Year 9
Options Booklet
2024

LIVINGSTONE ACADEMY
an Aspirations Academy

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Welcome and Introduction

Dear Year 9 pupils,

As you embark on this exciting and important time, I wanted to write to you in hope of sparking some thought and reflection as you make these important decisions towards your futures.

At Livingstone Academy, we talk often about our 3 Guiding Principles: Self Worth, Engagement and Purpose. I would like to prompt you to be guided by these when selecting your options for Key Stage 4.

Guided by Self Worth to make these decisions, you must know and value who you are, your beliefs and values, and the qualities you possess: your attributes, your uniqueness, but also the common interests you share with others. Which areas of the curriculum do you feel you most belong? Where do your heroes exist? Where do you often experience a sense of accomplishment?

Guided by Engagement, you must consider which areas of the curriculum spark your curiosity. When we are truly engaged, we want to know more and seek out challenges, are deeply invested in the learning process and therefore do not give up easily when faced with difficulty. Which areas of the curriculum interest you enough to not give up when the going gets tough (or less interesting)?

Guided by Purpose, consider the direction in which you are travelling. It is important to note here that it is not necessary to know what you want to do specifically at this point. Nonetheless, you do know enough about yourself and what is important to you to have a general idea of the direction you wish to travel, so that you can begin to take positive steps down your chosen path. What is your purpose? Where are you heading?

Finally, I want to remind you that these are your decisions to make. Of course, we will all be here to guide and advise you but only you know the truest answers to the questions above. Only you can decide what you want to achieve and how you will get there. I know that I speak for every member of staff at Livingstone Academy when I say that I can not wait to stand alongside you during this process and see you grow into a valuable member of society of which we can all be proud.

All my best,

Mr Tharme, Principal

OPTIONS TIMELINE

Friday 12 January

• The Launch

Wednesday 21 & Thursday 22 February

• Taster lessons that week and initial interest

forms

6-11 March

• National Careers Week

Thursday 7 March

• Parent consultation evening

Thursday 14 March

• The Careers and Apprenticeship Show

Wednesday 27 March

• Decision time - online options form goes live

Sunday 21 April

• Deadline

Monday 3 June

• Confirmation of options submissions

Key Stage 4

We have worked hard to offer you an ambitious and varied curriculum, allowing a personal approach in order to meet your individual needs and aspirations.

Key Stage 4 (KS4) begins for all LAB students at the start of Year 10 and you will work on your KS4 courses until the end of Year 11. You will choose between GCSE and Vocational Qualifications.

GCSEs

GCSE (General Certificate of Secondary Education) is an academic qualification which involves studying the theory of a subject. The vast majority of GCSE courses are 'linear', meaning you are assessed in the main at the end of Year 11, through examinations. Coursework or controlled assessment are not a feature in most subjects.

You will be graded in GCSE courses using the 9-1 grading system. Subjects are no longer awarded A*-G grades, but instead numbered grades 9 to 1. There is no perfect conversion between the old and new grading systems, except to say a new Grade 5 is equivalent to a 'high old-style C' / 'low old-style B' and 9 is much more demanding than the 'old-style A*'. Please see the table on page 4 for more detail.

Vocational Qualifications

We are also offering you the opportunity to follow a variety of vocational courses. Each vocational course is equivalent to 1 GCSE and graded at 'Level 1 Pass', 'Level 2 Pass', 'Level 2 Merit', 'Level 2 Distinction' and 'Level 2 Distinction*'.

Students who follow a vocational course will experience different types of assessment and teaching styles. They are matched to an assessment programme where a portfolio of controlled assessments is built up over the whole course instead of a grade that is largely determined by a final examination.

Most vocational qualifications will comprise of 25% external examination with 75% of the course internally assessed, supported by external moderation.

The 'EBacc' or English Baccalaureate

The English Baccalaureate though not a qualification in itself is a measure of strength in some core academic subjects; specifically, English, Mathematics, History or Geography, the Sciences (including Computer Science) and a Language.

All students will study English, Mathematics and the Sciences as part of their core curriculum. Students must also opt for a Humanities subject, choosing between Geography and History. Students may want to consider studying a Language (or may discuss taking an examination in their home language) in order to achieve the EBacc.

Importantly, however, it is not the case that EBacc subjects are necessarily better than other subjects. We believe that students should have the freedom to choose the subjects they are passionate about and believe they can excel.

Grade Equivalency

New Grades	Old Style Grades	Vocational Grades	Ofqual Guidelines
9	A**	Level 2 Distinction *	Broadly the same proportion of pupils will achieve a Grade 7 and above, as used to achieve a Grade A and above
8	A/A*		
7	A	Level 2 Distinction	
6	B	Level 2 Merit	Broadly the same proportion of pupils will achieve a Grade 4 and above, as used to achieve a Grade C and above
5 (Strong Pass)	B/C		
4 (Standard Pass)	C	Level 2 Pass	
3	D/E	Level 1 Pass	The bottom of Grade 1 will be aligned with the bottom of an 'old-style' Grade G
2	E/F		
1	F/G		
U	U	U	Unclassified

Courses at Key Stage 4

The courses students will study at KS4 are either 'core' subjects or 'open' subjects.

Core subjects
Core subjects must be studied by all pupils and most of them are examined at GCSE. In total, the core subjects contain 5 GCSEs.

Core Subject	Number of GCSEs
English	2 (literature and language)
Maths	1
Science Trilogy	2 (a combination of biology, physics and chemistry)
PE *	0
PSHE	0
Applied Learning	0

*Core PE is an important lesson for all students, every week. PE promotes a healthy lifestyle, a healthy mindset, and allows students the time to work with their peers in a fun, assessment free environment. BTEC Sport is an optional subject as well, which means if you choose this then you will have additional lessons and gain a qualification.

Open subjects
Open subjects are chosen by students. Below is a list of the subjects being offered, of which you can find details on these in the subsequent subject pages. Each of the open subjects are equal to one qualification.

Open Subjects	
1. Art (GCSE)	2. Hospitality and Catering (GCSE)
3. ICT (Cambridge National)	4. Health and Social Care (Cambridge National)
5. Computer Science (GCSE)	6. Music Technology (BTEC)
7. Creative Media (GCSE)	8. Drama (GCSE)
9. Fashion and Textiles (GCSE)	10. Photography (GCSE)
11. Geography (GCSE)	12. Spanish (GCSE)
13. History (GCSE)	14. Sport (BTEC)

Additional Language GCSE
If you are fluent in a language other than English, we would encourage you to take an additional GCSE in this language. You must be able to read, speak, write and listen (comprehend) to a high level in this language in order to pass the GCSE. You do not need to choose this as one of your option subjects, as you will not have weekly lessons in it.

The Options Process

Completing the initial preference form:
Having taken on board the information in the booklet and the taster sessions, you will then be asked to share your initial preferences on Friday 23 February.

A google form will be shared with you where you will be asked to rank order your preferences. This will give us initial insight into the number of classes for each option and what courses will be offered for the final options process.

Although we cannot guarantee that all combinations of subjects will be possible, we will try and accommodate your selection preferences.

Parent Consultation Evening - 7 March 2024
The academy will work alongside you and your family to suggest the courses and qualifications best suited to you and your aspirations. Attendance at the Parent Consultation on 7th March 2024 is essential to ensure you are well informed.

Options Evening - 14 March 2024
During this evening you will have an opportunity to explore the subject stall and speak with the subject leads for this qualification. There will also be a principal's talk to support and guide students and their families with this process.

Option Choices Form
On 27th March 2024, your family will be emailed a google form. You must follow the instructions on the form in order to select your options. You will have until 21st April to complete this. You and your family will receive confirmation of your final subjects on the 3rd June 2024.

Good reasons for taking a subject:
- I have discussed this with my family and we agree it is a good choice for me.
- I enjoy the subject.
- I am good at it and I know I will work hard at this subject.
- I want to improve at the type of skills used in the subject.
- I have researched the subject by talking to my teachers and to pupils who have studied this - I think it will suit me.
- I have done a lot of investigation into all of the subjects and this is the one that I think I will enjoy the most.
- This subject will help me have a broad and balanced range of courses.

