



THE  
GRANGE  
ACADEMY

ASPIRE FOR EXCELLENCE



# KEY STAGE 4 OPTIONS BOOKLET

2024 - 2025



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MEMBER OF THE  
WADE DEACON TRUST

# ASSISTANT VICE PRINCIPAL'S MESSAGE MR HUTTON



Dear Students,

We are approaching an important milestone in your education at The Grange Academy. In September, you will enter Key Stage 4 and begin your GCSE courses. This information booklet is designed to be used alongside advice from teachers, any previous details about prior attainment, reports and assessment results to help you and your parents and carers to make informed choices about the most appropriate curriculum for you.

In Key Stage 4, based on your previous progress, attainment and attitude to learning, you will follow a personalised curriculum pathway that will provide you with key life skills that will prepare you for your future and enable you to be competitive within the world of work.

Choices should be made to suit your interests, abilities and future prospects, not because of choices made by your close friends. We all have our favourite teachers. However, please do not make your option choices based on the teacher. At this moment in time, we do not know which teachers will teach which classes. Please consider your prior attainment, abilities, interests and career prospects only.

The options process has been designed to maximise choices without restricting potential subject clashes. Wherever possible, it is hoped that you will be able to follow your preferred choices. However, we also ask that you list reserve subjects and these must be seriously considered and valid option choices. We cannot guarantee you will receive all of your choices due to potential timetabling constraints.

I hope you will find this booklet helpful and I wish you all the very best for the next exciting challenge in your school career.

Yours faithfully

**Mr T. Hutton**  
**Assistant Associate Principal**

# SUMMER Curriculum Choices at Key Stage 4

Choosing the subject courses, you will study for the next two years marks an exciting phase in your educational life. It is a period when you build on your earlier learning and prepare for your adult life, college, university, higher education and employment. This is a great opportunity for you to select and design part of your own curriculum through to year 11 and beyond.

We offer a highly personalised approach, where we use a range of information to help you make the best decisions for you and your future. You are now able to consider the choices on offer and find out more about the courses on offer. It is important now that you discuss your subject choices with your parents/carers and teachers in preparation for the submission of your course choices.

## Timeline

### 20 March 2025

Year 9 Options Evening

### March 2025

Final Guided Choices to be submitted electronically, this will be sent to you electronically via Edulink.

Any problems, please contact Ms Spittle via Edulink or by email [exams@thegranceacademy.co.uk](mailto:exams@thegranceacademy.co.uk)

### Summer Term

It is important that, once your subject choices have been made, you continue to work hard and engage fully in all subject areas as unexpected changes may need to be made when finalising the academy timetable in the Summer 2025.

If there are any issues with option choices, students will have a 1-1 meeting. If your child is not called for a meeting, options will go ahead as requested.

# CONTENTS:

## Compulsory Subjects

All students will be required to study English Literature, English Language, Mathematics and Science. Students wishing to study Separate Sciences will be required to choose this as one of their options. All students will also have Core PE lessons.

- 5** English Language/Literature
- 7** Mathematics
- 9** Science Trilogy
- 11** Separate Science
- 13** SMSC

## Ebacc Subjects

French, Geography and History make up the Ebacc subjects. In order to achieve the Ebacc, students must take a language and a humanities in addition to the other compulsory subjects.

- 15** French
- 17** Geography
- 19** History

## Other Options

Students will then have further options choices within other curriculum areas.

- 23** Art
- 25** Citizenship
- 27** Dance
- 29** Drama
- 31** Hospitality & Catering
- 33** Health & Social Care
- 35** Information Technology
- 37** Music
- 39** Photography
- 41** Retail Business
- 43** Sport Studies
- 45** 3D Art (Three-Dimensional Design)

# COMPULSORY SUBJECTS



# ENGLISH LANGUAGE/ LITERATURE



## QUALIFICATION INFORMATION:

GCSE English Language  
GCSE English Literature

Examining Body: EDUQAS  
Examining Body: EDUQAS

Subject Leader: Ms K Allen

## ASSESSMENT:

### English Language 100% Examination

**Paper 1 (Fiction) 1 hour and 45 minutes. 40%**

Section A - Reading (20th century Texts)  
Section B - Writing (Creative Prose)

**Paper 2 (Non-Fiction) 2 hours. 60%**

Section A - Reading (19th & 21st Century Texts)  
Section B - Writing (Transactional Writing)

### English Literature 100% Examination

**Paper 1 - 2 hours. 40%.**

Section A - Shakespeare Romeo and Juliet  
Section B - Poetry Anthology

**Paper 2 - 2 hours 30 minutes. 60%**

Section A - Modern Text An Inspector Calls  
Victorian Novel - A Christmas Carol  
Section C - Unseen Poetry

## COURSE OUTLINE:

Students will gain an understanding of how to access both contemporary and classic fiction and non-fiction material. They will have the opportunity to investigate writers' skills and apply them to their own narrative and non-fiction (real-life) writing. Grammar and technical skills feature highly in the English curriculum, whilst English Language also features a Speaking and Listening presentation.

