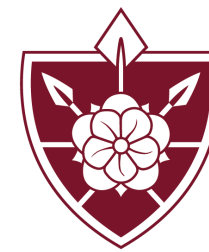


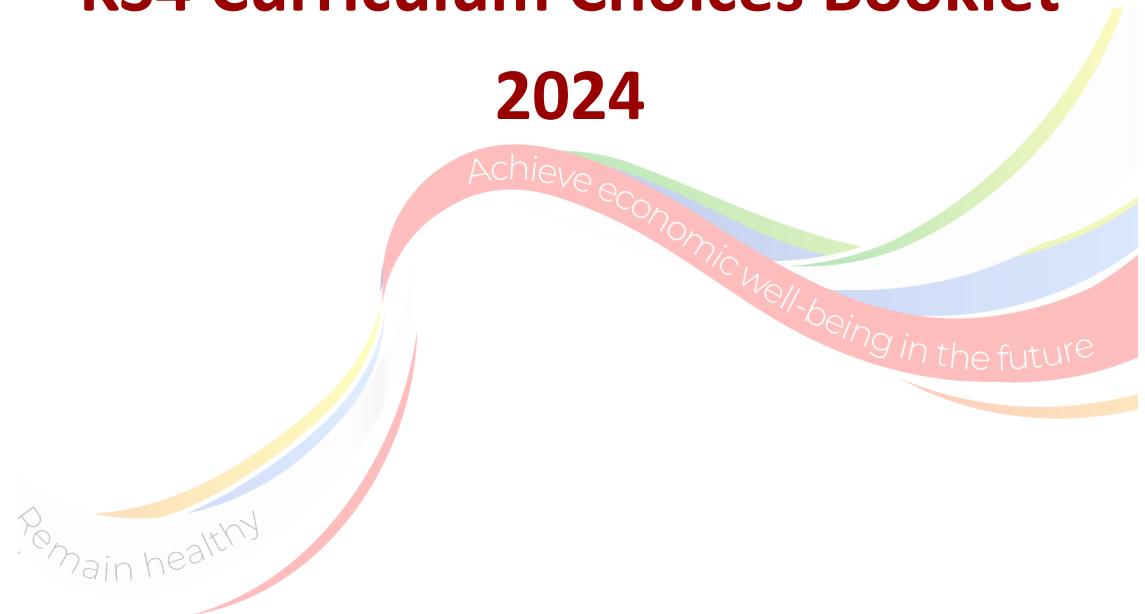
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# KS4 Curriculum Choices Booklet 2024



# Curriculum Choices Process

Choices process introduced to students 4th March

Students receive information in assemblies from  
Heads of Subjects

KS4 Curriculum Evening 14/03/24

Deadline for curriculum choices 19/03/24

KS4 Curriculum Choices discussions 27/03/24

Choosing the right options to study in years 10 and 11 is very important, and we strongly advise that parents and students attend **the KS4 Curriculum Evening** to receive information about the choices available.

The Options Booklet and form will be available online, the links to these will be emailed to all parents and students and will be available on The Westleigh School website. We will also provide students and parents with paper copies.

**Options forms should be completed online by Tuesday 19th March.**

We aim to give all students their first choice option subjects, however, this is not always possible.

**Some subjects will not run and others will be oversubscribed, so please ensure all reserve choices are carefully considered.**

## NOTES TO CONSIDER

- We expect high demand for **GCSE Technology and Hospitality and Catering and so second choices are very important.**
- When reading through the information be clear on whether the course is a GCSE course or another qualification.
- Please be aware that numbers if numbers are low, the option subject will not continue to be offered

# Next steps

Parents and Carers,

Thank you for taking the time to read through this Curriculum Choices Booklet which provides you with information and guidance to support your child through the Choices Process; they will also benefit from discussing the Curriculum Choices Process with you.

The end of this academic year marks the end of Key Stage 3 and your child will embark on a new stage in their educational career, Key Stage 4. It is important that they make the right choice of subjects to study that will help them achieve both the best outcome and to pave the way for their next steps after Westleigh.

Once you and your son or daughter have made your decision, please complete the Google Form below. This has been sent to you via Synergy and has also been uploaded onto our school website under:

**Curriculum —> Curriculum Intent —> Curriculum Choices Booklet 2024**

<https://forms.gle/WmJNHebN9U9pk1rC9>

Kind regards

Miss R Stafford  
**Assistant Headteacher**

# Contact Details

<u>Name</u>	<u>Position</u>	<u>Contact details</u>
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# Curriculum Overview

At The Westleigh School we have designed our options choices to give our students a broad and balanced curriculum. Our aim is to ensure our students have a wide range of knowledge and skills that will prepare them for their next steps in life.

