

Blue Coat Church of England Academy



Key Stage 4 Option Pathways 2024-2025

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Principal's Address

Welcome to Options Evening for Year 9 students, parents and carers. Choosing your options for GCSE is an important point in your education. This is the process that allows you to think about your future goals and supports you to choose some of the subjects that you will study over the next two years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make choices about your future learning that are right for you.

This booklet and the options process are designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs. Please use all the information available to you: this booklet; the form time progress sessions; advice from teachers; your tutors and your parents. All of these people know you and may be able to suggest whether they think a subject would suit you as a learner. You will also explore some of the career choices and subjects through assemblies, Personal Development days or through discussions with our careers advisor, Mrs Facey.

At Blue Coat Church of England Academy, we believe in giving young people freedom in selecting their option subjects. Wherever possible we will do our best to ensure you are able to study your first choice in each of the option subjects.

You will select GCSE Options in two parts. Part 1 will be a preliminary option survey to be completed online, to allow us to create the final option blocks. This will be completed by 31st January 2025. Your options will be used to shape the curriculum next year and to help staff advise you about your choices. The deadline for submitting your **final** choices by survey will be Friday 14th March 2025. You will receive a guided choice appointment with a member of SLT or the progress team to discuss option choices.

We hope that the information allows you to make the right choices that will see you succeeding over the next two years and beyond.



D.J. Smith

Mr D.J. Smith
Principal



Option Pathways Guide

You should pay careful attention to the information on the following pages, which will help you to choose your option subjects.

It is a statutory requirement at Key Stage 4 for all students to study the following:

English Language, English Literature, Mathematics, Science, Religious Education, Physical Education and PSHE (covered through form-time and PD Days which includes sex education, health education, careers and personal development).

In addition to the compulsory subjects, you will **choose 3 subjects** from the **Options Section** in this booklet. We also require you to choose a reserve subject in case your opted course does not run.

You will be recommended to **select at least 1 EBACC subject**: History, Geography, French, Computer Science or Separate Science.

English Baccalaureate (EBACC) Pathway

You should consider this route where appropriate, as it is often valued by colleges and universities. The English Baccalaureate is a measure that recognises where students have secured a grade of 4 or above across a range of academic subjects – English, Mathematics History or Geography, Science and a Modern Foreign Language. This route intended to prepare you for study at Post 16 and into college and university. It may also help employers to identify students who have followed a more academic curriculum. Students following this pathway **must** therefore choose either History or Geography and gain a GCSE in a Modern Foreign Language (this could include the extra-curricular study of a home language or French).

Open Pathway

You must choose **at least 1 EBACC subject** from Separate Science, French, History, Geography or Computer Science. You then have a **choice of two other subjects** from a range of GCSEs or vocational subjects. Vocational subjects are the equivalent to GCSEs but are assessed in a slightly different way.

Skills Pathway

We also provide a skills route for students who are not yet ready for a full set of GCSEs. You can receive further advice about this route from your teachers or from our SENDCo, Mrs Pritchard.

These alternative courses are available for a small number of students where you may be asked to submit a portfolio of work rather than sit an exam, and your work may be more closely linked to life skills.

ESOL (English for Speakers of Other Languages)

In ESOL students are being prepared for Trinity's Integrated Skills in English (ISE) exams. These are for students who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide.

ISE exams assess all four language skills — reading, writing, speaking and listening. In the two modules of the exam, the skills are tested both individually and together. This integrated approach reflects how skills are used in real-life settings.

At the end of year 11 students will be undertaking exams in all four skills and at the level that is suitable and achievable for them. The levels available are Entry 1, Entry 2, Entry 3 and Level 1.

Compulsory Subjects: English Language

Exam board: AQA GCSE

Throughout the course, students continue to develop the three skills of reading, writing and speaking & listening. Within reading, they are required to demonstrate a good understanding of extended texts, reading widely from 19th, 20th and 21st century texts, including literature fiction and literary non-fiction as well as other writing, such as reviews and journalism. Students are asked to find information, summarise and synthesise information or ideas from texts and respond to how writers achieve their effect, including their choice of linguistic and structural devices. They are also required to evaluate texts critically and make comparisons between them.



Assessment

Examination Board: AQA

Examination: Paper 1 Explorations in Creative Reading and Writing, 50%

Examination: Paper 2 Writers' Viewpoints and Perspectives, 50%

Non-examination Assessment

Spoken Language: Graded Pass, Merit or Distinction

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

As writers, students will use knowledge gained from their wider reading to inform and improve their own writing. They are also required to write effectively and coherently for different purposes, using a wider vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic and structural conventions.

Students are expected to read fluently and write effectively. They need to write with increasing accuracy, in their use of paragraphs, grammatical structures, sentences, punctuation and spelling, demonstrating a confident control of Standard English. In speaking and listening, students will listen to and understand spoken language and use spoken Standard English effectively, when communicating with others.

Contact Teacher



Mrs K. Alden

Head of English

How will English language help me?

You will develop skills in reading, writing, speaking and listening, which will help you in the real world, as well as in your future career or higher / further education. This course enables you to access all other courses.

What can I do next?

English Language A Level is an exciting course, which develops many of the skills and topics studied in this GCSE course. However, GCSE English is also an essential foundation for many other courses. You could go on to a wide range of careers, including digital marketing, newspaper journalism, screenwriting, librarianship, editing or Social Sciences.

Compulsory Subjects: English Literature

Exam board: AQA GCSE

The course offers students the opportunity to read fluently and with good understanding, responding to a wide range of classic literature, drama poetry and prose. They are also required to make in-depth, critical and evaluative responses to the texts they read. Students are encouraged to appreciate the depth and power of the English literary heritage, during their reading.