Bad reasons for taking a subject
- My friends are doing it (you will not necessarily be in the same group).
- I like the teacher (there is no guarantee that you will have that teacher next year).
- It is too much hard work (all subjects are hard work and there is little difference between them).
- It doesn't matter - I just chose any old subject (you will be doing this subject for two years, so it is worth getting it right now).
- It's a new subject, so I want to give it a go and see if I like it.
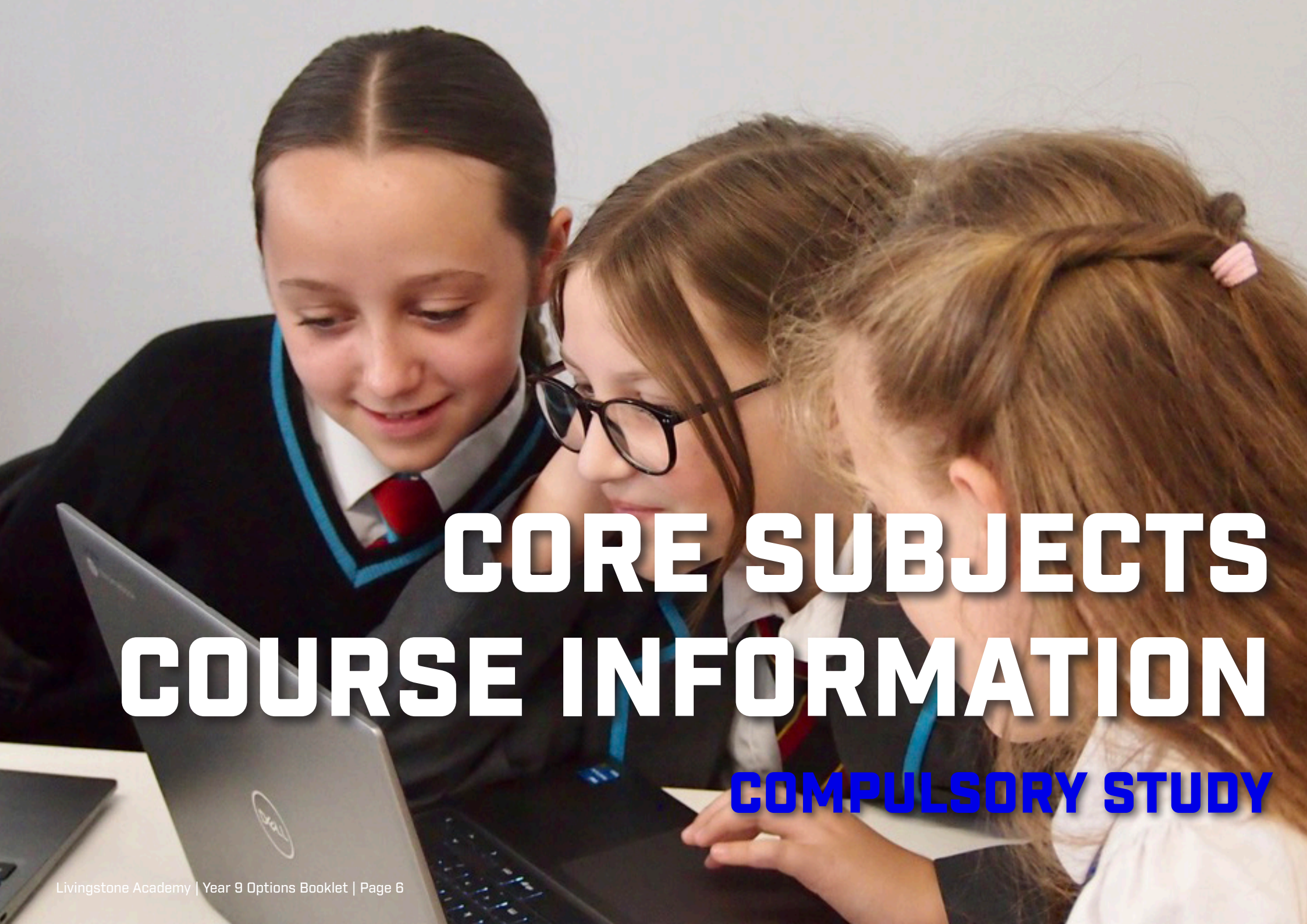
CORE SUBJECTS COURSE INFORMATION

COMPULSORY STUDY

GCSE: ENGLISH LANGUAGE

Laura Burder

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Why study English Language?

Studying English Language is important for many reasons. It helps us communicate better in everyday life, school, and work. When we learn about how language works, it makes our reading, writing, and speaking skills improve. English Language study also teaches us to understand how words and sentences are put together, which makes us better thinkers. By studying English, we learn how to express our thoughts clearly, persuade others, and understand different types of writing. It's like a key that opens the door to a world of stories, from old classics to new ones. This helps us learn about different cultures and ways of thinking.

Apptitudes Needed

AQA GCSE English Language demands strong reading comprehension, analytical skills, and writing proficiency. You must exhibit creativity, persuasive writing ability, and structural competence. Attention to grammar and critical thinking, coupled with efficient time management, are essential. These aptitudes cultivate a holistic language proficiency, contributing to success in the examination and beyond.

Course Content

AQA GCSE English Language course covers a comprehensive range of skills in reading and writing. Divided into two examination papers, Paper 1 and Paper 2, the course emphasises the development of critical analytical abilities and effective written communication. In Paper 1, titled "Explorations in Creative Reading and Writing," you engage with unseen literary texts, analysing language, structure, and presentation. You will also demonstrate your creative writing skills through the production of descriptive or narrative pieces. Paper 2, titled "Writers' Viewpoints and Perspectives," focuses on non-fiction texts, requiring you to evaluate different viewpoints and produce your own persuasive and non-fiction writing. The course is designed to enhance reading comprehension, language analysis, and writing proficiency, preparing you for further academic study and fostering skills applicable to various professional contexts.

Course Breakdown

Two written examinations

Paper 1: Explorations in Creative Reading and Writing 50% - Section A: You are given an unseen literary text to read and answer questions on. The text may be fiction or literary non-fiction. Section B: You produce a piece of descriptive or narrative writing, usually inspired by a theme or idea from the first part of the paper.

Paper 2: Writers' Viewpoints and Perspectives 50% - Section A: You read two non-fiction texts and answer questions that assess their understanding and interpretation of the material. The texts may present different viewpoints on a particular issue. Section B: You will produce a piece of non-fiction writing, such as an article or a speech, responding to a specified viewpoint or perspective.

Assessment Objectives

AO1- Identify and interpret explicit and implicit information and ideas.

AO2- Select and synthesise evidence from different texts.

AO3- Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO4- Evaluate texts critically and support this with appropriate textual references.

Future Career Paths

Studying English provides a versatile skill set applicable in diverse industries such as: journalisims, publishing, copywriting, public relations, teaching, creative writing, corporate communication, human resources, law etc.

GCSE: ENGLISH LITERATURE

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Why study English Literature?

Studying GCSE English Literature is a transformative experience, offering more than the exploration of literary texts. It hones critical thinking, language proficiency, and empathy, connecting students with diverse cultures and historical contexts. This course equips you with transferable skills crucial for various aspects of life. It fosters a deep understanding of societal issues, morality, and the human condition, cultivating a lifelong appreciation for literature. Beyond academic requirements, GCSE English Literature provides enduring skills and insights, serving as a foundation for personal growth and a deeper connection to the world around us.

Apptitudes Needed

Studying English Literature requires strong analytical skills to interpret complex texts, a keen appreciation for language nuances, and the ability to express ideas coherently in both oral and written forms. Critical thinking, an open mind for diverse perspectives, and a passion for exploring the human experience through literature are essential. Additionally, an aptitude for independent research contribute to success in understanding and interpreting the rich tapestry of literary works.

Course Content

The AQA GCSE English Literature course offers a comprehensive exploration of diverse literary genres and periods. Students analyse works across various genres, including Shakespearean plays, 19th-century novels, poetry anthologies, and contemporary prose or drama. The curriculum focuses on developing analytical skills, emphasising themes, characters, and literary techniques. Assessments include examinations covering each literary genre, along with an unseen poetry component. AQA's GCSE English Literature aims to cultivate a profound appreciation for literature, fostering critical thinking and preparing you for advanced literary studies. The course enriches your understanding of the human experience through the exploration of universal themes and storytelling techniques.

Course Breakdown

Two written examinations

Paper 1: Shakespeare and the 19th-century Novel 40% - Section A: In-depth analysis of a Shakespeare play. Section B: Exploring a 19th-century novel, including themes, characters, and context.

Paper 2: Modern Texts and Poetry 60% - Section A: Exploration of a modern text, often a play or prose, emphasising analysis and evaluation. Section B: Comparative poetry analysis, featuring unseen poetry alongside studied poems.

Assessment Objectives

AO1- Read, understand, and respond to texts.

AO2- Analyse the language, form, and structure used by a writer to create meanings and effects.

AO3- Show understanding of the relationships between texts and the contexts in which they were written.

AO4- Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.

Future Career Paths

Studying English Literature opens doors to diverse careers. Graduates may excel in writing, journalism, editing, or content creation. You can thrive in education as teachers or researchers. Careers in publishing, public relations, marketing, or even law are also viable. The analytical and communication skills gained make English Literature graduates valuable in various professional fields.

GCSE: MATHEMATICS

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Pearson Edexcel

Why study Mathematics?

GCSE Maths aims to equip you with the skills, knowledge and understanding required for a strong foundation for further academic courses, vocational study and employment. This course enables you to: develop fluent knowledge, skills and understanding of Mathematical methods and concepts; acquire, select and apply Mathematical techniques to solve problems; reason Mathematically, make deductions and inferences, and draw conclusions; comprehend, interpret and communicate Mathematical information in a variety of ways. Employers place high value of Maths qualifications due to the rigorous demands of the subject content and the wider transferable skills, including logical thinking, problem solving and reasoning.