There are two pathways for students to choose from. We urge the majority of our students to choose from the Turquoise Pathway but we recognise that some students will benefit from the White Pathway. Here is an overview of the two pathways

Turquoise Pathway	White Pathway
<p>All students study the following subjects as their core curriculum:</p> <ul style="list-style-type: none"> <li>• GCSE Mathematics</li> <li>• GCSE English Language</li> <li>• GCSE English Literature</li> <li>• GCSE Combined Science (Double award)</li> <li>• GCSE French</li> <li>• Core PE (non-examined)</li> <li>• Personal Development (non-examined)</li> </ul>	<p>All students study the following subjects as their core curriculum:</p> <ul style="list-style-type: none"> <li>• GCSE Mathematics</li> <li>• GCSE English Language</li> <li>• GCSE English Literature</li> <li>• GCSE Combined Science (Double award)</li> <li>• Core PE (non-examined)</li> <li>• Personal Development (non-examined)</li> </ul>
Choice 1	Choice 1
<p>Students will pick from one of the two options:</p> <ul style="list-style-type: none"> <li>• GCSE History</li> <li>• GCSE Geography</li> </ul>	<p>Students will pick from one of the three options:</p> <ul style="list-style-type: none"> <li>• GCSE History</li> <li>• GCSE Geography</li> <li>• GCSE French</li> </ul>
Choice 2	Choice 2 and 3
<p>Students can choose ONE additional subject from the wide range of subjects available</p>	<p>Students can choose TWO additional subjects from the wide range of subjects available</p>

# TURQUOISE PATHWAY

Our Turquoise Pathway will ensure students study **The English Baccalaureate (EBacc)**. The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. It is made up of:

- English Language and Literature
- Mathematics
- The Sciences
- Geography or History
- A Language

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

**We recognise that students have preferences for other subjects outside of the EBacc set of subjects, and as such, they have the opportunity to choose one additional subject from our full complement of courses (see the Option 2 column)**

Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.



## BTEC Social Care & Health

### Topics / Skills Covered

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- ▣ skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- ▣ attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- ▣ knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

### Students opting for this subject should:

Learners need to have excellent organisation skills and be prepared to work in a real world Health and Social Care setting.

### Assessment Structure

Unit 1: Human Lifespan Development: (Internal)

Learners will study the six different life stages, factors that influence how people grow and develop, along with influencing factors like self-esteem and self-concept.

Unit 1: Health and Social Care Services and Values: (Internal)

Learners study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Unit 3: Health and Wellbeing: (External)

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

### Careers and Progression

Further vocational and A Level subjects post 16

Grounding for further work and training schemes in the NHS, social or early years' sectors

"Doing this course has allowed me some real world experience which I have really enjoy and learnt so much from"

# OCR

# Studies Sports



Students opting for this subject should:

Demonstrate high levels of engagement in current PE lessons and represent our school team in at least one sport demonstrating a commitment to after-school clubs. Be interested in how to be a sports leader/coach. Be prepared to try outdoor adventurous activities such as Mountain Biking, Climbing, Hill Walking or Orienteering. Be able to work independently to complete set assignments. The students will follow the OCR specification and will be awarded a single Grade Pass at Level 1 to Distinction\* at Level 2. Students will have 3 lessons per week in addition to their core PE lesson. 1 lesson of the 3 will be a practical lesson whilst their other 2 lessons will be theory lessons.

### Topics Covered

**Contemporary issues in sport** includes learning about participation levels and barriers to completing sporting activities. How participation is impacted by the promotion of values and ethical behaviour, and how technology is used within sport.

### Applying your skills as a performer

Develop your skills as a performer in two different sporting activities, and as a leader. You will work independently and as part of a team. You will officiate one sport and show an thorough understanding of the rules.

**Sports Leadership** Develop your skills as a leader by recognising the qualities of a good leader. You will complete a risk assessment for a chosen activity. You will plan and lead a sports activity session for your peers.

**Participate in an outdoor and adventurous activity in a natural setting and environment.** You will find out information about what opportunities there are in your local area as well as nationally

### Assessment Structure

Unit	Assessment
Contemporary issues in sport	Exam (1 hour), 60 marks
Developing Sports Skills	Centre assessed task, approximately 10 hours, 60 marks Perform in 1 team sport and 1 individual sport, officiate 1 sport plus coursework tasks
Sports Leadership	Centre assessed task, approximately 10 hours, 60 marks Plan, lead and evaluate a sports activity session plus coursework tasks
Developing knowledge and skills in outdoor activities	Centre assessed task, approximately 10 hours, 60 marks Participate in 2 outdoor activities, plan an outdoor activity plus coursework tasks

### Careers and Progression

It will provide an excellent grounding for students wanting to follow careers in coaching, teaching, sports science and sports development. It is also fantastic for developing leadership skills that will be important in any career.

