



Year 9 Options Booklet

*A guide to the courses and qualifications
available from September 2025*

Dear Year 9 Student,

Welcome to Key Stage 4

Beginning Key Stage 4 courses is an important and exciting new phase in your lives. Up until this point, you have had little say in the subjects that make up your educational provision but now you have the opportunity to choose some of the subjects that you study in Years 10 and 11 and thereby direct your own learning.

This is the most important stage in a student's education so far and we understand it can be an anxious time. Making the right decisions and choices is of vital importance. This booklet and the options process are designed to guide you and your parents or carers through the subjects and courses available and to help you make an informed choice regarding the optional subjects you wish to study.

Please use all the information available to you: this booklet, advice from teachers, your Head of Year, your tutor and your parents or carers. All these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You should choose subjects that give you a broad and balanced curriculum, subjects that you will need to progress beyond Castle View Academy, subjects that you are good at and subjects that you enjoy.

If you have any questions or queries that are not answered in this booklet, please don't hesitate to speak to your class teachers, Head of Year, tutor or me. We are all here to provide the information you need and support you in making a well thought out decision that is right for you.

Yours sincerely

Sean Reeve
Assistant Principal

Key Dates

- Week beginning 24th February 2025: Year 9 Options Assembly – Decision making and option choices
- 28th February 2025: Option Booklets for your pathway given to students
- Friday 14th March 2025: Option Forms Deadline - electronic form returned with option choices.
- Week beginning 19th May 2025: Options Confirmed



Core Subjects

Core Subjects:

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Science

As well as these subjects, students will have core PE lessons which will not lead to a qualification. In terms of GCSE Science, students will study the Combined Science (which will result in achieving 2 GCSEs). Triple Science (which will result in achieving 3 GCSEs in Biology, Chemistry and Physics). Triple Science is offered to the highest performing students and will also run as an options choice.



Option Subjects

It is vital that we ensure students maintain a broad and balanced curriculum and are sufficiently preparing themselves for their future progression. Students will have an opportunity to come and discuss their choices at a one-to-one meeting.

One of those choices must be at least one choice of History or Geography selected from either Option choice 1 or option choices 2, 3 & 4.

The option choices will be as follows:

**Option 1: Select one option
Choose one of these:**

GCSE History

GCSE Geography



Option 2, 3 and 4: Select three options from:

GCSE History

GCSE Geography

GCSE Ethics

**GCSE Food Preparation and
Nutrition**

GCSE Triple Science (Chemistry, Biology and Physics)

BTEC Sports Award

BTEC Level 2 Dance

BTEC Level 2 Drama

BTEC Media

GCSE Spanish

EDUQAS Level 2 Music **OR EDUQAS
Level 2 Music Technology**

GCSE Sociology

GCSE Textiles **OR GCSE 3D Design **OR**
BTEC Art and Design**

Frequently Asked Questions

When does the process start?

Students will attend an assembly to launch the option process on 26th February 2025. This will be an opportunity to discuss and ask questions about the process. You will be sent an email at 6pm that evening with a link to a Microsoft forms document to make your selections. You are strongly advised to look on our school website and decide carefully by reading the information about each subject and watching the accompanying videos.

Which subjects are core (compulsory) and which are option subjects (optional)?

Mathematics, English and Science are compulsory for all students. Students must choose between history or geography but are free to choose any other 3 subjects. We do ask students to pick a reserve option.

When do I decide my options?

This year option choices will be sent in on an electronic form to Mr. Reeve. The closing date for this is 14th March 2025.

Will I definitely get the subjects I choose?

The vast majority of students will be able to choose the subjects they select. However, there are incidents where this may not be entirely possible, for example if a subject does not have enough students to create a class or if a subject is over-subscribed. For this reason, all students are asked to choose a back-up subject. If it is necessary to use the back-up subject, this will be discussed with the student beforehand.

What if I get to Year 10, and I don't like a subject?

Normally we would allow students to change subjects within the first two weeks of the Autumn term. After this, it is important that students remain in their options and follow the course through to the end.

Where can I get help?

Your parents or carers, your tutors, your teachers and your Head of Year can all offer advice regarding your option choices. Mr Reeve can both help with the option process and Mrs Abbott can support with any career guidance, or questions you may have.

Making the Decision

The options process is designed to help you gradually narrow your preferred subjects so that you can ultimately make the correct choices.

Aim to choose subjects that you:

- Like
- are good at
- are particularly interested in
- feel might help you in the general career area that you are interested in

Do not choose subjects because:

- You like the teacher – as you may have a different one next year.
- Your friends have chosen it as they may be in a different group.

If there is anything that you do not understand at any stage then please talk to someone; your parents or carers, your teachers, your tutor, they are all available for advice and guidance. Please note that it is possible that one or more of the subjects listed are not available to be studied, for example if there was not enough uptake to form a class or there is a clash on the timetable. For this reason, you will be asked to provide an extra back up subject to be studied instead. In this case, both the student and their parents or carers will be consulted before the final decision is made.

So that you are fully informed before making this important decision, what follows is information sheet for each of the core and option subjects that are available.

GCSE English Language

Specification AQA English Language

Overview

English Language: Students will complete two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as a stimulus for the extended writing task, providing students with a clear route through each paper.

Spoken Language Endorsement: Students will complete this additional endorsement for which they will deliver a short presentation on a topic of their choice and respond to questions and feedback.

Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

Assessment

Paper One: Explorations in Creative Reading and Writing (Reading and Writing – Fiction) – 1hr 45minutes – 50% of GCSE

Paper Two: Writers' Viewpoints and Perspective (Reading and Writing – Non-fiction) – 1hr 45minutes – 50% of GCSE

Progression

A grade 4 or above in English Language will be a minimum entry requirement for most further educational routes. In addition, most employers look for a grade 4 or above in English Language to ensure that a candidate has sufficient literacy skills.