## FUTURE PATHWAYS:

### A Level

- English Language
- English Literature
- Combined English

### Degree Level

- BA / MA in English Language
- BA / MA in English Literature

Students may be able to combine English with another subject as well. MA's are higher level degrees and may enable students to study a more specific area of English, such as Victorian Literature.

## POSSIBLE CAREERS:

- Journalism
- Advertising
- Public Relations
- Sports Journalism
- Child Language Therapist
- Broadcasting
- Authorship
- Publishing
- Film Character and Set Design
- Social Media Manager
- Politician
- Teaching
- Law
- Administration
- Web Content Manager
- Counsellor



# MATHEMATICS



## QUALIFICATION INFORMATION:

GCSE Mathematics

Examining Body: Edexcel

Subject Leader: Mr Speak

## ASSESSMENT:

Assessment will take place at the end of Year 11 as three 1 and a half hour written papers.

Each paper is worth 80 marks, totalling 240 marks.

Two tiers are available:

Foundation Tier awards Grades 1-5

Higher Tier awards Grades 4-9.

### **Paper 1 - Non Calculator**

33.3% of overall qualification

Written Exam

1 hour 30 minutes

### **Paper 2 - Calculator**

33.3% of overall qualification

Written Exam

1 hour 30 minutes

### **Paper 3 - Calculator**

33.3% of overall qualification

Written Exam

1 hour 30 minutes



## COURSE OUTLINE:

This qualification involves the study of Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics & Probability.

### This course enables students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Success in Mathematics GCSE comes from a commitment to hard work, enthusiasm, creativity and an eagerness to develop original thinking.

## FUTURE PATHWAYS:

A good GCSE in Mathematics provides a strong foundation for further academic and vocational study and for employment.

A stepping stone to A Level mathematics, and a necessity for any Science A Levels.

GO DOWN  
DEEP ENOUGH INTO  
ANYTHING AND  
YOU WILL FIND  
*Mathematics.*

## POSSIBLE CAREERS:

All employers require a good pass at GCSE mathematics whatever field or career students choose to go in to in the future.

- Animator
- Architect
- Accountant
- Biochemist
- Consultant
- Computer Games Designer
- Computer Programmer
- Doctor
- Engineer
- Forensic Scientist
- Mathematician
- Management Consultant
- Meteorologist
- Operational Researcher
- Oceanographer
- Nuclear Scientist
- Pharmacist
- Programmer
- Sound Engineer
- Teacher

# SCIENCE TRILOGY



## QUALIFICATION INFORMATION:

GCSE Combined Sciences (Trilogy)

Examining Body: AQA

Subject Leader: Mrs R Harris

## ASSESSMENT:

In consultation with teaching staff alongside parents and carers, students will be entered for the trilogy Science, foundation or higher tier.

Tiers of entry will be decided in Year 11 for higher and foundation exams in both trilogy and Separate Science.

This is a 2 year course where students are assessed in each of the Science disciplines.

GCSE assessment is in the June of Year 11.

**There will be 6 exam papers, each lasting 1 hour and 15 minutes.**

Biology Paper 1  
Biology Paper 2

Chemistry Paper 1  
Chemistry Paper 2

Physics Paper 1  
Physical Paper 2

## COURSE OUTLINE:

Students will gain an understanding of Science across the three science disciplines.

**Biology:** Cell biology, organisation of systems, infection and response, bio-energetics, homeostasis and response, inheritance, variation and evolution and ecology.

**Chemistry:** Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

**Physics:** Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electro-magnetism.

## FUTURE PATHWAYS:

**Qualifications:** A levels, BTECs, Science related apprenticeships including:

- Manufacturing
- Engineering
- Flood/Coastal Engineering
- RAF
- Data Science
- Laboratory Science

## POSSIBLE CAREERS:

Successful completion of qualifications in Science can lead to a wide range of future careers such as:

- Pharmacology
- Research Assistant
- Sports Science
- Nursing
- Veterinary Science
- Engineering
- Astrology
- Biochemistry



# SEPARATE SCIENCE



## QUALIFICATION INFORMATION:

GCSE Biology  
GCSE Chemistry  
GCSE Physics

Examining Body: AQA  
Examining Body: AQA  
Examining Body: AQA

Subject Leader: Mrs R Harris

## ASSESSMENT:

Students begin three separate GCSE courses in Year 10:  
Biology, Chemistry & Physics

GCSE assessment is at the end of year 11.

There will be 2 exam papers for each Separate Science GCSE which each last  
1 hour and 45 minutes.

Each paper is worth 50% of the GCSE.

Biology Paper 1  
Biology Paper 2

Chemistry Paper 1  
Chemistry Paper 2

Physics Paper 1  
Physics Paper 2

## COURSE OUTLINE:

Students will gain an in depth understanding of all the concepts on the Trilogy Science course along with additional content designed specifically for each Separate Science GCSE course.

