

# YEAR 9 OPTIONS

# PATHWAY 1

2024



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# WELCOME TO KS4

Dear Year 9 Student,

## Welcome to Key Stage 4

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

This is the most important stage in your education and we understand it can be an anxious time. Making the right choices is important to your happiness and success. This booklet and the options process are designed to guide you and your parents/carers through the subjects and courses available, helping you make an informed choice regarding the optional subjects you wish to study.

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

If you have any questions or queries that are not answered in this booklet, please do not hesitate to speak to your head of year, tutor or me. We are all here to provide the information you need and support you in making decisions that are right for you.

Yours faithfully,  
Mr Gill  
Vice Principal



# KEY DATES

## **Monday 11th March 2024**

Year 9 Options Assembly – decision making and option choices

Options booklets given to students

Options videos available on academy website

## **Friday 22nd March 2024**

Option Forms Deadline - electronic form

## **Week beginning 24th May 2024**

Options confirmed

# CORE SUBJECTS

It is recommended that you follow Pathway 1, which is an academic pathway. This means you have shown yourself to be able to study an academic and aspirational set of GCSEs, including Maths, English, Science, a Humanities subject and a Language. Students with this range of qualifications have a wide variety of future opportunities available to them, and should be considering A-Levels post 16 and looking at university options.

The subjects that all Pathway 1 students will study throughout KS4 are:

**GCSE English Language**

**GCSE English Literature**

**GCSE Mathematics**

**GCSE Science**

**GCSE Spanish**

## **PE**

As well as these subjects, students will also have core PE lessons which will not lead to a qualification.

## **Combined Science**

Students will study the Combined Science course, which will result in two GCSEs.

## **Triple Science**

Students in top set for Science will be studying Triple Science and this will run outside of the option timetable. Triple Science will result in three GCSEs; Biology, Chemistry and Physics.

# OPTIONS SUBJECTS

Pathway 1 students will be able to choose three other subjects to study. However, it is not as simple as students choosing their favourite subjects.

It is vital that we ensure students maintain a broad and balanced curriculum and are sufficiently preparing themselves for their future progression.

## Option 1 - Humanities

Students will choose one subject from:

**GCSE Geography**

**GCSE History**

## Option 2

Students will choose two subjects from the following choices:

**BTEC Art and Design**

**BTEC Level 2 Dance**

**GCSE Design and Technology**

**BTEC Level 2 Drama**

**GCSE Ethics**

**GCSE Food Preparation and Nutrition**

**GCSE Geography**

**GCSE History**

**BTEC Media**

**Level 2 Vocational Award Music Performance or Music Technology**

**BTEC Sport**

# FREQUENTLY ASKED QUESTIONS

## When does the process start?

Students will attend an assembly to launch the option process on 11th March 2024. This will be an opportunity to discuss and ask questions about the process. The option booklets will be handed to students on 11th March after the assembly. They should take these home to look at and discuss with parents. Booklets will also be available to view on the academy website.

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

Mathematics, English and science are compulsory for all students. Pathway 1 students must also take GCSE Spanish. The remaining subjects are all optional.

## Why are different students on different pathways?

It is vitally important that students are offered a selection of courses that suit their academic profile so that they have access to the widest selection of opportunities beyond Castle View Academy. We analyse the historic ROA results as well as talking to teachers and students and use this to identify the correct pathway for every student entering Key Stage 4.

## Is it possible to change pathways?

We are anxious to ensure that the pathway selected for each student is suitable for them so that they have access to the highest of aspirations and opportunities in terms of further education. However, should a pathway be unsuitable, a pathway change can be requested in writing to the Principal detailing the nature of the problem.

## When do I decide my options?

This year option choices will be sent in on an electronic form to Mr Gill. The closing date for this is Friday 22nd March 2024.

## Will I definitely get the subjects I choose?

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

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

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

## Where can I get help?

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



# MAKING THE DECISION

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



## **DO choose subjects:**

that you like  
that you are good at  
that you are interested in  
that are aligned with the career that you are interested in



## **DO NOT choose subjects:**

that you like the teacher (you may have a different one)  
that your friends have chosen (they may be in a different group)

If there is anything that you do not understand at any stage then please talk to someone; your parents/carers, teachers, tutor are all available for advice and guidance.

