



Key Stage 4 Options For Year 9



2024-2025

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Dear Parent/Carer(s)

As your child approaches this important stage in his/her school career, it is crucial that we help them to make informed choices about the subjects they wish to study at Key Stage 4. The aim of this booklet is to provide you and your child with the information needed to help this process.

All students have the opportunity to study up to 9 GCSEs or equivalent qualifications. This includes core subjects, which every child must study to meet the requirements of the National Curriculum, and a choice of three optional subjects that we offer. **Please read the information on page 8 carefully before selecting any choices.**

Students will receive guidance via their Personal Development lessons, an Options Assembly and further input from subject teachers, their Director of Learning and Standards and their form tutor. It is important that, when working out the right courses to follow, the decision is informed by their achievements and their aspirations. It is also important that your child enjoys the subject. If they do, then they are more likely to be motivated and therefore much more likely to succeed.

I hope that by reading this booklet you will find the information you need to explain the differences between qualifications, which subjects are core or optional, important dates and deadlines, and the particular details about content and assessment for all the subjects we offer at Key Stage 4. Where qualifications are under reform by the Department for Education and exam boards, some of the information presented at this stage may be subject to change.

Finally, we cannot guarantee the availability of all subjects. Alterations may have to be made depending on student choices and the availability of staff. Sadly, we have to keep an eye on our curriculum costs so we cannot guarantee to offer a course if too few students select it. We will endeavour to meet the requirements of every student but it is important that students carefully consider at least one reserve subject when they make their option choices.

Regards

Mr M D Savidge

Head teacher



Dear Students

This is an important and exciting time for you, as the end of Year 9 marks the closure of your Key Stage 3 curriculum. Up until now you have all studied the same subjects and as you will be aware you now have some choice, and therefore some control, over which subjects you wish to study. It is important that you think carefully before making your decisions. This Options Booklet will help you plan your next two years at Millom School. It contains detailed information about all of the courses we offer and explains the choices that you have.

There are some subjects that you will have to study. These include Mathematics, English Language and English Literature, Combined Science, Personal Development and PE/Games. After that you have up to 3 choices and this depends on whether you have selected Combined Science (2 GCSEs) or Triple Science (3 GCSEs). **Please also note that you cannot take both Art and Photography and you cannot take both IT and Computer Science.**

When making your choices you will be asked to list a first choice, second choice and a reserve choice. Please think carefully about this as, although we will endeavour to provide all students with all of their preferred choices, this is impossible to guarantee. Collective decisions determine how next year's timetable is constructed. Some students may find two of their choices end up in the same block and so are taught at the same time. We will always try to ensure you get your first choice option. This is why we ask all of you to specify a reserve option subject. Any students who find themselves in this position will be interviewed to discuss any changes. It is worth noting that some subjects will not run if too few students select it as an option.

When making your choices find out as much as you can about the subjects you are considering. Talk to the teachers of the different subjects. Your tutor, Mrs Drage, Mrs Burgess and Mrs Vance are all available to help. Sometimes making a decision like this is not easy and so there are three important questions to ask yourself:

- What am I good at?
- What do I enjoy?
- What do I need for future job or college placements?

This Options Booklet contains information about each subject, however, it is important that you view the options information and videos on the school website and book appointments at our **Virtual Options Evening on Monday 13 January 2025** (via the parent evening booking system) to find out more about each subject. **The deadline for your online options form to be completed is Thursday 23 January 2025**

My best wishes for your success in the future.

Mr M D Savidge

Head teacher

Important dates

13 January 2025 Year 9 Virtual Options Evening

This is via the parents evening booking system. You will be able to book appointments with subject teachers to find out more about options.

23 January 2025 Deadline for the completion of the online options form

Once the online forms have all been submitted we will begin to establish the shape of next year's Year 10 timetable and work with any students who are unable to follow their preferred options.

If we do not recruit sufficient numbers to an optional subject, we will not be able to offer it and so we will discuss the reserve choice with any students that are affected by this.

If you wish to discuss any aspect of the programme or booklet please do not hesitate to get in touch with Mrs Drage, Director of Learning & Standards KS3, Mrs Burgess, Director of Learning & Standards KS4 or Mrs Vance, Assistant Head (Curriculum).

