



**Key Stage 4**

**Guided Curriculum Choices**

**2024 - 2026**



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Dear Student,

## **Taking Control of Your Future | Making Things Happen**

Over the next few weeks you will be making some very important decisions about the future of your education and the direction of your career. As you move into Key Stage 4, you have the opportunity to take control over some aspects of your learning and follow programmes of study which are of particular interest to you.

With this choice, comes greater responsibility and the need to think very carefully about which options you will choose. Whilst this will be your decision, it is important that you use the information in this booklet and advice from your teachers and parents/carers to help you decide which options you should choose.

Over the coming weeks, we will support and guide you through these choices and ensure that you are studying a selection of options that are linked to your strengths and interests, enabling you to achieve academic success.

Take time to consider your choices. They are the beginning of you taking control of your learning and planning your future.

Whatever options you choose only effort will equal success. Your commitment and dedication to your studies over the next two years will determine your limits. It should provide the springboard for a very successful career and future. It is your future; Make Things Happen.

Best Wishes

A handwritten signature in black ink that reads "K. Ogden". The signature is written in a cursive, flowing style.

Katherine Ogden

Principal

# Introduction

## What is the purpose of this booklet?

This guide is intended to take you through the timeline of the Pathways process and to give detailed information about the courses and subjects we offer.

## Which subjects are compulsory?

All students study English, Maths, Science, PSHE (Preparation for Life) and Core (non-examined) PE.

## How many subjects can I choose?

You will study four Option subjects. We ask you to choose four subjects in rank order of preference and two reserves, where Option 1 must come from either French, Geography, History or Triple Science.

We will endeavour to meet your choices however please remember that there are a limited number of spaces in some subject areas.

## Will my choices affect my career?

No. Everyone in the country follows a core curriculum which includes all the subjects you need to go on to higher education or employment. Typically, Universities, colleges and employers want to know what level you achieved in your exams, rather than which exams you did. English and Maths GCSEs are the exceptions to this. You need a minimum of a Grade 5 in both English and Maths in order to make progress in many careers and especially if you aim to go to university.

## Is one subject more important than another?

As mentioned, English and Maths are the two subjects that employers and universities want to see. Your choices all have equal importance.

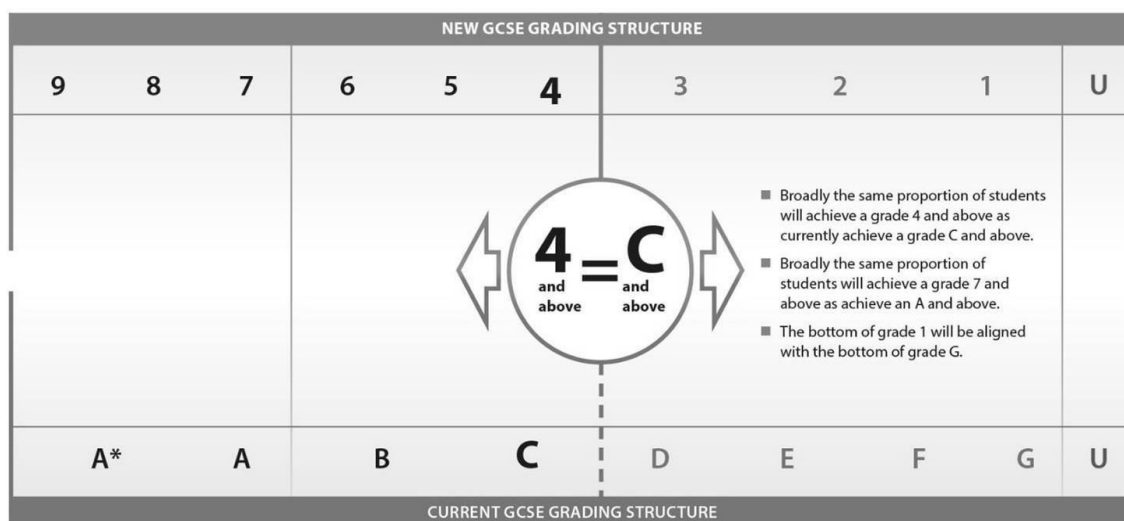
## The New GCSEs

In September 2015, the Department for Education started the reform of GCSE qualifications.

The new GCSEs were designed to:

- make more demands of students, to help them achieve as much as students in countries with the best education systems.
- be taken by the same range of students who take GCSEs currently, across a range of abilities.
- be awarded in grades from 1 up to 9, with grade 9 being the highest grade.
- where possible assess students by exam, with other forms of assessment only for particular subject skills (e.g. in art and design or physical education).
- have all exams at the end of a two year course of study.
- in *most* subjects, not group students in different ability *tiers* for the purposes of assessment – only maths, the sciences and languages will have different papers for different groups of students.

The diagram below shows how Ofqual (the government Office for Qualifications) equates the old A\*-G structure with the new 9-1 structure.



### What is the English Baccalaureate (EBacc)? Is it important?

The English Baccalaureate is a Government measure of achievement for students who have completed a specific combination of GCSEs. The English Baccalaureate is achieved if a student achieves a Grade 5 or above in all of the following subjects:

- English
- Maths
- Two Science subjects (e.g. Combined Science or a combination of Physics, Chemistry, Biology).
- Geography or History
- Modern Foreign Language (at KOA we study French)

Currently, it is rare for further education establishments or employers to include the EBacc as an entrance requirement however we do know that the achievement is highly regarded and is advisable if you intend to go on to study A-Levels and follow a University education pathway.