**Examples of the additional content include the following;**

**Biology:** Culturing micro-organisms and the structure of DNA.

**Chemistry:** Use of different analytical techniques to identify substances and advanced organic chemistry.

**Physics:** Space physics and uses of electromagnets.

Students must complete subject specific required practicals for each science GCSE during lesson time. The skills developed will be assessed in the final exam.

There is a greater emphasis on mathematical skills in science and so exam papers will contain a higher proportion of maths related questions.

In order to thrive on this course students must demonstrate an enjoyment of all three sciences and should be working at a high level at key stage 3.

## FUTURE PATHWAYS:

**Qualifications:** A Levels, Science-related apprenticeships and other careers in analytical or science-related fields.

## POSSIBLE CAREERS:

- Advanced Nursing
- Medicine
- Veterinary Science
- Dentistry
- Dieticians
- Pharmacology
- Chemical Engineering
- Radiography
- Environmental Science
- Research Scientist
- Computer Science
- Astrophysicist
- Satellite Scientist
- Law
- Consultancy



# SMSC



SMSC makes a unique and substantial contribution towards the school's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

At KS4, all students receive timetabled lessons fortnightly to help prepare them for life after The Grange Academy. The lessons are designed to help students make sensible and informed decisions in their lives.

At The Grange Academy, we are committed to ensuring that students are provided with the knowledge, skills and confidence they need to become good citizens and lead highly successful lives in modern Britain.

Opportunities to explore and engage with British Values and SMSC are also planned into our everyday curriculum within lessons, form time, enrichment activities and assemblies.

## YEAR 10 MODULES

**Exploring Influences**  
**Financial Decision Making**  
**RE - Science & Religion**  
**RSHE**  
**Healthy Relationships**  
**Work Experience & Careers**

## YEAR 11 MODULES

**Independence & Next Steps**  
**Families**  
**Communication in Relationships**  
**RSHE**  
**RE - Ethics**  
**Preparing for Exams**



# EBACC SUBJECTS



# FRENCH



## QUALIFICATION INFORMATION:

GCSE Languages (French)

Examining Body: AQA

Subject Leader: Miss M O'Loughlin

## ASSESSMENT:

In consultation with teaching staff, students will be entered for the foundation or higher tier.

The linear course will assess students in all four skills areas (listening, speaking, reading and writing) in examinations that take place at the end of Year 11.

Each assessment is worth 25%.

## COURSE OUTLINE:

Students will gain an understanding of the topics covered in the three main themes:

**Theme 1:** People and Lifestyle. Topic 1: Identify 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.

**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 we live



## FUTURE PATHWAYS:

### Qualifications:

- A Level French
- Degree Level
- BA / MA in French

Students may be able to combine French with another subject as well. MAs are higher level degrees and may enable students to study a more specific area of French, such as Interpreting and translation.

## POSSIBLE CAREERS:

The ability to speak one or more languages opens up opportunities in a variety of sectors including:

- Arts
- Finance
- Business
- Education
- Engineering
- Government
- Interpreting
- Law
- Media
- Manufacturing
- Marketing
- Retail
- Teaching
- Translation
- Tourism

Numerous universities are also using GCSE languages as an extra indicator when considering offers.



# GEOGRAPHY



## QUALIFICATION INFORMATION:

GCSE Geography

Examining Body: AQA

Subject Leader: Mrs L Beech

## ASSESSMENT:

Our GCSE Geography follows the AQA Specification syllabus which is composed of three units:

### **Living with the physical environment**

Written Exam - 35%

### **Challenges of the human environment**

Written Exam - 35%

### **Geographical Investigations: Fieldwork and UK Challenges**

Written Exam - 30%

## COURSE OUTLINE:

**Unit 1:** The Physical Environment. This unit is composed of three physical geography units. The challenge of natural hazards both tectonic and weather, the living world which is a study of various ecosystems and physical landscapes in the UK where we investigate rivers and coasts.

**Unit 2:** This unit comprises three human geography units. Urban issues and challenges, the changing economic world and the challenge of resource management.

## COURSE OUTLINE CONTINUED:

**Unit 3:** This unit includes two fieldwork investigations out of the classroom, a river study and a visit to investigate regeneration in Liverpool. As well as this, this unit comprised of a pre-release where a geographical issue is selected by the exam board and we have 12 weeks to study this prior to the exam, this puts students decision making skills to the test!

Our GCSE syllabus has so many vital skills for life, not only a thorough coverage of the core aspects of the subject but also the opportunity to see its dynamic nature in the field. Our international trips to Iceland and Italy are just one example of the many fieldwork opportunities on offer at Grange Academy.

