

**SHENLEY ACADEMY  
YEAR 9  
OPTIONS GUIDANCE BOOKLET 2021**



**Student Name:**

**Form:**

## What is the options process?

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### Welcome to options 2021

Choosing the subjects you want to study for your GCSE or BTEC qualifications is a very important stage in your education. This will involve you making important decisions which you must give careful consideration to. It is an exciting time for you, and the options process presents a fantastic opportunity for you to choose the subjects you wish to study in years 10 and 11.

This booklet has been designed to support you in making an informed decision about the subjects you wish to study. Please read through this booklet carefully as the information provided will be crucial in making the right decision for you. You should discuss the information in this booklet with your parent/carer, form tutors, teachers and peers, as well as attending virtual events that will support you in identifying which subjects are available to you.

Whilst these decisions are important and can be very daunting, this is also an exciting opportunity for you to take more control of your education, allowing you to be more motivated and inspired to achieve. There will be lots of support available during this time, as is explained throughout the booklet. By making the right choices now, it will ensure that you enjoy your lessons and achieve the best results you can. Your success in year 11 will pave the way for the next steps in your educational journey whether that be Sixth Form, College or an Apprenticeship. This in turn will enable you to start a fulfilling career and realise your dreams and aspirations, whatever they may be.

Yours Sincerely,

**Mr Pearce**

Assistant Headteacher

## Year 10 and 11 Curriculum Model

It can be helpful to understand how your subjects will be organised on your timetable, and how many hours will be dedicated to each subject that you will be studying. The table below shows how many hours each week you will have in year 10 and 11 for each subject:

Subject	Hours per week
English/English Literature	5
Maths	5
Science (x2)	5
PE	1
Option A	3
Option B	3
Option C	3

## Reminder of the new grading system

You may remember that there has been a recent change to how GCSE's are graded. You will now work on the new 9-1 GCSE courses. Your final grade will be a number between 9 and 1 rather than a letter ranging from A\* and G. The table below shows a basic conversion from the old A\*-G to the new 9-1 grades:

New GCSE grade	Old GCSE Grade
9	
8	A*
7	A
6	B
5	B/C
4	C
3	D
2	E
1	F/G

The next section of the booklet will provide an overview of each subject available for you to choose from, as well as a summary of the core subjects that are compulsory. Read through these carefully so you fully understand what each subject requires from you.

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## What is the English Baccalaureate?

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The English Baccalaureate (EBacc) is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

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

Many of our student will wish to follow the English Baccalaureate.

**Students wanting to achieve the EBACC must:**

- 1. Choose a language from table A (French or Spanish, this will be the language they studied at KS3)**
- 2. History or Geography from table B**

Please note our option structure allows our students to study History and Geography if they wish to do so.

For Example: *A student wishing to study French, History and Geography will do the following*

- 1. For option A choose French*
- 2. For option B choose:*
  - a. First choice History*
  - b. Second choice Geography*

## How do I choose my options?

Every student in the academy will make option choices. You will submit your options online using Microsoft forms, the link will be provided to you after the virtual options evening.

Table A	Table B
Geography History Spanish French	Geography History Dance Drama Music Food Preparation and Nutrition Health and Social care Design and Technology Art Religious Studies Enterprise and Marketing Sport Studies Performing Arts

My option choice from table A	My option choices from table B in order of preference.
	<b>1<sup>st</sup> Choice:</b>
	<b>2<sup>nd</sup> Choice</b>
	<b>3<sup>rd</sup> Choice:</b>
	<b>4<sup>th</sup> Choice:</b>

You will choose **one** option from table A and make **four** choices from table B. This must be done in order of preference.

## CORE: English

### Summary of the course

Throughout this course, students will experience a curriculum that is tailored to developing the reading, writing, speaking and listening skills required to complete the AQA double GCSE course that we offer. This includes the study of:

A 19 <sup>th</sup> Century novel	Poetry and unseen poetry
Writing to present a viewpoint	Descriptive and narrative writing
Different writers' use of language and structure in their works	19 <sup>th</sup> – 21 <sup>st</sup> Non-literary texts

The AQA examination board enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

All students will follow the same pathway for English Language and Literature GCSE under the new Progress 8 government measures. The course is designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students.

### Skills and qualities needed to be successful on this course

AQA offers a skills-based approach to the study of English Language and Literature in an un-tiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses.

All students need to be organised, imaginative and effective at communicating in both written and verbal form. All students need to be competent at reading. This requires students to be able to understand and critically analyse a range of texts. The course also involves composing a variety of texts for different purposes and audiences. Therefore, students need to be able to plan, draft and construct texts that accurately and purposefully use a range of sentences, vocabulary and punctuation.