Qualifications in English Language lead to study and employment in some of the following sectors: Law, Humanities, Journalism, Editorial, Teaching, Publishing, Writing, Advertising.



GCSE English Literature

Specification AQA English Literature

Overview

English Literature: Students will complete two closed book examinations based upon literature from the nineteenth century to the modern day. Students' study of literature will include Shakespeare, C19th Literature, Post 1914 prose fiction and drama and Poetry.

Content

Shakespeare: Students study Macbeth as their Shakespeare play. It involves murder, treason, witchcraft, love and war to name just a few of the themes...

The 19th-century novel: Students study A Christmas Carol by Charles Dickens. This is a very famous story set in 19th century London about a miserable old man who hates Christmas but learns to change his ways.

Modern texts: Students study An Inspector Calls by J.B Priestley. It is a play written in 1945 but set in 1912 about a very interesting family dinner party!

Poetry anthology: Students will study an anthology of poems based on war and conflict.

Unseen poetry: Students will also become well practiced in analysing and exploring poems that they have never seen before.

Assessment

Paper One: Shakespeare and the 19th-century novel – 1hr 45minutes – 40% of GCSE

Paper Two: Modern texts and poetry – 2hr 15minutes – 60% of GCSE

Progression

A grade 4 or above in English Literature will be advantageous to any applications for educational routes. In some circumstances, education providers may offer a place on a particular course based upon English Literature outcomes.

Qualifications in English Literature lead to study and employment in some of the following sectors: Law, Humanities, Journalism, Editorial, Teaching, Publishing, Writing, Advertising.

GCSE Mathematics

Specification EdExcel GCSE Mathematics

Overview

The GCSE Mathematics course will build on the work students have covered in Years 7 to 9. GCSE Mathematics helps students develop a knowledge and understanding of problem solving, reasoning and applying maths in context. All GCSE exams in Mathematics will include questions that allow students to draw on elements from within and across different topic areas, and questions that allow students to provide extended responses. Mathematics is a core subject and as such must be studied by all students.

Content

The course aims to develop students' skills in number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. These essential skills will support students' learning across the curriculum.

In number, students will learn to understand and manipulate numbers in context. They will develop skills of accuracy in number as well as working with percentages, fractions and decimal numbers. In algebra, students will develop skills such as notation, manipulating expressions, solving equations, graphs and sequences. Geometry and measures include construction and vectors. With data handling, students will learn to analyse information and how it relates to different situations.

Assessment

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All papers are sat in the summer of year 11. Each paper lasts 1 hour and 30 minutes. There will be two calculator papers and one non-calculator paper. All papers will include a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Progression Pathways

Education

A good qualification in GCSE mathematics is an essential entry requirement for many post-16 colleges and sixth-form centres. Successful completion of GCSE mathematics will allow progression to A Level mathematics and other courses with a significant mathematical content, such as biology, physics, geography and business studies. GCSE mathematics at grade 5 or above is required by most universities for further study on the majority of their courses.

Employment

Mathematicians are valued by employers across a variety of job sectors. Careers include accountancy, banking, retail, computing, teaching, engineering and medicine. Well-developed numerical skills are needed in most trades, such as building and carpentry.

GCSE Science

Specification AQA Combined Science (Trilogy)

Overview

Students following the Trilogy course will achieve two GCSE qualifications. This pathway provides an excellent opportunity for students to develop their knowledge and understanding of science disciplines and provides an opportunity to 'bridge the gap' between GCSE and A-level.

Content

A variety of topics are studied on the trilogy route. These include:

Biology: Cells and Organisation, Disease and Bioenergetics, Homeostasis, Inheritance and Ecology.

Chemistry: Atoms and Bonding, Chemical and Energy Changes, Rate of Reactions, Organic Chemistry, Chemical Analysis and Atmosphere.

Physics: Energy and Electricity, Particle model and Radiation, Forces, Waves and Magnetism.

The triple route also includes a Space Physics unit.

Assessment

Trilogy Science is assessed via terminal exams at the end of year 11.

GCSE science has a foundation tier (grades 1 → 5) and a higher tier (grades 5 → 9).

Students will sit 6 GCSE science papers (two per discipline), each lasting 75 minutes and making up a sixth of the final GCSE. All papers will include a mix of question styles, from single-mark questions to 6-mark questions which will assess students' use of good English, organising information clearly and use of specialist terms where appropriate.

Progression Pathways

Education

Students with a grade 6 or above will be suitably prepared to access further education courses with a scientific base, including A levels in Biology, Chemistry and/or Physics. College courses such as Animal Care, Engineering, Forensic Science and Medical Science will also require two good sciences at GCSE.

Employment

Aerospace engineer, Agricultural engineer, Anaesthetist, Biochemist, Biomedical scientist, Chiropractor, Clinical psychologist, Clinical scientist, Cognitive behavioural therapist, Criminologist, Cyber intelligence officer, Dentist, Dietitian, Forensic psychologist, Geneticist, Geoscientist, GP, Health visitor, Medical physicist, Midwife, Nurse, Oceanographer.

GCSE Spanish

Specification GCSE Edexcel Spanish

Overview

The Edexcel Level 1/Level 2 GCSE (9–1) in Spanish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. Spanish is an engaging and inspirational course of study that will enable the students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Content

Speaking – Students will develop their skills by taking part in conversations and longer presentations, using the three tenses and demonstrating good pronunciation. **Reading** – Students aims at being able to understand longer passages, picking out the main points, specific details and opinions. They are also expected to work out the meanings of new words and phrases. **Writing** – Students learn to write confidently and at length, describing past, present and future events. They also learn how to change phrases to enable them to write about new topics. **Listening** – Students can recognise and respond to spoken passages and can pick out the main points and details.