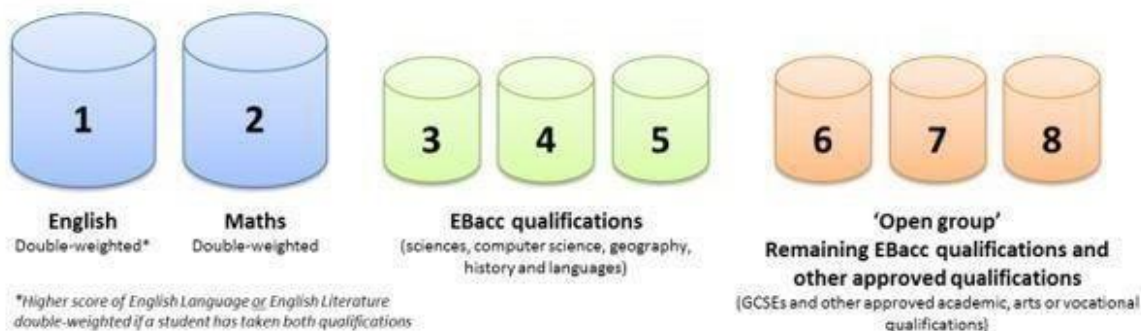
### What is “Progress 8”

Progress 8 was introduced in 2016 and is the system that the Government uses to assess student performance. Progress 8 is designed to measure the progress a student makes from the end of Primary school to the end of Secondary school. It is a type of value added measure that compares the results of one student to the achievements of others with the same prior attainment.

### What qualifications count towards Progress 8?

Progress 8 takes your best eight subjects and gives you a score based on your progress and attainment in these subjects. Included in these subjects are: English, Maths, Science, Languages, Geography or History and three other subjects.

## Progress 8 Measure



### What is the difference between vocational qualifications and GCSEs?

The vocational courses that we deliver at King's Oak Academy are equivalent to one GCSE. The main difference is that these qualifications are written from a vocational perspective and study a specific area of work (e.g. Sport, Health and Social Care). These qualifications are designed to improve your knowledge and understanding of how these sectors function whilst developing skills that are relevant to this area of work. GCSE qualifications are different because they are designed to develop your knowledge and understanding of a specific subject.

### What is a good reason to choose a course?

You should base your choices on:

- Subjects you are good at; this will lead to better motivation and your best final results.
- Subjects which interest you, which you enjoy and which you want to study for two years.
- Subjects which may help you with your future career

Do not choose a particular course just because you get on well with the teacher or because a friend chooses it. The chances are that you will have a different teacher next year and you may not be in the same class as your friend.

### How will I know if a particular choice of subjects is not appropriate for me?

All of your teachers have been asked to comment on how appropriate a particular subject would be for you based on your past performance in exams and on classwork. The Senior Leadership Team uses this information to help you decide whether the choices you have made are appropriate. Towards the end of the option selection process, Senior Leaders will meet with you to confirm your option choices and make sure that you are on the right pathway towards achieving academic success.

### Will I get my first choices?

We will do our best to give you your first choices but that is not always possible. This is why we ask you for reserve choices. The reasons why students do not always get their first choices are:

- Some courses have maximum class sizes that they can accept because of the limits of specialist rooms and staff. In this instance, students will be interviewed individually or asked to write a letter of application for the course to help us allocate places.
- Some courses may not attract enough interest to run.
- Some subject combinations will not be possible when we arrange the courses on the school timetable.

## What happens next?

The next section of the booklet summarises each of the core GCSE qualifications and provides details of the options qualifications.

It is essential that you read these pages carefully so that you have a clear understanding of the demands of each course.

## Important Dates

26 March 2024	Option forms distributed electronically
26 March 2024	Guided Choices Evening for Year 9
16 April 2024 onwards	Individual interviews with Tutors, Head of Year and Senior Leaders
26 April 2024	Deadline for choosing options



<b>Core</b>	<b>English Language</b>	<b>Examination Board: AQA</b>
	<b>English Literature</b>	<b>Syllabus Number: 8700 &amp; 8702</b>
<p><b>What are the main topics I will study for this qualification?</b></p> <p>For English at KS4, we focus on the co-teachability of both subjects: Literature and Language.</p> <p>In Literature, we will study:</p> <ul style="list-style-type: none"> <li>• Macbeth by Shakespeare</li> <li>• A Christmas Carol by Charles Dickens</li> <li>• ‘The Power and Conflict’ cluster of poems from the <i>AQA anthology</i></li> </ul> <p>Language focuses on smaller unseen texts and the quality of your writing to narrate, describe and your ability to write your point of view in an extended and developed way. Many of the skills across the two subjects are the same, analysis of a text for example.</p> <p>We will need you to engage in improving your general knowledge to fully appreciate the texts.</p>		
<p><b>How will I be assessed in this subject?</b></p> <p><b>English Language summary of modules:</b></p> <p><u>Paper 1: Explorations in Creative Reading and Writing</u></p> <p>Section A – Reading Section B - Writing 80 marks 1 hour 45 minutes 50% of final grade</p> <p><u>Paper 2: Writer’s Viewpoints and Perspectives</u></p> <p>Section A – Reading Section B – Writing 80 marks 1 hour 45 minutes 50% of final grade</p> <p><b>English Literature summary of modules:</b></p> <p><u>Paper 1</u> 1 hour 45 minutes Section A – Shakespeare Section B – 19th century novel 40% of final grade</p> <p><u>Paper 2</u> 2 hours 15 minutes Section A – Modern Texts Section B – Poetry Section C – Unseen Poetry 60% of final grade</p>		
<p><b>Where could a qualification in English lead?</b></p> <p>English is the core subject to take you on to your next step – almost all colleges, apprenticeships and work experience placements will require English at a grade 4 or above. It enables you to communicate effectively in any given scenario.</p>		
<p><b>Degree Courses with English:</b></p> <ul style="list-style-type: none"> <li>• English Language and/or English Literature can be studied at degree level in most English universities.</li> <li>• Linguistics</li> <li>• English can also be an advantage when applying to courses such as Media Studies, Sociology, Psychology where understanding texts or people is important.</li> </ul>		<p><b>Careers with English:</b></p> <ul style="list-style-type: none"> <li>• Copywriter</li> <li>• Copy editor / publishing</li> <li>• Journalism</li> <li>• Advertising</li> <li>• Lexicographer</li> <li>• Lawyer</li> <li>• Arts and Events management</li> </ul>