Assessment

Examination: Paper 1 Shakespeare and the 19th Century Novel, 40%

Examination: Paper 2 Modern Texts and Poetry, 60%

Four set texts, as specified by the exam board, are studied for examination. These include Macbeth, A Christmas Carol, An Inspector Calls and the Poetry of Power and Conflict Cluster. Students answer 1 question on each text. This will include extract-based questions, a whole text question, a poetry comparison question and a question on 'unseen' poems.



When responding to the texts they study, students are required to read in depth, critically and evaluatively, so they are able to discuss and explain their understanding and ideas. When writing extended answers, students are required to write accurately, effectively and analytically about their reading, using Standard English and a wide range of academic vocabulary.

Students learn to recognise how writers achieve their effects, use language, and convey their attitudes, purpose, and themes. In addition, students develop their understanding of characterisation, and their awareness of how texts are influenced by their social, historical and cultural contexts.

Contact Teacher



Mrs K. Alden
Head of English

How will English Literature help me?

You will read and analyse a number of texts, developing skills in understanding how writers create meaning. During your reading and discussions, you will learn how to analyse what is written and how it impacts on the reader. You will take part in discussions and gain confidence in sharing your opinions with others.

What can I do next?

You can continue to study A level English Literature which will complement your study of other subjects. The skills that you develop can give you a strong foundation for other Arts, Humanities and Social Science subjects. You could go on to a wide range of careers, including marketing, writing poetry or fiction, or education.

Compulsory Subjects: Mathematics

Exam board: Pearson Edexcel

Students are entered for GCSE Mathematics following either the Foundation or Higher tier. The course involves a variety of teaching styles and aims to develop understanding, reasoning and the application of strategies. Students sit three 90-minute external exams at the end of Year 11 as follows:

Paper	Contents	Weighting	Structure	Code
1	Probability, Statistics, Number, Algebra, Geometry and Measures, Ratio, Proportion & Rates of Change.	33 $\frac{1}{3}$ %	Non-Calculator	1F/1H
2	Probability, Statistics, Number, Algebra, Geometry and Measures, Ratio, Proportion & Rates of Change.	33 $\frac{1}{3}$ %	Calculator	2F/2H
3	Probability, Statistics, Number, Algebra, Geometry and Measures, Ratio, Proportion & Rates of Change.	33 $\frac{1}{3}$ %	Calculator	3F/3H



Students are assessed on their ability to recall, select, and apply their knowledge of mathematics and to interpret, analyse and solve problems. Elements of functional mathematics have also been embedded. This ensures students have the skills they need to use mathematics in real-life contexts. The Assessment Objectives (AOs) are as follows:

Assessment Objective (AO)	Higher Weighting	Foundation Weighting
AO1 – use and apply standard techniques	40%	50%
AO2 – reason, interpret and communicate effectively	30%	25%
AO3 – solve problems within mathematics and other contexts	30%	25%

How will Mathematics help me?

Contact Teacher

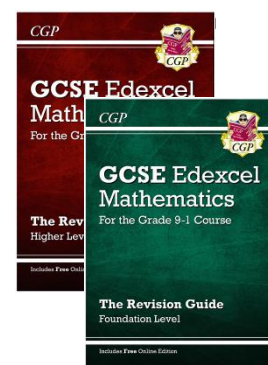


Miss V. Kumari
Head of Mathematics

The skills developed in this course will prepare you to function mathematically in the world. It will help you in other subjects such as Business Studies, Science and Technology.

What can I do next?

Students gaining a good grade at Higher Level Mathematics will be suitable candidates for taking A-Level Mathematics or Physics. People who study Mathematics could go on to a wide range of careers including accounting, analyst and engineering roles.



Compulsory Subjects: Combined Science

Exam board: AQA GCSE

Students who do not opt for Separate Science will follow AQA Combined Science qualification, which is the equivalent to two GCSEs. This qualification is linear therefore, students will sit all of their exams at the end of the course. The course is divided into two tiers; Foundation and Higher.



There is no longer a coursework component to the examination, instead all students have to carry out 16 required practical's in class that are then examined within the written papers.

Students will sit 6 examination papers. Two for Biology, Chemistry and Physics. The marks for these are then combined to provide an overall GCSE Grade. Combined Science is worth two GCSE's.

Over the two years students will cover:

7 Biology topics: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance and evolution and Ecology.

10 Chemistry topics: Atomic structure and the periodic table, Bonding, Quantitative chemistry, Chemical change, Energy change, Rates, Organic chemistry, Chemical analysis, Atmosphere and Using resources.

7 Physics topics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle model and Atomic structure.

Contact Teacher



Mrs D. Tuft
Head of Science

How will Combined Science help me?

Students will develop a critical approach to scientific evidence and methods, organise and present information clearly and use ICT. Students will also gain a greater understanding of how Science works and its essential role in society.

What can I do next?

The Combined Science route is an excellent grounding to progress onto A levels in Biology, Chemistry and Physics. People who study Science could go on to a wide range of careers including bio medical scientists, criminology and dentists.

Compulsory Subjects: Religious Studies

Exam board: AQA GCSE

Religious Studies covers a wide range of topics, all of which help to improve your understanding of people and the religious influence on their lives. You will build on the foundation laid already during Key Stage 3. You will discover how the beliefs and practices of religion affect the ways in which believers lead their lives.

What will I study?

Paper 1:

Beliefs, teachings and practices of: Christianity and Islam.

Assessment

Written exam: 1 hour 45 minutes (50% of GCSE)

The questions within each religion have a common structure of two five-part questions worth 1 mark, 2, 4, 5 and 12 marks respectively.