About Our Qualifications

Qualifications taken at Millom School include GCSEs, BTEC and Technical qualifications. Qualifications are governed by a number of exam boards. Millom School uses AQA (Assessment and Qualifications Alliance), Edexcel, Pearson, OCR (Oxford and Cambridge & RSA Examinations) and WJEC (Welsh Joint Education Committee).

New GCSEs 2017

GCSE qualifications were reformed in 2017 to include greater elements of knowledge and factual recall; for many subjects coursework was also removed. In some subjects, this has been replaced by Non-examination Assessment (NEA). The suite of qualifications was also given a new numerical grading system 9-1, where Grade 9 is the equivalent of A**, Grade 8 A8, Grade 7 A and so on. Grade 4 is the new standard pass and students must achieve passes in both maths and one of the English qualifications (language or literature). If they don't secure a pass in those subjects at Key Stage 4, then they must continue to study that subject during their continued education either at college, or alongside an apprenticeship.

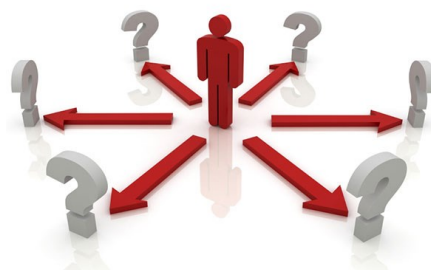
Vocational qualifications

Sport, Health & Social Care, IT and Performing Arts are vocational qualifications. These are graded Level 2 Distinction*, Distinction, Merit or Pass. They also have Level 1 grading, which is the equivalent of GCSE Grade 3 and below. Our vocational suite of options includes Pearson BTEC Tech Awards and OCR Cambridge National Certificate.

Making the right choices...

‘I have a specific career in mind’

Make sure you do some research to find out if there are specific subjects that you need to take OR that would be beneficial. For example, if you want to be a doctor then Triple Science is an important option for you or if you are interested in Computer Programming then Computer Science would be the best option.



‘I know which A Levels I would like to study’

Speak to your teachers and make sure that you make the best choices at GCSE to enable you to go onto the A Level qualification you are interested in.

‘I would like an apprenticeship at 16’

Make sure you find out if there any specific subjects that are a requirement when applying for the apprenticeship you are interested in.

‘I would like an apprenticeship at 18’

Some apprenticeships require specific A Level qualifications, check and make sure your GCSE choices enable you to continue on this career path.

‘I have no idea what I want to do in the future’

Don't worry—you will not be on your own! Make sure you choose the subjects you enjoy as you will be more likely to find a job you enjoy by studying these subjects.

‘I find exams stressful’

There are some subjects that are 100% examination. You may want to choose a subject that is assessed through some form on internal assessment to reduce the pressure at examination time. Ask your teachers about how each subject is assessed.

Options pathways

You take a total of 9 qualifications!

If you are choosing **combined science**, then you need to choose one from

- Geography
- History
- French
- Computer Science

Then a maximum of three from

- Art or photography
- Drama
- Hospitality and Catering
- French
- Geography
- Health and Social Care
- History
- IT
- Media
- Music
- Sport

If you are choosing **triple science**, then you need to choose a maximum of three from

- Art or photography
- Computer Science
- Drama
- Hospitality and Catering
- French
- Geography
- Health and Social Care
- History
- IT
- Media
- Music
- Sport
- Technology

You can also choose a pathway to form the English Baccalaureate Qualification Suite:

- ⇒ English Language
- ⇒ English Literature
- ⇒ Maths
- ⇒ Science (combined or triple)
- ⇒ Geography or History (or both)
- ⇒ French
- ⇒ Plus up to 2 other subjects



You cannot take both combined and triple science, you cannot do both IT and computer science and you cannot do both art and photography!

GCSE English Language - Eduqas

The English Language course has a focus on developing core communication skills:

Reading comprehension

Writing

Spoken Language

There are two exams and a Spoken Language assessment that we complete at the end of Year 9.

Each exam is divided into two sections that are equally weighted in terms of marks. Students are given extracts from texts that they have not studied. They answer questions on these that test their reading comprehension. The second section of each exam tests their writing ability in terms of technical accuracy, ability to adapt writing for different audiences, purposes and formats. It also tests their ability to develop and organise their ideas and to write imaginatively.