## Core Curriculum

(NO ACTION IS REQUIRED as all subjects in this column will be studied)

### English<sup>1</sup>

- English Language
- English Literature

### Mathematics<sup>1</sup>

### Science<sup>1</sup>

- Dual Science
- Separate Sciences (to study the separate science, Option 2, will need to be Science

### French<sup>1</sup>

### Core PE<sup>3</sup>

### Personal Development<sup>3</sup>

## Choice 1

### Humanities (Choose one only)

- History<sup>1</sup>
- Geography<sup>1</sup>

## Choice 2

### Open Curriculum (Choose one only)

- Art<sup>1</sup>
- Dance<sup>2</sup>
- Design and Technology<sup>1</sup>
- Drama<sup>2</sup>
- Geography<sup>1</sup>
- Health & Social Care<sup>2</sup>
- History<sup>1</sup>
- Hospitality & Catering<sup>2</sup>
- ICT(iMedia)<sup>2</sup>
- Music<sup>2</sup>
- PE<sup>1</sup>
- Philosophy, Religion and Ethics<sup>1</sup>
- Separate Science<sup>1</sup>
- Sports Studies<sup>2</sup>

1 = GCSE

2 = Vocational Qualification

3 = Non-examined

# WHITE PATHWAY

Our White Pathway offers a little more choice but does not guarantee that students will study **The English Baccalaureate** (EBacc).

However, we recognise that some students prefer and would benefit from a wider selection of subjects and as such, the White Pathway provides this.

In the White Pathway, students are not required to study French (but can if they want to) and can choose two subjects from the 'Open Curriculum' column.

Parents, please discuss the Turquoise Pathway with your son or daughter before considering the White Pathway



Core

PE

### Topics / Skills Covered

In line with government requirements, all students will take part in at least one hour of physical activity a week.

A wide variety of activities are offered which will give students a range of experiences that will not only develop their practical abilities but also promote an understanding of the benefits of regular physical activity and how it contributes to a healthy, active lifestyle.

### Students opting for this subject should:

Organised with PE kit and prepared to work hard physically to promote health and fitness

### Assessment Structure

Students will take part in a variety of activities that include...

Hockey, Netball, Football, Trampolining, Badminton, Athletics, Rounders, Rugby, Fitness Training, Volleyball, Handball, Basketball, Table Tennis.

### Careers and Progression

Core PE will provide students with the knowledge and confidence to maintain a healthy, active lifestyle beyond the school environment. It will also provide a good grounding for students interested in sports coaching and sports development.

**Core PE gives me the chance to be active and helps me to relieve stresses of exams'**

# GCSE

## PE



### Students opting for this subject should:

Demonstrate high levels of engagement in current PE lessons, participate in at least 1 team sport and 1 individual sport outside of school. Have a love for physical activity and how this impacts the human body. Students should also have an interest in human biology and demonstrate a high attitude to learning in science lessons. The students will follow the OCR specification and will be awarded a single GCSE. Grade 9-1. Students will have 3 lessons per week in addition to their core PE lesson. 1 lesson of the 3 will be a practical lesson whilst their other 2 lessons will be theory lessons.

### Topics / Skills Covered

**Physical Factors**— Students will learn about the anatomy and physiology of the human body and understand the science behind physical training.

**Socio-Cultural Issues**— The influences of these issues in sport, the psychology of sport & the importance of health, fitness & well-being.

**Performance in PE**—Students will be required to perform in 3 sports, 1 of these must be a team sport and 1 must be an individual sport. The 3rd activity can be either team or individual. Students will complete a piece of coursework which analyse

### Assessment Structure

Unit	Assessment
Physical factors affecting performance (01)	Exam (1 hour), 30% of total GCSE, 60 marks.
Socio-cultural issues in sports psychology (02)	Exam (1 hour), 30% of total GCSE, 60 marks.
Performance in Physical Education (04)	Non -exam assessment, 30%, 60 marks.  Perform in 1 team sport Perform in 1 individual sport Perform in 1 team/individual sport Coursework Task
Analysis and Evaluation of performance (05)	Non -exam assessment, 10%, 20 marks.

### Careers and Progression

GCSE PE will prepare students for A Level PE and other sport related courses. It will provide an excellent grounding for students wanting to follow careers in coaching, teaching, sports science and sports development. It is also fantastic for developing leadership skills that will be important in any career.

**'GCSE PE teaches me how to be physically active and benefits my health'**

**'I want to be a sports coach so GCSE PE helps me to learn skills to lead others'**

### Core Curriculum

(NO ACTION IS REQUIRED as all subjects in this column will be studied)

#### English<sup>1</sup>

- English Language
- English Literature

#### Mathematics<sup>1</sup>

- Science<sup>1</sup>
- Dual Science
- Separate Sciences (to study the separate science, Option 2, will need to be Science

#### Core PE<sup>3</sup>

#### Personal Development<sup>3</sup>

### Choice 1

#### Humanities

(Choose one only)

- French<sup>1</sup>
- History<sup>1</sup>
- Geography<sup>1</sup>

### Choice 2 and 3

#### Open Curriculum

(Choose TWO)