Paper 2:

Four Religious, philosophical and ethical studies themes:

- Theme A: Religion, Relationships and Families
- Theme B: Religion and Life.
- Theme E: Religion, Crime and Punishment.
- Theme F: Religion, Human rights and Social justice.

Assessment

Written exam: 1 hour 45 minutes (50% of GCSE)



Questions

Each theme has a common structure of one five-part question worth 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.

You will be required to make your own judgements about these issues and explore them from a religious perspective. You will also develop the skills of critical thinking, problem solving, describing and analysing information, communication, interpretation and evaluation.

Contact Teacher



Mrs A. Homer

Head of Religious
Studies

How will Religious Studies help me?

Religious studies helps students to: develop transferable knowledge, skills and attitudes, describe, apply and analyse issues that affect their daily lives, e.g. abortion, war, drug abuse, the death penalty; express their own points of view and listen to the views of others. People who study Religious Studies could go on to a wide range of careers including aid workers, teachers and human resource officers.

Compulsory Subjects: Physical Education

Exam board: Non-Examined

"PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations."

(Importance of PE in Key Stage 4' - National Curriculum Document 2010)

Statutory Physical Education continues to be compulsory for all students in Years 10 and 11. However this course is non-examined.

The PE staff at Blue Coat Academy believe that PE is extremely important to all, and continue to deliver the importance of developing confidence and competence in exercising and taking part in physical activity.



Students in Key Stage 4 are set with this in mind and follow either a **Team** or **Individual** sport pathway which suits the needs and abilities of the students in that group. All students will participate in a range of sport and physical activities in Year 10 and 11, where they will learn about the importance of exercise and living a healthy active lifestyle.

At the end of Key Stage 4 we hope that each student may have experienced some form of physical activity that they will continue into adult life.

Contact Teacher



Mr L. Roper

Head of Physical
Education

How will Physical Education help me?

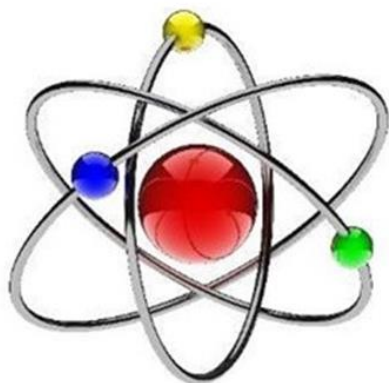
By taking part in a range of physical activities you will be able to make decisions about how to lead a healthy active life when you leave school. You will understand the need for regular exercise and the benefits of leading an active lifestyle. You will improve your confidence and social skills by working in groups, managing and coaching your peers and working alongside staff assisting in the leadership programme.

Optional Subjects: Separate Science

(You will study Biology, Chemistry and Physics)

Exam board: AQA GCSE

Separate Science allows you to gain three GCSEs in Science and you will study each discipline (Biology, Chemistry and Physics) in more detail. If you enjoy and have a clear interest in science, or if you want to go on to study Science at A level and beyond, this option may suit you.



You will study 3 science GCSEs: Biology, Chemistry and Physics. Each qualification will have a 9-point grading scale, from 9 (equivalent to A*) through to 1. The grades are awarded independently of each other.

Each Science course will be examined by two papers: Each paper will assess knowledge and understanding from different topics. The questions will use clear language to assess students only on their scientific ability.

Duration: Both papers are 1 hour 45 minutes. Each is worth 50% of the grade and has 100 marks available.

Question types: Multiple choice, structured, closed, short answer and open response. Required practical's completed in class will also be assessed in the examinations.

Biology has the following units: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and evolution, and Ecology.

Chemistry has the following units: 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 and Using resources.

Physics has the following units: Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure and Space physics.

Contact Teacher



Mrs D. Tuft
Head of Science

How will Separate Science help me?

Students will develop a critical approach to scientific evidence and methods, organise and present information clearly and use ICT. You will also develop practical skills and gain a greater understanding of how Science works and its essential role in society.

What can I do next?

Studying Separate Sciences GCSE will provide you with an excellent foundation for progression onto A level Sciences. People who study Science could go on to a wide range of careers including doctors, forensic scientists and aerospace engineers.

Optional Subjects: Modern Foreign Languages

Exam board: Edexcel GCSE

GCSE French

A GCSE in French is a highly valued qualification by employers and universities. While the ability to speak a foreign language opens up a whole new world of opportunities, the skills that you develop through studying a language are useful in all areas of life. You will improve your memory, your focus, your communication skills, your literacy and your confidence. Employers really respect these skills and having a foreign language will give you a significant advantage when competing for jobs. You will have the opportunity to work in the UK or overseas and potentially earn a higher salary. It will also give you the chance to meet people from different countries and cultures and see the world!

Exam format:

Written exam – 25%

Speaking exam – 25%

Listening Exam – 25%

Reading exam – 25%



During your GCSE course, you will study topics you have covered at Key Stage 3 in more detail, and you will learn about other topics too. These include family, education, holidays and the environment. All four skills are tested at the end of year 11, worth 25% each.

As part of the writing exam, you will do a mix of translation and creative tasks. For the speaking element, you will do simple role plays, read a text aloud and answer questions on a variety of topics. The listening and reading exams cover all topics from the GCSE specification. You will either be entered for foundation or higher level, as advised by your teacher.

Contact Teacher



Mr M. Parrott
Head of Modern
Foreign Languages

How will Modern Foreign Languages help me?

Having a good qualification in French shows an employer that you are a hard worker and a confident communicator. You will have much more choice in life — you will potentially be able to work in more countries, meet more people, have more experiences and earn more money. People who study Modern Foreign Languages could go on to a wide range of careers including translators, immigration officers and cabin crew. If you study French alongside another subject at university, you may get the opportunity to spend a year living and working abroad, which is an amazing experience and highly valued by future employers.