Students that study Geography thrive from the ability to explain the world around them and in the words of Michael Palin "Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

## FUTURE PATHWAYS:

**Qualifications:** A Levels such as Geography and other subjects within Earth Sciences and Humanities. Universities consider GCSE Geography to be a high quality qualification which keeps opportunities open.

## POSSIBLE CAREERS:

There are many careers that people who study Geography can follow, such as:

- Architect
- Banker
- Lawyer
- Military GIS Specialist
- Aerial/Off Shore Surveyor
- Diplomat
- Conservation Worker
- Weather Forecaster
- Earth Scientist
- Coastal Engineer
- Social Worker
- Marketing
- Teacher/Lecturer
- Aid Worker
- Armed Forces
- Town Planner
- Surveyor
- Travel Agent
- TV Researcher



# HISTORY



## QUALIFICATION INFORMATION:

GCSE History      Examining Body: AQA

Subject Leader: Mr Willmott

## ASSESSMENT:

The assessment takes place at the end of the two year course.

There are two examination paper; each worth 50% of the final mark:

### **Paper 1: Understanding the modern world**

#### **Section A: Period studies**

America, 1920–1973: Opportunity and inequality  
(25% of the final grade).

#### **Section B: Wider world depth studies**

Conflict and tension, 1918–1939  
(25% of the final grade).

### **Paper 2: Shaping the nation**

#### **Section A: Thematic studies**

Britain: Power and the People: C1170 to the present day  
(25% of the final grade).

#### **Section B: British depth studies**

Including the historic environment Elizabethan England, c1568–1603  
(25% of the final grade).

## COURSE OUTLINE:

The students demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied.

They learn how to make accurate descriptions and explanations in order to show understanding of relevant causes, consequences and changes in an historical period.

The students investigate historical questions, problems and issues and reach reasoned conclusions. They will recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of the value of these interpretations.

## FUTURE PATHWAYS:

**Qualifications:** A Level History

## POSSIBLE CAREERS:

- Marketing
- Journalist
- Public Relations
- TV Researcher
- Archaeologist
- Lawyer
- Teaching
- Tour Guide
- Historical Researcher

# CAREERS



In all subject areas students will have the opportunity to participate in activities that use the context of work to develop their knowledge, skills and understanding that will be useful in their future workplace. Furthermore, subject teachers will inform students about how their learning in the classroom relates to the world of work and future careers.

Students will be provided with opportunities to:

- learn through work, from direct involvement in, for example, work experience placement and enterprise activities
- learn about work, by developing knowledge and understanding through careers education
- learn for work by demonstrating skills for employability in different problem-solving activities, work simulations and mock interviews
- information, advice and guidance on careers from a variety of speakers, organisations and providers
- visits to local colleges & universities
- links with local employers to enable you to gain experience of mock interviews
- in Year 10 you will undertake a period of work experience

## Year 10

All students will sample a timetabled day at Cronton/Riverside College. Students will sample subjects which they wish to progress onto at Level 3.

During the year College and Apprenticeship assemblies delivered to year 10. This provides opportunities for year 10 to begin thinking about Further Education and courses which they would like to take.

### Work Experience

During the summer term, all Year 10 students are required to attend a two-week work experience placement. All students are required to find their own placements; this ensures that they have a worthwhile and meaningful experiences. We aim for students to complete their work experience in the field that they wish to pursue their future career. Work experience provide our students with a taster of the world of work; through interviews, applications, time keeping, health and safety and much more.

## Year 11

### Careers Fair

This is a huge event at The Grange Academy with over 50 Further Educational services attending our school. Students are able to have one-to-one talks with their providers to find out courses which they deliver and how to apply for their college.

### Assemblies

During the year College and Apprenticeship assemblies delivered to year 11. This provides opportunities for year 11 to begin thinking about Further Education.

### Colleges

Students will be provided with opportunities to go a sample at day at Cronton and Riverside College, sampling subjects they may wish to take.

### Apprenticeship talks

Apprenticeship providers will be invited into school and deliver sessions to year 11 students. The sessions will include: What apprenticeships are out there, how to apply, and the grades which are required.

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# FURTHER SUBJECTS



# ART



## QUALIFICATION INFORMATION:

GCSE Art      Examining Body: AQA

Subject Leader: Mr B O'Callaghan

## ASSESSMENT:

<b>Component 1</b>	<b>Coursework Portfolio</b>	<b>60%</b>
<b>Component 2</b>	<b>Externally Set Assignment - Exam</b>	<b>40%</b>

### **Component 1 (60%)**

The portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

### **Component 2 (40%)**

The externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.



## COURSE OUTLINE:

### Coursework Portfolio (Component 1)

Students will complete projects. Within each project they will be expected to research, gather information (visual and written), generate ideas, record their findings, explore, experiment using a variety of materials, techniques and processes, evaluate, refine, design and produce a final outcome - personal response.

### Externally Set Assignment - Exam (Component 2)

This follows a similar programme to the coursework, however the project theme is set by the exam board. Preparatory time is given to gather and produce the first three assessment objectives and a ten hour period (exam) to complete the fourth objective personal response.