### Value of Course

Under new government guidelines for education, AQA is 100% examination with a separate Speaking and Listening certification. All students will sit both the English Language and Literature examinations.

### Possible careers in this area

English is a GCSE that all colleges, sixth forms, universities, businesses and organisations require in order for you to be successful on application of entry/ employment. The reading, writing, speaking and listening skills that you develop within English are essential for all future career paths. However, if you would like a career that derives from the study of English and English Literature, the course provides you with the opportunity to develop the skills needed for careers in: journalism, professional writing, editorial assistant, teacher, advertising or marketing.

### Link to specification

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

## CORE: Mathematics

### Summary of the course

All students will follow the Edexcel GCSE Mathematics Linear course which will be examined during Year 11. Students will be following the new GCSE specification (mathematics 9-1 1MA1). The course includes the four strands of number, algebra, geometry, and statistics. There is also a strong emphasis on Functional Skills, Problem solving skills and applications of mathematics.

### Skills and qualities needed to be successful on this course

To be successful at GCSE level students need to practise the skills they learn in lesson regularly and be willing to extend their understanding through the use of meaningful homework.

### Value of Course

The mathematics GCSE has a two-tier structure; students will be entered for either the higher tier (Grades 9-4 for 1MA1) or the foundation tier (Grades 5-1 for 1MA1) where Grade 9 is the highest award. For the new 1MA1 course students will be required to sit 3 equally weighted examination papers. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and each paper has 80 marks. There is no coursework element to this course.

GCSE Mathematics Course Content: The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Tier	Topic Area	Weighting
Foundation	Number	22-28%
	Algebra	17-23%
	Ratio, Proportion and Rates of change	22-28%
	Geometry and Measures	12-18%
	Statistics & Probability	12-18%
Higher	Number	12-18%
	Algebra	27-33%
	Ratio, Proportion and Rates of change	17-23%
	Geometry and Measures	17-23%
	Statistics & Probability	12-18%

### Possible careers in this area

Mathematics is an essential element for many other areas of study, especially the sciences, engineering, accountancy, technology and geography. The statistical analysis in maths is also excellent preparation for social sciences in Key Stage 5. A pass at grade 5 or above in GCSE Mathematics is required for progression to Level 3 pathways in Key Stage 5, however Grade 6 is preferred as shows a higher level of proficiency.

### Link to specification

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

## CORE: Science

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### Summary of the course

The Science curriculum is now more relevant, exciting and modern. The idea is to try to help us understand how the world around us works, how we can improve our quality of life and what exciting new things are going on in our lifetime. Each student in Year 10 will have the opportunity of taking part in a curriculum program (Year 10 to Year 11) that is suited for their individual needs. Every student in Year 10 will be entered onto a combined double award science GCSE course.

### Skills and qualities needed to be successful on this course

*Combined Science GCSE:*

The new Combined Science GCSE provides a broad curriculum covering a wide range of current scientific issues spanning Biology, Chemistry and Physics. This course will enable students to build skills in analysis, evaluation, as well as gaining an understanding of relevant every day science that exists all around them.

The Combined Science GCSE provides a curriculum that provides a great foundation for both; science A level courses and vocational BTEC qualifications. Throughout the three years of study, your child will research, discuss, analyse and evaluate a number of new ideas, as well as use modelling to explain how a number of systems such as your digestive and circulatory systems work.

### Value of Course

*GCSE Qualifications: Double Award 9-1*

Assessment: Examinations (100%)

### Possible careers in this area

The GCSE Qualifications can prepare students for A-level and BTEC qualifications, which may lead to pathways in medicine, pharmacy, forensics, analytical work, horticulture and many more.

### Link to specification

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

## CORE: PE

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### Summary of the curriculum

Throughout the course students will work on a number of different activity areas, these are:

#### *BOYS*

- Outwitting opponents in football, basketball, badminton, table-tennis, handball, softball and rounders.
- Accurate replication in athletics, cardio-room/resistance room.
- Performing at maximum levels in athletics.
- Exercising safely and effectively in all activities.

#### *GIRLS*

- Outwitting opponents in netball, basketball, badminton, table-tennis, handball and rounders.
- Accurate replication in athletics, cardio-room/resistance room.
- Performing at maximum levels in athletics.
- Exercising safely and effectively in all activities.

### Skills and qualities needed to be successful on this course

- Respect
- Kindness
- Self-belief
- Integrity
- Resilience
- Altruism

### Value of Course

Students will experience the benefits of an active, healthy lifestyle. In each sport students will develop their:

- Skill and technique
- Choosing the right tactics and ideas
- Physical and mental strength
- Judging and improving themselves and others
- Knowledge of health and fitness

## OPTION: History

### Summary of the course

We follow the GCSE History EdExcel specification.