Apptitudes Needed

You will be placed into an appropriate set depending on which Tier we feel you are best able to excel in. Years 10 and 11 will build on all the skills you have aquired in years 7, 8 and 9, but will also focus a lot more on exam technique and problem solving. It is important that by the end of year 9 you are producing your very best work in Maths as sets will be based on the attainment you have shown over the whole of year 9. Your GCSE grade will be limited by the Tier you will be following. The Foundation Tier for instance will only allow a maximum grade of 5 (most colleges require a grade 5 entry grade for maths).

Course Content

There are two tiers of entry in Edexcel GCSE Maths: Foundation and Higher- which tier you are following will depend on the set you are placed on as a result of the work you have done in year 9. In the Foundation exam you are assessed on the content of the grade 1-5 abilities, whereas the Higher exam you are assessed on the 4-9 content. The Mathematics qualification covers the following topic areas: Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and Measures; Probability; Statistics.

Course Breakdown

Three examination

Paper 1: Non Caculator 25% - This paper assesses students' understanding of topics without the use of a calculator.

Paper 2: Calculator 37.5% - This paper allows the use of a calculator and covers a range of mathematical topics.

Paper 3: Calculator 37.5% - This paper assesses additional content, and a calculator is permitted.

Assessment Objectives

AO1- Use and Apply Standard Techniques

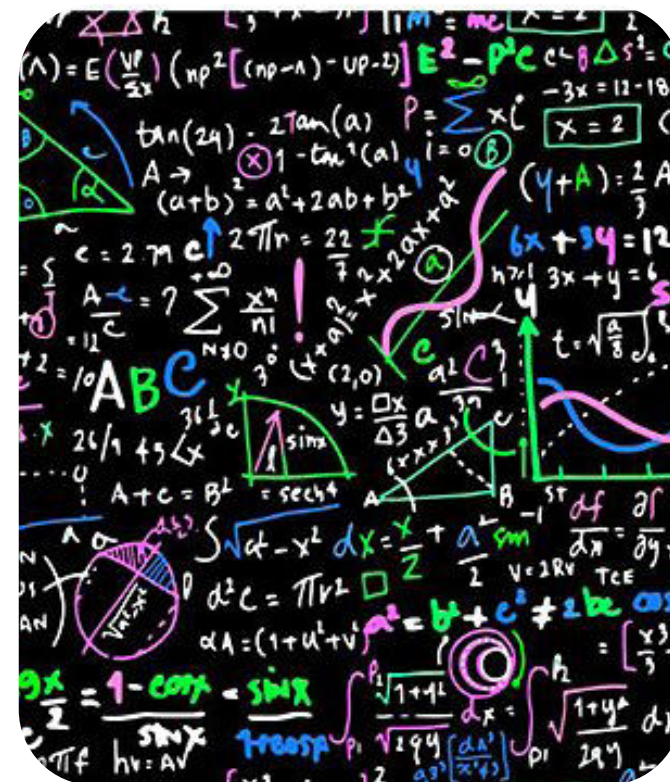AO2- Reason, Interpret, and Communicate Mathematically

AO3- Solve Problems within Mathematics and in Other Contexts

Future Career Paths

A wide range of careers use Mathematical skills and knowledge, including Architecture, Construction, Computing, Accounancy/ Financial Services, Engineering, Medicine, Aviation, Armed Services, Environmental Services, Statistician. A good grade in Mathematics (grade 5 or above) is generally required for most college courses and will help in any career. It will show an ability to follow instructions in an organised, methodical and precise manner.

Additional Information

There are many revision guides for Pearson GCSE maths available in book stores. It is vital that students complete their Sparx homework in Maths throughout Years 10 and 11 so as to constantly practice their skills and practice exam technique. Students who wish to study Maths and certain other subejcts (such as Computing, Science, Psychology, Geography, Architecture, Accountancy) at a higher level such as A level or University Degree will need to ensure they have a good grade in GCSE Maths.

GCSE: COMBINED SCIENCE TRILOGY

AQA
Realising potential

Kelly McKinley
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Why study Combined Science Trilogy?

GCSE Science is a compulsory core subject because it is fundamental to our understanding of the human body, the environment, industry and technology. The ability to make informed decisions on current issues depends on a sound scientific education and the skills gained in STEM subjects are highly valued in an increasingly competitive workplace. Learning about science will help fire your curiosity of the world around you, but also help you to understand how it is in a delicate balance, how we can work together to use science to improve lives.

Apptitudes Needed

Curiosity, resilience and a positive approach to problem solving will see you succeed in science. You will need good organisation and practical skills, and be able to work collaboratively as part of a group.

Course Content

The AQA Science course covers the three science disciplines in equal measure. This specification encourages development of knowledge and understanding in science through opportunities for working scientifically and as such students will complete a series of required practical experiments alongside their theroretical learning. The course aims to give you a broad understanding of the science of the world around them, and to equip you with the skills needed for further education or the workplace.

Course Breakdown

Six written examinations:

- Two Biology exams 33.3%
- Two Chemistry exams 33.3%
- Two Physics exams 33%

The papers will be a combination of multiple choice, structured, closed short answer, and open response questions. In addition to this students will need to complete a series of required practical experiments which will take place in class over the two years of study.

Assessment Objectives

AO1- Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2- Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3- Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.
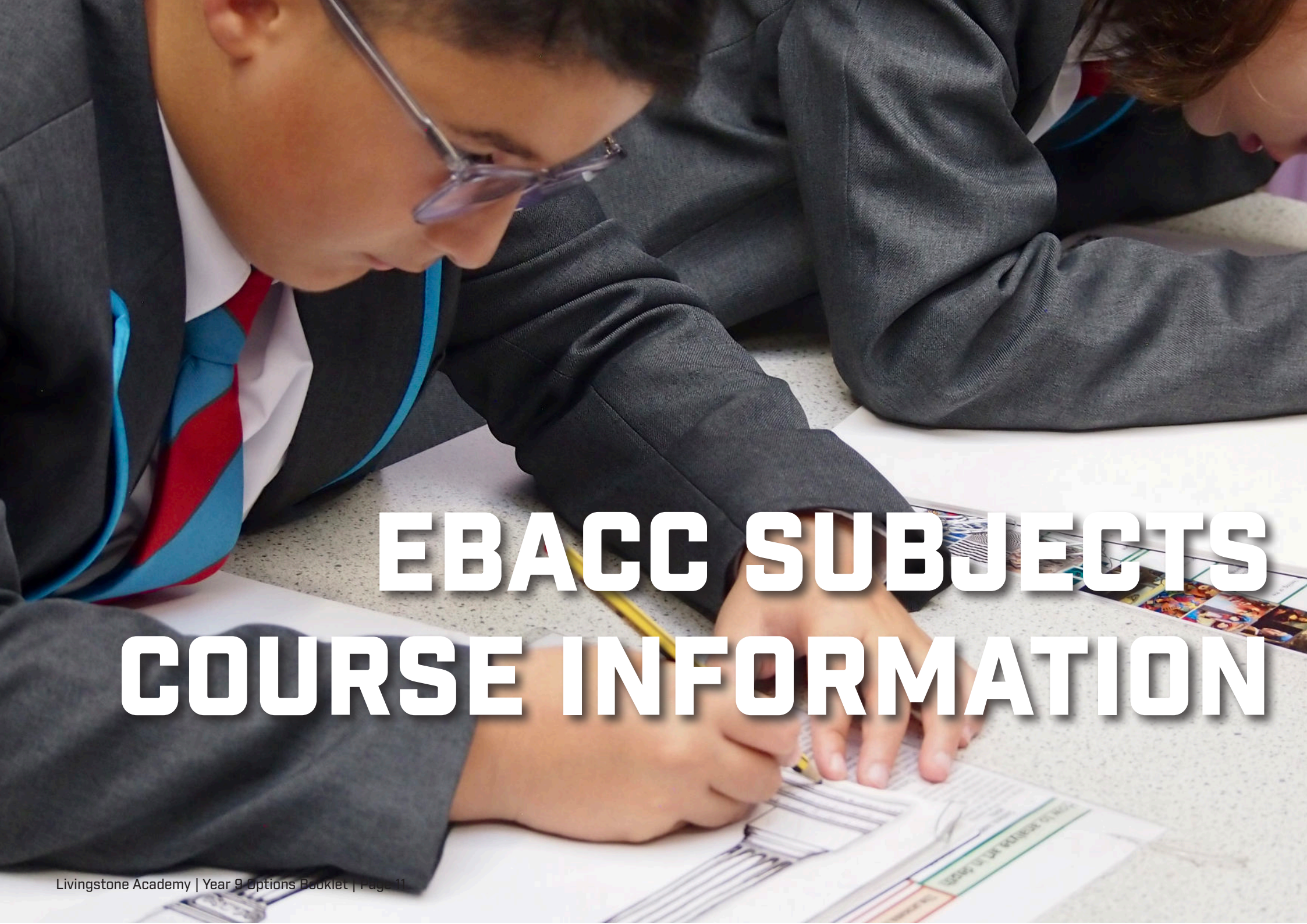
Future Career Paths

There are hundreds of careers that will allow you to showcase the skills you will learn on this course. There are STEM careers in medicine, vetinary care, engineering and environmental science. However, there are a huge range of other areas that value the skills that science will afford you, these areas include hospitality, catering, hairdressing and beauty, banking and finance and construction.