Optional Subjects: History

Exam board: GCSE Eduqas

The syllabus we follow here at Blue Coat Academy enables the students to build on the foundations laid in KS3 History. GCSE History has been designed to be exciting, motivating, challenging and purposeful in order for students to gain an understanding of the world around them and the impact that individuals, institutions and events have on society today. We develop their interest in and enthusiasm for history to judge significant events of the past. GCSE History aims to improve students independence and reliance to enrich their skills as critical and reflective thinkers, through a process of historical enquiry.



Topics studied

1B. The Elizabethan Age, 1558-1603

1H. The USA: A Nation of Contrasts, 1910-1929

2D. The Development of the UK, 1919-1990

2E. Changes in Crime and Punishment in Britain c.500 present day

Assessment:

2 x 2 hour written exams

Exam board links:

https://www.eduqas.co.uk/qualifications/history-gcse/?sub_nav_level=digital-resources#tab_resources

Contact Teachers



Miss K. Payne Mr D Young & Mr K Phillips

Head of History Teachers of History

So, why study this course?

To gain vital key skills such as: problem solving, analysis of evidence, empathy and teamwork. These skills are essential, not only for history and other subjects in school, but for any career you may wish to pursue in the future. Choosing History at GCSE will provide you with a wide range of opportunities for further progression. At AS & A Level, in colleges and universities, History is a very relevant subject. For example, many professions such as Medicine and Law feel that History opens the minds of students.

Therefore, History can gain you entry into a wide range of careers, including Law, Television, Radio, Journalism, the Police force, Social work and the Civil service.

Optional Subjects: Geography

Exam board: Edexcel B GCSE

GCSE Geography builds on the work students have done at KS3. If students have enjoyed it at KS3 they would do well at GCSE. We offer fresh perspectives on a wide range of topics, such as sustainability and globalisation, to capture the imagination and interest.

GCSE Geography specification:

- Offers students the opportunity to look at Geography from a new and exciting perspective
- Topics include Volcanoes and Earthquakes, Rivers, Coasts, Development and Urbanisation
- Emphasises a range of issues facing today's society e.g. sustainability, globalisation and uneven development, climate change.
- Helps students to understand the relevance of geographical studies to their lives and to the world around them.
- Includes two field trips to Leicester City Centre and Carding Mill Valley so students can understand how the theory works in the real world.



Component 1: Global Geographical Issues

37.5% of the final grade 1 ½ hour examination

Component 2: UK Geographical Issues (this will include a field study)

37.5% of the final grade 1 ½ hour examination

Component 3: People and Environmental Issues – Making Geographical Decisions

25% of the final grade 1 ½ hour examination

Contact Teacher



Mr J. Ledger
Head of Geography

How will Geography help me?

Employers value the knowledge and skills that studying Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills and much more. Universities value the depth of understanding you will develop: Geography is a facilitating subject and is accepted by all universities for the majority of courses.

People who study Geography go on to a wide range of careers: from business management to urban planning, working in the environment to travel and tourism, or in international charities or retail.

Optional Subjects: IT (Information Communication)

Exam board: WJEC

Level 1/2 Vocational Award in Information Communication Technology

Our Year 7, 8 and 9 Computing lessons are designed to introduce students to the core skills and knowledge they need to **make a strong start** to this qualification in IT.

People who **study ICT** go on to a **wide range of careers** including service engineers, information scientists and software developers. Whether you plan to become an employer or an employee, the skills and knowledge you gain can be relevant to **your future**.

Why choose this course?

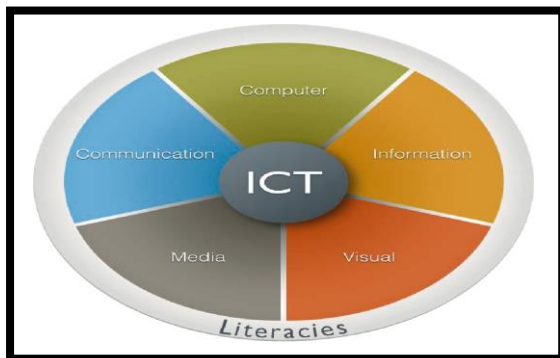
A WJEC Level 1/2 Vocational Award (Technical Awards) is a **GCSE-equivalent** qualification. This course provides students with opportunities to gain and apply IT knowledge, skills and understanding that are useful for **the world of work**.

The IT sector in the UK is always growing and evolving!

“The UK tech sector and digital economy more broadly has much going for it. We have a thriving **start-up** scene; a vibrant **investment** community; **cloud**-first government policy; a great pool of **UK and global talent**; and an enduring spirit of **innovation**.”

UK Tech Competitiveness Study: Department for Culture, Media and Sport, 2021.

The UK is Europe’s biggest tech hub.



What will I study? How will I get this qualification?

Unit 1: ICT in Society

- This is an exam Unit worth 40% of the qualification.
- The exam usually takes place in the Summer of Year 11.
- The exam lasts 1 hour 20 minutes (80 marks).

Learning Points

1.1 How IT can be used to fulfil the needs of organisations and individuals

1.2 How data and information is used and transferred

1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

Unit 2: ICT in Context

- This is a controlled assessment Unit worth 60% of the qualification.
- Students produce work in class that showcases their skills and knowledge.

Learning Points

2.1 Planning, creating, modifying and using **databases**

2.2 Planning, creating, modifying and using **spreadsheets**

2.3 Planning, creating and modifying an **automated document**

2.4 Planning, creating, manipulating and storing **images**

Contact Teacher



Mr K. Ali

Head of ICT

Key Link

[Level 1/2 Vocational Award in ICT | WJEC](#)

Optional Subjects: Computer Science

Exam board: Edexcel GCSE

GCSE Computer Science

Would you love...