Assessment

Students will be assessed in the four skills mentioned above. 25% attributed to each skill.

Progression Pathways

Education

Learning a foreign language can build your communication, interpersonal, intercultural, and public speaking skills. Studies have also shown that learning another language can improve your ability to multi-task and block out distractions. Pupils with a GCSE in Spanish are able to continue onto A levels in Spanish, and then single or joint honours University degrees. It is becoming more and more popular to study a language alongside another subject at University (e.g. Law and Spanish / Business and Spanish).

Employment

Languages skills are greatly sought after by employers and with fewer students studying a language in the UK it can really help you to stand out from the crowd. There are a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law.

If you can speak a foreign language, it will increase your chances of finding work abroad, whatever job you want to do. Plenty of employers are keen to track down candidates who can speak foreign languages, whether they are a tech company working with big clients abroad, or a charity providing support to vulnerable people who might not speak English as their first language.

Most big companies have offices in more than one place too. For example Google has 70 offices all over the world – from Bogota to Beijing, so being able to speak a second language could increase your chances of getting hired and moving up within a company, even if it's not the main part of the job.

Here are six foreign language jobs in different careers:

Teacher, linguist, journalist, interpreter/translator, lawyer, fashion buyer, international charity worker.

Minimum Entry Requirements

Must have an interest to learn about the Spanish speaking world and culture along with curiosity and open mindedness for how the language works.

GCSE History

Specification Edexcel 9-1 History

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

Overview

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

This subject has **very high literacy requirements**; all lessons involve extensive reading and writing and will require good comprehension.

Content

Students will be required to use their investigative skills and be expected to analyse a range of different historical sources to reach substantiated conclusions. They will have to read in depth and be able to write detailed explanations of past events in essay form. Students will use historical enquiry to examine reasons why History can be interpreted in different ways.

Assessment

Students will sit 3 GCSE papers. Paper 1 is worth 30% of their final grade and it will be based on **Medicine in Britain 1250-Present** and the **British sector on the Western Front 1914-1918**. Paper 2 includes 2 sections on **Anglo-Saxon and Norman England 1060-1088** and the **Cold War 1941-1991**; each section is worth 20%. The final paper is Paper 3 which includes source analysis based on **Weimar and Nazi Germany 1918-1939**.

Progression Pathways

Education: History is an extremely well respected and traditional academic GCSE which is well recognised by all further education establishments. GCSE History is particularly good for progression to A-Levels, especially History, Politics, Law, Archaeology, English Language, Media, & Journalism. It also forms part of the English Baccalaureate (EBacc) award.

Employment:

Common Careers for History Graduates include: Lawyers, Doctors, Journalist, Administration and Management, Politics, Teaching and Lecturing, Museum and Art Galleries, Social Welfare and much more.

Minimum Entry Requirements

Should be able to write well-structured extended essays, have a curious mind, think critically about the world, and demonstrate resilience and a strong work ethic.

GCSE Geography

Specification: AQA Geography specification

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

Overview:

The world is changing rapidly and is likely to undergo more change in the next 50 years than it has ever done before. This is due to our impact on their environment. Geography explains why that is and helps to prepare you for those changes. The Geography specification is highly relevant to the world we live in and will provide insight into modern world issues at a range of scales, from local to global. The course gives the foundational knowledge, understanding and skills that lay the basis for further study or the world of work.

Content:

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include: the living world (rainforests and hot deserts), UK physical landscapes, climate change, poverty, deprivation, urban challenges in the UK and the world, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values, and attitudes. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

Assessment:

There are 3 examinations in Geography (no coursework/controlled assessment).

- Paper 1 = 1hr 30mins Living with the Physical Environment
- Paper 2 = 1hr 30mins Challenges in the Human Environment
- Paper 3 = 1hr 30mins Geographical applications

Progression Pathways

Education:

Students can continue to study Geography at A level or progress onto BTEC courses such as Travel and Tourism and Public Services. Geography is also a good additional GCSE for a wide variety of courses, it is valued for the analytical thinking skills it can help students develop and for their knowledge of the world around them.

Employment:

Geography can take you anywhere! Geography fosters skills that are an asset to any job situation and are highly sought after. For example, areas of employment include, lawyers, journalism, education (teaching), agriculture, surveying, GIS, estate agency, local government, armed forces, retail and tourism.

Minimum Entry Requirements

A keen interest in the world around you and a strong work ethic.



GCSE Ethics, Philosophy & Religion

Specification: EDUQAS Religious Studies 1-9

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

Overview:

"It is the mark of an educated person to entertain a thought without accepting it." (Aristotle)

To understand the world in which we live requires an insight into what people place value and worth in. Modern Britain is a pluralist society and this GCSE aims to give students an appreciation of what it means to hold a religious belief, why people choose to believe in God and why people choose to reject religion. Furthermore, a study of ethics, religion and philosophy will give you an awareness of the key moral issues of our time: extremism, medical ethics, the importance of law and relationships.

Content:

We study eight topics in total. The course is split into two sections which is assessed over three papers:
Year 10 (Ethics & Philosophy):

- Relationships
- Life and death
- Good and evil
- Human rights

Year 11 (Religion):

- Christianity: beliefs
- Christianity: practices
- Islam: beliefs
- Islam: practices

Assessment:

There are 3 examinations in Ethics (no coursework/controlled assessment).

- Paper 1 = Year 10 topics (2 hours)
- Paper 2 = Christianity (1 hour)
- Paper 3 = Islam (1 hours)

Progression Pathways

Education:

Ethics, Religion and philosophy is a very well respected and traditional academic GCSE. As an academic subject it lends itself well to a study of social sciences at A-Level (Psychology, Sociology and Anthropology), as well as the Humanities (Philosophy, Ethics, Law and History). As a subject that is assessed through a written exam, it helps develop writing to persuade and effective essay writing.