Below is an outline of each exam:

English Language Component 1

Literary Fiction and Prose Writing

40% GCSE English Language course

Section A: Reading: 1 hour

Students are given an extract from a novel

They have five questions to answer

Skills focus: identify, evaluate and comment on language

Section B: Prose Writing: 45 minutes

Students are given a range of story titles to choose between

They then write a short story

English Language Component 2

19th and 21st Century Non-Fiction and Transactional Writing

60% GCSE English Language course

Section A: Reading: 1 hour

One 21st century article and one 19th century non-fiction text

Six questions to answer

Skills focus: identify, evaluate, comment on language and compare

Section B: Transactional Writing: 1 hour

Two tasks based on 'real life' writing

Respond to the two set tasks which could be any of the following: formal or informal letters, article, report, review or guide

The spoken language assessment is a speech delivered to the class on a topic chosen by the student (with the support and guidance of their teacher). Students need to demonstrate that they can speak formally, accurately and engage audiences. They also need to show that they can organise ideas and develop them in detail, including some challenging ideas.

GCSE English Literature - Eduqas

English Literature focuses on the study of a range of fictional texts – novels, plays and poetry. Many of the skills developed on this course further support students in their study of English Language.

All exams are ‘closed book’ (they are not allowed to take copies of their texts into their exams). However, as students are also tested on their ability to comment on language, they are given an extract to help them answer most questions.

Students study their set texts in depth, exploring themes, characters, language, structure and form in detail. They use this understanding to help them respond to the essay questions. All tasks are essay based so, over the two year course, students will develop methods to help them plan and write extended essays. Within these, students need to demonstrate secure knowledge and understanding of their texts along with the ability to analyse writers' choices.

Skills developed in studying the poems in the Eduqas poetry anthology support students in their ability to respond to questions on unseen poems.

Below is an outline of the examinations and the set texts:

English Literature Component 1

Shakespeare and Anthology Poetry

40% GCSE English Language course

Section A: 45 minutes

Shakespeare (Macbeth)

Tasks:

An extract question

An essay question

Section B: Anthology Poetry: 1 hour

Study a range of poems chosen by Eduqas

Tasks:

One essay on a single poem

One essay comparing two poems

English Literature Component 2

19th Century Novel, post-1914 text and unseen poetry

60% GCSE English Language course

Section A: 45 minutes

Post-1914 text (An Inspector Calls)

Task: An extract with an essay question

Section B: 45 minutes

19th Century Novel (Jekyll and Hyde)

Task: An extract with an essay question

Section C: Unseen Poetry: 1 hour

Tasks:

One essay on a single unseen poem

One essay comparing two unseen poems

GCSE Maths - Edexcel

Course Outline

Students will study topics including Number, Algebra, Geometry, Ratio, Probability and Statistics. Students will be expected to develop fluent knowledge, skills and understanding of mathematical methods and concepts.

They will need to acquire, select and apply mathematical techniques to solve problems.

An emphasis will be placed on problem-solving, communication, proof and interpretation.

Assessment

Assessment is 100% examination.

Two tiers are available, Foundation and Higher. The qualification will consist of 3 equally weighted examinations. Each paper will be 1 hour 30 minutes and cover all assessment objectives. Paper 1 will be a non-calculator exam whilst papers 2 and 3 will be calculator exams. The qualification will be graded on a nine-grade scale from 9 to 1, where 9 is the highest grade.

Foundation Tier: Grades 5 to 1

Higher Tier: Grades 9 to 4

Links

A Level Mathematics

A Level Sciences - Physics, Chemistry, Biology

Careers

- Engineer
- Scientist
- Actuary
- Teacher
- Statistician
- Stockbroker
- Business analyst
- Chartered accountant
- Investment banker
- Insurance underwriter
- Quantity surveyor

GCSE Science - AQA

All students will study Combined Science which is worth 2 GCSEs, unless they choose the Triple Science option.

GCSE Combined Science

Course Outline

Students studying this AQA course will cover topics in Biology, Chemistry and Physics over a two year period. At the end of which they will be awarded the equivalent of 2 GCSE grades. There will be a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1.

As part of the course content there will be 16 required practicals, which will feature in the written examinations.

Assessment

There will be 6 exams: 2 Biology, 2 Chemistry and 2 Physics papers. Each exam is 1 hour and 15 minutes.