- to design the gaming platforms of the future?
- to code AI?
- to work with computer networks within businesses, schools, government institutions all over the world?

Our Year 7, 8 and 9 Computing lessons are designed to introduce students to the core skills and knowledge they need to **make a strong start** to this qualification in Computer Science.

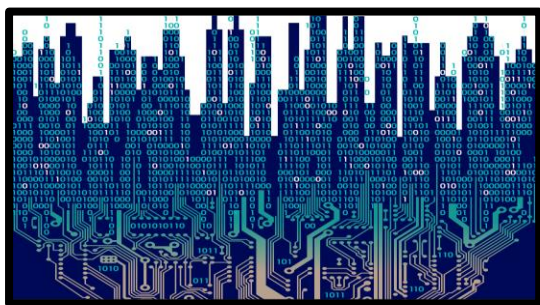
Students studying this specification will learn how to create applications using **Python**, the world's most popular programming language.

Why choose this course?

The course will appeal to students who enjoy working **creatively** with **computers** to **solve problems**. It provides an excellent basis for **A Level and degree** level courses in the areas of **Computing, Engineering and Science**.

The world of **computing and programming** is growing at a rapid pace. It is **transforming** the way we live and work. Almost all **organisations** require people with **computing skills and knowledge**. From school networks, to global businesses, to gaming companies and AI designers, those who can **programme and understand computing** are needed in an increasingly digital world!

A computer scientist studies the **theory of computation** and the practice of **designing software systems**. Computer science is the study of processes that interact with **data** and that can be represented as data in the form of **programs**. It uses **algorithms** to manipulate, store, and communicate **digital information**.



What will I study? How will I get this qualification?

Paper 1: Principles of Computer Science

Students sit this exam to showcase their grasp of **theory**.

It's worth 50% of the GCSE qualification.

It's 1 hour 30 minutes (75 marks)

Paper 2: Application of Computational Thinking

Students sit this **practical** exam to show they can problem-solve using **programming**.

It's worth 50% of the GCSE qualification.

It's 2 hours (75 marks)

Topic 1: Computational Thinking

Topic 2: Data

Topic 3: Computers

Topic 4: Networks

Topic 5: Issues and Impact

Topic 6: Problem-solving with Programming

Contact Teachers



Mr K. Ali
Head of ICT/
Computer Science



Mr Z. Hussain
Teacher of
Computer Science



Mr S. Dhadwar
Teacher of
Computer Science

Optional Subjects: Business & Enterprise

Exam board: OCR GCSE

Throughout studying GCSE Business Studies, students apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national, and global contexts.



Year 1:

This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprise opportunity through to the growth of an established business. It takes a closer look at the role of marketing and human resources. There are three sections covering content;

Business Activity:

In this section, learners explore how and why businesses start and grow.

Marketing:

In this section, learners explore the purpose and role of marketing within business how it influences business activity, and the decisions businesses take.

People:

In this section, learners explore the purpose and role of human resources within business and how it influences business activity, and the decisions businesses take.

Business 1: business activity, marketing and people (01)	
1. Business activity	1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth
2. Marketing	2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix
3. People	3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law

Year 2

This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them. Finally, learners will use content from both component 01 and component 02 to make connections between different elements of the subject.

Operations:

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

Finance:

In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.

Influences on business:

In this section. Learners explore the importance of external influences on business and how businesses change in response to these influences.

The interdependent nature of business:

In this section, learners will need to use content from both year 1 and year 2 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9-1) course and apply their knowledge to business decision-making within a business context.

Business 2: operations, finance and influences on business (02)	
4. Operations	4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers
5. Finance	5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow
6. Influences on business	6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation
7. The interdependent nature of business	

Progression

A student studying GCSE Business Studies will be able to secure a career in a number of business-related jobs such as Accountancy, Economics, Human Resources, Sales, Finance, Management, Education, Retail, Entrepreneurship etc

What you can do after this course:

After this qualification you'll understand the world of business and have developed skills in: making decisions and developing persuasive arguments, creative and practical problem solving, understanding data, finance and communication. It's also a great step in preparing you for further and higher education such as A levels and Vocational courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

What you can do after this course:

After this qualification you'll understand the world of business and have developed skills in: making decisions and developing persuasive arguments, creative and practical problem solving, understanding data, finance and communication. It's also a great step in preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Optional Subjects: Hair & Beauty

Exam board: VTCT Technical Award

This qualification is a GCSE equivalent qualification for students who have an interest in developing their knowledge of the hair and beauty industry. There are no formal entry requirements for this qualification. However, the units are based around the context of hair and beauty, so an interest in either one of these areas would be an advantage.

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support students to develop broad and comprehensive understanding of the sector and related industries.

This qualification consists of three mandatory units.

- **UCO90** – Business and entrepreneurship in the hair and beauty sector
- **UCO91** – Anatomy, physiology and cosmetic science
- **UCO92** – Design in the hair and beauty sector

Throughout the delivery of the qualification, students will develop the following skills and knowledge;

- A broad and comprehensive understanding of the hair and beauty sector
- A significant knowledge core which spans the vocational sector and related industries
- Academic and study skills that will support progression within the hair and beauty sector and more broadly

The qualification content will provide students with an understanding of the chemistry of hair, beauty and nail products, as well as the anatomy and physiology of the integumentary system. They will explore design skills and techniques that can be used within the hair and beauty sector, giving students the opportunity to develop their skills in planning, carrying out research and presenting design brief ideas. Students will also explore the business aspect of the hair and beauty sector, the broad related industries and understand the aspirational career opportunities available. Students will have the opportunity to explore the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design appropriate promotional activities and materials.