Additional Information

It would be very useful for you to have the recommended revision guide for this course, however there are many online revision aids that will help you. There will also be extra curricular revision sessions that you may be required to go to.

EBACC SUBJECTS COURSE INFORMATION

GCSE: GEOGRAPHY

Rebecca Sheppard

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Why study Geography?

Embark on an engaging geography journey with the AQA dynamic specification. This course explores both physical and human themes, connecting students to global issues. Through captivating case studies, students delve into topics like climate change, poverty, and sustainable resource use. Encouraging an active role in society, the curriculum fosters a holistic understanding of diverse perspectives. Crafted collaboratively with educators and experts, the specification promises an exciting teaching experience. Get ready for an enlightening adventure in geography education!

Apptitudes Needed

To succeed in GCSE Geography, valuable traits include curiosity, analytical and communication skills, problem-solving abilities, proficiency in map reading and numeracy, strong research skills, environmental and global awareness, and an interest in fieldwork. While specific aptitudes can be beneficial, dedication and a willingness to learn are essential for success in the subject.

Course Content

The AQA GCSE Geography course offers a comprehensive exploration of key geographical themes and concepts, including the study of impactful case studies. The curriculum is designed to develop students' understanding of both physical and human geography, as well as their ability to analyse and interpret geographical data. The subject content is split into four units: Living with the physical environment, Challenges in the human environment, Geographical applications and Geographical skills.

Course Breakdown

Three written examinations

Paper 1: Living with the physical environment 35% - covering knowledge on: the challenge of natural hazards, the living world, physical landscapes in the UK and Geographical skills.

Paper 2: Challenges in the human environment 35% - covering knowledge on: urban issues and challenges, the changing economic world, the challenge of resource management and Geographical skills.

Paper 3: Geographical applications 30% - covering knowledge on: issue evaluation, fieldwork, and geographical skills

Assessment Objectives

AO1- Demonstrate knowledge and understanding of geographical facts, concepts, and terminology.

AO2- Apply knowledge and understanding to interpret, analyse, and evaluate geographical information.

AO3- Select, adapt, and use a variety of skills, techniques, and methods to investigate geographical questions and issues.

AO4- Analyse, interpret, and evaluate geographical information and issues, and make judgments.

AO5- Communicate geographical information, arguments, and explanations using a variety of forms.

AO6- Select, adapt, and use a variety of skills, techniques, and methods to investigate geographical questions and issues.

Future Career Paths

After completing GCSE in geography, progress to A-levels or equivalent studies, focusing on geography. Pursue a bachelor's degree in geography, environmental science, or related fields in higher education, with specialisation in areas like physical or human geography. Gain practical experience through internships or volunteering, contributing to a deeper understanding of potential career paths. This strategic progression enhances knowledge and skills, preparing individuals for diverse roles in environmental management, research, or GIS applications.

GCSE: HISTORY

Rebecca Sheppard

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Why study History?

Studying AQA History offers an immersive and dynamic exploration of the past, providing students with valuable insights into key historical events and their enduring impact. The curriculum, designed in collaboration with educators and experts, combines rigor with relevance, incorporating contemporary perspectives. AQA's emphasis on popular and established topics, along with its commitment to developing critical thinking skills, ensures a well-rounded education. This engaging program not only prepares students for exams but fosters a deep appreciation for historical understanding in a rapidly evolving world.

Apptitudes Needed

Success in GCSE History benefits from analytical, communication, and critical thinking skills. Proficiency in research, organisation, and reading comprehension is valuable, alongside empathy, curiosity, and memory skills. Effective essay writing and attention to detail are crucial. These aptitudes, coupled with a genuine interest in cause-and-effect relationships, contribute to a well-rounded and successful experience in GCSE History.

Course Content

The AQA GCSE History course offers a detailed overview of the past, encompassing key elements designed to deepen historical understanding. Students delve into an array of content, including one in-depth period study that immerses them in a specific historical era. A thematic study provides a cross-cutting perspective, analysing the intricacies of a particular theme across different contexts. The wider world depth study widens the lens, offering insight into global historical events and developments. Equally, a British depth study offers a nuanced understanding of the UK's history. This multifaceted approach not only develops chronological knowledge but cultivates critical analytical skills, fostering a strong appreciation for the complexities of the human experience across time and space.

Course Breakdown

Two written examinations:

Paper One: Understanding the modern World 50% - In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.

Paper Two: Shaping the Nation 50% - In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period. In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.

Assessment Objectives

AO1- Recall, select, and communicate knowledge and understanding of the key features and characteristics of the periods studied,

AO2- Explain, analyse, and evaluate historical events, periods, and issues.

AO3- Analyse and evaluate a range of source material.

AO4- Analyse, evaluate, and make substantiated judgments about interpretation.

AO5- Communicate knowledge and understanding of history in a clear and coherent manner.

AO6- Use a range of historical skills and concepts to analyse and evaluate historical interpretations and representations.

Future Career Paths

A history qualification offers diverse career paths, including roles in archiving, research, education, preservation, media, and consulting. Opportunities span from archivist and historian to educator, archaeologist, and policy analyst. A history background provides a solid foundation for contributing to cultural preservation, historical research, and public engagement, allowing individuals to explore various interests within the field.

GCSE: SPANISH

Kimberly Lewis

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Why study Spanish?

"Spanish has emerged as the most important language to study for the UK in an analysis made by the British Council." Students should study GCSE Spanish because studying Spanish can be the gateway to learning other languages and cultures. Spanish allows you as a student to problem solve, think analytically, improve your memory and have fun while doing it. Learning Spanish allows you to express yourself in a beautiful and powerful way. Learning a second language affords you to be more marketable and holistic as you enter the workforce or higher education.

Apptitudes Needed

Studying Spanish requires a positive and enthusiastic attitude towards learning. Students have to view Spanish as a language and not as a subject. As a student studying Spanish, you must be willing to work independently outside of the classroom to practice the four skills; listening, reading, speaking and writing.

Course Content

The AQA GCSE Spanish course is a comprehensive exploration of the Spanish language and culture, designed to develop proficiency in listening, speaking, reading, and writing. The curriculum encompasses a range of engaging topics, from personal identity and relationships to the global community, allowing students to express themselves in diverse contexts. Students delve into authentic Spanish texts, audio materials, and multimedia resources to hone their language skills and cultural understanding. The assessment includes four key components: listening, speaking, reading, and writing, with a focus on practical communication. The course encourages cultural exploration by studying customs, traditions, and contemporary issues in Spanish-speaking communities. Successfully completing the AQA GCSE Spanish equips students not only with linguistic competence but also with a deeper appreciation for the rich tapestry of the Spanish-speaking world.

Course Breakdown

Three written examinations

Listening 20% - Students listen to a range of spoken materials in Spanish. They respond to questions and complete various listening tasks to demonstrate comprehension.

Speaking 30% - The speaking component involves a conversation with the examiner, responding to questions on familiar topics. Students also discuss a theme based on a stimulus card, and they may present a short role-play scenario.

Reading 20% - Students engage with a variety of written texts in Spanish. They answer questions, demonstrate comprehension, and draw information from the texts.

Writing 30% -The writing component requires students to produce written responses in Spanish.

Assessment Objectives

AO1- Listening: understand and respond to different types of spoken language.

AO2- Speaking: communicate and interact effectively in speech.

AO3- Reading: understand and respond to different types of written language.

AO4- Writing: communicate in writing."

Future Career Paths

Studying Spanish opens up a multitude of diverse and rewarding career paths. As a fluent Spanish speaker, opportunities abound in translation and interpretation, facilitating effective cross-cultural communication. The hospitality industry beckons, where language skills enhance customer service and management roles. Teaching Spanish offers the chance to impart linguistic proficiency. Spanish-speaking journalists contribute to global media, while lawyers find demand for bilingual legal professionals. In the aviation sector, flight attendants benefit from language proficiency. Digital marketers leverage Spanish skills for a global audience. Security service personnel and social service providers connect with Spanish-speaking communities, and call centers seek bilingual communicators. The versatility of Spanish fluency extends across varied sectors, offering a rich array of professional journeys.

Additional Information

To study Spanish at the GCSE level, students must have an innate drive and passion to learn.They must have a love for the language and see the values and benefits of having a foreign language as a skill.

OPEN SUBJECTS COURSE INFORMATION

STUDENTS ARE REQUIRED TO SELECT TWO PREFERRED OPEN SUBJECTS

GCSE: DRAMA

Laura Burder
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Pearson
Edexcel

Why study Drama?

GCSE Drama is an exciting, creative and challenging course. It provides transferable skills that will benefit students whatever path they choose to follow. Invaluable skills such as communication, teamwork, problem solving, confidence, empathy, resilience and negotiation are among the many that a qualification in drama can provide. Employers really value the skills GCSE Drama offers and it is a popular subject for that reason.