Core	Maths	Examination Board: AQA
		Syllabus Number: 8300
<p><b>What are the main topics I will study for this qualification?</b></p> <p>The Mathematics Department at King's Oak Academy are committed to ensuring that all students are equipped with the skills and understanding that will enable them to fulfill their potential in GCSE Mathematics and beyond. Students will be encouraged to develop a mathematical curiosity and desire to solve problems which will help them become successful in the ever fast changing modern world.</p> <p>During the course we will provide students with several opportunities during the course to experience tackling full exam papers. After each examination students will be given clear feedback outlining how to improve. Students will be given access to the Sparx Maths website which provides students with over 800 video clips and quizzes and is used as our weekly homework.</p> <p><b>Summary of Content:</b></p> <ol style="list-style-type: none"> <li>1 Number</li> <li>2 Algebra</li> <li>3 Ratio, proportion and rates of change</li> <li>4 Geometry and measures</li> <li>5 Probability</li> <li>6 Statistics</li> </ol>		
<p><b>How will I be assessed in this subject?</b></p> <p>There are 3 papers as outlined below:</p> <p>Paper 1 : Non-Calculator Papers 2 and 3: Calculator</p> <p><u>What's assessed?</u> Content from any part of the specification may be assessed</p> <p><u>How it's assessed?</u> Written exam: each is 1 hour 30 minutes Each paper is 33⅓% of the GCSE Mathematics assessment</p> <p><u>Questions</u> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>		
<p><b>Where could a qualification in Maths lead?</b></p> <p>Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be, whatever profession, whatever further qualifications. Maths will help open that path.</p>		
<p><b>Degree courses with Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Physics related degrees</li> <li>• Economics</li> <li>• Accountancy</li> <li>• Computer related degrees</li> <li>• And mathematics and statistics!</li> </ul>		<p><b>Careers with Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Actuary</li> <li>• Operational researcher</li> <li>• Research scientist</li> <li>• Aerospace engineer</li> <li>• Insurance underwriter</li> <li>• Meteorologist</li> </ul>
<p>In addition to the Core Maths GCSE, we will also offer Further Maths to selected students as an extra-curricular course – we will contact families about this after the Options process.</p>		

Core	Combined Science	Examination Board: Edexcel
		Syllabus Number: 1SC0
<p><b>What are the main topics I will study for this qualification?</b></p> <p>Students will be taught and assessed in the three different Sciences: Biology, Chemistry and Physics. Their final marks across all exams will be totalled together to give an overall grade for Combined Science, this is worth 2 GCSEs.</p> <p>Students will sit the two exam papers in each of the three sciences. The Assessment contains a mixture of question styles, including multiple-choice, short answer, calculations and extended open response questions. Each exam is <u>1 hour and 10 minutes</u>.</p> <p><b><u>Biology Paper 1 60 marks:</u></b> Topics include Cells, Growth, Neurones, Genetics, Natural Selection, Genetic modification, Health and Disease, Development of medicines.</p> <p><b><u>Biology Paper 2 60 marks:</u></b> Topics include Cells from Paper 1, Plants and photosynthesis, Hormones and the Menstrual cycle, Transport of substances in humans, Ecosystems.</p> <p><b><u>Chemistry Paper 1 60 marks:</u></b> Topics include Atom, Periodic table, Bonding, Acid and Alkalis, Extraction of metals</p> <p><b><u>Chemistry Paper 2 60 marks:</u></b> Topics include Atom, Periodic table and bonding from Paper 1, Groups in the Periodic table, Rates of Reaction, Fuels and Earth Sciences</p> <p><b><u>Physics Paper 1 60 marks:</u></b> Topics include Motion and Forces, Energy, Waves and the Electromagnetic Spectrum, Radioactivity</p> <p><b><u>Physics Paper 2 60 marks:</u></b> Topics include Motion and Forces, and Energy from Paper 1, Forces doing work, Electricity, Magnetism, Particle Model</p>		
<p><b>Where could GCSE Combined Science lead?</b></p> <p>All employers and further education providers ask for problem solving skills and the ability to communicate in different situations. Science is the meeting point of Maths and Language, allowing you to build the skills to express yourself well but also to solve some of the most interesting puzzles that life can create. Science also requires methodical working, planning and reflection on your methods and ideas that will stand anyone in good stead in terms of life-skills, employment or further education.</p>		
<p><b>Degree courses with Science</b></p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Biology</li> <li>• Physics</li> <li>• Chemistry</li> <li>• Medicine</li> <li>• Veterinary Science</li> </ul>		<p><b>Careers with Science</b></p> <ul style="list-style-type: none"> <li>• Research Scientist</li> <li>• Marine Biologist</li> <li>• Dentist / Doctor / Physiotherapist</li> <li>• Engineer</li> <li>• Forensic Investigator</li> <li>• Physiologist</li> </ul>

<b>Core</b>	<b>Core PE</b>	<b>Examination Board: N/A</b>
		<b>Syllabus Number: N/A</b>

Students will receive 1 hour per week of Core PE in Year 10&11. Students will continue to develop their physical literacy and will use a wide range of activities as the lens to do so. Activities will include:

- Rugby
- Netball
- Football
- Health and Fitness
- Table Tennis
- Basketball
- Tennis
- Athletics
- Rounders
- Cricket

**Where could PE lead?**

KS4 Core PE is about preparing students to go on and live healthy active lifestyles. We aim to prepare students with the fundamental skills to allow them to access a wide range of physical activities with confidence throughout life.