Students will be given the opportunity for practicals in a professional salon that will allow them to learn specific skills however this is not a requirement for the course.

Optional Subjects: Health & Social Care

Exam board: Pearson Edexcel

BTEC in Health and Social Care aims to provide a vocationally related qualification. It has been designed to provide a broad education as a foundation, both for training leading to employment, and for further and higher education.

Coursework and Exam: Components 1 and 2 are assessed through Pearson Set assignments which account for 60% of the total marks. These will be completed across the 2 years. They will be completed under timed conditions in the classroom. In year 11, students will have one opportunity to complete an exam based on component 3 which is externally marked and equivalent to 40% of the course.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed?
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

Component 1: Human Lifespan Development: You will study the different life stages from infancy to adulthood, learning about physical, intellectual, emotional and social development and how an individual's development can be affected by major life events, such as marriage or parenthood. You will learn about how people adapt to these changes, as well as the types of support that can help them. You will learn about multi-disciplinary and multi-agency working.

Component 2: Health and Social Care Services and Values: You will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care. You will understand the different types of health and social care services and barriers to accessing them.

Component 3: Health and Wellbeing: You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Contact Teacher



Mrs L Townsend
Teacher of H&SC

This course will appeal to students who –

Want a career in health and social care. You will learn about all aspects of care, from babies and children to the elderly and disabled. You will learn about caring for service users and the barriers they face.

Examples of Career Prospects / Pathways:

Nursing, GP, Midwifery, Radiology, Nursery assistant, General nursing, Care of the elderly, Residential care, Childcare, Social work, and Occupational therapy.

Optional Subjects: Art and Design – Fine Art

Exam board: AQA GCSE

This course will provide an opportunity for students to develop a personal interest in Art and Design and understand why Art and Design matters.

Art and Design is a subject that communicates across barriers of language, class and culture. Students will have an insight into the art practices of individuals, organisation and creative and cultural industries.

Students are encouraged to work independently to prepare ideas for a portfolio and develop their creative skills by using their imagination and intuition when exploring and creating works.

Students will begin by reflecting on a wide range of Art and Design related basic skills in year 10 term 1. They will select their own specialist area to base their final GCSE portfolio on for the remainder of year 10 and year 11 before undertaking a specialist externally set task.

They will be challenged to self-reflect and take risks with their work whilst developing their own style throughout.

Components	Component name	Requirements	Duration	Weighting
1	Portfolio	1 Unit of Coursework	Four terms	60%
2	Externally set task	1 Unit of Set Task	10 hours	40%

Course Content: Art and Design

Component 1: Portfolio

Students should produce a portfolio of practical work showing their personal response to a theme provided by the centre.

Component 2: Externally Set Task

The early release paper will be issued on 2nd January and will provide students with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options. Preparation time and the date supervised time period is set by the centre.

The course would appeal to students who:

Students who are creative, unique in their approach and actively enjoy Art and Design.

'Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group, specialising in financial and business services, declares that employees with arts background have developed more quickly in their roles from the start and has found them to have discipline and confidence'.

Contact Teacher



Mrs T. Liddell

Director of Art & Design Technology

Career Prospects/ Pathways:

Progression in KS5 education takes students onto A-level and other vocational courses. As well as this, there are an extensive range of further opportunities to progress onto degree level course for university.

Career progression into various creative positions such as, artist, print maker, Architect designer, Teacher, Gaming designer, surface pattern designer, fashion design, interior designer, Hairdresser, textile artist ... the list goes on!



Examples of past GCSE Art and Design Work



Optional Subjects: Art and Design – 3D Design

Exam board: AQA GCSE

This course will provide opportunity for students to develop a personal interest in 3D Design and understand why 3D Design matters. This is a subject that communicates across barriers of language, class and culture. Students will have an insight into the manufacturing practices of individuals, organisation and industries. They will learn to use a wide range of materials including woods, metals, plastics and found materials. Students will also be expected to use 3D computer modelling and manufacture.

Students are encouraged to work independently to prepare ideas for a portfolio and develop their creative skills by using their imagination and intuition when exploring and creating works. They will be challenged to self-reflect and take risks with their work whilst developing their own style.

Components Component name Requirements Duration Weighting

Components	Component name	Requirements	Duration	Weighting
1	Portfolio	1 Unit of Coursework	Four terms	60%
2	Externally set task	1 Unit of Set Task	10 hours	40%

Students will be assessed in 2 components as follows.

In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

Contact Teacher



Mr Lowe

Teacher of 3D Design

The course would appeal to students who:

Enjoy 3D Design are naturally gifted in this subject, are creative, are considering a career that involves Design and / or manufacture.

The main areas of employment with significant Engineering Design content include:

Aerospace industry	Architect
Media	Engineer (all types)
Commercial Designer	Construction
Product Designer	Set Designer
Industrial Designer	Retail
Graphic or Web Designer	Teaching
Games Designer or Animator	3D Designer

Optional Subjects: Hospitality & Catering

Exam board: Eduqas Level 1/2 Award in Hospitality & Catering

WJEC Level 1/2 Vocational Awards enable students to gain knowledge, understanding and skills relating to the Hospitality and Catering sector. The knowledge and understanding gained from this, supports students to develop the essential employability skills that are valued by employers, further and higher education. Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision in kitchen and front of house operations, as well as personal safety in their preparations. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viable whilst meeting the needs of their potential market.