*Thematic Study and Historic Environment: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.*

You will look at how and why medicine in Britain has changed since c1250, including the impact of the First World War and trench warfare in bringing about change.

*British Depth Study: Anglo-Saxon and Norman England, c1060–88*

You will look at the causes and consequences of the Battle of Hastings and change and continuity in England for example government and society before and after the conquest.

*Period Study: The American West, c1835–c1895*

You will look at the Plains Indians; their beliefs and way of life and the consequences and significance of migration and settlement.

*Modern Depth Study: Weimar and Nazi Germany, 1918–39*

You will study the impact of the First World War on Germany; the rise of Hitler and the Nazis and what life was like living in Nazi Germany.

### Skills and qualities needed to be successful on this course

The ability to:

- Ask relevant questions about the past.
- Investigate a variety of sources including written, picture and media sources.
- Communicate your ideas clearly using appropriate spelling, punctuation and grammar.
- Make judgements and form opinions based on historical evidence.
- Show an awareness of a range of historical views.

### Value of Course

Paper 1: The Thematic Study: 75-minute examination worth 30% of the qualification.

Paper 2: The British Depth and Period Study: 105-minute examination worth 40% of the qualification.

Paper 3: The Modern Depth Study: 80-minute examination worth 30% of the qualification.

### Possible careers in this area

Law, journalism, media, police, forensics, banking, education, town-planning, architecture, writer, armed forces, teacher and many more...

### Link to specification

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

## OPTION: Geography

### **Summary of the course**

We follow the GCSE Geography AQA specification at Shenley Academy. You will be familiar with some of the content included in this course, such as tectonic hazards, climatic hazards, ecosystems, population, rivers, coasts and economic development. However, there are also new exciting areas of study such as global atmospheric circulation, globalisation and the fieldwork enquiry process.

### **Skills and qualities needed to be successful on this course**

Good geographers are inquisitive and have an interest in the world around us.

To be a successful geography GCSE student you must have excellent literacy skills in order to understand and analyse a range of texts and to be able to communicate clearly.

You must be able to use numeracy skills to confidently analyse data and present it in the form of graphs and charts.

Fieldwork is a large part of Geography and teamwork is a vital part of this, so being able to work as part of a team is essential for success during your two fieldwork projects which form part of the GCSE course.

The most successful geography GCSE candidates are independent learners; they persevere with challenging tasks and are able to use a range of sources to find the information they need.

### **Value of Course**

The GCSE is assessed 100% through external examination. The exam breakdown is as follows:

Paper 1 – Physical Geography 35%

Paper 2 – Human Geography 35%

Paper 3 – Geographical skills, fieldwork and decision making 30%

### **Possible careers in this area**

Teacher, environmental scientist, urban planner, law enforcement, climatologist, flood risk analyst, travel agent, human rights officer, lawyer, hazard prediction and management, charity campaign manager

### **Link to specification**

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## OPTION: Religious Studies

### Summary of the course

Over the course students will study the following topics:

**Beliefs and Practices** of Islam and Christianity

**Religious, Philosophical and Ethical Studies:**

- **Religion and Life** – In-depth study of Islam and Christianity.
- **Religion, Peace and Conflict** – including forgiveness, violence, peace, Weapons of mass destruction.
- **Religion, Crime and Punishment** – including death penalty and prisons.
- **Religion, Human Rights and Social Justice** – including human rights, prejudice poverty and exploitation.

### Skills and qualities needed to be successful on this course

Students need good literacy skills to enable them to access and respond to moral and ethical issues. Students must be open to the opinions of others and be able to formulate their own opinions of the issues studied.

### Value of Course

Assessment will be in the form of two written exam papers, each lasting 90 minutes. There is no controlled assessment or coursework with this course. It is 100% exam.

### Why choose this course?

This is an academic GCSE which covers a range of interesting and topical themes. You will have a chance to debate and discuss your opinions, as well as apply religious beliefs.

The course develops your deeper thinking skills and encourages you to think philosophically.

### Link to specification

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

## OPTION: Dance

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### Summary of the course

#### **BTEC Level 2 Tech Award in Performing Arts Dance (603/0406/6)**

This course aims to develop and improve your skills as a dancer, choreographer and critic!

#### **What will I learn on this course?**

The BTEC Level 2 EdExcel TECH Award is an intensive and exciting 2-year course, delivered by highly qualified teaching staff who cover different aspects of the Performing Arts Dance programme through the teaching of technical skills. The Dance Pathway is a practical course enabling students to develop and extend their dance technique, choreographic and performance skills, as well as their understanding of the performing arts world. This specialist programme is aimed at students who are passionate about developing their dance skills, knowledge and understanding. Students should have a reasonable level of fitness, creativity, commitment and motivation.