<b>Core</b>	<b>PSHE</b>	<b>Examination Board: N/A</b>
		<b>Syllabus Number: N/A</b>

PSHE is delivered during the KS4 Tutor Program. Twice a week students receive a 25-minute lesson on PSHE. Lessons are regularly reviewed to ensure lesson topics remain up to date with modern society and current affairs. The work is also linked to the local community so students are aware of current trends and information is also given to them for where they can go locally to receive help.

Throughout the PSHE program the following topics are covered:

- Respectful Relationships,
- Online Safety & Media,
- Being Safe,
- Intimate & Sexual Relationships,
- Physical & Mental Health,
- Health & Prevention,
- Basic First Aid,
- Citizenship.

Lessons are designed to spark debate amongst students, there is no formal assessment at the end of each term. Students have the opportunity to give student voice to say what they would like to learn about in the future. Each lesson time is dedicated to linking the work to the British Values.

Option	GCSE Art	Examination Board: AQA
		Syllabus Number:601/8088/2
<p><b>Why choose GCSE Art?</b></p> <p>If you choose to study GCSE Art you will explore a range of practical activities and respond in a personal way to different themes and ideas.</p> <ul style="list-style-type: none"> <li>You will experiment with a range of media and materials including drawing, painting in acrylics and watercolours, inks, printmaking, collage etc enabling you to develop confidence with your skills.</li> <li>You will continue to develop your critical thinking in response to a range of art and artists.</li> <li>You will discover the work of artists who inspire you to create personal &amp; original pieces of Art.</li> </ul>		
<p><b>What will you learn in Years 10 and 11?</b></p> <ul style="list-style-type: none"> <li>You will practise using a variety of materials to develop their ideas.</li> <li>They will learn how to analyse and understand the work of others, using them to inspire your own ideas.</li> <li>You will learn how to review the progress you are making and refine your outcomes.</li> <li>Homework is an essential part of the course, a minimum of one hour week is expected to ensure that you continue your own investigations and research at home.</li> <li>We encourage students to visit exhibitions in galleries and where possible we organise trips to visit relevant exhibitions.</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>The course is divided into two components,</p> <ul style="list-style-type: none"> <li>Component One (60%) Coursework portfolio</li> <li>Component Two (40%) Externally set assignment: a project set by the exam board with the final piece of artwork created in 10 hours (2 days) of exam time</li> </ul>		
<p><b>Degree courses with Art include:</b></p> <ul style="list-style-type: none"> <li>Digital art</li> <li>Animator</li> <li>Ceramics, Glass, Jewellery</li> <li>Fine Art</li> <li>Graphic Design</li> <li>Architecture</li> <li>Illustration</li> <li>Interior Designer</li> <li>Fashion Design</li> </ul>	<p><b>Careers with Art include:</b></p> <ul style="list-style-type: none"> <li>Animator</li> <li>Ceramics Designer</li> <li>Exhibition Designer</li> <li>Graphic Designer or Illustrator</li> <li>Set design or Make-Up Artist</li> <li>Interior Designer</li> <li>Set designer for theatre</li> <li>Art teacher</li> </ul>	

<b>Option</b>	<b>GCSE</b>	<b>Examination Board: WJEC Eduqas</b>
	<b>Design Technology</b>	<b>Syllabus Number: 4140</b>
<b>Why choose Design Technology?</b>		
<p>Design Technology, alongside Maths and Sciences, gives you the skills you need for employment in key growth sectors like advanced manufacturing, design, engineering and creative industries:</p> <ul style="list-style-type: none"> <li>• It is the subject where you have to make decisions, plan and predict, design creative and innovative solutions to problems, evaluate and assess the consequences of your decisions.</li> <li>• Design Technology stretches and challenges you and makes you think creatively about many key issues which affect people's lives.</li> <li>• It will inspire you to follow a career in areas which are vital for the future of our country and perhaps to be an entrepreneur who designs and makes products that people want.</li> <li>• It brings real world issues and industry issues into your classroom.</li> <li>• It helps to prepare you for life in an advanced technological society</li> </ul>		
<b>How will I be assessed in this subject?</b>		
<p>There are two methods of assessment in Design Technology. Both forms of assessment are equally weighted.</p> <p><b>Written Exam: Design and Technology in the 21st Century</b> Written examination: 2 hours (50% of qualification) 100 marks</p> <p><b>Non Examined Assessment (NEA) Design and Make task</b> Approximately 35 hours (50% of qualification) 100 marks</p>		
<b>Where could a qualification in Design Technology lead?</b>		
<p>You could find work in many areas of commerce and industry, for example, in toy manufacturing as part of an in-house design team working on a new product launch. Alternatively, you could be employed by a design consultancy and work on a variety of different projects. You could also work freelance. With experience, you may be able to progress to senior designer, then creative director. You could also move into project or design management, perhaps after completing a postgraduate business award or qualification in project management.</p>		
<b>Degree courses with Design Technology:</b>	<b>Careers with Design Technology</b>	
<ul style="list-style-type: none"> <li>• B.A. Interior Design</li> <li>• B.Eng. Automotive and Motorsport Engineering (Hons)</li> <li>• B.Sc. Product Design</li> <li>• B.Eng. Mechanical Design Engineering</li> <li>• Bachelor Product Design</li> <li>• B.A. Silversmithing and Jewellery (Hons)</li> </ul>	<ul style="list-style-type: none"> <li>• Product Designer</li> <li>• Commercial Designer</li> <li>• Teaching Design &amp; Technology</li> <li>• Building Technician</li> <li>• Biomedical Engineering</li> <li>• Measurement and Control Engineering</li> <li>• Backstage Theatre Work</li> </ul>	