- Art<sup>1</sup>
- Dance<sup>2</sup>
- Design and Technology<sup>1</sup>
- Drama<sup>2</sup>
- French<sup>1</sup>
- Geography<sup>1</sup>
- Health & Social Care<sup>2</sup>
- History<sup>1</sup>
- Hospitality & Catering<sup>2</sup>
- ICT(iMedia)<sup>2</sup>
- Music<sup>2</sup>
- PE<sup>1</sup>
- Philosophy, Religion and Ethics<sup>1</sup>
- Separate Science<sup>1</sup>
- Sports Studies<sup>2</sup>

1 = GCSE

2 = Vocational Qualification

3 = Non-examined

# Qualifications Overview

Subject	Qualification	Exam Board
<b>English</b>	GCSE English Language	AQA
	GCSE English Literature	AQA
<b>Maths</b>	GCSE Mathematics	OCR
<b>Science</b>	GCSE Trilogy Science	AQA
<b>Core PE</b>	N/a	N/a
<b>History</b>	GCSE History	Edexcel
<b>Geography</b>	GCSE Geography	AQA
<b>French</b>	GCSE French	AQA
<i>The following subjects are on offer, but will only run based on sufficient student numbers.</i>		
<b>Art</b>	GCSE Art & Design (unendorsed)	AQA
<b>Dance</b>	BTEC Level 2: Performing Arts: Dance	Pearson
<b>Design and Technology</b>	GCSE Design Technology	Eduqas
<b>Drama</b>	BTEC Level 2: Performing Arts: Drama	Pearson
<b>Health and Social Care</b>	BTEC Level 2: Health and Social Care	Pearson
<b>Hospitality and Catering</b>	Level 1/2 Technical Award in Hospitality and Catering	Eduqas
<b>ICT</b>	Level 2 iMedia	Cambridge Nationals
<b>Music</b>	BTEC Level 2 Music Practice	Pearson
<b>PE</b>	GCSE Physical Education	OCR
<b>Philosophy, Religion and Ethics</b>	GCSE Religious Studies	AQA
<b>Single Science</b>	GCSE Biology GCSE Chemistry GCSE Physics	AQA
<b>Sports Studies</b>	Level 2: Sports Studies	Cambridge Nationals

## Eduqas & Catering Hospitality



### Topics / Skills Covered

Understand how hospitality and catering providers operate

Understand how hospitality and catering provision meets health and safety requirements

Know how food can cause ill health

Be able to propose a hospitality and catering provision to meet specific requirements

Understand the importance of nutrition in planning menus

Understand menu planning

Be able to prepare and cook high quality food products.

### Students opting for this subject should:

**Have a keen interest in the food industry and enjoy working in a practical environment in order to produce high quality practical outcomes.**

### Assessment Structure

#### Unit 1—The Hospitality and Catering Industry (externally assessed)

Students will acquire knowledge of all aspects of the industry. Students will be able to use their learning of different types of establishment and job roles in relation to front of house and kitchen operations to complete an written exam.

#### Unit 2—Hospitality and Catering in Action (internally assessed)

In this unit students will gain knowledge of the nutritional needs of a range of client groups in order for them to plan nutritional dishes to go on a menu. Students will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

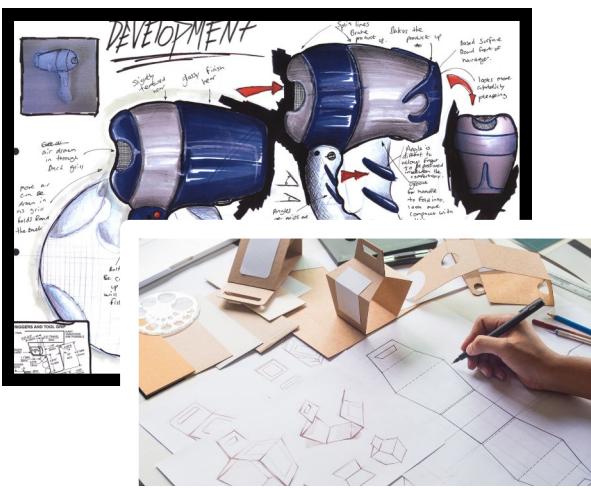
### Careers and Progression

This award would allow students to pursue further study at local colleges and seek a range of employment options which range from catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

*'I really enjoy practical lessons and practicing the skills I have learnt throughout the course'*

*'It has been really interesting to know how companies work in industry'*





# GCSE Design and Technology

### Topics / Skills Covered

Design and technology is an inspiring, rigorous and practical subject.

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

### Students opting for this subject should:

Have a genuine curiosity about how things are designed and made for the world around them.

Be prepared to work independently to solve everyday problems, through academic research and applying technical knowledge of materials, techniques and processes.

### Assessment Structure

**Component 1: Design and Technology in the 21st Century (Written examination (externally assessed))** - Students will develop knowledge and understanding of a wide range of materials techniques and processes and how technology is having an impact on the design. Students will also investigate client needs, how designers have influenced design, sustainability and environmental issues linked to the design world.

