

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

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

Two examinations:

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

Social Stratification

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

AS/A2/IB Psychology

AS/A2/IB History

AS/A2 Sociology

AS/A2/IB Social and Cultural Anthropology

## **Career Routes:**

Journalism

Teaching

Law

Libraries and Record Offices

Publishing

Social Care

# Subject: GCSE Spanish



**Examination Board:** AQA

## **Course Description:**

Students follow a two-year course covering 3 main topic areas:

**1 – Identity and culture:** Me, my family and friends, technology and everyday life, free-time activities, customs and festivals in French-speaking countries/ communities.

**2 – Local, national, international and global areas of interest:** Home, town, neighbourhood and region, social issues, global issues, travel and tourism.

**3 – Current and future study and employment:** my studies, life at school/ college, education post-16, jobs, career choices and ambitions.

## **How will students learn?**

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

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

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

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

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

## **Career Routes:**

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

Education – Teacher, overseas teacher.

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

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

# Subject: BTEC Sport Studies



**Examination Board:** Pearson

## **Course Description:**

BTEC Sport Studies is a flexible qualification which is made up of a number of different units. The vocational learning style is completely different from traditional subjects. You may research topics and present results in a wide variety of ways other than as written text.

## **How will students learn?**

The lesson structure will vary throughout the course. There will be formal lessons which will be teacher directed, where as other lessons will involve students taking responsibility for their learning. This could involve working with others, contributing to discussions or independent learning. The course also offers a practical element and for these unit's students are required to provide suitable clothing to enable them to participate effectively within the lesson.

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

Four Units:

Component 1	Internal Assessment
Component 2	Internal Assessment
Component 3	External Assessment

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

Level 3 BTEC Sport	BTEC Science
Physical Education AS/A Level	Biology AS/A Level
Active IQ	

## **Career Routes:**

Personal Trainer	Army
PE Teacher	Police
Gym Manager	Fire Brigade
Physiotherapist	