Unit 1: Internal assessment

The applied purpose of the Unit is for students to safely plan, prepare, cook and present nutritional dishes. Students will gain knowledge of the nutritional needs of a range of client groups in order to plan nutritional dishes to go on a menu. Students will develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. **60% of the overall qualification.**

Unit 2: External assessment

Written exam: 90 minutes

Students will be assessed on their knowledge and understanding of the hospitality and catering industry. This Unit is externally assessed. The online external assessment will be available in June of each year. **40% of the overall qualification**

Career Prospects/ Pathways:

Chef, dietician, nutritionists, food demonstrator, caterer, hospitality management roles.

Contact Teacher



Miss S. Bharat

Teacher of Hospitality & Catering

When will I study the Units?

Year 10: Students will carry out mini projects that contribute towards the skills needed for Unit 1 and also the theory that will be needed for Unit 2.

Year 11: Students will continue with Unit 1 coursework and with theory for Unit 2 examination preparations.

This course will appeal to students who:

Enjoy being creative when working with food and have an interest in the hospitality sector. Students have the opportunity to break the boundaries of design.

Optional Subjects: Music

Exam board: OCR GCSE

GCSE Music enables students to develop a deeper understanding of music from a wide variety of times and places, through an integrated approach to the three main elements: Performing, Composing and Appraising.

Students have the opportunity to study their chosen instrument or sing, develop their skills as composers and show their understanding whilst listening to a wide variety of music. 60% of their final GCSE grade is based upon their practical coursework with the remaining 40% based upon a listening examination.

The course has 5 areas of study which are:

- My Music – which involves the individual study of a chosen instrument or voice
- Concerto Through Time
- Rhythms of the World
- Film Music
- Conventions of Pop



During the course, students will be provided with a variety of performance opportunities both in and out of school. This will develop their ability to work both independently and as part of a group, being able to practise regularly at home is essential to success in Music.

Students have to complete practical coursework related to solo performance, ensemble (group) performance, a free choice composition and a composition to a given brief (set by the exam board). This makes up 60% of the final GCSE grade.

This course will appeal to students who:

- Already play an instrument or those who are keen to develop their skills as an instrumentalist or singer
- Have an interest in creating music of their own
- Enjoy listening to a wide variety of music
- Have an interest in Music Technology and sound recording

Contact Teacher



Mr S. Gardner

Head of Music

Career Prospects/Pathways:

Students can go on to study a variety of Level 3 qualifications in Music, Music Technology or Performing arts.

Students can go on to careers working as a musician, composer, music producer, DJ or work in other related areas such as the music and recording industry, media or within the field of Music education.

Optional Subjects: Drama

Exam board: AQA GCSE

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and re- fine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.



What is Drama at GCSE?

Drama is a subject that is becoming increasingly valued by businesses, who feel that young people lack confidence at interviews, or the ability to present. Within drama you will study the craft of acting and theatre and learn valuable transferrable skills for example, collaboration, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. Students are able to perform but also work on production skills such as lighting, costume, sound, set/props etc.

Who is the course suitable for? Those students who are interested in the creation of Drama as an art form and also for those who wish to demonstrate on their CV an aptitude for creativity, good presentation and language skills, confidence and team working skills.

You will like this course if; You enjoy your drama lesson currently, like working collaboratively with others, like to put yourself in other people's shoes, enjoy the process of creating drama, like reading plays or if you enjoy going to the theatre, you like exploring topical issues, you like performing!

Things you need to be aware of;

You will be filmed at points in the course and need to be comfortable with that, we do explore a range of themes and issues some are funny, some are moving, some are very thought provoking. You need to be prepared to think deeply about difficult situations and support others in doing so. You need to be open minded and respect different opinions to your own. Most practical work is carried out in groups of varying sizes – you must feel comfortable working with all of your peers.

Contact Teacher



Mrs K. Trafford
Head of Drama

How do the exams run?

The AQA board have three units. Two units are practical based, with a written theory side to support and one unit consists of an examination. As part of the course it is also compulsory to attend a live production at the theatre.

People who study drama could go on to a wide range of careers because of the practical skills it provides students. Possible jobs might include working in the legal profession, human resources, social work, roles within the arts such as an actor, set designer and screenwriters. Any job where you work with people Drama will help support those skills.

Optional Subjects: Dance

Exam board: AQA GCSE

Core Content: Dance Performance, Choreography and Appreciation.

Assessment weighting:

60% of this course is assessed on candidates' practical work – dances that are choreographed by teachers and professional dancers, and also on dances that students choreograph themselves. 40% of this course is assessed on candidates' written work – a mix of shorter answer exam questions, and longer essay style questions based on the rehearsal process, their critical evaluation of their own work, and their analysis of professional dance works.

Core Content Breakdown:

Dance Performance - in their performance work, students will develop more advanced physical skills e.g. their posture, co-ordination, balance, strength and stamina. They will also develop a greater sense of confidence, which will assist them in the ability to perform and present work to an audience. Having a strong sense of self confidence and self-efficacy will support students in being successful in any future study and career.

Choreography - for their choreography assessment, students will create a dance piece on their own, and either perform it as a solo, or teach it to up to three other dancers. This will require them to choose a stimulus (inspiration) for their piece and devise movements that suit it. They will need to demonstrate creativity, organisation, initiative, and a clear sense of vision. Their dance can be in any style, and use any music of their choice, and they will be assessed on how effectively their dance communicates their vision.

Appreciation - students will analyse professional dance works in a range of styles, including hip hop, contemporary, lyrical and disability dance. They will be assessed on their ability to interpret the movement and production content e.g. lighting, costume and music. They will be taught how to structure their answers in writing, using advanced vocabulary and language structures, which will assist their work in all other GCSEs.

What can I do with a GCSE in Dance?

The short answer is – absolutely anything. The skills a student will develop in Dance will give them an advantage in any future study or career that they choose.