**Component 2: Design and Make task (Non-Exam Assessment)**—Students will demonstrate their design and make skills, carrying out a design and make task, based on a contextual challenge set by the exam board. The NEA assesses the students ability to: identify, investigate and outline design possibilities, design and make prototypes, analyse and evaluate design decisions.

### Careers and Progression

This qualification would allow students to pursue further study at local colleges and seek a range of employment options which range from the Engineering Sectors, Product Design, Interior Design and Architecture.

# Subject information

The following pages contain information for each subject regarding the topics covered and the assessment structure of the course.

Please read through carefully so that you and your child are fully aware of the requirements in each subject.

# GCSE English Literature



## Topics / Skills Covered

To read, interpret and analyse a range of texts both studied and unseen. To appreciate and evaluate a Shakespeare play, a Victorian novel, a modern play and poetry from romanticism to the present day. To comment on the relationships between texts and the contexts they're written in.

**Careers and Progression** *The study of English Literature will enrich students' understanding of our rich literary heritage and give them opportunities to further study Literature. Typical careers of English Literature students include: law, academic research, broadcasting, advertising.*

## Students opting for this subject should:

**Revise and re-read set texts throughout the course. All literature papers are 'closed book' exams; know the texts inside out.**

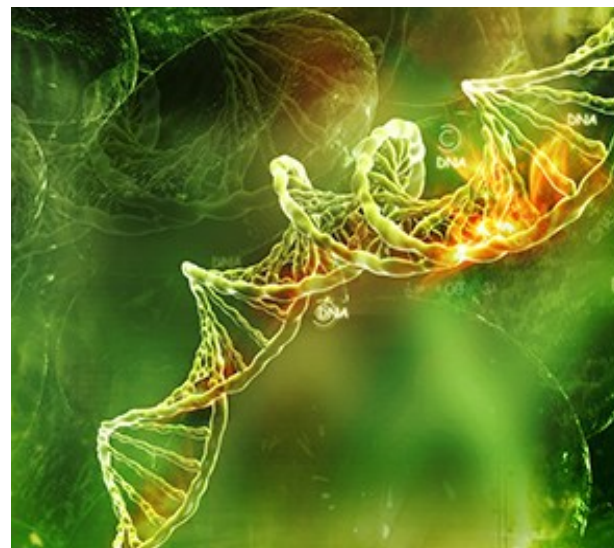
### Assessment Structure

Paper 1: Shakespeare and the 19th Century Novel  
1 hour and 45 minutes

- A: Shakespeare—1 extract, 1 essay question (20%)
  - B: 19th Century—1 extract, 1 essay question (20%)
- Paper 2: Modern Texts and Poetry  
2 hour and 15 minutes

- A: Modern texts—choose 1 of 2 essay questions (20%)
- B: Poetry anthology— 1 comparison question (20%)
- C: Unseen poetry—2 questions (20%)

*"English literature is a glorious inheritance which is open to all—there are no barriers, no coupons and no restrictions." - Winston Churchill*



# GCSE Science Separate

## Topics / Skills Covered

### Biology

Paper 1 = Cell biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 = Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### Chemistry

Paper 1 = Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2 = The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

### Physics

Paper 1 = Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 = Forces; Waves; Magnetism and electromagnetism; and Space physics.

## Opting for this subject should:

Interested in science beyond the classroom and may want to have a science related career. You should be achieving well in science and your teacher will advise on whether separate sciences is for you

### Assessment Structure

For each area of Science there are two written examinations. Each paper is 1 hour and 45 minutes long and worth 50% of the GCSE. There are two tiers of entry, foundation and higher and the questions in the paper will be a mixture of multiple choice, structured, closed short answer and open response. At the end of the course they will have three GCSE's

## Careers and Progression

Students will be well prepared for A-Level and have the skills and knowledge to follow any scientific programme of study.

*"Separate science is excellent. I love the extra detail we go into and I feel fully prepared for A-levels. I feel that it provides me with more opportunities for a career in science"*

# BTEC Tech Award

## Dance



### Students opting for this subject should:

Have a passion for performing and creating all aspects of dance and performing in the school dance show each year.

### Assessment Structure

#### Component 1: Exploring the Performing Arts (30%)

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

#### Component 2: Developing Skills and Techniques in the Performing Arts (30%)

You will develop your performing arts skills and techniques through the reproduction of dance repertoire.

#### Component 3: Performing to a Brief (40%)

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

### Careers and Progression

BTEC Award Performing Arts (Dance) provides a solid foundation for further studies in dance and performing arts.

*'This course is exciting and challenging.. It gives you the opportunity to perform and create dance'*

*'This is a great course if you enjoy a practical and creative subject. You get the opportunity to perform in front of a live audience'*



# GCSE

## Language English

### Topics / Skills Covered

To read, interpret, analyse and evaluate unseen 20th Century fiction texts. To summarise, analyse and compare 19th and 21st Century unseen non-fiction texts.

To write original creative and non-fiction texts to include correct vocabulary, sentence structure, punctuation and spelling.