Apptitudes Needed

Achieving success in GCSE Drama requires a blend of creative, communicative, and analytical aptitudes. Students benefit from strong teamwork, effective communication, and an imaginative approach to devising and performing. Analytical skills are essential for interpreting scripts, understanding characters, and critically evaluating live performances. Adaptability, confidence, and a willingness to explore various dramatic techniques contribute to a holistic skill set, ensuring you can thrive in both practical and theoretical aspects of the course.

Course Content

The Edexcel Drama GCSE is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. You will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. You will also have the opportunity to participate in the performance of an extract from a play text. You will demonstrate your knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer, designer and director.

Course Breakdown

Three components of study

Component 1: Devising 40% - Performance of a devised piece and a portfolio about the process: Internally assessed/ externally moderated

Component 2: Performance from text 20% - Performance of two extracts from a text: Externally assessed by a visiting examiner

Component 3: Theatre makers in practice 40% - Written exam: Externally assessed

Assessment Objectives

AO1- Respond to stimulus to devise drama.

AO2- Perform scripted extracts.

AO3- Analyse and evaluate a live theatre performance.

AO4- Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

Future Career Paths

Actor, director, producer, stage manager, writer, journalist, translator, presenter, lawyer, set design,

costume design, curator, entertainer, sales, camera person, researcher, architect, animator, publisher,

teacher, choreographer, coach, lecturer, theatre manager, buyer, broadcaster, public relations officer,

editor, developer, designer, and the list goes on.

Additional Information

As part of the course it is essential that you see at least one piece of live theatre with the class. If you choose Drama, you will also have to attend after school rehearsals when preparing for a perfomance.

GCSE: ART

Rebecca Richards

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Why study Art?

If you have a love for drawing, painting and creating you should opt for GCSE Art. Due to the increasing usage of social media and an increasingly technologically savvy world, creative careers are more popular now than ever. Creativity and affable qualities are two things that cannot be produced. Learning art fosters resilience, independent thinking, confidence, empathy, communication, and creativity—all of which are highly valued by employers. Forbes, LinkedIn and The Global Talents Trend have voted creatvity as the most crucial soft skill needed for successs. Creatvity isn't just making art. It's seeing the world different from a conformed vison, problem solving and thinking outside the box, all skills highly developed from an investigative subject like Art.

Apptitudes Needed

Success in GCSE Art requires a combination of creative, technical, and analytical aptitudes. Strong observational skills, creativity, and the ability to express ideas visually are essential. Proficiency in handling various art materials and techniques is crucial for executing ideas effectively. Analytical skills help in critiquing and contextualising artwork. Patience, perseverance, and a willingness to experiment contribute to artistic development. Effective time management and organisation are valuable for producing a diverse portfolio. Overall, a passion for artistic expression, a curious mindset, and a commitment to continuous improvement are key aptitudes for excelling in GCSE Art.

Course Content

As a broad practical discipline, AQA GCSE Art teaches you how to pay close attention to details, comprehend visual communication, and—above all—how to use taught technical skills to convert their ideas and inspiration into visual form. Studying art is incredibly fulfilling since it offers a great platform for expression, conceptual freedom, and the chance to work with a wide high qaulility materials. From September Year 10 to January Year 11, you will have finished two projects. The teacher establishes the flexible theme for each project. As the project progresses, you will start to personalise your project with gudiance from the teacher. For example, the set theme for a project may be 'The Coast'. Initially, you will undergo workshops directed by the teacher with predetermined tasks, such as micro photography of seaweed, charcoal drawings of boats, watercolour coastal landscapes. As the project progresses you will choose a theme from this within the predetermined theme. One student may they want to focus the rest of their project on the theme of coastal animals, whilst another may wish to look at the ocean. All projects will include a final piece which should show development and experimentation from the entire project. From January- April of year 11, you will be working on an externally set assignment is set from the exam board.

Course Breakdown

Two units of study

Unit 1: Portfolio 60% - Personal portfolio of art, marked internally and moderated externally. Within this unit students will work in two projects set by the teacher.

Unit 2: Practical Examination 40% - Externally set assignment from the exam board. Students will comprise 1 unit of work and construct a final peice in a 10hr controlled conditions exam (across two school days).

Assessment Objectives

AO1- Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

AO2- Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to intentions in visual or other forms.

AO4- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Future Career Paths

Art teacher, art therapist, art restoration, art director, curator, musuem/gallery worker, architect, book illustrator, graphic design, animator, film, pottery/ceramics maker, tattoo artist, body piercer, product design, game designer, model maker, theater stage designer, coustume maker, commerical designer, professional designer

Additional Information

It is essential that you have art tools and materials at home because it is expected of you to complete two hours of artwork each week outside of school hours. Upon request, your teacher will be pleased to recommend art materials. There will an opportuntiy 1 day a week after school for GCSE art students to work in the art classroom with the Art Department if they wish.

CAMBRIDGE NATIONAL: IT

Den Murphy

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Why study IT?

The Cambridge National IT course is a great choice for those looking to develop practical IT skills. In today's technology-driven world, these skills are incredibly relevant and sought after in various industries, particularly in the IT industry which is constantly expanding and evolving. By studying this course, you gain essential knowledge and skills that make them more employable in a wide range of professions. It also provides a strong foundation for further education in IT-related subjects. One of the key benefits of the course is that you learn how to effectively analyse and solve IT-related problems. These problem-solving skills are valuable not only when using computers but also in everyday life. This course is therefore beneficial for you if interested in pursuing a career in IT or any field that requires strong IT skills. It equips you with both practical and theoretical knowledge, enhances their employability, and provides them with the skills needed to navigate the digital world responsibly and effectively.

Apptitudes Needed

For this course, you will already be a confident user of computers, and apply and use IT appropriately and effectively. You will have good practical skills that can be applied to real-life contexts and work situations and be able to think creatively, innovatively, analytically, logically and critically. You will be keen to design solutions to problems, then continuously improve them; being able to give and receive quality feedback is an important part of this. Most importantly, you will have a real keenness to develop your IT skills.

Course Content

The Cambridge National in IT not only provides inspiration but also equips you with the confidence to apply relevant skills in the IT sector. Within this comprehensive program, you'll delve into key principles and concepts essential for creating IT products. The course places a strong emphasis on practical applications, particularly in developing intricate spreadsheet solutions tailored to specific requirements. Additionally, you'll explore the fascinating realm of augmented reality, learning how to effectively present information and even creating prototypes for testing and review. The curriculum is structured across three units of study, each offering a distinct perspective: 1. "IT in the Digital World," focusing on design and testing concepts for IT solutions. 2. "Data Manipulation Using Spreadsheets," teaching planning, design, creation, testing, and evaluation of spreadsheet solutions. 3. "Using Augmented Reality to Present Information," guiding you through the design, creation, testing, and review of augmented reality prototypes tailored to client requirements.

Course Breakdown

Three units of study

R050: IT in the Digital World - Written Exam

R060: Data manipulation using spreadsheets - 3-5 Practical Tasks

R070: Using Augmented Reality to present information - 3-5 Practical Tasks

Assessment Objectives

Future Career Paths

Studying IT opens various career paths in computer support, IT analysis, web development, information security, database administration, network engineering, software development, cloud engineering, and IT leadership. This course provides a foundation for further learning or a career in these areas and more. It equips you with technical skills needed for troubleshooting, data analysis, web development, and various IT roles essential in today's digital landscape. Whether maintaining computer systems, securing information, or leading IT initiatives, this course lays the groundwork for a range of technical professions.

Additional Information

GCSE: COMPUTER SCIENCE

Den Murphy

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Pearson Edexcel

Why study Computer Science?

GCSE Computer Science is not just about learning to code; it's about learning to think differently about problems and solutions. It equips students with the skills to adapt to rapidly changing technology, making it an invaluable subject for those looking to be part of the future digital landscape. Computer Science is an incredibly exciting field that opens up a world of possibilities. By studying Computer Science at GCSE level, students gain vital skills in computational thinking and problem-solving. These skills are not only essential for future technological advancements but also applicable in many other areas. Students learn to understand how digital systems work, how to program, and how to approach complex problems logically. This course is perfect for students who are curious about how technology shapes our world and are keen to be part of the digital future.

Apptitudes Needed

To excel in Computer Science, students should harbour a keen interest in technology and its intricate workings. The discipline demands not only logical thinking and adept problem-solving skills but also patience and persistence, particularly when navigating the intricacies of coding and debugging. A touch of creativity is crucial for designing and developing innovative solutions that push the boundaries of what technology can achieve. Furthermore, an acute attention to detail is indispensable, especially when delving into coding intricacies and comprehending complex systems. These qualities collectively form the foundation for success in the dynamic and evolving field of Computer Science.