<b>Option</b>	<b>BTEC Drama</b>	<b>Examination Board: Pearson</b>
		<b>Course: BTEC Tech Award in Performing Arts Level 1 / 2</b>
<p><b>Why choose BTEC Drama?</b>  “Logic will get you from A to B but imagination will take you everywhere.” (Albert Einstein)</p> <p>There are a growing number of professions and businesses that value those people who studied Performing Arts as a subject at school. Why...? ..... Because of the skills you will develop. You will learn how to understand and develop empathy and self-identification; celebrate differences and diversities exploring a variety of topics practically. Performing Arts will increase your self-esteem and confidence. It will develop your skills of listening, negotiating and communicating as well as encourage effective independent work as well as team work.</p> <p><b>Things you need to be aware of:</b></p> <ul style="list-style-type: none"> <li>• You will be filmed at points in the course and need to be comfortable with that, we do explore a range of themes and issues, some are funny, some are moving and thought provoking.</li> <li>• You need to be prepared to think deeply about difficult situations and support others in doing so. You need to be open minded and respect different opinions to your own.</li> <li>• Most practical work is carried out in groups of varying sizes – you must feel comfortable working with all of your peers.</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>Students will complete 3 units:</p> <ol style="list-style-type: none"> <li><b>1. Exploring the Performing Arts (Coursework)</b>  In this unit students will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance</li> <li><b>2. Developing Skills and Techniques in the Performing Arts (Coursework)</b>  In this unit students will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</li> <li><b>3. Responding to a Brief (Exam)</b>  In this unit students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</li> </ol>		
<p><b>Where could a qualification in Performing Arts Lead?</b></p> <p>Performing Arts will help you across your academic study as you develop a vast range of transferable skills like; team work, communication and even, development of your memory. From studying Performing Arts you increase your capacity to work within any team environment with good negotiating and listening skills. The course will help you in your study of English as you appreciate the use of language and expressive arts. In addition, as you spend a lot of time discussing and sharing your ideas, you develop confidence in your ability to talk openly to people regardless if they are a stranger. This is an increasingly important skill when trying to secure work or within a job, particularly as many businesses like drama graduates because of their ability to articulate their thoughts and ideas and present confidently to a room full of people.</p>		
<p><b>Performing Arts Degree courses</b></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Theatre and Drama</li> <li>• Education with English and Drama</li> </ul>	<p><b>Careers with Performing Arts:</b></p> <ul style="list-style-type: none"> <li>• Acting / TV presenter / Film director / Choreographer</li> <li>• Law / Counselling / Mental Health Therapist</li> <li>• Teaching / Community Arts projects / Events management</li> </ul>	

<b>Option</b>	<b>GCSE French</b>	<b>Examination Board: AQA</b> <b>Syllabus Number: 8658</b>
<p><b>Why choose GCSE French?</b></p> <p>The GCSE course builds on topics and language taught in Key Stage 3, whilst offering something different in Key Stage 4. It provides progression opportunities to A Level French and beyond. Studying a Modern Foreign Language at GCSE is a valuable addition to your other GCSE studies, putting you at a distinct advantage when it comes to applying for a job or a further education course. You will develop your skills in all kinds of different areas (problem-solving skills, analytic and interpretive capacities, memory, and self-discipline), including those relating to the world of work. Speaking a foreign language teaches you skills which will increase your marketability.</p> <p>English is widely spoken throughout the world, but the global economy depends on communication. Furthermore, when you speak another language, you can enjoy literature, films, internet surfing, and music in the original language. The study of a foreign language helps you understand your own language. As you compare a foreign language with English, you develop your understanding of how English language works.</p>		
<p><b>What will you learn in Years 10 and 11:</b></p> <p>This course consists of various topics examined at Foundation and Higher levels in Listening, Reading, Speaking and Writing. Each language skill equally represents 25% of the total GCSE. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes.</p> <p>The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.</p> <p>Theme 1: Identity and culture</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Theme 3: Current and future study and employment</p>		
<p><b>How will I be assessed in this subject?</b></p> <p>The French GCSE consists of four externally examined papers based on the following language skills: Listening, Reading, Speaking and Writing. Students must complete their Speaking assessment in April/May and all other assessments in May/June in Year 11. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.</p>		
<p><b>Degree courses with French:</b></p> <ul style="list-style-type: none"> <li>• Accounting and Finance with French</li> <li>• Business and Management with French</li> <li>• Drama and Theatre Studies and French</li> <li>• English and French Laws</li> <li>• French and Politics</li> <li>• French Language with Festival and Events Management</li> </ul>	<p><b>Careers with French:</b></p> <ul style="list-style-type: none"> <li>• Interpreter / Translator</li> <li>• Teacher</li> <li>• Tour manager in Travel and Tourism</li> <li>• Import / Export sales</li> <li>• Diplomatic Services operational officer</li> <li>• International aid/development worker</li> </ul>	