Obviously, a career in dance performance, choreography, teaching or production is an option, including working in off stage roles such as theatre management, lighting, sound engineering and costume design. Students will also be working regularly as a group during their performance work, enhancing their skills of collaboration and verbal communication. Again, this will support students in their further career whatever that may be. For example, if students want to go on to become a paramedic, or A&E doctor, verbal communication and listening skills will be vital to give correct patient information. If students wish to pursue a career in advertisement or business marketing, the creativity and sense of personal artistry they will develop in their choreography lessons will give them an advantage. GCSE Dance is an academic qualification, recognised and respected by sixth forms, colleges and universities, it complements the other subjects well, and so is an excellent choice for students wishing to go into further study, or employment in any industry.

Contact Teacher



Mrs L. Haines
Teacher of Dance &
Performing Arts

Optional Subjects: Sport

Exam Board : Edexcel BTEC Tech Award in Sport

Sports students will study the BTEC Tech Award in Sport. The course would be beneficial to those who are interested in all aspects of sport. It provides students an engaging and relevant introduction to sport and provides an excellent route to study Sport at Level 3 and a career in the sporting industry.



Students will complete 3 components over the 2-year pathway – two of the units are internally assessed through coursework, with the final component being a written exam at the end of the course.

Component 1 (Coursework unit): Preparing Participants to Take Part in Sport

Within this component students will explore a range of sporting activities and how they meet individual participants needs. They will learn about different barriers to participation and what can be done to overcome those barriers to help to increase participation in sport. Students will also look at how technology has advanced over the years, and what impact that has on sport.

Component 2 (Coursework Unit): Taking Part and Improving Participants Sporting Performance

Within this component students will learn about the different physical and skill-based components of fitness and examine how they are important to sports performers and the positive impact they can have on a sports performer.

Students will participate in a number of sporting activities, developing key skills and tactical understanding within a range of isolated drills, scenarios, and competitive situations. Students will use their knowledge and understanding of each sport to plan and lead a sporting session to help improve peers' performances.

Contact Teacher



Mr L. Roper
Head of Physical
Education

Component 3 (Exam Unit) - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Within this component Students will explore the importance of fitness for successful participation in sport, looking at the different components of fitness including principles of training and training intensity. Students will investigate the importance of fitness testing linking to the different components of fitness and how these tests should be administered successfully and be able to interpret these results effectively.

Students will explore the different fitness training methods for physical and skill related components of fitness, in addition to the additional requirements and provision for taking part in training. Students will learn about the effects of long-term fitness training on the body systems and how this links to the different training.

Optional Subjects: Creative Media Production

Exam board: BTEC Tech Award in Creative Media Production

Component 1 - Exploring Media Productions - Weighting: 30%

Aim: learn about the sector and investigate media products across the following sub-sectors:

- Audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- Publishing (newspapers, magazines, books, e-magazines, comics)
- Interactive (websites, mobile applications, mobile games, video games, online games).

During Component 1 you will explore: content and purpose of digital media products, style and the use of digital design principles, idea generation and the production process, industry regulations and professional practices.

Assessment: Controlled assessment: 10 hours. Marked by Teacher and then a sample of ten students work will be sampled by an external moderator. The scenario behind the brief changes at each assessment window. This is broken down into two tasks:

Component 1a: 3 hours: A comparison of three Media Products from the three sectors: Moving image/Audio, Publishing and Interactive.

Component 1b: 7 hours: A comparison of two moving image products covering Genre, Narrative structure, Purpose, Analysis of camerawork, editing, lighting and sound. A comparison of two products will also be provided. This will be taken between **September and December of year 11.**



of year 10.

Component 2: Developing digital media production skills - Weighting: 30%

Aim: Develop technical skills and techniques in the chosen discipline of audio/moving image, publishing and interactive.

Component 2: Controlled assessment 10 Hours You will research and plan a Media product in response to a brief. You will produce a Magazine cover and a double page spread with experimentation with images, Font, and colour. This will be completed between **January and May**

Component 3 - Create a media product in response to a brief - Weighting: 40%

Aim: Apply digital skills and techniques by responding to a digital media brief.

External Assessment: Externally assessed task where students respond to a brief to create a media product.

Two tasks:

1: Planning and research (Shows) – You have to research existing products and then produce plans for your proposed adverts or website. **Task 1 is completed between January and March in Year 11.**

2: Making the product and justifying choices made (5 hours). You have to produce the product you have planned and screenshot how you have made it explain how your design choices appeal to the best audience and the theme of the brief. **Task 2 is completed between March and May in Year 11.**

Contact Teacher



Mr M. Richardson

Head of Media Studies

Optional Subjects: Certificate in Personal and Social Effectiveness (Level 1/2)

Awarding Body: ASDAN

Students must complete a course of learning consisting of four mandatory units for the Certificate, to gain the required knowledge, understanding and skills related to the content of those units.

Unit 1: Developing myself and my performance.

Unit 2: Working with others.

Unit 3: Problem solving.

Unit 4: Delivering a project.

Students need to complete a number of portfolio challenges set by ASDAN for assessment. The challenges enable students to show that they have met the knowledge, understanding and skilled learning outcomes in Units 1, 2 and 3. They will undertake the challenges on a continuous basis during their course. Doing the challenges is mandatory, but there is optionality of topic built into them.

Students will also need to complete a project in accordance with a project brief issued by ASDAN. At the end of their course, they will need to produce a project report, give a presentation on their project and take part in discussions about their own project and about a project completed by another student.

The PSE qualifications portfolio challenges and project are assessed and internally moderated by the centre before being externally moderated by an ASDAN external moderator.

Contact Teacher



Mrs K. Pritchard

SENDCo



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