Employment:

Common Careers for Ethics Graduates include: Lawyers, Doctors, Journalist, Politics, Personnel, Teaching and Lecturing, Museum and Art Galleries, Social Welfare and much more.

Minimum Entry Requirements

Must have a good level of English writing and competent enough to write extended essays. You must be able to consider different points of view and be interested in topical issues such as; war, religion, crime, and the death penalty etc.

Sociology

Specification: AQA GCSE Sociology

[AQA | Sociology | GCSE | GCSE Sociology](#)

Overview:

Our Sociology curriculum is designed to help students develop a deep understanding of the social world and the forces that shape it. We believe that sociology can help students become critical thinkers and social analysts, and that it can equip them with the knowledge and skills they need to make a difference in the world. The curriculum is taught in a thematic way, which means that students will learn about different aspects of sociology in the context of a particular theme. For example, one unit might focus on the theme of crime and deviance, and students would learn about different explanations for why people turn to criminality, the patterns of who is most likely to turn to criminality, and the consequences of crime on society.

Content:

There are 6 main topics you will cover:

- 1) Social structures, processes and social issues - This is an introduction to sociological processes where you will debate contemporary social issues and phenomena.
- 2) Families – You will explore the function of family groups, traditional and non traditional family groups and roles within those families along with marriage and divorce within families.
- 3) Education – You look at the role of education and its link to achievement, the role of schools, further and higher education institutes and debate the divide between success and attendance to private schools.
- 4) Crime and Deviance – You explore the social construct of crime and what makes certain behaviours deemed as ‘deviant’ or criminal. You consider how the law is used as a form of social control and how we use data around crime to support society,
- 5) Social Stratification – You learn about the soci-economic class system and its link to life chances and poverty along with the role of power and power relationships within this system.
- 6) Sociological Research Methods – You explore the wide array of methods used to collect and analyse data along with the practical and ethical issues related to these methods.

Assessment:

The course is assessed at the end of year 11 with two written examinations each lasted one hour and 45 minutes.

Progression Pathways Education: This course leads onto A Level sociology but also acts as an excellent ‘gateway’ qualification due to its extensive knowledge around the real world and the issues relating to it.

Employment: Common Careers for History Graduates include: Lawyers, Police/Law Enforcement, Journalist, Administration and Management, Politics, Teaching and Lecturing, Social Welfare and much more.

Minimum Entry Requirements

Must have an inquisitive mind and be open to other cultures and social groups.

Triple Science

Specification: AQA GCSE Triple Science

[AQA | Biology | GCSE | GCSE Biology](#)

[AQA | Chemistry | GCSE | GCSE Chemistry](#)

[AQA | Physics | GCSE | GCSE Physics](#)

Overview:

Triple Science provides an exciting opportunity to study Biology, Chemistry and Physics with greater breadth and depth, providing students with a single GCSE grade in each of the three subjects. Students will have the opportunity to take part in practical work and apply their knowledge to a range of different scenarios. Triple Science encourages students to be analytical in their work, processing data and making detailed and well thought out evaluations and conclusions. Students who study Triple Science should typically be aiming to achieve grade 7 or above

Content:

Students study all the same core content as students following the core Trilogy pathway. However, many topics are covered in more detail and depth. Topics covered include:

Biology: Cells and Organisation, Disease and Bioenergetics, Homeostasis, Inheritance and Ecology.

Chemistry: Atoms and Bonding, Chemical and Energy Changes, Rate of Reactions, Organic Chemistry, Chemical Analysis and Atmosphere.

Physics: Energy and Electricity, Particle model and Radiation, Forces, Waves and Magnetism, Space Physics

Assessment:

Students sit six science papers at the end of Year 11. Each Triple Science exam is 1 hour and 45 minutes. Students sit the following exam papers:

- Biology – Paper 1
- Biology – Paper 2
- Chemistry – Paper 1
- Chemistry – Paper 2
- Physics – Paper 1
- Physics Paper 2

Progression Pathways

Education

Students with a grade 6 or above will be suitably prepared to access further education courses with a scientific base, including A levels in Biology, Chemistry and/or Physics.

Employment

Aerospace engineer, Agricultural engineer, Anaesthetist, Biochemist, Biomedical scientist, Chiropractor, Clinical psychologist, Clinical scientist, Cognitive behavioural therapist, Criminologist, Cyber intelligence officer, Dentist, Dietitian, Forensic psychologist, Geneticist, Geoscientist, GP, Health visitor, Medical physicist, Midwife, Nurse, Oceanographer.

Minimum Entry Requirements

A student who is either in Set 1 or 2 and is passionate about scientific enquiry. Students should be aiming to achieve a minimum of a grade 7.

Textiles

Specification:

AQA Art and Design: Textiles

[AQA | Art and Design | GCSE | GCSE Art and Design \(Textile design\)](#)

Overview:

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a function, such as clothing or for decorative purpose, such as pictures and wall hangings.



Content:

Students are given the opportunity to try out lots of different skills and techniques; areas covered include:

- art textiles; pictures, painting, wall hangings
- fashion design and illustration
- costume design
- garments and clothing
- printed and dyed textiles
- surface pattern
- stitched and/or decorated textiles
- soft furnishings and/or textiles for interiors (interior design)
- digital textiles
- installed textiles.

Assessment:

Portfolio of coursework: all the work you produce in class, every lesson: 60% of your final grade.

Exam: this is a project set by the exam board, with a final 10-hour practical exam (no written element).

How is it marked?

Portfolio:

- 60% of your final grade
- All work counts!
- Just like coursework!

Exam:

- 40% of your final grade
- 1 x 10 hour exam (over at least 2 days)
- Called an ESA (Externally Set Assignment)
- Launched in January with time to prepare a portfolio for exam after Easter.