Over the two years' students will specialise in developing their dance technique in a range of dance styles (mainly contemporary), as well as extensively developing their choreographic and performance skills. In addition, students will also learn about working in the performing arts industry, and the jobs and opportunities available in this sector. Dance Pathway students have the opportunity to perform in dance shows, attend technique class with professional tutors and many more exciting opportunities.

#### **How is the course structured and assessed?**

The BTEC TECH Award consists of 3 Components:

Component 1: Exploring the Performing Arts (Internally assessed)

Component 2: Developing skills and techniques in the Performing Arts (Internally Assessed)

Component 3: Performing to a Brief (Externally Assessed 3 Hour assessment – 40% of the overall grade)

#### **How will I study?**

Students will take part in technique classes, choreographic workshops, performance projects, performances, and theoretical sessions led by the dance staff and professional dance companies. Students should also take advantage of the wide range of extra-curricular provision on offer to enhance their attainment.

#### **Link to specification**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

**Students in Dance are strongly encouraged to participate in extra-curricular activities in order to further develop their skills within the subject.**

## OPTION: Music

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### Summary of the course

BTEC Tech Award in Music Practice is a practical course and suitable for any student that enjoys music and/or music technology. Although the course has specific units of work it is also suitable for providing students with a good progression route to more advanced qualifications in music. Students will have access to outside artists and trips, and have opportunities to take part in concerts and shows. All students study three core units.

**Exploring Music Products and Styles** - In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.

**Music Skills Development** - In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use blogs, YouTube™, SoundCloud™ and other platforms to share your work and skills development with others.

**Responding to a Commercial Music Brief** - This externally assessed component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief set by the exam board as a composer, performer or producer.

In the brief set by the exam board, you will have to choose from four set styles and ten set songs. You will then transform your chosen song into your chosen style using your preferred method of performance or production.

You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music industry opportunity.

### Skills and qualities needed to be successful on this course

To be successful at BTEC Music you must enjoy learning about a variety of different styles of music, composing your own musical ideas, extending and developing them, enjoy learning to play a musical instrument and practise on a regular basis and also have the confidence to perform in front of a small audience.

### Value of Course

BTEC music is the equivalent to one GCSE. 33% of the qualification is externally assessed by Edexcel. 66% of the qualification is coursework based and requires students to have a portfolio of evidence including their examples of composing, producing and performing and written documentation of your understanding.

### Link to specification

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

## OPTION: Art

### Summary of the course

GCSE Art and Design is an excellent course, ideally suited to students who are creative and full of independent ideas. You will be expected to develop your creative skills, experiment with media and to study the work of other artists and designers.

You will create a portfolio of work during your first year and most of your second year. Your portfolio will consist of two projects, a mini experimentation project and an extended project.

Your mini project will give you the opportunity to expand upon prior knowledge in Art and also to develop and understand new skills, techniques and processes. Your extended project will give you the opportunity to refine skills taught within the mini project and work more independently towards a finalisation of creative intentions.

You will choose from a range of different themes such as 'Close Up' and 'Out of Place' when creating your portfolio

You will then sit an externally set exam during your final year of the course in which you will choose from a range of externally set themes.

### Skills and qualities needed to be successful on this course

- Consistent levels of dedication and enthusiasm.
- Independent work is a key element of the course so commitment to your art work both at home and at school is essential.
- You need to have a good level of creativity and strong drawing skills.
- You need to be confident to explore a wide range of media and have the practical capabilities to use mixed media effectively.
- Annotation and evaluation are an essential part of the course.
- Good literacy skills are essential to describe your own artwork and the work of others independently.

### Value of Course

During your GCSE AQA Art course you are required to complete:

- Component 1: Portfolio (60% of overall grade)
- Component 2: Externally Set Exam (40% of overall grade).

Your portfolio will be split into two projects. A mini project and an extended project which you will work on during year 10 and then through a large part of year 11. During your mini project you will experiment with new media, techniques and processes, 2D art such as painting and printing and 3D art such as clay, Modroc and card. During your extended project you will refine skills taught during your mini project and work more independently to create personalised, creative and finalised artistic creations

Your exam paper will be issued to you during the spring term of Y11. Art students get the opportunity to present and exhibit their Art work at a formal exhibition, where friends and family can celebrate what you have achieved.

### Possible careers in this area

After completion of the GCSE Art and Design course students can go on to study in the following: AS/A level Art at sixth form, BTEC L3 Extended Certificate in Art and Design, Foundation Diploma in Art and Design, Bachelor of Arts Degree.