Links

Alternative Academic Qualification in Applied Science
A Level - Biology, Chemistry, Physics

Careers

- Lab technician
- Nurse and other healthcare careers
- Teacher
- Food technology
- Psychologist

Should students opt for Triple Science the following applies:

Triple Award - recommended for students wanting to take sciences at A Level

Course Outline

Students studying this AQA course will be awarded three GCSE qualifications graded from 9-1 in Chemistry, Biology and Physics at the end of Year 11.

The students are required to cover 8 required practical's for each subject, which will feature in the written examinations.

Assessment

For each subject students will sit 6 examination papers at the end of Year 11, resulting in a total of 6 exams. Each exam is 1 hour and 45 minutes.

Links

A Level - Biology, Chemistry, Physics

Careers

- Research scientist / lecturer
- Doctor / dentist / pharmacist / pathologist / psychiatrist / vet
- Engineer
- Routes into Law, Accountancy or Teaching

Personal Development

Course Outline

Students will have one lesson of Personal Development each week. This is a non-examined subject which covers a variety of topics including:

CEIAG (career education, information, advice and guidance)

In years 10 and 11, students spend more time preparing for their post 16 and post 18 destinations. Students explore the different pathways and progression routes, LMI (labor market information) and application and interview guidance. The programme is also heavily supported by external agencies and companies.

PSHE

which covers aspects of personal wellbeing, drugs education, healthy eating, mindset, and economic wellbeing.

Citizenship

Includes topics such as politics, financial planning, pensions and insurance, democracy and global issues.

RSE (relationship and sex education)

Age appropriate topics include fertility, pregnancy, abortion, sexual assault, FGM and CSE, alongside the opportunity to develop a greater understanding of topics covered in KS3.

RE

Students have the opportunity to explore religion in the wider world alongside covering a world religion in more detail.

Games/PE

Students will take part in one lesson of physical education a week. This is a non-examined subject. Students will study a variety of sporting activities which could include:

- Rugby
- Cricket
- Football
- Hockey
- Netball
- Aerobic activities
- Athletics
- Trampolining
- Dodgeball

GCSE Fine Art and Design or Photography - AQA

GCSE Fine Art and Design

Course Outline

This course aims to develop the practical and creative skills associated with art and design activities. There will be opportunities to draw and paint and to work in other areas such as printing, textiles, sculpture and graphics. The use of ICT will be encouraged both in school and at home.

Assessment

This course is assessed via a portfolio of work completed throughout Year 10 and into Year 11. Two units have to be completed, consisting of research, observational drawings, initial sketches, development and final outcome. In Year 11 pupils are required to produce a personal response from one of the selected exam questions. Students will complete their final outcome in a 10 hour timeframe.

Links

A Level Art and Design (Fine Art)

Careers

- Exhibition designer
- Fine artist
- Teacher or lecturer
- Illustrator
- Museum or gallery curator
- Printmaker
- Art therapist
- Commercial art gallery manager
- Interior designer
- Multimedia programmer

GCSE Photography

Course Outline

Candidates will produce practical and critical/contextual work in one or more area(s) including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, new media practice, video, TV and film.

Assessment

This course is assessed via a controlled assessment portfolio (60%) and external examination (40%)

Links

A level Photography

Careers

- Graphic designer
- Magazine editor
- Photographer
- Illustrator
- Television camera operator

OCR GCSE Computer Science

Course Outline

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application. Studying Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Solve problems through practical experience including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

Assessment

· **Computer systems (01) - 50%**

1 hour and 30 minutes, 80 marks, written paper, no calculators allowed

· **Computational thinking, algorithms and programming (02) - 50%**

1 hour and 30 minutes, 80 marks, written paper, no calculators allowed

Links

A Level Computer Science

Level 3 vocational qualification in ICT

Careers

- IT consultant / database administrator / systems developed
- Information systems manager
- Web designer / games developer
- Business analyst

GCSE Design and Technology - AQA

Course Outline

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Whilst the new GCSE fully integrates elements of resistant materials and textiles into product design, we encourage students to think about and select a preference for either textiles or resistant materials when making their option choices.