### Students opting for this subject should:

**Read for at least 30 minutes daily and read a range of fiction and non-fiction texts; there's a lot to get through in the exam.**

### Assessment Structure

Paper 1: Explorations in Creative Reading and Writing  
1 hour and 45 minutes

A: 1 text, 4x reading questions (25%)

B: 1 extended descriptive/narrative writing task (25%)

Paper 2: Writers' Viewpoints and Perspectives  
1 hour and 45 minutes

A: 2 texts, 4x reading questions (25%)

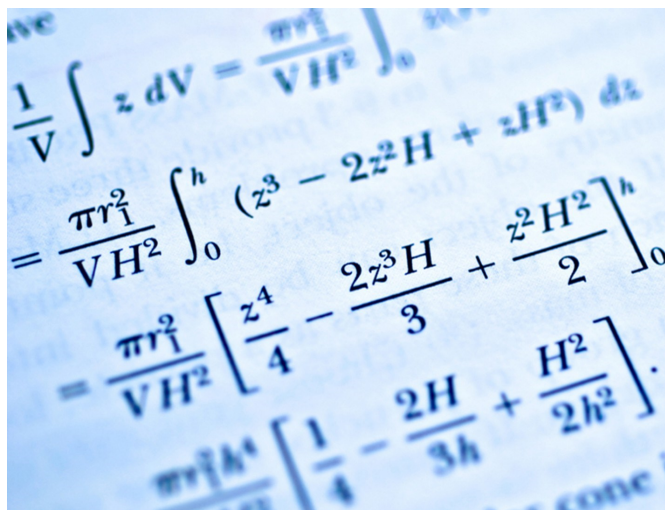
B: 1 extended writing to express a viewpoint (25%)

**Careers and Progression** *The study of English Language will equip student with the functional skills that all employers and further and higher education institutions require. Subject specific careers include: copywriting, journalism, publishing, teaching.*

*"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." - Nelson Mandela*

# GCSE

# Maths



## Topics / Skills Covered

The assessments will cover the following content headings:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

## Assessment Structure

All students follow the GCSE mathematics course. This is assessed at the end of Year 11 using three final examinations; one non-calculator and two calculator papers, each 1 hour 30 minutes long with 100 marks available on each paper.

Students will study at a level that is appropriate for their ability. There are two tiers available - Higher and Foundation. The Foundation tier covers topics that are grades 1-5 and the Higher tier covers topics that are grades 5-9.

All students have 2 lessons in Year 10 and 2 lessons per week in Year 11 and are also offered intervention and revision lessons.

Within the mathematics faculty, students have the opportunity to enhance their learning with the use of ICT and independent study is encouraged through the use of online resources.

## Careers and Progression

Typical careers involving mathematics include: Accountant, Insurance, Architect, Engineer, Economist, Actuary, Medicine, Investment Banker, Meteorologist, Teaching, Statistician and Cryptologist.

“The new GCSE is challenging but I’m enjoying the challenge”

# BTEC Tech Award

# Drama



## ..Topics / Skills Covered

- **Practical skills:** physical/ mental/technical/expressive skills technique for effective performance
- **Assessed performances:** Working from published play extracts identifying and utilising; lighting, sound, props, costume; mental and physical warm ups; projection suitable for the audience and venue
- **Performance management:** Knowing how to plan and develop a performance production from idea inception to performance conclusion

## Students opting for this subject should:

**Have a genuine passion and interest in the performance industry and have an ability to perform, communicate and problem solve real world sector issues. Resilience and commitment is key.**

## Assessment Structure

### Component 1—Exploring the Performing Arts (internal assessment)

This unit provides an opportunity for learners to get a taste of what it’s like to be a professional performer and explore all roles within a theatre (30%)

### Component 2—Developing skills and techniques in the Performing Arts (internal assessment)

This unit develops and puts into practice the learner’s skills and techniques as a performer including performance of a professional play (30%)

### Component 3—Performing to a brief (40%) (external assessment)

This unit develops the learner’s understanding of how practitioners adapt their skills for different context and put this into practice for performance, including devised performance and written accounts of work(40%)

## ATTENDANCE IS KEY

## Careers and Progression

Performing Arts (Drama) will allow students to further progress into higher and further education as well as follow many different careers. It could enable rapid progression into careers associated with the theatre (on and off stage) Police, law, education, therapy roles, nursing, marketing and many more.....

## Quotes

‘All the world’s a stage’

‘Don’t expect the theatre to satisfy the habits of its audience, but to change them’

# BTEC

# Practice Music



## Topics / Skills Covered

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry.

## Students opting for this subject should:

- Must be happy to perform to an audience.
- Be dedicated and committed to improve as a musician.

## Assessment Structure

### Component 1 - Exploring Music Products and Styles

Exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.

### Component 2 - Music Skills Development

Development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further development

### Component 3 - Responding to a Music Brief

Developing and presenting music in response to a given music brief.