Progression Pathways

Education:

This GCSE serves as a great foundation for a range of creative post 16 courses and careers. This course can lead to AS/A Levels or vocational courses. You can use this GCSE course over 2 years to experiment with different making techniques to see which you like and want to continue with after school. For example, block printing design, fashion design, digital pattern making or illustration costume design.

Employment:

Textile design serves as a great basis for a range of creative and technical career pathways, possible careers include: Interior Designer, Costumer, Fashion designer, Print designer, conservator, furniture designer, Illustration, Graphic Designer, Fashion buyer, Textile engineer, Marketing, Retail merchandising, Dressmaker.

Minimum Entry Requirements

No minimum entry requirement.

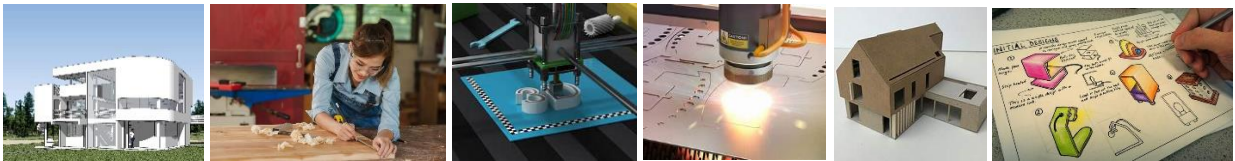
3D Design (Design & Technology)

Specification: AQA Art and Design: 3D Design

[AQA](#) | [Art and Design](#) | [GCSE](#) | [GCSE Art and Design \(3D Design\)](#)

Overview:

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.



Content:

What you'll learn:

- How to use creative and practical skills to design, model, and make products
- How to research the work of designers
- How to experiment with different materials
- How to prototype and evaluate your designs
- How to construct a model of your final design

After a term of initial skill-building in Year 10, students continue to develop the formal elements of design (shape, line, texture, tone, colour and form) and combine this with the introduction of more complex workshop processes.

Areas of study:

Architecture, 3D CAD Modelling, Product design, Jewelry design, Timber joinery, Use of CAM (3D Printers, Laser cutter, vinyl cutter), Interior Design, Product Design

Assessment:

Students begin their final project for Component 1 (60% of the final grade) by exploring the needs and wants of those around them. They investigate existing products and the work of other designers both local and well known. Once they have determined their own individual pathway, students explore different ideas through multimedia prototyping including both digital and physical modelling. By including STEM aspects within their projects, students can design and develop ideas that are both functional and environmentally sustainable.

Component 2 (40% of the final grade) is an externally set assignment. The preparation period follows a similar structure to Component 1, however this culminates in a final assessed 10 hour practical examination where students show an outcome from the work that they have prepared.



Progression Pathways

Education:

This GCSE serves as a great foundation for a range of creative post 16 courses and careers. This course can lead to AS/A Levels or vocational courses. You can use this GCSE course over 2 years to experiment with different manufacturing and designing techniques to see which you like and want to continue with after school. For example, architecture, engineering, CAD Designer, Product designer or Designer maker (making 3D products).

Employment:

3D Design serves as a great basis for a range of creative and technical career pathways, possible careers include: Architect, Engineer, any trade (carpenter, electrician, plumber, construction) Interior Designer, Product designer, Furniture design.

Minimum Entry Requirements

No minimum entry requirement.

Drama

Specification: Eduqas Level 1 and 2 Vocational Award in Performing Arts: Drama

Overview: This is a vocational drama course worth 1x GCSE where students get the opportunity to develop practical acting skills, drama knowledge, performance experience and find out what is happening in the professional drama world. As a vocational course, it allows learners firsthand experience in what skills a professional actor and performer needs, how to explore and develop these skills, it encourages creativity, develops insight into professional drama pieces using these to present these acquired skills in performance.

Some important information about the course: Students will be expected to perform in front of a range of audiences as part of the assessment process. Students will cover a diverse range of acting styles and must participate in all workshops.

ONLY STUDENTS WHO ARE CONFIDENT OF PERFORMING PUBLICLY SHOULD TAKE THIS COURSE. IF YOU ARE NOT WILLING TO PERFORM IN FRONT OF AN AUDIENCE, THIS IS NOT THE COURSE FOR YOU!

Content:

Unit One – Performing – You will learn the skills and techniques needed to produce a successful performance of an existing piece of music.

Unit Two – Creating – You will learn how to create and refine your own original work through composing music.

Unit Three – Performing Arts in Practice – You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

For units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each unit will take 10 hours and be worth 30% of your qualification.

In unit 3 you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification.

Assessment:

Throughout the course, students are expected to work as a professional theatre company, creating and performing pieces in regular showcases. Practical assessment will take place both within lessons and through the participation in performance showcases. Written assessments will take the form of rehearsal diaries, in-depth self-evaluations and controlled assessments. As part of the EDUQAS course, students will complete an externally assessed core unit (Unit Three: Performing Arts in Practice) which takes the form of a controlled assessment, involving the planning, execution and evaluation of a practical exam task. In addition to the core unit, each qualification includes a range of internal units as detailed above.



Progression Pathways

Education:

The course prepares learners for the further study of Drama or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry. The specification helps create independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.

Transferable Skills includes:

Presentation and Communication skills, Problem Solving, Teamwork, Time management, Collaboration, Spatial Awareness, Empathy, Persistence and Resilience, Flexibility, Leadership, Commitment, Ability to work independently, Respect for others, Self-Discipline, Confidence, Research and Critical Thinking, creativity.

Employment:

Actor, Theatre Director, Theatre Stage Manager, Broadcast Presenter, Drama therapist, Drama Teacher, Arts Administrator, Community Arts Worker.

Minimum Entry Requirements

Must be willing to perform in front of a live audience.