Assessment

Component 1 (50%)

Written Paper

How it's assessed

Written exam: 2 hours

100 marks

50% of GCSE

What is assessed

Core technical principles

Specialist technical principles

Designing and making principles

Component 2 (50%)

Non-Examined Assessment

How it's assessed

Non-exam assessment (NEA): 30–35 hours

100 marks

50% of GCSE

Design and make task selected from a range of given contexts

Links

A Level Product Design

A Level Textiles

Careers

- Engineer including automotive
- Textile designer
- Fashion designer
- Materials scientist
- Interior designer
- Teacher
- Textiles manufacturer
- Artist
- Product designer
- Advertising executive

GCSE French - AQA

Course Outline

The French course allows students to develop their language skills in a variety of contexts whilst developing the four skills of listening, speaking, reading and writing. Students will develop their understanding of information presented to them, and develop their ability to provide information and opinions about the following themes and topics:

Theme 1: People and Lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular Culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

Students will also develop their knowledge on the culture of the French-speaking world.

Assessment

GCSE French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). There are four exams which are each worth 25% of the final grade.

- Reading
- Speaking
- Listening
- Writing

Careers:

- Broadcast journalist
- Tourism and travel services industry
including airlines and hotels
- Diplomatic services
- Aid worker
- Translator/ Interpreter
- Teacher
- Ministry of Defence
- International Embassies
- Social services
 - Marketing/Social Media
 - Catering
 - Sports

Further Opportunities available with a knowledge of French

- Work/Volunteer/Travel abroad all over the world
- A-Level French
- Learn other languages
- International trade/business
- Gap Year opportunities for example in Ski Resorts or as an Au-Pair
- A stronger understanding of different countries and their cultures

GCSE Geography - OCR

Course Outline

This GCSE combines Physical and Human Geography, giving the pupils core knowledge of the subject, which can be applied to places and current events through case studies. The GCSE consists of 3 units as detailed below:

Unit 1. Living in the UK today

Landscapes in the UK (rivers)
People of the UK (UK economic development, settlement and population)
UK environmental challenges (flooding, agriculture, energy)

Unit 2. The world around us

Ecosystems of the planet (rainforests and coral reefs)
People of the planet (global economic development and urbanisation)
Environmental threats to our planet (climate change, hurricanes and drought)

Unit 3. Geographical skills

Geographical skills (OS map skills, statistical skills, graphical skills and analytical skills)
Fieldwork assessment (identifying questions for investigation, methods of data collection, data presentation, data analysis, conclusion and evaluation)

Throughout the GCSE, pupils will develop a wide range of skills including, cartographic, analytical, graphical, literacy, numerical and diagrammatic skills. The pupils will also participate in two days fieldwork.

Assessment

The GCSE will be assessed as three modular units. These will be examined at the end of Year 11. Units 1 and 2 consist of a 1 hour examination, each is worth 30% of the final marks. Unit 3 consists of a 1 hour 30 minute examination which is worth 40% of the final marks.

Links

A Level Geography, Biology, Chemistry

Careers

- Cartographer
- Surveyor
- Environmental consultant
- Town planner
- Teacher
- Geographical information systems officer
- Aid worker
- Landscape architect
- Market researcher
- Nature conservation officer
- Transport planner
- Tourism officer
- Land manager or economist

GCSE History - Edexcel

Course Outline

The brand new GCSE Edexcel History qualification encompasses a wide range of themes, historical events and eras, so you can understand the past and its impact on the world around you. The specification covers more than a thousand years of history, with topic choices ranging from medieval England to the present day.

The specification builds on Key Stage 3 topics to help you confidently develop a better understanding of history and it also provides a stepping stone to further study at AS and A level with the content and skills covered.

You will study the following:

- **British Thematic Study with Historic Environment:** Crime and punishment in Britain, c1000 to present with Whitechapel, c1870–1900: crime, policing and the inner city.
- **Period Study:** Superpower relations and the Cold War, 1941–91
- **British Depth Study:** Anglo-Saxon and Norman England, 1060-88
- **Modern Depth Study:** Weimar and Nazi Germany, 1918–39

Assessment

You will be assessed by THREE examination papers taken at the end of the course of study.

- **Paper 1: British Thematic Study with Historic Environment**, 30% weighting, 1 hour 15 minute examination.
- **Paper 2: Period Study and British Depth Study**, 40% weighting, 1 hour 45 minute examination.
- **Paper 3: Modern Day Depth Study**, 30% weighting, 1 hour 20 minute examination.