Option	GCSE Geography	Examination Board: AQA Syllabus Number: 8035
<p><b>Why choose GCSE Geography?</b></p> <p>Geography is a very important subject that will help you to make sense of the world we live in and provides students with a solid foundation to go on and study a range of A level subjects. It also complements a range of subjects including, History, Religious Studies, English, Science and Maths. We deal with topical issues such as sustainability and major physical events such as earthquakes and floods. Universities and employers value Geography and the skills that Geography students develop, such as the ability to think critically, to question, to communicate well— both verbally and in writing. Geographers are confident users of maps and GIS; they can manipulate statistics and interpret graphs. Geographers are recognised as being numerate as well as literate. They also understand the enquiry processes and can carry out independent fieldwork investigations.</p>		
<p><b>What will you learn in Years 10 and 11?</b></p> <p><b>Living with the physical environment</b></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• Physical landscapes in the UK</li> <li>• The living world</li> </ul> <p><b>Challenges in the human environment</b></p> <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul> <p><b>Geographical applications</b></p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork: Geographical skills</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <ul style="list-style-type: none"> <li>• 2 exam papers based on physical and human geography;</li> <li>• 1 exam paper based on - Issue evaluation, Fieldwork, Geographical skills.</li> </ul> <p>Students have to take part in two field trips as part of the geography course. This will enable them to carry out data collection and to develop enquiry skills.</p>		
<p><b>Further education with Geography:</b></p> <p>Apprenticeships:</p> <ul style="list-style-type: none"> <li>• Civil Engineering</li> <li>• City Planning and Surveying</li> <li>• Public services</li> <li>• Conservation</li> </ul> <p>Degrees</p> <ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Human or Physical Geography</li> <li>• Development Studies</li> <li>• Politics or International Relations</li> </ul>	<p><b>Careers with Geography:</b></p> <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Environmental management</li> <li>• Emergency services</li> <li>• Teaching</li> <li>• Disaster management</li> <li>• Armed forces</li> </ul>	

<b>Option</b>	<b>Health &amp; Social Care</b>	<b>Examination Board: Pearson</b>
		<b>Course: BTEC Tech Award in Health &amp; Social Care (Level 1 / 2) Vocational</b>

**Why choose Health & Social Care?**

The Health & Social Care course gives students the opportunity to develop knowledge and skills in the Health & Social Care sector in a practical learning environment. During this course you will:

- Develop practical and analytical skills such as taking blood pressure and interpreting data to assess an individual's health.
- Explore effective ways of working in Health and Social Care, such as designing a plan to improve an individual's health and well-being.
- Practice and evaluate approaches and attitudes that are important in Health and Social Care, incorporating the care values.
- Gain knowledge that underpins effective use of skills, processes and attitudes in Health and Social Care e.g. human growth and development, health and social care services and factors affecting people's health and well-being.

This course builds on and uses the knowledge and skills you learn in your English and Maths GCSEs. It will also complement aspects covered by GCSE Biology by allowing you to apply your skills practically in a vocational context.

**What you will learn and How you will be assessed.**

Throughout the course, students will complete 3 Components:

**Component 1. Human Lifespan Development**

(This Component is assessed with a Pearson Set Assignment)

Students will explore human growth and development across life stages. Students will also investigate how individuals deal with life events.

**Component 2. Health and Social Care Values**

(This Component is assessed with a Pearson Set Assignment)

Students will explore the different types of health and social care services and barriers to accessing them. Students will also gain an understanding of care values.

**Component 3. Health and Well-Being**

(This Component is assessed by an External Written Exam)

Students will study the factors that affect health and well-being, learn about physiological and lifestyle indicators and learn how to design a health and well-being improvement plan.

**What can a qualification in Health & Social Care lead to?**

- Progression towards A-Level or Level 3 Vocational qualifications, eg Level 3 BTEC in Health and Social Care.
- Apprenticeships in the Health and Social Care sector.
- Employment in the following careers:

Nursing / Occupational therapist / Care Manager / Counsellor / Social Worker / Youth Worker / Family Support Worker / Personal Trainer / Life Coach / Psychotherapist / Cognitive behavioural therapist (CBT) / Education Psychologist

<b>Option</b>	<b>GCSE History</b>	<b>Examination Board: Edexcel</b>
		<b>Syllabus Number: 1H10</b>
<p><b>Why choose GCSE History?</b></p> <p>Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A level subjects. It is a respected qualification. Without some historical knowledge and background, you will find many other subjects difficult to put into context.</p> <p>A qualification in History provides a wide range of transferable skills, which are important in many career fields. Understanding and analysis of issues and events are of key importance to historians and can be applied in many other fields of work. Other skill areas developed in studying history include: an ability for clear expression both oral and written, putting forward ideas and arguments in a concise manner, gathering, investigating and assessing material, condensing facts, ideas and arguments, basing conclusions on research, synthesising ideas, organising material in a logical and coherent way.</p>		
<p><b>What will you learn in Years 10 and 11?</b></p> <p>During Year 10 and 11 you will have the opportunity to explore the following areas:</p> <ul style="list-style-type: none"> <li>• History theme and the historic environment: Crime and Punishment in Britain 1000present and Whitechapel 1870-1900 – crime policing and the inner city (Jack the Ripper)</li> <li>• British Depth Studies: Elizabethan England 1558-1588</li> <li>• Superpower relations and the Cold War, 1941-1991</li> <li>• Modern Depth Study: Conflict at home and abroad: America – Civil Rights and Vietnam</li> </ul>		
<p><b>How will I be assessed in this subject?</b></p> <p>3 written final exams and continuous assessment of understanding and progress throughout the course.</p>		
<p><b>Degree courses with History:</b></p> <p>History can be combined with any subject at a higher level. Here are some of the most common:</p> <ul style="list-style-type: none"> <li>• American Studies: History</li> <li>• Art History</li> <li>• Archaeology</li> <li>• History and Architecture</li> <li>• History and Politics</li> <li>• European History</li> </ul>		<p><b>Careers with History:</b></p> <p>Students who have selected History GCSE are often able to pursue higher qualifications in subjects such as Religious Studies, politics, law, economics and sociology. History also links well with subjects such as English, Languages and other World Affairs subjects such as Geography. This is because History is about people, analysing data, finding patterns, using evidence and then forming opinions and judgements – precisely the skills employers are looking for.</p>