Possible careers in this area include: graphic designer, illustrator, architect, fashion designer, theatre designer, computer games designer, web designer, character designer/storyboard artist, animator, interior designer, medical illustrator, museum/art gallery curator, photographer, art teacher.

### Link to specification:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

**Student will be expected to work independently at home when working on their portfolio.**

## OPTION: Drama

### Summary of the course

#### AQA Technical Award Performing Arts L1/2

As the AQA Technical Award Performing Arts is an introduction to life and work in the industry, you will explore the sector while developing specific skills and techniques, presenting ideas, devising and analysing, evaluating and enhancing your skills.

**Unit 1: Unlocking creativity** (internally assessed) Students will be asked to come up with a performance idea based on guidance from a range of practitioner DVDs. Students will understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. Students will produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented.

**Unit 2: The production/performance** (internally assessed) Students will work towards producing a performance to an audience based on a list of five briefs. Students will choose one discipline from either a list of performance roles including acting, dancing, singing, instrumental musician, musical theatre, variety performance, pantomime, physical theatre and circus skills or a list of production roles including costume, set design, properties, make-up, lighting, sound, stage, original writing, directing, choreography, PR and film production.

**Unit 3: The performing arts experience** (externally assessed) Students will draw on knowledge and understanding from units 1 and 2 and also from: • roles and responsibilities within the performing arts industry • the role of performing arts in society • approaches to rehearsal • working as a deviser/performer/director • marketing and public relations • health and safety

### Skills and qualities needed to be successful on this course

- You will need to have focus, concentration and commitment to work
- You will need to perform in front of audiences
- You will need good speaking, listening and written skills
- You will need to constructively provide and receive feedback
- You will need to work with others

### Value of Course

The course has two internally assessed components and one that's externally assessed. These components build on each other to motivate you by helping you to put what you have learnt into practice and grow in confidence.

Unit	Title	Assessment Method	Weighting
1	Unlocking Creativity	Internal (Written)	30% (60 Marks)
2	The production/performance	Internal (Practical)	30% (60 Marks)
3	The performing arts experience	External (Written)	40% (80 Marks)

### Possible careers in this area

With a BTEC Tech Award in Performing Arts, you are able to explore, challenge and realise your potential. During the course, you can see whether the industry is one you want to be in, where you could go, and gain knowledge and skills you need to succeed in your next steps. After completing the course, you could continue on to further vocational and academic study, as well as apprenticeships and traineeships.

### Link to specification

<https://www.aqa.org.uk/subjects/performing-arts/technical-award/performing-arts-3745>

## OPTION: AQA Level 1/2 Tech award in Performing Arts

### Summary of the course

Calling all artists, dancers and/or actors - this course could be for you!

Ideally suited to students with a preference for practical, in addition to, theoretical learning. Students will research different performing arts disciplines and show/reveal their creativity when developing ideas for a performance and develop the practical skills associated with performing and creative arts. The latter requires self-discipline, motivation and commitment – key elements that are all needed for further study. Students will develop knowledge and understanding of their chosen art forms with specific reference to:

- Researching other performers/theatre companies
- Evaluating the effectiveness of their own and other performances/art design work
- Recording the process from workshop/rehearsal to performance
- Identifying individual development and progress through skills audits. Breakdown of the course:

Title of Unit	How is it assessed?	Art forms covered
Unlocking creativity	Internally	Art/Dance/Drama/Music
The production/performance	Internally	Dance/Drama/Music
The performing arts experience	Externally	Art/Dance/Drama/Music

### Skills and qualities needed to be successful on this course

To be successful in this course you need to:

- Have an interest in performing arts and ideally art and design
- You will need to be imaginative and creative
- You will need to constructively provide and receive feedback
- You will need to work well with others as well as independently to complete set projects

### Possible careers in this area

With the Tech Award in Performing Arts, you are able to explore, challenge and realise your potential. During the course, you can see whether the industry is one you want to be in, where you could go, and gain knowledge and skills you need to succeed in your next steps.

After completing the course, you could continue on to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies, such as self-reflection, communication, organisation, time management, communication, teamwork and problem solving, will also support your progress in the present and future. This course prepares you for key stage 5 courses in any of the art forms; dance, drama, music or art.

### Link to Specification

<https://www.aqa.org.uk/subjects/performing-arts/technical-award/performing-arts-3745>

**Students in Performing and Creative Arts must work independently at home or attend extracurricular classes to further develop their skills within the subject.**

## OPTION: MFL (Spanish or French)



### Summary of the course

The AQA GCSE course will give students the opportunity to develop their understanding and communication in their chosen language to a higher level. It will also allow students to have a better grasp on the way that the language is formed, the culture of the countries where their language is spoken and real-world applications of their target language.