## Careers and Progression

Once you have completed the qualification, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. Since you will be developing skills across a number of disciplines – such as music creation, production and performance – you will have a better understanding of whether the music industry is for you and, if so, which part of it you might want to study further. If you decide to go on to further study of music, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

# GCSE

# (combined) Science



## Topics / Skills Covered

### Biology

Paper 1 = Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 = Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### Chemistry

Paper 1 = Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2 = The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

### Physics

Paper 1 = Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 = Forces; Waves; and Magnetism and electromagnetism

## Assessment Structure

For each area of Science there are two written examinations. Each paper is 1 hour and 15 minutes long and worth 16.7% of the GCSE. There are two tiers of entry, foundation and higher, and the questions in the paper will be a mixture of multiple choice, structured, closed short answer and open response. At the end of the course they will have **two GCSE's**

## Careers and Progression

Students will be prepared for A-Level and have the skills and knowledge to follow any scientific programme of study.

**The important thing is never to stop questioning—Albert Einstein**

# GCSE

# History



## Topics / Skills Covered

Students will follow the Edexcel GCSE and study a range of topics and historical periods which cover British, European and the wider-world.

- Medicine in Britain c1250-present day, which includes an in-depth look at the injuries, treatments and the trenches during the First World War
- Early Elizabethan England 1558-1588
- The American West 1845-1890
- Weimar and Nazi Germany 1918-1939

Students opting for this subject should:

**Have a genuine interest in past historical events and how they have impacted upon modern day life.**

## Assessment Structure

**Examination:** 100% - 4 separate examination papers.

Paper 1 – 1 hour 20 minutes

Paper 2—1 hour 50 minutes

Paper 3 – 1 hour 30 minutes

## Careers and Progression

By studying GCSE History, students will develop a wide range of transferable skills. History is a strong GCSE subject and combines well with other subjects to give students a good education. The skills and ideas students develop will help them in many different careers e.g. law, journalism, social services, the health service and business. Most further education colleges offer History and related subjects and this course will provide students with a strong foundation. History is regarded as a strong academic subject for university entrance.



# Art

## Topics / Skills Covered

Topics:

'Natural Forms', 'People', 'Personal Project'

Skills:

Drawing/sketching, watercolour, acrylic painting, printmaking, photography, digital manipulation (using Photoshop) ceramics (3D work using clay)

You will access a wide range of techniques and styles to explore and develop your ideas!

Students opting for this subject should:

If you enjoy practical activities and have a creative imagination, if you can think outside the box and do things differently and you would like to develop a wide range of art based skills...then Art GCSE is PERFECT for you!

## Assessment Structure

**Component 1 – Portfolio (60%)** : The portfolio is made up of all sketchbook work and final pieces created prior to the exam. The course is made up of 3 in-depth practical projects spanning Year 10 and the autumn term of Year 11.

**Component 2 – Controlled Assessment (40%)** : The 'Externally Set Assignment' begins in January of Year 11. Pupils are expected to select and respond to a starting point provided by the examining body. There is a period of preparation time to research and explore the chosen theme before exploring final compositions and ideas. This preparatory period is then followed by a 10 hours supervised exam.

## Careers and Progression

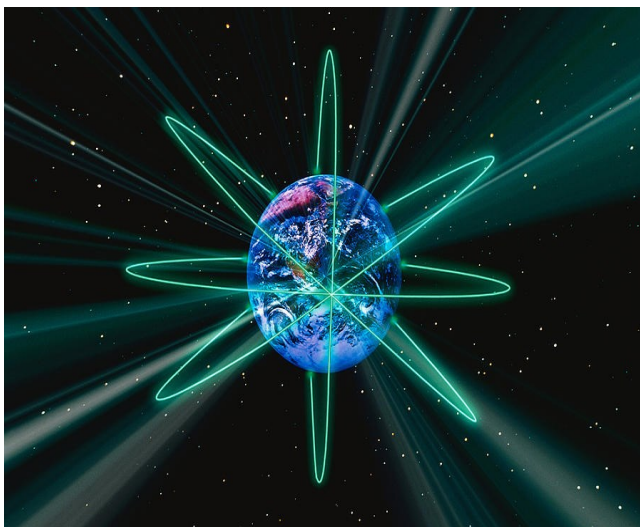
Just some of the 1000's of creative careers available... artist, graphic designer, illustrator, concept artist (games), fashion designer, architect, art therapist, teacher, animator, printmaker, interior designer, hairdresser, photographer

"I wanted to study medicine and become a doctor. I picked Art because I knew I would work hard and the points I would get for my photography GCSE would help me get into college. I am now studying biology, maths and further maths at college!"

OCR

iMedia

ICT



GCSE

Geography

**Topics / Skills Covered**

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave the education sector

**Students opting for this subject should:**

Master & further enhance taught skills in as many software applications as possible.