Dance

Specification:

Pearson BTEC Level ½ Tech Award in Performing Arts: Dance (2022)

Overview:

Dance is a powerful and expressive subject that encourages students to develop their creative, physical, emotional and intellectual capacity.

This is a vocational dance course worth 1x GCSE where students get the opportunity to develop practical dance skills, dance knowledge, performance experience and find out what is happening in the professional dance world. As a vocational course, it allows learners firsthand experience in what skills a professional dancer and performer needs, how to explore and develop these skills, it encourages creativity, develops insight into professional dance pieces using these to present these acquired skills in performance.

There will be a number of performance opportunities throughout this course as well as the opportunity to see live dance and take part in workshops and projects with visiting dance artists. Should students complete the course successfully, they can also go on to complete: Dance Leadership Level 1 and 2 as well as NATD Contemporary and RSL Jazz Dance Syllabi Examinations.

Some important information about the course: Students will be **expected to perform** in front of a range of audiences as part of the assessment process. Students will study a diverse range of dance styles and must participate in all workshops. All students taking the BTEC course will be expected to bring and wear appropriate dance kit to all lessons, this will include a plain black leotard and black footless tights as well as working in bare feet. Foot thongs are permitted should students wish to wear them.

Content:

Component One: Exploring the Performing Arts

Component Two: Developing Skills and Techniques in the Performing Arts

Component Three: Performing to a Brief

Assessment:

Throughout the course, students will be expected to work as a professional dance company, creating and performing pieces in regular showcases. Practical assessments will take place both within lessons and through participation in performance showcases. Written assessments will take the form of technique diaries, in-depth self-evaluations and a detailed coursework portfolio. All practical work will be filmed and then marked and internally verified by examiners. As part of the BTEC course, students are required to create and perform in a group choreography lasting at least 7 minutes long which will be externally assessed by Pearson examiners. They will also be required to learn and perform professional repertoire and complete an in-depth study of three professional dance works.

NOTE – IF YOU ARE NOT WILLING TO PERFORM, THEN THIS IS NOT THE COURSE FOR YOU!

Progression Pathways

Education

The course prepares learners for the further study of Dance or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry.

Dance Based further education includes:

RSL Level 3 Diploma and Extended Diploma in Creative and Performing Arts

Pearson BTEC Nationals at Level 3 in Performing Arts

AQA A Level in Dance



Transferable Skills includes:

Presentation and Communication skills, Problem Solving, Teamwork, Time management, Collaboration, Spatial Awareness, Empathy, Persistence and Resilience, Flexibility, Leadership, Commitment, Ability to work independently, Respect for others, Physical stamina, Self-Discipline, Confidence, Research and Critical Thinking

<https://www.youtube.com/watch?v=xqcKXYcQZXo>

Employment

Professional dancer/performer, choreographer, dance teacher, costume designer, makeup artist, theatre technician, marketing for dance, arts administration, dance photographer, physiotherapist, Yoga or Pilates teacher, Aerobics or Zumba teacher, sports massage therapist, Dance Movement Therapist, Dance Critic/Journalist

Minimum Entry Requirements

Must be willing to perform in front of a live audience.

BTEC Tech Art and Design Practice

Specification: BTEC Tech Award in Art and Design Practice

Overview The BTEC Tech Award provides a solid foundation in art and design as a subject. Students have the opportunity to develop a highly personal portfolio of work which is essential for progression onto many creative courses at college and beyond.

Art students will have the opportunity to develop creative visual language through focused projects. These projects provide an opportunity to experiment with a wide range of techniques and media such as photography, print, stitch, collage, 3D modelling, ceramics, drawing and painting.

Students will work independently on highly personal projects that have a vocational brief which begins to prepare them for the requirements of the creative workplace. By the end of year 11 students will have created a professional portfolio of work that can be used to gain entry onto a wide variety of creative courses at college.

Students can take part in two trips during the course in year 10 and again in year 11. These trips relate to the live briefs that the students are working on in class and support the research process of the practical projects.

Content

Component One – Creative Practice in Art and Design – You will investigate art and design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes – This component takes place in year 10

Component Two – Responding to a Brief – Learners will develop and produce art and design work in response to a creative brief – This component takes place in Year 11

Assessment:

The BTEC Tech Award in Art is a practical portfolio-based qualification with no final written exams.

Component One is internally assessed and externally sampled. It is a brief that is set by Pearson which is released in Nov and completed by May of year 10. It counts for 60% of your final qualification grade.

Component Two is externally set and marked. This is completed in year 11 and counts for 40% of your final qualification grade.

Progression Pathways

Education

After successful completion of the BTEC Tech Award in Art and Design Practice students can progress to study the visual arts at college. Many practical based courses require students to successfully pass a qualification in art and design and will ask to see the portfolio at interview stage. Students' progress to study a range of courses including stage make up, set design, interior design, architecture, graphic design, textiles, animation, games design, hair, and beauty and many more.

Employment

Career opportunities within the creative industries are numerous and wide ranging! For example, practicing artists, designers, illustrators, photographers, children's book illustrators, graphic design, set design or stage make up for theatre or film and television, production design for TV and film, teachers, web designers, gallery curators, animators, events management, advertising, interior design, architecture. The opportunities are endless!

Career Links

The vocational element of the BTEC course prepares our students for the world of work. They learn how to work to a client brief, consider end users and their needs when designing outcomes. They experience on location trips to support their understanding of working practice, they learn how to research, plan and time manage a practical project, collaborate with others, give and receive constructive feedback to support development.