Course Content

The Edexcel GCSE Computer Science course provides a comprehensive exploration of fundamental principles and practical applications in the field. Students delve into the inner workings of computers and networks, gaining insights into computer components, binary logic, sorting algorithms, networks, and cybersecurity. The curriculum encompasses a detailed understanding of data representation. Moreover, the course emphasises the application of computational thinking, fostering problem-solving skills and proficiency in designing algorithms and programming. Students acquire hands-on experience in programming using Python, honing their solution design capabilities, developing code, and mastering the intricacies of functions and subprograms. This well-rounded curriculum equips students with a solid foundation in computer science, combining theoretical understanding with practical skills essential for success in the dynamic world of technology.

Course Breakdown

Two components of study

Component 1: Written Exam 50% - examining knowledge on: decomposition and abstraction; algorithms; truth tables; binary; data representation; data storage and compression; hardware; software; programming languages; networks; network security, environmental; ethical, and legal impacts of technology; and cybersecurity

Component 2: Onscreen Exam 50% - examining knowledge and skills of: developing code; programming constructs; data types and structures; input/output; operators; and subprograms

Assessment Objectives

AO1- Demonstrate knowledge and understanding of the key concepts and principles of computer science

AO2- Apply knowledge and understanding of key concepts and principles of computer science

AO3- Analyse problems in computational terms:

- to make reasoned judgements

- to design, program, evaluate and refine solutions

Future Career Paths

Studying GCSE Computer Science opens diverse career paths in technology, including roles like Software Developer, Cybersecurity Specialist, Data Analyst, Game Designer, IT Consultant, and Robotics Engineer. These skills extend into scientific fields, enabling opportunities such as Bioinformatics Analyst for genomics and proteomics, Ecological Data Scientist for environmental analysis, Chemoinformatics Specialist for drug discovery, and roles in geospatial analysis, astrophysics, meteorology, neuroscience, oceanography, structural engineering, mechanical engineering, electrical engineering, civil engineering, architectural technology, and robotics. Python, a key language in these pursuits, facilitates tasks like data analysis, modeling, simulation, and system design across a broad spectrum of industries.

BTEC: CREATIVE iMEDIA

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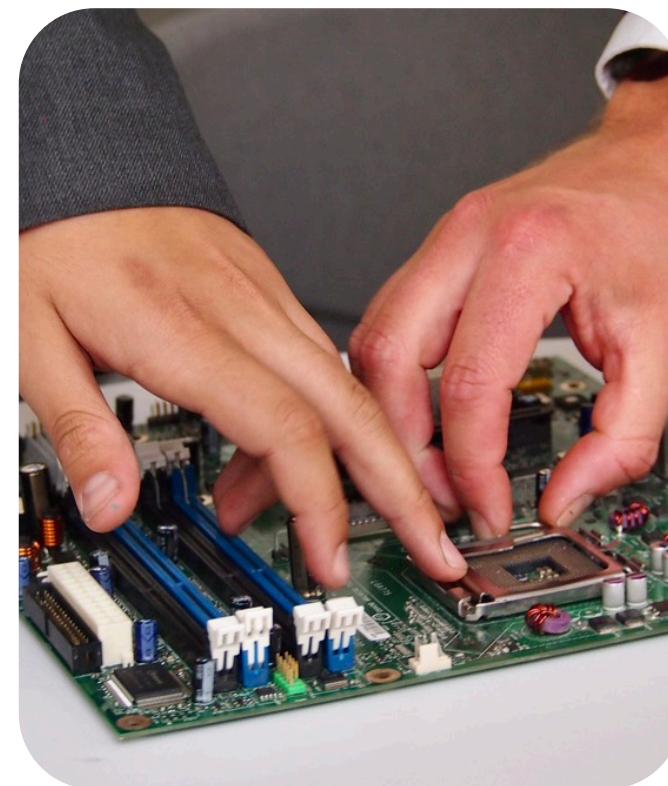
Why study Creative iMedia?

Students should study Interactive Media (iMedia) for its contemporary relevance and the essential skills it provides in the digital age. iMedia equips students with practical and versatile skills, including graphic design, website development, multimedia production, and digital animation. In a world increasingly dominated by digital communication and technology, understanding how to create engaging and interactive digital content is a valuable asset. Studying iMedia fosters creativity, technological proficiency, and the ability to communicate effectively through various digital mediums. Moreover, it opens doors to diverse career paths in fields such as web development, digital marketing, multimedia production, and design. The knowledge gained from iMedia courses not only prepares students for the demands of the digital industry but also empowers them to navigate and contribute to the evolving landscape of interactive media in our interconnected global society.

Apptitudes Needed

Studying iMedia demands a blend of technical ability and creative flair. Key skills which will be developed include digital literacy and proficiency in using various tools for graphic design, video editing, and website development. Creativity is very important, driving the ability to conceptualise and craft visually appealing digital content. Attention to detail ensures precision in multimedia creation, while effective communication skills are vital for expressing ideas through digital media. Problem-solving abilities are also important, especially when navigating challenges inherent in digital project. Collaborative teamwork is often integral to iMedia projects, requiring students to work seamlessly with others. Analytical thinking is employed to assess the impact and effectiveness of digital content, while ethical awareness guides responsible use of technology. Overall, iMedia students benefit from a versatile skill set that combines technical proficiency with creative thinking.

Course Content

In a GCSE iMedia course, students delve into the dynamic world of digital media, covering a diverse range of topics that blend creativity and technology. They learn the art of digital graphics, mastering tools like Adobe Photoshop for image creation and manipulation. Website development becomes a focal point, where students explore the basics of creating and designing websites using HTML and CSS. The course introduces them to the principles of interactive multimedia, digital video production, and audio production, honing their skills in areas like video editing and sound mixing. Students also dive into the realm of digital animation, crafting visually engaging motion graphics. Exploring digital publishing platforms, they create digital publications such as e-books and online magazines. The curriculum encompasses an understanding of digital technologies, their societal impact, and considerations of ethics and online safety. GCSE iMedia equips students with a versatile skill set, blending creativity with technological proficiency, essential for navigating the contemporary digital landscape.

Course Breakdown

Three Components of study

- Component 1: Exploring Media Products 30% - Internal assessment
- Component 2: Developing Digital Media Production Skills 30% - Internal assessment
- Component 3: Create a Media Product in Response to a Brief 40% - external synoptic

Assessment Objectives

AO1 Understand how to develop ideas in response to a brief

AO2 Develop planning materials in response to a brief

AO3 Apply media production skills and techniques to the creation of a media product

AO4 Create and refine a media product to meet the requirements of a brief

Future Career Paths

Studying iMedia opens doors to a plethora of exciting and rapidly evolving career paths in the digital realm. Students can pursue roles as web developers, designing and maintaining engaging online platforms. Digital marketing specialists leverage their iMedia skills in crafting compelling campaigns across various digital channels. Multimedia producers find opportunities in the entertainment industry, creating visually stunning and interactive content. Graphic designers bring their expertise to branding and visual communication. Careers in animation, video production, and audio editing await those with a flair for creative storytelling. iMedia graduates are well-positioned for roles in digital publishing, user experience (UX) design, and social media management. The versatility of iMedia skills equips individuals to thrive in an ever-expanding job market where digital communication and creativity are highly valued.

Additional Information

Please note imedia is a new course currently being designed and developed, therefore some minor changes to the course content are possible after the time of publication.

GCSE: D&T TEXTILES

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Why study D&T Textiles?

This is an option for students with an interest in Textile Design and Fashion. It will provide a good foundation for further study at A-level and would be useful for pursuing a career in fashion design, interior design, printed, knitted or woven textiles, costume design, fashion styling, buying or marketing or working in any creative based industry. You are most likely to enjoy this course if you have an enthusiasm for textiles and enjoy working with different materials.

Apptitudes Needed

Students of GCSE Textiles are expected to work with enthusiasm and be self-motivated. Students will be required to think independently and create a personal response for each project. Successful students will be prepared to experiment and explore the different possibilities within textiles. Important aptitudes to have for this course include time management, a creative flair, technical skill, independence, self-discipline, and commitment.

Course Content

GCSE Textiles allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. This course offers the opportunity for you to specialise in the area of Textiles in which you will learn how to design and manufacture products using a range of textile methods and materials. You will be introduced to a range of fabric decoration techniques along with fashion design skills and the manufacturing of garments.

Course Breakdown

Two assessed components

Internal assessment 50% - students are issued with a design problem to solve that addresses real human and real world needs. This will take the form of a Non Examination Assessment, may be presented in digital or portfolio format and is worth 50% of the course.

External examination 50% - Theory lessons once a fortnight to build towards the written examination.

Assessment Objectives

AO1- Identify, investigate and outline design possibilities to address needs and wants.

AO2- Design and make prototypes that are fit for purpose.

AO3- Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others

- wider issues in design and technology.

AO4- Demonstrate and apply knowledge and understanding of:

- technical principles

- designing and making principles.

Future Career Paths

A Textiles GCSE can lead to exciting careers. Graduates may pursue roles in fashion design, textile manufacturing, or interior design. Opportunities in retail, merchandising, and sustainable fashion are also possible. Further paths include textile technology, product development, or starting a business in the vibrant textile and fashion industry.

CBAC: HOSPITALITY & CATERING

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Why study Hospitality and Catering?