**Assessment Structure**

R093: Creative Media in industry—Written paper OCR set and marked Learners answer all questions (40%)

R094: Visual Identity & Digital Graphics— Centre assessed tasks OCR moderated (30%)

R097: Interactive Digital Media— Centre assessed tasks OCR moderated (30%)

**Topics / Skills Covered**

- Living in the physical environment
- Challenges in the human environment
- Geographical applications

**Students opting for this subject should:**

Expect to study a range of topics that include both human and physical geography in both the UK and the wider world.

**Assessment Structure**

Paper 1 – 1 hour 30 minutes (35%)

Paper 2 – 1 hour 30 minutes (35%)

Paper 3 – 1 hour 30 minutes (30%)

**Careers and Progression**

GCSE Geography lays the foundation for students to further their education in the study of Geography or related subjects such as leisure and tourism, health and social sciences and environmental conservation.

GCSE Geography develops key skills that are essential for the world of work and further education. To have an understanding of the processes that go on around us ultimately gives us an advantage when facing problems, issues and future developments that impact upon humans.

“What new technology does is create new opportunities to do a job that customers want done.” – Tim

O'Reilly

# Philosophy, Religion & Ethics



## Topics / Skills Covered

Students will follow the AQA GCSE Religious Studies specification and study a range of religious philosophical ideas and contemporary themes of ethics.

- Christian beliefs and practices
- Islamic beliefs and practices
- Theme A—Relationships and families
- Theme B—Religion and Life
- Theme D—Peace and Conflict
- Theme E—Crime and Punishment

## Students opting for this subject should:

Students will be able to reflect on and develop their own values, beliefs and attitudes towards the world and those around them.

There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues including abortion, poverty and animal rights.

## Assessment Structure

**Examination:** 100% - 2 separate examination papers.

Paper 1— Study of Religions (Philosophy)— Written exam:  
1hr 45mins (50% of the exam)

Paper 2 – Exploring ethical issues—Written exam: 1hr  
45mins (50% of the exam)

## Careers and Progression

Religious Studies allows you to develop a range of skills that are wanted by employers! Through the study of this GCSE students will develop critical thinking skills and the ability to interpret information, formulate questions and solve problems. We will develop writing skills, and the ability to construct a reasoned argument which allows students to show empathy and the ability to understand people and take on board others' views. This is a vital skill in all careers including; teaching, counselling, police officer, youth worker, public services and legal studies.

# GCSE

# French

## Topics / Skills Covered

The French GCSE course builds upon knowledge of topics studied in Years 7 8 and 9. Students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written French. They will practise speaking, writing, listening & reading the language.

**Students opting** We live in a global community and, whether for work or pleasure or both, we will come into contact with another language at some point. 94% of the world does not speak English as their first language and 75% of the world does not speak English at all. Continuing with a language is vital. It broadens your horizons, opens doors, allows you to communicate with others, makes you stand out from the crowd and is great to put on your CV. As of 2024, there are 29 independent nations where French is an official language.

## Assessment Structure

There will be 4 **short** exams:

**Listening Exam** (25%) Listening and Dictation

**Reading Exam** (25%) - including translation from French to English.

**Speaking Assessment** (25%) - Role Play, Read-aloud task, Photo Card and General Conversation.

**Writing Assessment** (25%) - open-ended & structured writing task and translation from English to French.

## Careers and Progression

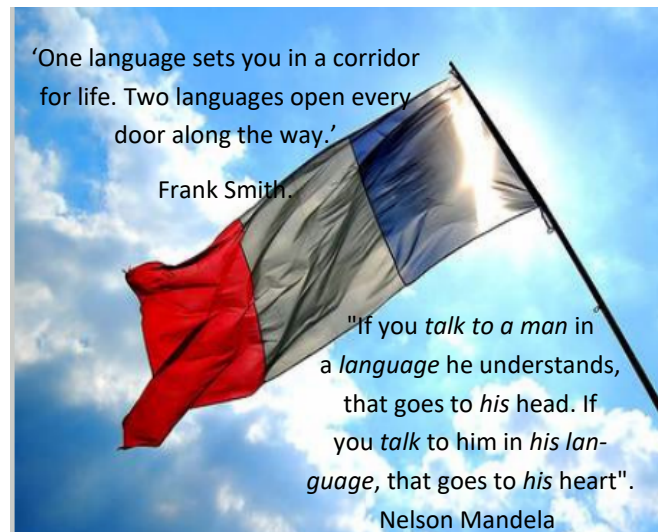
There are many career options & industries which welcome & need French speakers. For example, Law, Hotel Management, Travel and Tourism, Cabin Crew, Translating, Interpreting, Journalism, Teaching, Sales and Marketing, Banking, & Medicine.

*"I know French will help get me in at a good college & university, it was the right option to pick"*

*"I have really enjoyed studying French and I am going to carry on at college -it has been fun "*

*"I have been skiing in the Val d'Isère, it was amazing and I enjoyed practising the language there"*

- Quotes by current year 11 Pupils



'One language sets you in a corridor for life. Two languages open every door along the way.'

Frank Smith.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart".

Nelson Mandela