Please note: it is possible that one or more of the subjects listed are not available to be studied, for example if there was not enough uptake to form a class or there is a clash on the timetable. For this reason, you will be asked to provide an extra back up subject to be studied instead. In this case, both the student and their parents/ carers will be consulted before the final decision is made.

# GCSE ENGLISH LANGUAGE

## Overview

Students will complete two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for the extended writing tasks, providing students with a clear route through each paper. Assessment and approach to the exam is primarily skills based.

Students will complete a spoken language endorsement for which students will deliver a short presentation on a topic of their choice and respond to questions and feedback.

**Exam Board:** AQA

## Content

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

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

## Assessment

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

**Paper 2:** Writers' Viewpoints and Perspective (Reading and Writing – Non-fiction) – 1hr 45minutes – 50% of GCSE

## Progression

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

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

# GCSE ENGLISH LITERATURE

## Overview

Students will complete two closed book examinations based upon literature from the nineteenth century to the modern day. Students' study of literature will include Shakespeare, 19th Century Literature, Post 1914 Prose Fiction and drama and Poetry.

**Exam Board:** AQA

## Content

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

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

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

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

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

## Assessment

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

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

## Progression

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

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

# GCSE MATHEMATICS

## Overview

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

**Exam Board:** AQA

## Content

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

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

## Assessment

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

## Progression

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

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

# GCSE COMBINED SCIENCE

## Overview

Students will achieve two GCSE qualifications following the AQA Specification. This pathway provides an excellent opportunity for students to further develop knowledge and understanding of science explanations in each of the three science areas and it provides an opportunity to 'bridge the gap' between GCSE and A-level.

**Exam Board:** AQA

## Content

A variety of topics are studied for science, these can be summarised into the following:

**Biology:** Cells and organisation, Disease and Bioenergetics, Biological responses, Genetics & reproduction, and Ecology.

**Chemistry:** Atoms, Bonding and moles, Chemical reactions and energy changes, Rates, equilibrium and organic chemistry, Analysis and the Earth's resources.

**Physics:** Energy and energy resources, Particles at work, Forces in action, Waves and Electromagnetism.

## Assessment

Combined science is assessed via terminal exams as there is no coursework component involved, although required practical experiments must be taught as part of the course.

GCSE Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

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

## Progression

**Education:** This route is ideal for talented and competent scientists who may be considering a career which is science based. Post 16 providers of A-Level science courses accept these courses to attend A-Level Science courses.

**Employment:** Chemist, Astrophysicist, Biomedical Scientist, Pharmacist, Healthcare professional, Food Scientist, Biologist, Psychologist, Physiotherapist, Pharmacologist.

# GCSE SPANISH

## Overview

The Edexcel GCSE in Spanish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

**Exam Board:** Edexcel

## Content

**Speaking:** Students will develop their skills by taking part in conversations and longer presentations, using the three tenses, and demonstrating good pronunciation.

**Reading:** Students aim at being able to understand longer passages, picking out the main points, specific details, and opinions. They are also expected to work out the meanings of new words and phrases.

**Writing:** Students learn to write confidently and at length, describing past, present and future events. They also learn how to change phrases to enable them to write about new topics.

**Listening:** Students can recognise and respond to spoken passages and can pick out the main points and details.

## Assessment

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

## Progression

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

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

# GCSE GEOGRAPHY

## Overview

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

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

**Exam Board:** AQA

## Content

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

## Assessment

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

**Paper 1:** 1hr 30mins Living with the Physical Environment

**Paper 2:** 1hr 30mins Challenges in the Human Environment

**Paper 3:** 1hr 30mins Geographical applications

## Progression

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

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

# GCSE HISTORY

## Overview

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

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

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

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

**Exam Board:** Edexcel

## Content

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

## Assessment

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

## Progression

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

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



# BTEC ART AND DESIGN

## Overview

The BTEC Tech Award provides a solid foundation in art and design as a subject. Students have the opportunity to develop a highly personal portfolio of work which is essential for progression onto many creative courses at college and beyond. Art students will have the opportunity to develop creative visual language through focused projects. These projects provide an opportunity to experiment with a wide range of techniques and media such as photography, print, stitch, collage, 3D modelling, ceramics, drawing and painting. Students will work independently on highly personal projects that have a vocational brief which begins to prepare them for the requirements of the creative workplace. By the end of year 11 students will have created a professional portfolio of work that can be used to gain entry onto a wide variety of creative courses at college. Students can take part in two trips during the course in year 10 and again in year 11. These trips relate to the live briefs that the students are working on in class and support the research process of the practical projects.