This course is for those who have an interest in acquiring skills and knowledge relevant to the Hospitality & Catering Sector. The study of BTEC Hospitality gives students the opportunity to learn about the hospitality industry and develop the transferable skills linked to the world of work. Students will engage in learning a range of culinary skills.

Apptitudes Needed

Students will be expected to be self motivated and source their own ingredients for dishes to be cooked. They will take responsibility for their own learning and successful students will have the chance to explore a wide range of career options. Employment in hospitality and catering can range from receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Course Content

Hospitality and Catering will include an introduction to the Hospitality Industry and will culminate in a written exam. Through coursework students will have the opportunity to explore different roles within the hospitality sector. This will also cover all health, safety and hygiene considerations for working with food. Our students will also learn to plan, prepare and present a range of tast dishes.

Course Breakdown

2 units of study

Unit 1: The Hospitality and catering Industry 40% - External Asssessment

Unit 2: Hospitality and Catering in Action 60% - Internal Assessment Introduction to the Hospitality and Catering in Action

Assessment Objectives

LO1- Understand the environment in which hospitality and catering providers operate

LO2- Understand how hospitality and catering provisions operate

LO3- Understand how hospitality and catering provision meets health and safety requirements

LO4-Know how food can cause ill health

LO5-Be able to propose a hospitality and catering provision to meet specific requirements

Future Career Paths

The study of hospitality and catering opens up a diverse array of rewarding career paths within the dynamic Hospitality, Catering, and Retail industry. Individuals can venture into managerial responsibilities, overseeing and orchestrating the seamless operations of establishments. Opportunities abound for roles as hospitality serving staff, where personalised service and customer satisfaction take center stage. Aspiring chefs can carve their culinary niche, while customer service roles provide avenues for interpersonal excellence. Safety-focused roles working with Health and Safety Executives (HSE) and Environment Health officers ensure adherence to stringent standards. Additionally, the field offers prospects in project management, allowing individuals to excel as researchers and menu planners, contributing to the innovation and excellence of the industry.

CAMBRIDGE NATIONAL:
HEALTH & SOCIAL CARE

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Why study Health and Social Care?

Health and Social Care introduces you to a broad range of topics concerning health, increasing awareness of the issues involved and preparing those who are interested for a career within the profession. The course also develops essential communication and empathy skills relevant to the care sector, preparing students for potential careers in healthcare or social work. It fosters a sense of social responsibility by addressing societal challenges like aging populations and mental health issues. Additionally, the gained knowledge contributes to personal health and cultivates a caring attitude towards others, providing a well-rounded education that combines theory and practical application.

Apptitudes Needed

Health and Social Care students will need to be highly organised and self motivated to undertake further reading and independent research. You will require excellent communication skills as communicating effectively with individuals or groups is at the heart of health and social care and requires effective application in all units. Evaluation, planning, presentation/ delivery and research skills are also vital for you to be successful as you will be researching topic areas and recording research sources, then using them to interpret findings and present evidence.

Course Content

In the Health and Social Care course, students study Principles of care, covering service users' rights, person-centered values, effective communication, and safeguarding. This is assessed by an exam. Another unit focuses on supporting individuals through life events, where students learn about life stages, factors affecting them, and the impact of life events on physical, social, and socio-economic aspects. Students research service providers and practitioners, recommend support, and justify its suitability for specific individuals. The optional coursework unit, Health promotion campaigns, explores public health

challenges, approaches to health and wellbeing promotion, and their societal importance.

Course Breakdown

Three units of study

RO32: Principles of care in health and social care - examination

RO33: Supporting individuals through life events - coursework

RO35: Health promotion campaigns - optional coursework

Assessment Objectives

PO1- Recall knowledge and show understanding

PO2- Apply knowledge and understanding

PO3- Analyse and evaluate knowledge, understanding and performance

PO4- Demonstrate and apply skills and processes relevant to the subject area

Future Career Paths

Health and Social Care is a useful, practical, stimulating qualification, particularly valuable for students interested in health or those who have an interest in caring for people. This qualification has been designed to progress onto the Cambridge Technical in Health and Social Care and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support.

Additional Information

Students will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their

planning and delivery. Practical coursework activities will also teach you technical, problem-solving and organisational skills that will allow you to develop your independence. We try to include a great deal of variety in the way we learn about the topics we cover. From trips to health and community organisations to group work and role play, we also invite speakers from professional areas to come in to talk to you.

NCFE: MUSIC TECHNOLOGY

James Butler

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Why study Music Technology?

Music Technology is a course for musicians who wish to learn more about the recording and producing side of the music industry. It allows students to learn the ins and outs of the industry, whilst also allowing them to develop their musical abilities independently and within a no pressure setting. They will also learn how to confidently hold recording sessions with other musicians, how to manipulate and improve audio quality and how to mix and master a full piece of music.

Apptitudes Needed

Music requires a level of passion and determination unlike many others. Being a creative and specific subject, this should be taken by those who already have a better understanding of music than most, and an accompanying determination to improve and develop further. Students should confidently be able to play an instrument within a variety of different styles, and be comfortable enough to consistently attempt new methods of thinking, playing and recording.

Course Content

In Music Technology, students will study the history of recording, from analogue to digital, and learn to become confident using a variety of new equipment which they will likely have never used before. They will learn new software, how to record different instruments, how to record a full band performance and how to produce their recordings to a high standard. Frequent compositions will be made in several different genres, and the typical characteristics of these genres will be explained in depth with music theory. As well as this, students will learn about sound in media, record their own sound effects and create music to accompany adverts, TV, film and radio.

Course Breakdown

Five units of study

Content Area 1: Introduction to Music Technology and the Music Industry

Content Area 2: DAWs (Digital Audio Workstations)

Content Area 3: Musical Elements, Styles and Technology

Content Area 4: Sound Creation

Content Area 5: Multitrack Recording

Assessments:

1 Non-Exam Assessment weighting 60%

1 Examined Assessment weighting 40%

Assessment Objectives

AO1: Recall knowledge and show understanding

AO2: Apply knowledge and understanding

AO3: Analyse and evaluate knowledge and understanding

AO4: Demonstrate and apply relevant technical skills, techniques and processes

AO5: Analyse and evaluate the demonstration of relevant technical skills, techniques and processes

Future Career Paths

Music Technology is a practical introduction to the music industry, and should allow students to comfortably enter into a number of jobs with enough knowledge and experience. Those jobs include studio engineer, composer, arranger, session musician, producer, technician, as well as music production for media.

GCSE: PHOTOGRAPHY

Nigel Girling

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AQA
Realising potential

Why study Photography?

Students should study GCSE Photography for its multifaceted benefits. Beyond capturing visually appealing images, photography is a powerful means of self-expression and storytelling. Learning the technical aspects of operating cameras, understanding composition, and mastering photo editing software not only enhances artistic skills but also builds a valuable set of practical skills applicable in various professions. Photography cultivates visual literacy, teaching students to critically analyse and communicate through images, an increasingly vital skill in our visually driven society. Moreover, studying photography fosters creativity, personal development, and cultural awareness, allowing students to explore diverse perspectives and appreciate the beauty in the world around them. Whether pursued as a hobby or a potential career path, the study of photography offers students a unique opportunity to engage with the world creatively and gain skills that extend far beyond the realm of visual arts.

Apptitudes Needed

Studying photography requires a combination of creativity, technical skills, artistic sensibility, a willingness to try new ideas, experiment and take artistic risks. Students need to be willing to continually learn and adapt to new technologies. Photographers need a good eye for detail, and and willingness to continually adapt and modify ideas untill the final piece of work.

Course Content

GCSE Photography allows students to develop a creative portfolio by exploring both digital and traditional film photography. Students will learn digital manipulation and editing, film development and darkroom skills including printing as well studying the work of key photographers throughout history and elements of the history of photography. They will have the opportunity to experiment with materials, refine processes and create dynamic outcomes. Students will learn and develop studio and lighting techniques for both still life photography and portraiture. Throughout the course students also will also be constantly studying the work of famous and influential photographers and artists, to help develop their own

crital thinking and analysis skills as well as help inspire and influence their own study and work.

Course Breakdown

Two components of study

Component 1: Portfolio 60% - A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Componet 2: Externally set assingnment 40% - Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Assessment Objectives

AO1- Analysis of a photographer and development of ideas.

AO2- Experimentation of ideas such as darkroom or photoshop editing.

AO3- Quality of photographs including written work.

AO4- Final image.

Future Career Paths

Completing GCSE photography can open up various career paths and further educational opportunities for individuals interested in pursuing a future in the field of photography and related areas. Some potential career paths include: Commercial Photographer, Wedding Photographer, Event Photographer, Freelance Photographer, Fashion Photographer, Travel Photographer, Food Photographer, Architectural Photographer, Photojournalist, Scientific or medical Photographer, Stock Photographer, Social Media Content Creator, Digital Imaging Specialist/Retoucher, Educator/Instructor, Curator/ Archivist, Cinematographer/Director of Photography, Forensic Photographer, Environmental Photographer, Aerial Photographer and Portrait Photographer.