<b>Option</b>	<b>Level 1/2 Award in Hospitality &amp; Catering</b>	<b>Examination Board: WJEC</b>
		<b>Syllabus Number: 601/7703/2 Vocational</b>
<b>Why choose Hospitality and Catering?</b>		
<p>This course provides an engaging and relevant introduction to the Hospitality and Catering Industry incorporating important aspects of the industry.</p> <p>It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total UK workforce.</p> <p>The qualification is the same size and level as a GCSE, is aimed at everyone who wants to find out more about the Hospitality &amp; Catering Industry.</p> <p>Your study will be split into 2 units:</p> <ul style="list-style-type: none"> <li>• Unit 1: The Hospitality &amp; Catering Industry</li> <li>• Unit 2: Hospitality &amp; Catering in Action</li> </ul>		
<b>What will you learn in Years 10 and 11?</b>		
<p><b>Unit 1 – The Hospitality and Catering Industry</b> 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.</p> <p><b>Unit 2 – Hospitality &amp; Catering in Action</b> 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</p>		
<p><b>How are you assessed?</b> You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.</p>		
<p><b>What skills will be developed?</b> You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, learning independently, Organisation, Problem solving, Research Self-discipline, Stamina, Taking on responsibility.</p>		
<b>Where could Hospitality &amp; Catering lead?</b>		
<p>The subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at Level 3, including apprenticeships.</p> <p>Some of the follow-on courses at college include;</p> <ul style="list-style-type: none"> <li>-WJEC Level 3 Food, Science and Nutrition</li> <li>-Level 3 NVQ Diploma in Advanced Professional Cookery</li> <li>-Level 3 Advanced Diploma in Food Preparation and Cookery Supervision</li> </ul>		
<b>Careers with Hospitality and Catering:</b>		
<p>Baker, Barista, Chef, food Scientist, Head Chef, Restaurant Manager, Waiter/Waitress, Wedding Planner,</p>		

<b>Option</b>	<b>Music</b>	<b>Examination Board: Edexcel</b>
		<b>Course: BTEC Level 1&amp;2 Tech Award in Music Practice</b>
<p><b>What will I learn in BTEC Music?</b></p> <p>The Award gives students the opportunity to develop music industry specific knowledge and skills in a practical learning environment. The course focuses on 4 key areas:</p> <ol style="list-style-type: none"> <li>1. Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques</li> <li>2. Processes that underpin effective ways of working in the sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a musical brief</li> <li>3. Attitudes that are considered most important in the music sector, including personal management and communication</li> <li>4. Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.</li> </ol> <p>As a learner on the BTEC Music course, you will have the opportunity to explore styles that you enjoy and are interested in as well as styles you might not be familiar with. You will do 50% practical (performing &amp; creating) and 50% theory/writing throughout the course. In lessons, you can expect to do research, presenting, group discussion, create music on your own or in a group, play, sing or rap and use music software to create music. To be successful in BTEC Music, you will need to be self-motivated, self-disciplined and be able to work independently to reach your goals. Most of the time, each student is working on completely their own stuff so everyone in the class will be working on something different to everybody else depending on what you have chosen to do for each topic.</p>		
<p><b>How will I be assessed in this subject?</b></p> <p><b>Component 1: Exploring Musical Products &amp; Styles (Internally Assessed, externally moderated)</b> This component has two learning outcomes: A – Demonstrate an understanding of styles of music and B – Apply understanding of the use of techniques to create music. In this component, students will learn about music history and theory. They will perform, arrange and create music using instruments and music technology.</p> <p><b>Component 2: Music Skills Development (Internally Assessed, externally moderated)</b> This component has two learning outcomes: A – Demonstrate professional and commercial skills for the music industry and B – Apply development processes for music skills and techniques. In this component, students will develop their personal and musical skills, such as practice, self-discipline and time management. They will work on draft and final performances and compositions and how to promote themselves as artists.</p> <p><b>Component 3: Responding to a Music Brief (Externally Assessed)</b> This component has four learning outcomes:  A1 – Understand how to respond to a music brief,  A2 – Select and apply musical skills in response to a music brief,  A3 – Present a final musical product in response to a brief and  A4 – Comment on the creative process and outcome in response to a music brief.</p>		
<p><b>Careers in Music</b></p> <p>There are numerous careers in the Music and creative field. Some possible examples are;</p> <ul style="list-style-type: none"> <li>• Performer / Composer / Song-Writer</li> <li>• Record Producer / Manager/ DJ</li> <li>• Music Therapist</li> <li>• Live Sound Technician / Promoter / Concert Manager / Studio Manager/ Sound engineer</li> <li>• Radio Presenter / Music Journalist / Music Blogger/</li> <li>• Music Teacher / Instrumental Technician/ Music retail</li> </ul>		

Option	Religious Studies	Examination Board: Eduqas
		Syllabus Number: 601/8879/0 A
<p><b>What will I learn in GCSE Religious Studies?</b></p> <p>Not only does this course develop students' understanding of different cultures locally, nationally and in the wider world, but it also contributes to their spiritual and moral development, their health and well-being and helps them to develop their own values, opinions and attitudes, which will contribute to social and community cohesion. It helps students learn to argue a case, both orally and on paper and draw conclusions from evidence and people's beliefs. These skills are highly valued by both universities and employers.</p>		
<p><b>How will I be assessed in this subject?</b></p> <p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b> 2 hour written exam – 50% of qualification Topics include:</p> <ul style="list-style-type: none"> <li>• Issues of Relationships – issues of life and death and issues of good and evil.</li> <li>• Issues of Human Rights</li> </ul> <p><b>Component 2: Study of Christianity</b> 1 hour written exam – 25% of qualification Topics include:</p> <ul style="list-style-type: none"> <li>• Christian beliefs and teachings</li> <li>• Christian practices</li> </ul> <p><b>Component 3: Study of World Faith: Islam</b> 1 hour written exam – 25% of qualification Topics include:</p> <ul style="list-style-type: none"> <li>• Muslim beliefs and teachings</li> <li>• Muslim practices</li> </ul>		
<p><b>Where could Religious Studies lead?</b></p> <p>This qualification goes well with other humanities subjects such as History and Geography. It is valued by many further education courses and career paths, such as, law, the police, armed forces, counselling, social work, nurse, doctor, youth work, teaching, journalism, Human Resources, administration, working in another country or in any career that requires an understanding of a variety of people and how their beliefs may affect their lives.</p>		