Costume Designer, Community Arts Co Ordinator, Play Therapist, Art Therapist, Mural Painter, Art Curator, Museum Education Officer, Art Restorer, Upholsterer, Furniture Designer Maker, Custom Bike Sprayer, Prop Designer, Stage Make Up Artist, Special Effects Make Up Artist, Website Designer, Interior Designer, Graphic Designer, Textiles Surface Pattern Designer, Civil Engineer, Games Designer, Children's Book Illustrator, Illustrator, 3D Model CAD Animator, Industrial Designer, Product Designer, Stop Motion Animator, Architect, Horticultural Designer, Nail and Beauty Technician, Hairdresser, Fashion Designer, Fashion Illustrator, Jewelry Designer, Ceramicist, Art and Design Teacher or Lecturer, Primary School Teacher, Nursery Nurse, Childcare, Photographer

Minimum Entry Requirements

Must enjoy creative problem-solving and experimenting with different materials, techniques and reflecting on the process through **written work**.

Should be willing to develop **independent ideas and reflect (in writing) on their work and comparing it to other artists and artists techniques**.

GCSE Food Preparation & Nutrition

Specification: GCSE - Food Preparation and Nutrition

Overview:

GCSE Food Preparation and Nutrition is a linear specification with all assessments taking place in the final year of study.

Opportunities over the two-year course include:

- Cooking workshops with Professional chefs where exemplary practices are at the forefront.
- Work experience within the School Kitchens to see batch and mass production methods as well as to witness the principles of Food Hygiene and Safety in practice.
- Regular visits from RAF Chef Alex Le Marquand to inspire the chefs of the future.
- Ready Steady Cook Competitions
- Opportunities to work in a “Field Kitchen.”

Opportunities to practice their skills on a regular basis (either weekly or fortnightly, depending on timetable allocations)

Content:

Component 1: The Principles of Food Preparation and Nutrition

- Written examination which equates to 50% of the qualification

Component 2: Food Preparation and Nutrition in Action

- Two non-examination assessments which are released at key points throughout the final year. These include:
 - a. Assessment 1: The Food Investigation (15% of the grade)
 - b. Assessment 2: The Food Preparation Assessment (35% of the grade)

Students will study the benefits of healthy eating, tracking where their food comes from, and the sustainable methods used to protect our planet for the future. The students will be able to utilize their scientific knowledge when looking at cooking methods and rates of reaction. They will have the opportunity to cook regularly, ensuring that their kitchen skills are secure, leading to mastery. There is a significant written element to the course with both Components requiring coursework folders that demonstrate their knowledge and understanding, showing a good grasp of the English Language. There is a financial commitment that must be undertaken by every student/parent who opts for and is successfully accepted onto the course. The expectation is that students will need to bring in their ingredients on a regular basis. If practical sessions are missed regularly, student's risk being removed from the course.

Assessment:

Areas of Study: Balanced Nutrition, Food Hygiene and Safety, Food Science, Food Preparation & Cooking skills, Food Provenance & Sustainability, Environmental factors

Assessment: 15% Practical – Scientific Experiment; 35% Practical – Practical Food Exam; 50% theoretical knowledge tested in a paper-based, written exam

Progression Pathways

Education

Learners could progress onto further Level 3 qualifications and A levels, such as:

- Advanced GCE in Design and Technology: Food Technology
- Advanced GCE in Home Economics (Food, Nutrition and Health)
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies



Employment

Jobs directly related: Baker, barista, brewery worker, chef, farm manager, food scientist (food scientists develop and test different foods, making sure they are safe for humans to eat), nutritional therapist (nutritional therapists help improve and maintain health and wellbeing through diet and nutrition), school teacher, waiting staff.

Minimum Entry Requirements

Must have regular attendance in or around 90%. **Must** have **secure practical skills** referenced through KPI evidence.

Must have **cooked as often as possible** across Key Stage 3. **A strong work ethic** will be required as there is a lot to cover in a short space of time. **Good scientific knowledge** would be an asset, as the subjects overlap.

Sound English skills are needed to decode questions and provide extended written responses to high tariff exam questions



BTEC Tech Award in Sport

Specification: BTEC Award in Sport

Overview:

What is a BTEC qualification?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Content:

Component 1 – preparing participants to take part in sport and physical activity.

Component 2 - taking part and improving other participants' sporting performance.

Component 3 – developing fitness to improve other participants' performance in sport and physical activity.

Assessment:

Components 1 and 2 are assessed through non-exam internal assessment. The non exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities.

There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyze and evaluate performance and devise informed strategies for improving/optimizing their own practical performance.

Progression Pathways

Education

This qualification is perfect for any student wanting to go on to further qualifications in sport such as A level PE, BTEC National sport, or any key stage 5 sporting qualification.

Employment

Wanting to pursue a career sport from careers ranging from personal training, sports coaching, sports management or therapy. A curiosity in the processes of sport and why people participate in Physical activity.

Minimum Entry Requirements

Must have a good understanding and interest in a range of sports and sporting activities.

BTEC Creative Media Production

Specification: BTEC Tech Award in Creative Media Production

Overview:

You must enjoy working on computers if you want to do this course as it is all Mac based work. There is a high level of practical work involved including digital editing and graphic design. Software at our disposal included Adobe Photoshop, Premier Pro, iMovie, and Office. There is a high level of literacy involved in this unit. For practical projects, students are expected to take their own photographs for this unit and not rely on secondary sources. Component 3 is a 9-hour test completed over 4 sessions. You will be expected to put all your knowledge and skills learnt over the unit to create a response to a brief set out by the exam board.