Links

A Level History

Careers

- Archaeologist
- Teacher
- Archivist
- Museum or gallery curator
- Public services e.g. police, law
- Journalist or reporter
- Librarian
- Historic buildings officer / heritage manager
- Conservation officer
- Editorial assistant
- Politician's assistant

Level 1/2 Award in Hospitality and Catering - WJEC

Course Outline

Students will gain knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It is an ideal course for students who may choose a career in the Hospitality and Catering Industry.

Course Specification

The specification will give students the opportunity to:

- ◆ Learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.
- ◆ Develop in learners the knowledge and understanding related to a range of hospitality
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, product processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Prepare and cook a range of recipes using a variety of skills and equipment.
- Present food to restaurant standard using appropriate garnishing ingredients and techniques.
- ◆ How they operate and what they have to take into account to be successful
- ◆ Learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.
- ◆ Develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Unit Number	Unit Title		Assessment
1	The Hospitality and Catering Industry	Mandatory	External
2	Hospitality and Catering in Action	Mandatory	Internal

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

Careers

- Caterer
- Food manufacture manager
- Childcare assistant
- Food Microbiologist
- Nurse
- Marketing executive
- Hospitality manager
- Dietician
- Restaurant manager
- Teacher
- Product Developer
- Environmental Health Officer

Pearson BTEC—Media

Course Outline

Media Studies is the study of how a variety of media is constructed, how it appeals to audiences, how it changes in regards to technological developments and the role media industries play in all these areas. It is an exciting, yet challenging subject that compliments many other subjects well, such as Art, English, Business Studies and ICT. It is a mixture of both practical skills and theoretical understanding.

Key stage 4 overview

Creative Media Production (Level 2) BTEC

The Edexcel Creative Media Production BTEC is a practical course that is grounded in 100% coursework. Pupils study core units, such as Exploring Media Products, Developing Digital Media Production Skills and Creating a Media Product in response to a brief.

Learning Outcome A1: Investigative media products

The teaching content varies from investigation of media products such as primary and secondary research, contemporary (post 2000) and historical (pre 2000) media products in moving image (TV, film, music videos), print products (magazines, adverts, newspapers) and interactive media (mobile apps, gaming; both online / video and advertisements), the purposes of the media and the aims of the producers of the text.

Learning Outcome B1: Explore how media products are created to provide meaning and engage audiences

This will look at genre, narrative and representation of people, places, issues and events

Learning Outcome B2: Media production techniques

This covers elements such as moving image and audio media products – camera work, mise en scene, sound and editing, Print media – layout and design, typography, photographic techniques and finally Interactive media products, such as interactive features, user interface and sound design.

The assessment of the course is set out as follows:

Set task 1: Research techniques in to Media products (set by the exam board)

10 hours of supervised completion

60 marks

Assessed internally

Set task 2: The use of genre, narrative and representation through a set media product (set by the exam board)

10 hours of supervised completion

60 marks

Assessed internally

Set task 3: Create a media product in response to a brief (set by the exam board) – practical

10 hours supervised completion

60 marks

Assessed externally by the exam board

GCSE Music - AQA

Course Outline

The course is split into 3 components and consists of coursework and examination elements. Students are involved in listening activities, composing their own music and preparing solo and group performances.

Students need to have established an understanding of musical notation and they must have performing ability on an instrument and/or voice.

Areas of Study:

You will be taught to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements and use musical language (including staff notation).

AoS 1: Western Classical Tradition 1650–1910 (compulsory)

AoS 2: Popular Music

AoS 3: Traditional Music

AoS 4: Western classical tradition since 1910

As part of the course it is compulsory that all students are receiving weekly tuition on their instrument and practise most days.

Assessment

40% - Understanding Music - Listening & Contextual understanding – 1 hour 30 min examination

30% - Performing - Solo and ensemble

30% - Composition - 2 pieces

Links

A Level Music

Careers

- Musician
- Film or video broadcaster
- Teacher
- Theatre stage manager
- Sound technician
- Music therapist
- Events organiser
- Radio producer
- Community arts worker

OCR Cambridge National Certificate in IT

Course Outline

The OCR Level 1/Level 2 Cambridge National in IT will develop knowledge, understanding and practical skills that would be used in the IT sector. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype.