**Exam Board:** BTEC Level 1/2 Tech Award

## Content

**Component 1:** Creative Practice in Art and Design – You will investigate art and design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes – This component takes place in year 10.

**Component 2:** Responding to a Brief – Learners will develop and produce art and design work in response to a creative brief – This component takes place in Year 11

## Assessment

The BTEC Tech Award in Art is a practical portfolio-based qualification with no final written exams. Component 1 is internally assessed and externally sampled. It is a brief that is set by Pearson which is released in Nov and completed by May of year 10. It counts for 60% of your final qualification grade. Component 2 is externally set and marked. This is completed in year 11 and counts for 40% of your final qualification grade.

## Progression

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

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

# BTEC DANCE

## Overview

Dance is a powerful and expressive subject that encourages students to develop their creative, physical, emotional and intellectual capacity. This is a vocational dance course worth 1x GCSE where students get the opportunity to develop practical dance skills, dance knowledge, performance experience and find out what is happening in the professional dance world. As a vocational course, it allows learners firsthand experience in what skills a professional dancer and performer needs, how to explore and develop these skills, it encourages creativity, develops insight into professional dance pieces using these to present these acquired skills in performance. There will be several performance opportunities throughout this course as well as the opportunity to see live dance and take part in workshops and projects with visiting dance artists. Should students complete the course successfully, they can also go on to complete: Dance Leadership Level 1 and 2 as well as NATD Contemporary and RSL Jazz Dance Syllabi Examinations. Some important information about the course: Students will be expected to perform in front of a range of audiences as part of the assessment process. Students will study a diverse range of dance styles and must participate in all workshops. All students taking the BTEC course will be expected to bring and wear appropriate dance kit to all lessons, this will include plain black leotard and black footless tights as well as working in bare feet. Foot thongs are permitted should students wish to wear them.

**Exam Board:** Pearson BTEC Level 1/2 Tech Award in Performing Arts: Dance

## Content

**Component 1:** Exploring the Performing Arts – By exploring professional dance works, you will understand the requirements of a dancer, examine stylistic qualities and key features as well as influences which have impacted on the creative process.

**Component 2:** Developing Skills and Techniques in the Performing Arts - You will explore the skills and techniques of a dancer whilst learning professional repertoire.

**Component 3:** Performing to a Brief – You will develop the skills and techniques from components one and two to create an original workshop performance in response to a given brief and stimulus.

## Assessment

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

**NOTE – THIS IS A PERFORMANCE BASED SUBJECT, YOU MUST BE WILLING TO PERFORM.**

# BTEC DANCE (continued)

## Progression

**Education:** The course prepares learners for the further study of Dance or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry. Dance Based further education includes: RSL Level 3 Diploma and Extended Diploma in Creative and Performing Arts Pearson BTEC Nationals at Level 3 in Performing Arts , AQA A Level in Dance.

**Transferable Skills:** Presentation and Communication skills, Problem Solving, Teamwork, Time management, Collaboration, Spatial Awareness, Empathy, Persistence and Resilience, Flexibility, Leadership, Commitment, Ability to work independently, Respect for others, Physical stamina, Self-Discipline, Confidence, Research and Critical Thinking <https://www.youtube.com/watch?v=xqcKXYcQZXo>

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

# GCSE DESIGN AND TECHNOLOGY

## Overview

GCSE Design and Technology is a practical and theory-based subject based on 5 material areas: timbers, metals, plastics, textiles and papers & boards. Students will learn how to communicate their design ideas through a range of drawing techniques including 3D modelling using computers. Traditional and modern manufacturing techniques will be explored with a focus on timbers from joinery to CAM (Computer Aided Manufacture) such as 3D printing, CNC milling and vinyl cutting. The course will require students to be able to use computers independently, meet deadlines, be committed, and interested in the whole design process and not just the practical elements.