The AQA GCSE course comprises of 3 themes over 2 years:

**Theme 1: Identity and Culture** – including personal relationships, celebrations and hobbies.

**Theme 2: Local, national, international and global areas of interest** – including creating a better world, holidays and town

**Theme 3: Current and future study and employment** – including school, future opportunities and jobs.

### Skills and qualities needed to be successful on this course

To be successful you need to:

- Have a willingness to learn, try new things and make mistakes.
- Have an interest in foreign languages and cultures and be prepared to work hard to develop your communication skills in a foreign language.
- Have studied your chosen language at KS3

Homework is an important part of the course and should be considered as ongoing coursework, since your ability to keep up will depend on doing homework regularly. The majority of home learning that you will complete will be listening and reading style tasks. You will be expected to learn vocabulary, grammar rules, key phrases and passages that you will be able to adapt to different situations.

### Assessment method

All units will have a Foundation tier (grades 5-1) and a Higher tier (grades 9-4) Students must take all units at the same tier. Each unit is worth 25% of the total grade.

**Unit 1** – Listening: Listening exam at end of Year 11 - 35 or 45 minutes

**Unit 2** – Speaking: Speaking assessment with class teacher at end of Year 11.

**Unit 3** – Reading: Reading exam at end of Year 11 - 45 or 60 minutes.

**Unit 4** – Writing: Writing exam at end of Year 11 – 60 or 75 minutes.

### Opportunities and careers

Successful completion of a GCSE in a modern foreign language is often a key requirement for further education. Students could continue with these languages onto A-level, and then study for a degree in languages, which could be combined with other subjects such as business, linguistics, law or journalism. Possible careers in languages include translation and interpreting, law, journalism, media, business and marketing as well as education. Using a language at work could increase your salary from 8-20%.

### Link to specification

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

## OPTION: Equqas GCSE Design and Technology

### Summary of the course

Design and Technology encourages students to design and make products with creativity and originality, using a range of materials such as paper / card, plastics, textiles, ceramics, electronics, wood and metals. Students will also develop a variety of techniques for working with these materials. They will also develop a substantial theory knowledge base such as classifications and properties of materials, manufacturing processes, control technology and many more.

### Skills and qualities needed to be successful on this course

The Eduqas course will involve an equal amount of practical manufacturing techniques and a substantial theory element. You will be expected to have extensive knowledge about designing and manufacturing products to a high-quality finish. You will need to demonstrate a broad understanding of the work of designers and the factors influencing their designs. Along with the influences that new technologies have on product design and manufacture. You will also need to show an understanding of the role of microelectronics including programming in developing intelligent products.

### Value of Course

Component 1: Design and Technology in the 21 <sup>st</sup> Century Written examination: 2 Hours 50% of qualification
A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: <ul style="list-style-type: none"> <li>• technical principles</li> <li>• designing and making principles</li> </ul> along with their ability to: <ul style="list-style-type: none"> <li>• analyse and evaluate design decisions and wider issues in design and technology.</li> </ul>
Component 2: Design and make task Non-exam assessment: approximately 35 hours 50% of qualification
A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: <ul style="list-style-type: none"> <li>• identify, investigate and outline design possibilities</li> <li>• design and make prototypes</li> <li>• analyse and evaluate design decisions and wider issues in design and technology.</li> </ul>

### Possible careers in this area

Design and Technology at GCSE provides students with the opportunity to access a wide range of further education and career opportunities in fields such as; Engineering, Manufacturing, Materials science, Product Design, Graphic Design, Fashion/Textiles, Architecture, Construction, Interior Design, Computer Aided Design, Games Design, Project Management, Design and Crafts, New Enterprise and Entrepreneurship.

### Link to specification

[https://www.wjec.co.uk/qualifications/design-and-technology-gcse/#tab\\_overview](https://www.wjec.co.uk/qualifications/design-and-technology-gcse/#tab_overview)

## OPTION: Food Preparation and Nutrition

### Summary of the course

During the AQA GCSE course you will learn and develop the skills needed for a range of job roles within the Food, nutrition and science industry. A range of practical and theory lessons are combined to deliver the course.

Students gain experience in food preparation, planning, nutrition, special dietary requirements, food industry, teamwork, costing menus and planning for functions and events. Students are expected to learn about a variety of cultures and their traditional cooking methods. The course also includes research on contemporary issues affecting the UK such as; fair trade, organic foods, environmental issues affecting global warming.

### Skills and qualities needed to be successful on this course

There is a large focus on practical skills, knowledge and techniques which can be developed through structured tasks. Planning, organisation, researching and timekeeping skills are all important within this course.