## FUTURE PATHWAYS:

**Qualifications:** A Levels in Art, Textiles and Photography, Art Design and Communication Diploma

## POSSIBLE CAREERS:

Many people often underestimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030.

- Artist/designer
- Teacher of Art/DT/Textiles
- TV/Film Director
- Fashion Designer
- Gallery Assistant
- Art Technician
- Florist
- Photographer
- Gaming/Graphics Design
- Book Illustrator
- Architect
- Web Design
- Art Critic/Author
- Prop/Set Designer
- Textiles Designer
- Gallery Curator
- Tattoo Artist
- Interior Designer
- Art Therapist
- Stylist
- Furniture Designer



# Citizenship



## QUALIFICATION INFORMATION:

GCSE Citizenship

Examining Body: AQA

Subject Leader: Mr Willmott

## ASSESSMENT:

Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

The overarching theme of this specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification.

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

The opening section of each theme outlines the 'key concepts'. This is followed by four questions with associated content. The final key question of each theme relates to how citizens can try to make a difference.

## COURSE OUTLINE:

These key questions enable students to study the content and frame their learning through the application of the citizenship skills, processes and methods listed below.

Within each of these themes there is a requirement that students develop and apply citizenship skills and gain an understanding of the following processes and methods related to issues arising from the subject content.

- 3.1 Citizenship skills, processes and methods
- 3.2 Life in modern Britain
- 3.3 Rights and responsibilities
- 3.4 Politics and participation
- 3.5 Active citizenship

## FUTURE PATHWAYS:

**Qualifications:** A Levels such as Law and Politics

## POSSIBLE CAREERS:

- Politics
- Law
- Media
- Environmental issues
- Public service

# DANCE



## QUALIFICATION INFORMATION:

BTEC Tech Award in Performing Arts (Dance)

Examining Body: EDEXCEL

Subject Leader: Mr J Beavon

## ASSESSMENT:

**60% internally assessed performances and supporting written course work**

**Component One:** Submitted in May of Year 10 - 30% of course

**Component Two:** Submitted in January of Year 11 - 30% of course

**40% externally assessed component covering set brief**

**Component Three:** 12 weeks from January of Year 11

## COURSE OUTLINE:

Students will cover the following components:

**Component 1: Exploring performing arts (30%)**

- study a range of repertoire through practical sessions and research tasks
- developing an understanding of how these contrasting pieces are made
- diary entries and log books

**Component 2: Developing skills and techniques (30%)**

- three tasks covering a range of different genres
- one genre is developed and performed in front of an audience

**Component 3: Performing to a brief (40%)**

- externally assessed
- group performance based on brief set by the examination board

## COURSE OUTLINE CONTINUED:

Lessons will generally be practical based where a variety of genres and stimulus will be explored. When necessary some lessons will be theoretical to cover the written element of the course.

Other information:

Numbers are limited on this course and therefore an audition process and consultation between class teachers and students may take place prior to entry.

Dance participation and involvement must be high in and/or out of school to meet the requirements of the specification.

## FUTURE PATHWAYS:

**Qualifications:** BTEC Level 3 in Performing Arts, BTEC Level 3 in Dance / Technical Dance, A Level Dance, A Level Performance Studies

## POSSIBLE CAREERS:

- Choreographer
- Professional Dancer
- Dance Teacher
- Fitness Instructor
- Producer
- Costume design
- Theatre/Stage Production
- Dance Photographer/Videographer
- Dance Physiotherapist
- Stage Makeup



# DRAMA



## QUALIFICATION INFORMATION:

BTEC Tech Award in Performing Arts (Drama)

Examining Body: EDEXCEL

Subject Leader: Mr J Beavon

## ASSESSMENT:

The course is organised into practical assessments and written coursework.

### **Component 1: Exploring the Performing Arts (30%) - Internally Assessed**

Students will explore three contrasting professional works, allowing them to explore a variety of theatre genres and styles. Students will take part in practical workshops, developing their understanding of the pieces and styles, whilst also developing a research and rehearsal logs. Students will be assessed internally on both their practical exploration and their log books.

### **Component 2: Developing Skills and Techniques in the Performing Arts (30%) - Internally Assessed**

Students are to perform two extracts from one play of their choosing. This could take the form of a monologue, duologue or a small group performance. Students will develop their ability to approach a scripted text, rehearse, learn lines and consider elements of costume, lighting and set design. Students will keep a rehearsal log book and evaluate their progress at key points throughout the component. Students will be assessed internally on both their practical exploration and their log books.

### **Component 3 (40%) Responding to a Brief (40%) - Externally Assessed**

Students will create and devise a piece of Drama in response to a brief provided by the exam board. Students will work in small groups to create their pieces which will be performed and recorded for assessment by the exam board. Students may contribute as a performer or a designer. Students are required to complete three written evaluations throughout the process which are also assessed by the exam board.