**Exam Board:** Edexcel

## Content

### **Component 1: 50% - NEA (coursework)**

Investigation (16%). Design (42%). Make (36%). Evaluation (6%).

### **Component 2: 50% - Written exam**

40% All material areas (core) 60% Timbers (specialism)

## Assessment

Edexcel (exam board) will set external briefs for the NEA, to which students will respond by identifying a problem which can be solved through designing and manufacturing a new product. Within this, students will be working with a client, communicating effectively to help support decision making and to offer feedback which will be documented throughout the design process. Students will research current products, designers and materials to help design a range of ideas which will be developed and modelled into a final prototype.

There will be a written exam which will cover material properties, manufacturing techniques and mathematics which will make up 50% of the overall GCSE qualification in D&T.

## Progression

**Education:** On successful completion of this GCSE in Design and Technology, you could go on to study various A level courses and Vocational Level 3 qualifications. For example, an A level in a design course such as product design, interior design, fashion design, Architecture or a vocational course for example, carpentry or engineering.

**Employment:** Product Designer, Graphics Designer, Interior Designer, Architect, Engineer, Carpenter, Game Designer,

# BTEC DRAMA

## Overview

This is a vocational and practical drama course worth 1x GCSE where students get the opportunity to develop practical acting skills, drama knowledge, performance experience and find out what is happening in the professional drama world. As a vocational course, it allows learners first hand experience in what skills a professional actor and performer needs, how to explore and develop these skills, it encourages creativity, develops insight into professional drama pieces using these to present these acquired skills in performance. Some important information about the course: Students will be expected to perform in front of a range of audiences as part of the assessment process. Students will cover a diverse range of acting styles and must participate in all workshops.

AS THIS IS A PERFORMANCE BASED SUBJECT ONLY STUDENTS WHO ARE CONFIDENT OF PERFORMING PUBLICLY SHOULD TAKE THIS COURSE. YOU MUST BE WILLING TO PERFORM IN FRONT OF AN AUDIENCE.

**Exam Board:** BTEC Level 2 Tech Award in Performing Arts: ACTING

## Content

**Component 1: Exploring the Performing Arts** – By exploring professional drama works, you will understand the requirements of an actor, examine stylistic qualities and key features as well as influences which have impacted on the creative process.

**Component 2: Developing Skills and Techniques in the Performing Arts** - You will explore the skills and techniques of an actor whilst learning professional repertoire.

**Component 3: Performing to a Brief** – You will develop the skills and techniques from components one and two to create an original workshop performance in response to a given brief and stimulus.

## Assessment

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

## Progression

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

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

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

# GCSE ETHICS

## Overview

"We are what we repeatedly do. Excellence, then, is not an act, but a habit". (Aristotle)

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards moral and religious issues e.g. Can we ever justify war? Should euthanasia be legalised in the UK? Is capital punishment wrong? Are Human Rights important?

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our modern world culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study at college and beyond.

## Content

We study eight topics in total. The course is split into **two** sections which is assessed over **two** papers:

### Year 10 (Religion & Ethical Themes):

- Crime & Punishment, Christianity: beliefs, Christianity: practices, Islam: beliefs

### Year 11 (Religion & Ethical Themes):

- Islam Practices, Families and Relationships, Religion and Life, Human Rights

## Assessment

There are 2 examinations in Ethics (no coursework/controlled assessment).

**Paper 1:** Christianity and Islam (1 hour and 45 minutes)

**Paper 2:** Themes (1 hour and 45 minutes)

## Progression

**Education:** Ethics, Religion and Philosophy is a very well respected and traditional academic GCSE. As an academic subject, it lends itself well to a study of social sciences/English at A-Level (Psychology, Sociology & Politics), as well as the Humanities (Philosophy, Ethics, Law and History). As a subject that is assessed through a written exam, it helps develop writing to persuade and effective debating skills too.

**Employment:** Common Careers for Ethics Graduates include: Lawyers, Police, Doctors, Journalism Politics, Human Resource management, Teaching and Lecturing, Museum and Art Gallery Curators, Social Workers, Policy writers & Civil Servants...but of course, Ethics can take you into almost any career as it is a facilitating subject.