Additional Information

To study photography at GCSE level students need to have a passion and interest in the subject, and a willingness to take photographs and further develop their skills outside of the classroom and school hours. At GCSE level it should also be noted that students will need to develop their critical thinking skills as a quarter of the final grade is judged on writing tasks.

BTEC: SPORT

Victoria Saxby

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Pearson
Edexcel

Why study Sport?

This course is for anyone who enjoys sports or has an interest in sport as a whole. Students will also explore the different types of participant and their needs, in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Students will undertake practical sessions to develop skills in planning and delivering sports activities. The qualification allows students to develop sport- specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Apptitudes Needed

Studying Sport requires a willingness to participate in sport, lead yourself and others as well as the knowledge and understand ing of the human body and social barriers to particpaton. Thriving in BTEC Sport demands a blend of physical aptitude, mental acuity, and interpersonal skills. A passion for physical activity, coupled with resilience and determination, is key as the course involves practical application of theoretical concepts. Strong analytical skills help unravel the scientific and psychological intricacies of sports, while effective communication and teamwork are crucial for collaborative activities. Adaptability to diverse assessment methods, including coursework and practical assessments, ensures success.

Course Content

The Tech Award offers learners a chance to cultivate sport-specific applied knowledge and skills within vocational contexts. Participants will engage in the exploration of provisions for sport, examining equipment and facilities to elevate the sporting experience. They will look at planning and executing sport drills and sessions, honing their skills in this critical aspect of sports engagement. The curriculum also covers fitness for sport comprehensively, including fitness testing and methodology. This approach not only enhances theoretical understanding but also fosters practical competence. Students become well-versed in investigating and optimising provisions,

adept in planning and delivering effective sport sessions, and equipped with a nuanced understanding of fitness principles in the context of sports.

Course Breakdown

Three components covering practical and theory

Component 1: Preparing Participants to Take Part in Sport and Physical Activity 30% - A Pearson-set assignment will be completed in approximately 5 hours of supervised assessment, a mixture of written and practical elements.

Component 2: Taking Part and Improving Other Participants Sporting Performance 30% - A four hour assessment with a written and practical assement.

Component 3: Developing Fitness toImprove Other Participants Performance in Sport and Physical Activity 40% - External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson.

Assessment Objectives

AO1- Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2- Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3- Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4- Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
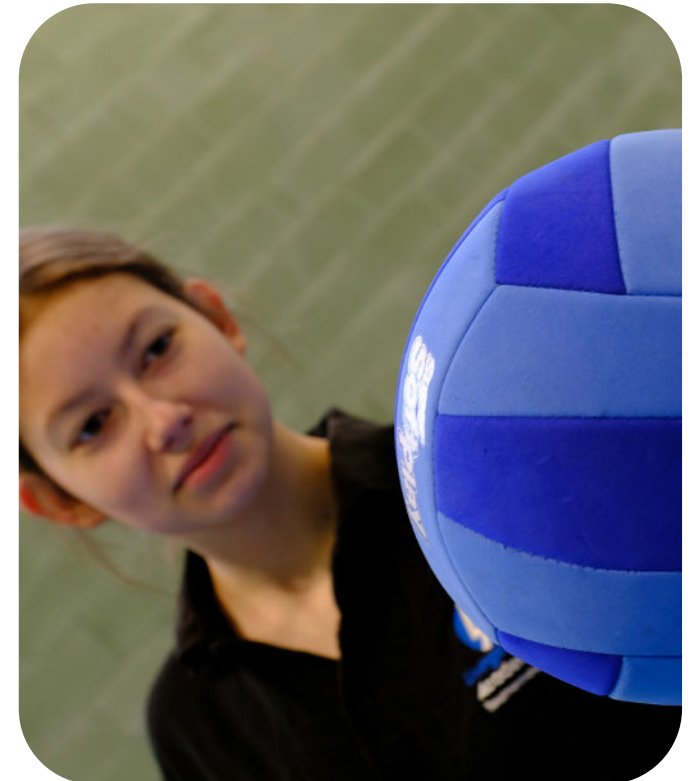
Future Career Paths

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well documented research of

these benefits including improvements in physical and mental wellbeing, economic development, individual development and social and community development (2020). The Sports industry is vast and creates many opportunities from personal trainers to coaching, working with professional athletes to reasearching and developing sporting equipment. BTEC sport provides you with a wealth of oppportunities.

Additional Information

To study BTEC Sport, students should have a passion for sport and an interest in all areas. They will be expected to lead and be aware that a large percentage of the work is in the class room preparing for both written and practical assessments. It is recommended that you are regularly taking part in physical activity in your own time.

Inspiring the Future

Run by the Education and Employers charity as part of Inspiring The Future, icould.com can be used as a standalone resource or to support Inspiring future career choices.
Free and simple to use, icould.com features over 1000 videos of people talking about their careers – explaining their job role, career path, and how different factors have shaped their direction. Each video is matched with labour market information – such as salary, qualifications and future employment – bringing together first-hand insight with practical next steps.
The site also features a range of written guides and articles covering issues such as GCSE options or university choices; exams and revision; and finding and applying for jobs.

Please take a look at our A to Z job search listed below:

Academy Operations Manager	Customer Services Manager	Furniture Fitter	Motor Vehicle Technician	Prosthetist	Taxi Driver
Accounts Assistant	Dentist	Games Developer	Mountaineering Instructor	Psychotherapist	Teacher
Activity Instructor	Deputy Electrician	Games Tester	Museum Curator	Quantity Surveyor	Tornado Pilot
Administrator	Detention Officer	Gardener	Music Producer	Radio DJ	Traffic Planner
Air Ambulance Dispatcher	Digital Producer	General Maintenance Assistant	Nail Technician	Radiographer	Train Driver
Airline Pilot	Dispatch Manager	Graphic Designer	Nurse	Railway Conductor	Trainee Assistant Practitioner
Animal Keeper	Doctor	Dog Rehomer	Nursery Assistant	Reception Manager	Trainee Auditor
Animation Director	Donor Development Officer	Graphics Artist	Occupational Therapist	Recruitment Adviser	Trainee GP
Assembly Manager	Drama Therapist	Hairdresser	Optometrist	Red Arrows Engineer	Trainee Pharmacist
Assembly Technician	Drug Dog Handler	Head of Media Relations	Outdoor Instructor	Research Assistant	Trainee Solicitor
Assistant Cook	Education Officer	Head Zookeeper	Paint Mixing Operative	Rope Access Trainee	Upholsterer
Auctioneer	Employment Adviser	Healthcare Assistant	Para Legal	Sales Trainee	Valeter
Audio Designer	Engineering Apprentice	Helicopter Pilot	Paramedic	School Nurse	Veterinary Nurse
Audiologist	Entomologist	Heritage Assistant	Park Ranger	Second Officer	Violin Bow Maker
Beauty Manager	Entrepeneur	Intelligence Analyst	Passenger Check In Officer	Security Officer	Vocal Leader
Beauty Therapist	Environment Officer	Interpretation Officer	PE Teacher	Senior Staff Nurse	Voluntary Services Manager
Boom Operator	Estate Warden	IT Specialist	Personal Adviser	Silversmith	Waiting
Cafe Supervisor	Event Administrator	Jewellery Designer	Personal Assistant	Social Worker	Wardrobe Manager
Camera Operator	Exhibition Co-Ordinator	Journalist	Personal Development Coach	Software Engineer	Warehouse Operative
Carpenter	Facilities Manager	Laboratory Technician	Personal Trainer	Solicitor	Weaver
Chaplain	Fashion Buyer	Learning Officer	Pest Control Officer	Sous Chef	Web Designer
Chef	Firefighter	Librarian	Pharmacy Technician	Space Scientist	Web Developer
Choreographer	Fish Farmer	Lighting Cameraman	Photographer	Spacecraft Designer	Windscreen Developer
Cinema Area Manager	Fitness Advisor	Lorry Driver	Photographer	Special Needs Teacher	Yacht Broker
Circus Performer	Fitness Instructor	Machine Operator	Physiotherapist	Speech and Language Therapist	Youth Work Co-Ordinator
Civil Engineer	Floor Manager	Maintenance Fitter	Physiotherapist	Sport Development Manager	Zookeeper
Community Musician	Flying Paramedic	Makeup Artist	Police Constable	Stable Staff	
Computer Programmer	Food and Beverage Manager	Manual Mail Sorter	Porter	Stage Technician	
Concerts Assistant	Forecourt Supervisor	Marketing Executive	Postal Worker	Station Staff	
Construction Apprentice	Forest Craftsperson	Massage Therapist	Potter	Steeplejack	
Copywriter	Front of House Manager	Mechanic	Press Officer	Stonemason	
Countryside Manager	Fundraising Development Officer	Mechanical Engineer	Printer	Store Manager	
Cruise Director	Fundraising Manager	Medical Secretary	Prison Officer	Stunt Co-Ordinator	
Customer Services Assistant	Funeral Director	Microbiologist	Programmer	Tactical Supply Wing Supplier	
		Midwife	Project Engineer		
		Minibus Driver			