

# SHENLEY ACADEMY YEAR 9 OPTIONS GUIDANCE BOOKLET 2023



**Student Name:**

**Form:**

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## What is the options process?

### Welcome to options 2023

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,

**Miss M. Wardle**  
Assistant Principal

## 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, Geography and a language 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 French Spanish Performing Arts Music Food Preparation and Nutrition Health and Social care Design and Technology Art Religious Studies Enterprise and Marketing Sport Studies

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%) – 6 exams in Y11

### 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

### 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:

- Motor competencies through developing skill and technique
- Knowledge of rules, tactics and strategies
- Physical and mental strength
- Analysis of performance through judging and improving themselves and others
- Knowledge of health and fitness

## OPTION: History

(EBACC)

### 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-gcse/history-2016.html>



## OPTION: Geography

(EBACC)

### 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 (natural Hazards, ecosystems, rivers and coasts) 35% of total grade

Paper 2 – Human Geography (urban issues and challenges, changing economic world and resources) 35% of total grade

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

### 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: MFL (Spanish or French)

(EBACC)



### 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: 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: 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

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

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>



## OPTION: Level 1/Level 2 Vocational Award in Performing Arts (Technical award)

The Performing Arts course includes Drama, Dance, Musical Theatre and Music Technology and the units can be personalised to the learner's strengths and specialist area.

The course is split into 3 areas:

- **Performing** - In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.  
(30% of overall grade)
- **Creating** - In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This can be creating a devised drama piece or composing using instruments or music technology, depending on the learner's strengths.  
(30% of overall grade)
- **Performing Arts in Practice** - Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry. This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.  
(40% of overall grade)

There is no written exam at the end of the 2 years, there is a controlled 20 hour supervised assessment which will take place in managed timeslots from January - May (the students exam year).

### **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 be confident to share/perform work to an audience
- Be open minded to try new things
- 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 research work

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

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

**With this course 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 or music depending on the route you take.

### **Link to Specification**

[https://www.edugas.co.uk/media/b3cjqdxd/wjec\\_l1-2-vocaward\\_ta\\_performing-arts\\_specification-e-21-12-2022-1.pdf](https://www.edugas.co.uk/media/b3cjqdxd/wjec_l1-2-vocaward_ta_performing-arts_specification-e-21-12-2022-1.pdf)





## 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 (60%) 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(R067) Written Paper.	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>40%</b> of the final mark.  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.
Unit 2(R068) Centre-assessed task.	Is a centre assessed task and is moderated by the exam board, that contributes to 30% of the final mark.  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.
Unit 3(R069) Centre-assessed task.	Is a centre assessed task and is moderated by the exam board, that contributes to 30% of the final mark.  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.

### 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 3-unit qualification over a 2-year period equivalent to a GCSE.

The course consists of 2 core units and 1 specialist units.

The course is 60% internal assessment and 40% external assessment

### Value of Course

Unit	Core units	Assessment method	GLH
RO32	Principles of care in health and social care settings	External	48
RO33	Supporting individuals through life events	Internal	36
Optional specialist units			
RO35	Health promotion campaigns	Internal	36

### 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/338513-specification.pdf>



## OPTION: Cambridge National in Sport Studies

### Summary of the course

The Cambridge National in Sports Studies is a three-unit qualification. It 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, and develop both their practical skills and sports leadership skills. In addition, students will learn about the contemporary issues in sport such as funding, participation, ethics, role models, technology and sport and the media.

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

The course comprises of the following units:

Unit	Units	Assessment Method	Marks available
R184	<b>Contemporary Issues in Sport (40% external exam)</b>	<b>External – Written exam paper (1 hour 15 minutes)</b>	80
R185	<b>Performance and leadership in sports activities (40% internal assessment)</b>	Internal Assessment (Moderated by OCR)	80
RO54	<b>Sport and the Media (20% internal assessment)</b>	Internal Assessment (Moderated by OCR)	40

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**. A commitment to sport outside of school is also desirable.
- 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.
- Knowledge of current sporting affairs in the media

### 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-j829/>



## Activity 1...

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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		
Performing Arts		
Music		
Art		
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.

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## Frequently Asked Questions

**Q. Can I 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.



The logo for the National Careers Service, consisting of a magenta square with a white diagonal line and the text "National Careers Service" in white.

## Further Support and Guidance

### 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-gcse)  
<https://www.ucas.com/ucas/after-gcse>

[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)