# GCSE FOOD PREPARATION AND NUTRITION

## Overview

GCSE Food Preparation and Nutrition is a linear specification with all assessments taking place in the final year of study. Opportunities over the two-year course include: cooking workshops with Professional chefs where exemplary practices are at the forefront, work experience within the school kitchens to see batch and mass production methods as well as to witness the principles of Food Hygiene and Safety in practice, regular visits from an RAF Chef to inspire the chefs of the future, Ready Steady Cook competitions, opportunities to work in a "Field Kitchen", opportunities to practice their skills on a regular basis.

## Content

**Component 1:** The Principles of Food Preparation and Nutrition Written examination which equates to 50% of the qualification

**Component 2:** Food Preparation and Nutrition in Action Two non-examination assessments which are released at key points throughout the final year. These include:

Assessment 1: The Food Investigation (15% of the grade)

Assessment 2: The Food Preparation Assessment (35% of the grade)

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

## Assessment

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

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

## Progression

**Education:** Learners could progress onto further Level 3 qualifications and A levels, such as: Advanced GCE in Design and Technology: Food Technology, Advanced GCE in Home Economics (Food, Nutrition and Health), Diploma in Advanced Professional Cookery (Preparation and Cooking), Certificate in Hospitality and Catering Principles, Professional Cookery Studies

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



# BTEC MEDIA

## Overview

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

**Exam Board:** Pearsons

## Content

**Component 1:** Exploring Media Products

**Component 2:** Developing Digital Media Production Skills

**Component 3:** Create a Media Product in Response to a Brief

## Assessment

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

## Progression

**Education:** On successful completion of this BTEC in Media, you can use it as an entry into the sixth form. It is a useful introduction for various A level courses and Vocational Level 3 qualifications. This will be a firm basis and starting course for students who might be looking to continue with learning of media through T-Levels in further education.

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



# LEVEL 2 MUSIC PERFORMANCE

## Overview

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

**Exam Board:** EDUQAS Level 1/2 Vocational Award

## Content

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

## Assessment

**Component 1: Performing** – You will learn the skills and techniques needed to produce a successful performance of an existing piece of music.

**Component 2: Creating** – You will learn how to create and refine your own original work through composing music.

**Component 3: Performing Arts in Practice** – You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea. For units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each unit will take 10 hours and be worth 30% of your qualification. In unit 3 you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification.

## Progression

**Education** This GCSE will allow students to access A Level and vocational course in music and performing arts

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

# LEVEL 2 MUSIC TECHNOLOGY

## Overview

Are you interested in getting involved in the fastest growing area of the music world? Are you interested in a career as a music producer or engineer? Do you want to work with microphones, recording equipment, synthesizers, mixers and MIDI? If so, it's time to uncover your potential with this exciting new qualification. Students will be able to showcase their music production work to online audiences. It is important that students who select this as an option have a keen interest in music technology and that they have the desire and capability to learn how to play a keyboard. Students must also be proficient with using a computer. Please note that if you opt for Music Technology, you will not be able to take Music Performance. If you love music but do not love performing, this is the course for you.

**Exam Board:** EDUQAS Level 1/2 Vocational Award

## Content

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

## Assessment

**Component 1: Performing** – You will learn the skills and techniques needed to produce a successful digital cover of an existing piece of music which shall be documented and presented to an online audience of your choice. This unit is a project that will have 10 assessed hours, will include written work and is worth 30% of your qualification.

**Component 2: Creating** – You will learn how to create and refine your own original work using music technology. This process shall be documented, and your final product will be presented to an online audience of your choice. This unit is a project that will take 10 assessed hours, will include written work and is worth 30% of your qualification.

**Component 3: Performing Arts in Practice** – You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea for an entire show. This unit is a formal exam will take 20 assessed hours and will be worth 40% of your qualification.

## Progression

**Education:** This GCSE will allow students to access A Level and vocational course in music technology and performing arts.

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

# BTEC SPORT

## Overview

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

**Exam Board:** Pearson BTEC Level 1/2 Tech Award

## Content

**Component 1:** Preparing participants to take part in Sport and Physical Activity

**Component 2:** Taking part and improving other Participants Sporting Performance

**Component 3:** Developing fitness to improve other Participants in Sport and Physical Activity.

## Assessment

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

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

## Progression

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

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



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