### Value of Course

#### Coursework Units

##### UNIT 1: 50%

**Task 1:** Food Investigation-Students' work on characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task.

**Task 2:** Food preparation Assessment-Students' need to show knowledge, skill and understanding in relation to the planning, preparation, cooking and presentation of food. They need to apply their nutritional knowledge to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance of how this will be achieved will be completed.

#### Examined unit:

##### UNIT 2: Written Exam 50%

One paper will be externally set and marked. The paper will contain short answer, structured and free response questions drawn from the food, nutrition and preparation content.

### Possible careers in this area

This subject could lead to you working in hotels and restaurants, teaching, food and beverage, dietary and nutrition, health and social care.

### Link to specification

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

## OPTION: OCR Enterprise and Marketing

### Summary of the course

The OCR Cambridge National Level 2 in Enterprise and Marketing will encourage personal development of knowledge and skills relevant to the business world through participation in a range of vocational activities. Students can develop their people, communication, planning and team working skills which will be evidenced in portfolios of work that will be internally assessed.

Students will cover a variety of topics, including how to create a business proposal for a new business. They will explore the use of branding and methods of promotion used in businesses and develop and promote a brand for a new business start-up.

Students will also assess gaps that exist in the market; considering consumer trends and externalities that can affect the start-up of a business. As well as preparing portfolios of work containing 2 units, students will investigate costs involved in a business start-up and financial plans businesses prepare to ensure success; this unit is externally assessed.

### Skills and qualities needed to be successful on this course

A good level of mathematics would be essential to ensure success during the examined unit about Business Finance. The remaining of the course (50%) is coursework, so a good level of literacy is important. ICT will be used throughout the course in lesson to present findings and conduct research.

### Value of Course

Unit 1(R064)	<p>Is an externally assessed through a 1 hour 30 minutes exam, set and marked by OCR. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions. This contributes to <b>50%</b> of the final mark.</p> <p>Students learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.</p>
Unit 2(R065)	<p>Is a centre assessed task and is moderated by the exam board, that contributes to <b>25%</b> of the final mark.</p> <p>Students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.</p>
Unit 3(R066)	<p>Is a centre assessed task and is moderated by the exam board, that contributes to <b>25%</b> of the final mark.</p> <p>Students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch.</p>

### Possible careers in this area

Cambridge Nationals in Enterprise and Marketing will provide a strong base for progression to further education, whether it is on to Level 3 Cambridge Technical award, A Levels, apprenticeship, or work. This course will open a world of opportunities to progress towards the following careers: Brand Manager, Business Owner, Business Analyst, Digital Marketing Specialists to Project Managers.

### Link to specification

<https://www.ocr.org.uk/Images/338513-specification.pdf>

## OPTION: Health and Social Care

### Summary of the course

The Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment.

OCR Level 1/2 Cambridge National Certificate in Health and Social is a 4-unit qualification over a 2-year period equivalent to a GCSE.

The course is 75% internal assessment and 25% external assessment

### Value of Course

Unit	Core units	Assessment method	GLH
RO21	Essential values of care for use with individuals in care settings	External (1 hour exam)	30
RO22	Communicating and working with individuals in health, social care and early years settings	Internal	30
Optional specialist units			
RO23	Understanding body systems and disorders	Internal	30
RO25	Understanding Life stages	Internal	30

### Possible careers in this area

Past students who picked Health and Social Care are now employed as:

Occupational therapist	Children's nurse
Paramedic	Counsellor
Youth worker	Police officer
Nurse	Nursery nurse
Care assistant	Physiotherapist
Teacher	Social worker

### Link to specification

<https://www.ocr.org.uk/Images/82369-specification.pdf>

## OPTION: Sport Studies

### Summary of the course

The Cambridge National Certificate in Sport Studies is a four unit, 120 guided learning hour's qualification. The Cambridge National Certificate offers students the opportunity to study physical education and sport both theoretically and practically. The course gives students the opportunity to apply theoretical knowledge about different types of sport and physical activity, develop both their practical skills and sports leadership skills. In addition, they learn about contemporary issues in sport such as funding, participation, ethics, role models, and sport and the media.

### **Units to be studied:**

The course comprises of the following units which are all marked out of 60:

Unit	Units	Assessment Method	GLH
RO51	Contemporary Issues in Sport (25% external exam)	External – Written exam paper (1 hour)	30
RO52	Developing Sports skills (25% internal assessment)	Internal Assessment (Moderated by OCR)	30
RO53	Sports Leadership (25% internal assessment)	Internal Assessment (Moderated by OCR)	30
RO54	Sport and the Media (25% internal assessment)	Internal Assessment (Moderated by OCR)	30

For this qualification you will be awarded either Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

### Skills and qualities needed to be successful on this course

- A genuine interest in the **theoretical concepts** involved in sport
- A **good level of performance** in sport will enhance their chances of a good grade.
- Commitment to developing sports skills through PE **and by attending extra-curricular clubs.**
- To be confident **delivering sports leadership sessions** to their peers.
- Organisational skills to bring the correct equipment to lessons.
- The ability to work cooperatively with others and contribute to group work.
- The ability to act upon advice and feedback to amend completed work.