## COURSE OUTLINE:

The course is designed to allow students the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to Drama, informed by their theoretical knowledge of Drama and Theatre.

They will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

As well as learning about a range of contrasting drama genres, students will also develop an understanding of costume, set, costume and lighting design and their role within performance.

## FUTURE PATHWAYS:

### Qualifications:

- A Level Drama and Theatre Studies
- BTEC Level 3 Performing Arts
- BTEC Level 3 Production Arts

## POSSIBLE CAREERS:

- Actor
- Director
- Playwright
- Teacher
- Lawyer
- Applied Theatre Practitioner
- Designer
- TV & Film Production
- Stage Manager
- Camera Operator
- Politician
- Public Speaker



# HOSPITALITY & CATERING



## QUALIFICATION INFORMATION:

Hospitality and Catering Level 1/2 Award

Examining Body: EDUQAS/WJEC

Subject Leader: Mr B O'Callaghan

## ASSESSMENT:

**60% coursework**  
**40% written exam**

The written assessment will take place usually at the end of KS4; the controlled assessment will take place in Year 11.

The written paper (Unit 1) is 90 minutes and consists of short and long answer questions on the subject content.

The coursework (Unit 2) consists of 1 controlled assessed task which is 9 hours long and carried out over a set period of lessons in the classroom. This includes a 3 hour practical exam.



## COURSE OUTLINE:

Students will gain an understanding of:

- the environment in which and how the hospitality and catering providers operate
- how hospitality and catering provision meets health and safety requirements
- how food can cause ill health
- how hospitality and catering providers meet specific requirements for different target groups and needs

## FUTURE PATHWAYS:

This Award in H & C will support learners who want to learn about the hospitality and catering in this vocational sector. It provides learners with core knowledge and a range of specialist and general skills to help them in their future studies or employment. All these roles require further training and education through apprenticeships or further and higher education.

Students completing the Level 1/2 Award in Hospitality and Catering may be interested in progressing to qualifications such as:

- Level 2 Diploma in Professional Cookery
- Level 2 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 2 Diploma in Hospitality and Catering Principles (professional cookery).

## POSSIBLE CAREERS:

Employment in the hospitality and catering industry can range from front of house staff such as receptionists, hotel or bar managers to back of house such as chefs, catering assistants, kitchen staff and food technologists working for supermarket chains.



# Health & Social Care



## QUALIFICATION INFORMATION:

Health & Social Care BTEC Tech Award Examining Body: Pearson

Subject Leader: Mrs R Cooper

## ASSESSMENT:

### 3 Modules

1. Human Lifespan Development – Coursework 30%
2. Health and Social Care Services and Values – Coursework 30%
3. Health and Wellbeing – Exam 40% (end of year 11)

## COURSE OUTLINE:

Human Lifespan Development – Students study the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events

Health and Social Care Services and Values – Students study the development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.

## COURSE OUTLINE CONTINUED:

Health and Wellbeing - students 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.

## FUTURE PATHWAYS:

### Level 2

- Level 2 vocational post-16
- Level 2 post-16 technical routes
- Apprenticeships

### Level 3

- A-Levels
- Level 3 Vocational
- T-Levels

## POSSIBLE CAREERS:

- Careworker
- Personal Assistant
- Social Worker
- Community Support & Outreach Worker
- Occupational Therapist
- Nursing



# INFORMATION TECHNOLOGY



## QUALIFICATION INFORMATION:

GCSE Cambridge National in IT

Examining Body: OCR

Subject Leader: Mr T Hutton

## ASSESSMENT:

- 1 External Exam - IT in the digital world
- 2 Controlled Assessments - Data manipulation using spreadsheets, using Augmented Reality to present information

## COURSE OUTLINE:

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

You will study three units:

### **Unit 1: IT in the digital world**

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 (HCI) in everyday life, Data and testing, Cyber-security and legislation, Digital Communications, Internet of Everything (IoE).

## COURSE OUTLINE CONTINUED:

### Unit 2: Data manipulation using spreadsheets

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements.

**Topics include:** Planning and designing the spreadsheet solution, Creating the spreadsheet solution, Testing the spreadsheet solution, Evaluating the spreadsheet solution.

### Unit 3: Using Augmented Reality to present information

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 (AR), Designing an Augmented Reality (AR) model prototype, Creating an Augmented Reality (AR) model prototype, Testing and reviewing.