<b>Option</b>	<b>Vocational Sport</b>	<b>Examination Board:</b>
		<b>Syllabus Number:</b>

### **Why choose Vocational Sport?**

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.

It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

The qualification is the same size and level as a GCSE, is aimed at everyone who wants to find out more about the sport industry.

### **How will I be assessed in this subject?**

You will be completing assignments/tasks that are set by the exam board and must be completed during a certain assessment window either December/January or May/June. These will be marked by your class teacher and moderated by the exam board.

#### **Component 1 - Preparing Participants to Take Part in Sport and Physical Activity**

The assignment for this component consists of three tasks.

- Learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available.
- Learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.
- Learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.

The assignment will take approximately 5 supervised hours to complete.

#### **Component 2 - Taking Part and Improving Other Participants Sporting Performance**

The assignment for this component consists of four tasks:

- Learners will demonstrate their knowledge and understanding of the components of fitness.
- Learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- Learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- Learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.

The assignment will take approximately 4 supervised hours to complete.

#### **Component 3 - Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity**

This is assessed by a written exam which is sat in one of two assessment windows either January/February or May/June. The exam is 90 minutes long and you get one chance to Re-sit the exam if required.

### **Where could Vocational Sport lead?**

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at Level 3, including apprenticeships.

<b>Option</b>	<b>BTEC Tech Award in Travel and Tourism (2022)</b>	<b>Examination Board: Pearson</b>
		<b>Syllabus Number: BTEC Tech Award Lv1/Lv2 Vocational</b>

**Why choose Travel and Tourism?**

The Travel and Tourism sector is the UK's third largest employer and the value of tourism to the UK economy is around £121 billion. This course provides an engaging introduction to the sector and looks at many key aspects. During the course you will:

- Get a taste of what a sector is like.
- Gain transferable skills and confidence that will help them in the world today and prepare them for their futures.
- Have opportunities to apply learning from their GCSE subjects to every day and work contexts.
- Build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

**What will you learn in this subject?**

Component 1 and 2 are assessed through PSA (Pearson set assignments); which are completed in school. These must be completed during a certain assessment window; either Dec/Jan or May/June. These are marked by the class teacher and moderated by the exam board.

Component 3 takes the form of an exam, taken under supervised conditions, which is then marked by the exam board.

Learners are required to complete and achieve all 3 components in the qualification.

**Component 1: Travel and Tourism Organisations and Destinations**

- Demonstrate and understanding of the UK travel and tourism industry.
- Explore popular visitor destinations.

**Component 2: Customer Needs In Travel & Tourism**

- Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends.
- Recognise how the needs and preferences of travel and tourism customers are met.

**Component 3: Influences on Global Travel & Tourism**

- Factors that influence global travel and tourism.
- Impact of travel and tourism and sustainability.
- Destination management.

**Where could a qualification in Travel and Tourism lead?**

- Travel Agent
- Hotel Manager
- Resort Representative
- Travel Agency Manager
- Visitor Attraction General Manager
- Tourist Guides
- Hotel Manager



Option	Triple Science	Examination Board: Edexcel Syllabus Number: 1B10 / 1CHO / 1PHO
<p><b>Why should I study Triple Science?</b></p> <p>The Triple Science option allows students to take three separate GCSEs in Biology, Chemistry and Physics. Whilst not required for studying Science in Post 16, Triple Science is perfect for students with a passion for Science looking for more in-depth study.</p>		
<p><b>What topics are covered on the course and how am I assessed?</b></p> <p><b>Summary of modules:</b> Assessment overview: A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.</p> <p><b><u>Biology:</u></b> <u>Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Topics include: Key concepts in biology; Cells and control; Genetics; Natural selection and genetic modification; Health, disease and the development of medicines.</p> <p><u>Paper 2: Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</u> Topics include: Key concepts in biology; Plant structures and their functions; Animal coordination, control and homeostasis; Exchange and transport in animals; Ecosystems and material cycles.</p> <p><b><u>Chemistry:</u></b> <u>Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Topics include: Key concepts in chemistry; States of matter and mixtures; Chemical changes; Extracting metals and equilibria.</p> <p><u>Paper 2: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Topics include: Key concepts in chemistry; Groups in the periodic table; Rates of reaction and energy changes; Fuels and Earth science.</p> <p><b><u>Physics:</u></b> <u>Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</u> Topics include: Key concepts of physics; Motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity; Astronomy</p> <p><u>Paper 2: Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</u> Topics include: Key concepts of physics; Energy - Forces doing work; Forces and their effects; Electricity and circuits; Static electricity; Magnetism and the motor effect; Electromagnetic induction; Particle model; Forces and matter.</p>		
<p><b>Where could a qualification in Triple Science lead?</b></p> <ul style="list-style-type: none"> <li>• Research Scientist / Marine Biologist</li> <li>• Dentist / Doctor / Physiotherapist</li> <li>• Engineer / Scientist / Sports Scientist / Researcher</li> </ul>		