Content:

Component One – Exploring Media Products
Component Two – Developing Digital Media Production Skills
Component Three- Create a Media Product in Response to a Brief

Assessment:

Pearson, the exam body, sets the assignments for assessments within all the units of this qualification. Components one and two are both internally assessed, and students are expected to demonstrate their development of media theory, analysis, and production skills. In Unit one you will be assessed on how meanings are made and how you can show understanding of three different media sectors, these are moving image, print and interactive. You will learn how they are targeted at a primary and secondary audience; the psychology and the lifestyle of the audience and what needs are being met by using the media. You will also be looking at how meanings are made through a research document of two moving image media text. This means analyzing two media texts and looking at genre, narrative, and filming techniques. For Component 2 learners will develop appropriate skills and techniques in planning, content preparation and production activities. Student will learn how to plan for their magazine, create a front cover, contents page and double page spread using Photoshop. You will be expected to use your own pictures and show how you have edited and manipulated them for the best layout and design possible. You will evaluate and reflect on all the work in this unit. For component 3 you will sit a 9-hour exam based around a set brief given to you by the exam board.

Progression Pathways

Education:

On successful completion of this BTEC in Media, you can use it as an entry into the sixth form. It is a useful introduction for various A level courses and Vocational Level 3 qualifications.

Employment: Film, television, media, publishing, communications. The Media is a challenging and creative industry.

This will be a firm basis and starting course for students who might be looking to continue with learning of media through T-Levels in further education.

Minimum Entry Requirements

No minimum entry requirement.

Music Performance

Specification EDUQAS Level ½ Vocational Award in Performing Arts: Music

Overview

Do you have a passion for performance? Are you a budding musician? Do you want to discover more about the fantastic roles behind the scenes? If so, it is time to uncover your potential with this exciting new qualification. Opportunities: Students will have the opportunity to play several prestigious stages across the area, such as the Portsmouth Guildhall and The Wedgewood Rooms. It is important that students who select this as an option have the interest, desire, and capabilities to learn and perform a musical instrument. (This can include voice.) Students will be expected to perform in several events over the duration of the course, building up to the performance exam in Year 11. **IF YOU DO NOT LIKE PERFORMING, DO NOT CHOOSE THIS AS AN OPTION.**

Content

This qualification is designed for learners wishing to gain knowledge and skills within the sphere of music Performance. The qualification allows learners to develop their performance capabilities and increase their aptitude on their given instrument, gaining an effective knowledge of event organisation, rehearsal techniques and the contextual background to their chosen genre and style. The knowledge and skills acquired by performers undertaking this course will enable learners to progress into further studies equipped with a greater aptitude for performing in a range of situations and with a deeper knowledge of the wider skill set and associated requirements which come with being an effective performer.

Assessment

Unit One – Performing – You will learn the skills and techniques needed to produce a successful performance of an existing piece of music.

Unit Two – Creating – You will learn how to create and refine your own original work through composing music.

Unit Three – Performing Arts in Practice – You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

For units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each unit will take 10 hours and be worth 30% of your qualification.

In unit 3 you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification.

Progression

Pathways Education

This GCSE will allow students to access A Level and vocational courses in music and performing arts

Employment

Performer, DJ, composer/songwriter, musical director, live sound technician, backline technical support; Artistic management, studio management, promotion, marketing, A&R, event security management; Recording company/label roles, session musician, music distribution, music retail; Music journalist, TV or radio broadcaster; Music teacher/tutor.

What Skills will I develop?

Communication, Confidence, Learning Independently, Organisation, Problem Solving, Research, Self-Discipline, Stamina, Taking on responsibility, Time Management

Minimum Entry Requirements

Must be confident to perform in public either by playing an instrument or singing.

Music Technology

Specification EDUQAS Level 1 or 2 Vocational Award in Performing Arts: Music Technology

Overview

Are you interested in getting involved in the fastest growing area of the music world? Are you interested in a career as a music producer or engineer? Do you want to work with microphones, recording equipment, synthesizers, mixers and MIDI? If so, it's time to uncover your potential with this exciting new qualification. Opportunities: Students will be able to showcase their music production work to online audiences.

It is important that students who select this as an option have a keen interest in music technology and that they have the desire and capability to learn how to play a keyboard. Students must also be proficient with using a computer.

Students will be expected to present their work at a number of online events over the duration of the course, building up to a final exam in year 11 which involves planning an entire show and producing samples to a set theme.

Please note that if you opt for Music Technology, you will not be able to take Music Performance. If you love music but do not love performing, this is the course for you.

Content

This qualification is designed for learners wishing to gain knowledge and skills within the sphere of music technology. The qualification allows learners to develop their music tech capabilities and increase their aptitude on recording software, gaining an effective knowledge of event organisation, roles within the music industry, producing digital covers of songs, creating their own songs, and researching styles, songs and genres.

The knowledge and skills acquired by performers undertaking this course will enable learners to progress in to further studies equipped with a greater aptitude for performing in a range of situations and with a deeper knowledge of the wider skill set and associated requirements which come with being an effective producer.

Assessment

Unit One – Performing – You will learn the skills and techniques needed to produce a successful digital cover of an existing piece of music which shall be documented and presented to an online audience of your choice. This unit is a project that will have 10 assessed hours, will include written work and is worth 30% of your qualification.

Unit Two – Creating – You will learn how to create and refine your own original work using music technology. This process shall be documented, and your final product will be presented to an online audience of your choice. This unit is a project that will take 10 assessed hours, will include written work and is worth 30% of your qualification.

Unit Three – Performing Arts in Practice – You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea for an entire show. This unit is a formal exam will take 20 assessed hours and will be worth 40% of your qualification.

Progression Pathways

Education

This GCSE will allow students to access A Level and vocational courses in music technology and performing arts.

Employment



Performer, DJ, composer/songwriter, musical director, live sound technician, backline technical support; Artistic management, studio management, promotion, marketing, A&R, event security management; Recording company/label roles, session musician, music distribution, music retail; music journalist, TV or radio broadcaster; music teacher/tutor.

What Skills will I develop? Communication, Confidence, Computer skills, Production skills, Learning Independently, Organisation, Problem Solving, Research, Self-Discipline, Stamina, Taking on responsibility, Time Management

Minimum Entry Requirements

Must be confident to perform in public either by playing an instrument or singing.