## FUTURE PATHWAYS:

### Qualifications:

- A Level - Computer Science
- Apprenticeship - Digital Pathways such as IT, Digital and Technology, Data Analyst
- Cambridge Technicals - Information Technology
- T Level - Digital Production, Design and Development, Digital Support Services, Digital Business Services

## POSSIBLE CAREERS:

- Web Designer
- Advertiser/Marketing
- Computer Game Designer
- Film Animator
- IT/Media Sector
- Network Manager



# MUSIC



## QUALIFICATION INFORMATION:

BTEC Music Practice(Tech Award)

Examining Body: Pearsons

Subject Leader: Mr J Beavon

## ASSESSMENT:

**60% Internally Assessed - Component 1 (30%) & Component 2 (30%)**  
**40% Externally Assessed - Component 3**

Year 10	Year 11
<b>Prep Work Component 1 &amp; Component 2</b>	<b>Unit 1 Component 3</b>
<p>Students will explore the skills required to be successful within this course, including prep work in performing and composition.</p> <p>Students will then study Unit 2, which has to be completed in line with the exam board assignment brief and submitted for marking by May of Year 10.</p>	<p>During Year 11, students will complete their Unit 1, which they will have been studying alongside Unit 2 in Year 10.</p> <p>Students will then be set their Unit 3 'exam' by the exam board. This will be completed over a 10 week period and will be externally marked and assessed.</p>

## COURSE OUTLINE:

Students will explore three different components, allowing them to develop the skills and knowledge they will need to take Music further in the future, whether this be future study or employment.

### Component 1: Exploring Music Products & Styles (Internally Assessed & Moderated by the Exam Board)

Students will develop skills in how to research different music styles/genres, focusing on the use of the elements of music.

Students will create multimedia portfolio which includes information about the styles along with excerpts of music.

Students will create three different 30-60 second music products, such as a live performance, a composition and a rearrangement created on a DAW.

### Component 2: Music Skills Development (Internally Assessed & Moderated by the Exam Board)

Students will explore in more detail the processes required to rehearse a piece of music to the highest standard, developing their performance skills.

Students will document their progress, set targets for themselves and evaluate how they have improved

Students will follow the same process whilst creating a composition which aligns with the theme set by the exam board

### Component 3: Responding to a Music Brief (Externally Assessed)

Students will receive a set list of songs by the exam board and choosing one of these songs, must create a reimagined version in one of 4 styles, also provided by the exam board

Students will complete two pieces of written work, in exam conditions which explores their ideas in relation to the brief and the processes they have been through to create their final piece

## FUTURE PATHWAYS:

**Qualifications:** A Levels/BTEC Diploma in Music/Music Technology

## POSSIBLE CAREERS:

- Musician
- Performer
- Promotor
- Music Producer
- Lighting Technician
- Sound Technician
- Costume Design
- Musician



# PHOTOGRAPHY



## QUALIFICATION INFORMATION:

GCSE Photography      Examining Body: AQA

Subject Leader: Mr B O'Callaghan

## ASSESSMENT:

<b>Component 1</b>	<b>Coursework portfolio</b>	<b>60%</b>
<b>Component 2</b>	<b>Externally set assignment - Exam</b>	<b>40%</b>

<b>Year 10</b>	<b>Year 11</b>
<b>Component 1</b>	<b>Component 1 &amp; 2</b>
Students will develop technical skills through a combination of project work and workshops. Students will build on knowledge and skill within projects which will continue to form the majority of their coursework portfolio Component 1. All four assessment objectives will be covered.	During the final year students will extend a previous project or develop their own idea into a more independent final project. In the spring term students are set the externally set assignment Component 2. The ten hour exam takes place in March.

**Component 1 (60%)** - the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

**Component 2 (40%)** - the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the ten hour exam which takes place in March of Y11.



## COURSE OUTLINE:

### Coursework Portfolio (Component 1)

- Students will complete a range of units of work covering several aspects of learning such as campaign photography, mobile photography, weird and wonderful surreal photography and portraiture
- Students will learn how to use a DSLR camera manually and the technical aspects required to produce an excellent photograph. They will build their own digital portfolio and website to display their work
- Students will learn which creative aspects influence photography and how to edit photographs to manipulate images
- Students will have a great deal of independence on this course and will be required to work outside of the classroom

### Externally set assignment - Exam (Component 2)

- There will be a 10 hour practical exam at the end of this course

## FUTURE PATHWAYS:

**Qualifications:** A Level / BTEC in Photography

## POSSIBLE CAREERS:

- Media/Paparazzi
- Sports Photographer
- Forensic Photographer
- Fashion Photographer
- Medical Photographer
- Freelance Photographer



# RETAIL BUSINESS



## QUALIFICATION INFORMATION:

Technical Award

Examining Body: WJEC

Subject Leader: Mr T Hutton

## ASSESSMENT:

### **Unit 1: The business of retail (External Exam) 40% of qualification**

- 1.1 Introduction to retail business
- 1.2 The retail business environment
- 1.3 Using data and recommending solutions to retail business issues  
information, making reasoned judgements and presenting conclusions

### **Unit 2: Customer service for retail business Controlled assessment: 30% of qualification**

- 2.1 Introduction to customer service
- 2.2 Meeting customer expectations
- 2.3 Investigate customer experiences in retail businesses

### **Unit 3: Merchandising and marketing retail products Controlled assessment: 30% of qualification**

- 3.1 Visual merchandising for retail business
- 3.2 Marketing retail businesses and products

## COURSE OUTLINE:

There is a real need for qualifications in retail business and for educational providers to provide education and training for young people to enter this mammoth UK sector.