### Value of Course

The course is 75% internal assessment and 25% external assessment.

### Possible careers in this area

Fitness instructor, physiotherapist, sports coach, teacher, youth worker, personal trainer, sports scientist, sports equipment manufacturer, leisure centre manager, sports nutritionist, sports official, sports journalist, sports psychologist, sports biomechanics.

### Link to specification

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

## Activity 1...

Now that you have read the information in this booklet, tick the subjects that interest you and would like to find out more about them.

Option Subject	✓ or x	Pick 4 and put 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> 4 <sup>th</sup> for your order of preference (1 <sup>st</sup> is your top choice)
History		
Geography		
Religious Studies		
Performing Arts		
Dance		
Music		
Art		
Drama		
MFL (Spanish or French)		
Design and Technology		
Food Preparation and Nutrition		
Enterprise and Marketing		
Health and Social Care		
Sport Studies		

## Frequently Asked Questions

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**Q. How many subjects do I have to choose?**

A. All students have to choose **one** subject from table A and **four** subjects in order of preference from table B.

**Q. What is a BTEC subject and what is the main difference between that and a GCSE?**

A. A BTEC is a vocational subject, which means that the course content is related to the world of work. BTECs are assessed mainly on coursework, whereas GCSEs are assessed through examinations at the end of the course.

**Q. Are BTEC subjects worth the same as GCSE subjects?**

A. All option subjects are worth the same: one GCSE.

**Q. Can I do a mixture of BTEC and GCSE subjects?**

A. Yes, that is absolutely fine.

**Q. Will I get all of my first and second choice?**

A. While most students do get their first and second choices, we do have to allocate some third and fourth preference choices, so it is important that you select third and fourth preference choices that you are willing and able to do.

**Q. When do I find out which subjects I have been given for my options?**

A. You will receive a letter which will inform you of which subjects you have been given.

**Q. If I start a subject and later realise that I have made a mistake, what can I do?**

A. There are only **three weeks** at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help.

**Q. What happens if too many students want to do a subject in one of the blocks?**

A. It may be possible to create a second group in that subject. If this is not possible then second preferences will be used.

**Q. What should I do if I am interested in a subject but don't get on with the teacher?**

A. You should seriously consider taking the subject. The teacher you have now may not be your teacher next year.

## Frequently Asked Questions

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**Q. Can I still do still do a sixth form course in a subject even if I don't do it at GCSE?**

**A.** Entry requirements for sixth forms will be on their websites.

**Q. What is the English Baccalaureate?**

**A.** The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification for students. It is not compulsory. It is a measure of success and shows where students have secured a grade 5 or above across a core of academic subjects (English, Maths, Science, Geography or History and a Language)

**Q. Do all students have to complete the English Baccalaureate?**

**A.** No. All students have the opportunity to complete the EBacc if they wish but it is not compulsory.

**Q. Will I still get to do PE if I don't choose Sport?**

**A.** Yes. Every student will have 1 hour of PE per week.

## Further Support and Guidance



National  
Careers  
Service

### OPTION CHOICES SUPPORT

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What do you need to think about?  
How do you find out about career ideas? What subjects do you have to take?  
What type of course suits you best? What do you need to go to university?  
Do all employers want Maths and English?

**Speak to our Schools Careers advisor Gurjit Matto.**

**Also check out Parents and Carers section** [www.nationalcareersservicedirect.gov.uk](http://www.nationalcareersservicedirect.gov.uk) -  
Includes job profiles, course search, action plans, CVs, interviews, applications etc.

[www.icould.com](http://www.icould.com) and [www.careersbox.co.uk](http://www.careersbox.co.uk) - These websites also have video clips of individuals talking about jobs

There are so many options after you complete your GCSEs. Start here to find out what you could do next and **search** for opportunities.

[Your Next Steps After GCSEs | UCAS Progress](https://www.ucas.com/ucas/after-gcses)  
<https://www.ucas.com/ucas/after-gcses>

[www.ucas.com](http://www.ucas.com) -Higher Education including Degrees, HND, HNC, Foundation Degrees including entry requirements.

[www.university.which.co.uk](http://www.university.which.co.uk)

A useful section on GCSEs and their importance for university. Find under the Get Advice tab.

Informed Choices by the Russell Group [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)