This will help you to develop independence and confidence in using skills that would be relevant to the IT sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- planning and designing IT solutions and products for a given purpose
- selecting the best tools and techniques to solve a problem
- solving problems by exploring different software application tools and techniques
- creating IT solutions and digital products
- use of planning techniques to complete tasks in an organised and timely way
- finding imaginative ways to solve IT problems

Assessment

You will study three mandatory units:

R050: IT in the digital world (40%)

This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include: Design Tools, Human Computer Interface in everyday life, Data and testing, Cyber-security and legislation, Digital Communications, Internet of Everything .

R060: Data manipulation using spreadsheets (30%)

This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements. Topics include: Planning and designing the spreadsheet solution, Creating the spreadsheet solution, Testing the spreadsheet solution, Evaluating the spreadsheet solution

R070: Using Augmented Reality to present information (30%)

This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include: Augmented Reality, Designing an Augmented Reality model prototype, Creating an Augmented Reality model prototype, Testing and reviewing

Links

Level 3 vocational qualification in ICT, Cambridge Technical Certificate in IT

Careers

Officer manager, personal assistant, audio technician, graphic designer, animator.

Pearson BTEC Sport

Course Outline

Component 1: Preparing Participants to Take Part in Sport and Physical Activity Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing

Assessment

Pearson BTEC (Edexcel) Level 1/ Level 2 Tech Award Sport		
Unit Number	Core Units	Assessment Method
1	Preparing Participants to Take Part in Sport and Physical Activity	Internal
2	Taking Part and Improving Other Participants' Sporting Performance	Internal
3	Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity	External

Two units are internally assessed against the assessment and grading criteria for the specific unit. A summative unit grade will be awarded upon completion of all units.

One unit is externally assessed . All assessment is completed in Year 11.

Links

Level 3 Diploma course in Sport.

Careers

- Fitness centre manager
- Sports coach
- Physiotherapist
- Sports therapist
- Health promoter
- Teacher
- Outdoor education manager
- Sport psychologist

Pearson BTEC Health & Social Care

Course Outline

Students will cover three components including:

Component 1: Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Component 2: Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3: Health and Wellbeing requires learners to study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person centred approaches to make recommendations and actions to improve health and wellbeing.

Assessment

Components 1 and 2 are assessed through non-exam written assessments and marked internally using the descriptors in the marking grid given in each component . Each component is worth 30% of the overall grade.

Component 3 is assessed by an external examination and is marked externally. This is worth 40% of the overall grade.

Careers

- Teacher
- Nurse
- Nursery Worker
- Paramedic
- Physiotherapist
- Social worker
- Childcare assistant
- Police
- Probationary services officer
- Speech therapist
- Occupational therapist
- Medical sales representative
- Carer
- Counsellor

Pearson GCSE Drama (Edexcel)

Course Outline

Students will learn to create, perform, and analyse plays while exploring exciting stories from different practitioners, times and cultures. Students can work as a performer, designer, or director, to develop their theatre skills, and bring their ideas to life. They will learn to work collaboratively, put their plans into action and reflect on their work after the performance.

Pearson GCSE Drama (Edexcel)			
Component	Content	Assessment Method	% of Grade
1. Devising	Students explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance	Participation in group-devised performance as performer or designer Individual Portfolio	40%
2. Performance from text	Students explore two extracts from one play text. They create a performance from the text, rehearsing and refining their performance/ design realisations for an assessed performance.	Students participate as a designer/performer and may submit a monologue, duologue or group piece for each extract. Each of the extract performances is assessed independently.	20%
3. Theatre Makers in Practice	Students practically explore a chosen set text. Students are audience members for a live performance. They make and refine notes on the performance.	Written examination: Section A – Bringing texts to life Section B – Live theatre evaluation (students can take in 500 words of notes)	40%

Performance Assessment

Students will research practitioners and explore their work practically in groups. They will perform a modern text and devise theatre in response to a stimulus. Performance (60% of the grade) includes practical work, extended writing, diaries, and research. Rehearsals are video-recorded for moderation. This course suits confident performers.

Examined Assessment

Students will watch live theatre, collaboratively create 500-word notes for Section B, and explore a pre-1954 text through practical sessions. Their research and practical explorations inform responses to Section A.

Links

A Level Drama, BTEC Level 2/3 in Performing Arts, entry to Drama School and Media Studies

Careers

- Actor
- Drama Therapist
- Director or Stage Manager
- Events Manager
- Presenter
- Teacher
- Publicist
- Lawyer
- You-Tube Blogger