**Unit 1** introduces students to the business of retail and provides them with the opportunity to explore the dynamic and competitive nature of the retail industry. They will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry.

**Unit 2** allows students to develop knowledge and understanding of the principles of customer service for retail business and offers the opportunity for learners to develop skills in investigating the customer service experience across retail organisations.

**Unit 3** provides students with the opportunity to develop their understanding of the importance of merchandising and marketing retail products, and how retail businesses use merchandising and marketing to achieve their aims. Learners will also apply their knowledge and understanding to develop skills in designing visual merchandising installations and promotional materials that achieve specific aims.

## FUTURE PATHWAYS:

**Qualifications:** A Level & BTEC Business, A Level Economics

## POSSIBLE CAREERS:

- Accountancy
- Law
- Marketing
- Sports Management
- Leisure and Tourism Industry
- Teaching

# SPORT STUDIES



## QUALIFICATION INFORMATION:

Sports Studies Cambridge National

Examining Body: OCR

Subject Leader: Miss R Cooper

## ASSESSMENT:

### 2 x Mandatory Unit (R184/R185\_ & 1 Optional Unit (R186 or R187)

1. **R184: Contemporary issues in sport** (1 hour 15 mins Exam Paper - 70 marks)
2. **R185: Performance and Leadership in Sports Activities** (Assignment based tasks - 80 marks)
- 3a. **R186: Sport and the Media** (Assignment based tasks - 40 marks)
- 3b. **R187: Increasing awareness of Outdoor and Adventurous Activities** (Assignment based tasks - 40 marks)

## COURSE OUTLINE:

### 1. R184: Contemporary issues in sport (1 hour 15 mins Exam Paper – 70 marks)

This is assessed by an exam

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

## COURSE OUTLINE CONTINUED:

### 2. R185: Performance and leadership in sports activities (Assignment based tasks – 80 marks)

This is assessed by a set assignment

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

## FUTURE PATHWAYS:

### Qualifications

- BTEC (National) Level 3 Sport
- Sport Development and Coaching
- A-Level PE

## POSSIBLE CAREERS:

- Sports Coaching
- Sports Development
- Teaching
- Nutrition
- Physiotherapy
- Sports Medicine
- Sports Science
- Sports Journalism
- Leisure Industry
- Sports Psychologist



# 3D Art (THREE-DIMENSIONAL DESIGN)



## QUALIFICATION INFORMATION:

GCSE Three-Dimensional Design

Examining Body: AQA

Subject Leader: Mr B O'Callaghan

## ASSESSMENT:

<b>Component 1</b>	<b>Coursework portfolio</b>	<b>60%</b>
<b>Component 2</b>	<b>Externally set assignment– Exam</b>	<b>40%</b>

This GCSE is a 100% non-exam assessment. Work will be internally assessed by the school and externally moderated.

**Component 1 (60%)** - the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

**Component 2 (40%)** - the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.

Year 10	Year 11
<b>Component 1</b>	<b>Component 1 &amp; 2</b>
<p>Students will build on knowledge and skills within projects which will form the majority of their coursework portfolio</p> <p>Component 1</p> <p>All four assessment objectives will be covered. Previous projects have included 3D construction based on architectural forms &amp; mixed media drawings.</p>	<p>During the final year students will extend a previous project or develop their own idea into a more independent final project.</p> <p>In the spring term students are set the externally set assignment</p> <p>Component 2.</p> <p>The ten hour exam takes place in March.</p>

## COURSE OUTLINE:

### In 3D Design you will learn about:

- how to design and create imaginative, personalised work
- how to work with a wide range of different materials to produce original experimental work
- how to develop a series of practical pieces exploring a range of practical techniques including traditional joinery, steam bending, lamination, casting and CNC operations
- the work of famous woodworkers and respond to their work
- a wide range of topic areas: material processing and finishing, product design, traditional hand crafts, cultural influence of famous crafts men and women

## FUTURE PATHWAYS:

### Qualifications:

- A Level / BTEC Art
- A Level / BTEC Textiles and Photography
- A Level Product Design
- Art Design and Communication Diploma

## POSSIBLE CAREERS:

### Where could 3D Design take you next?

This creative and vocational qualification gives students the practical skills and confidence to succeed in a number of careers, especially those in the more practical Industries. Students will gain a real understanding of what it means to be a designer, alongside gaining the knowledge and skills sought by Higher Education and employers.

- Fashion/Textiles/Interior Designer
- Interior Designer
- Teacher of Art/DT/Textiles
- Photographer
- Product Designer
- Set Designer
- Web Design
- Publishing
- Architect





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