



Sir Thomas Wharton
Academy

SIR THOMAS WHARTON ACADEMY
OPTIONS BOOKLET 2025-27

OUR KEY DRIVERS

THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.

INVEST TO ACHIEVE

Care about the now; create the very best for your future.

EVERYONE IS VALUED

We are unique individuals; we work together to achieve success.

NO EXCUSES

Create solutions, not excuses.

NEVER GIVE UP

Resilience is essential; self-belief drives improvement.

CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.

The Sir Thomas Wharton Academy curriculum is shaped to ensure we deliver exceptional learning experiences which enable young people to thrive in a competitive world and lead successful and fulfilling lives.

Our Curriculum offer is sufficiently broad and balanced to ensure all students have access to a common core curriculum, but they are also then able to specialise, follow their interests and develop their skills with equal access to positive progression routes.

THE CURRICULUM INTENTION AT STWA IS TO:

Inspire imagination and develop interests/specialisms/key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.

Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.

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INTRODUCTION

Making GCSE choices involves reducing the range of subjects studied in order to study some in more depth. This is the start of a process that will continue throughout an individual's education and it is an important opportunity to give serious thought about interests and talents.

This booklet will help parents and carers understand the GCSE curriculum at Sir Thomas Wharton Academy. It contains information about the core curriculum – the subjects that we expect everyone to study – and the options available to an individual pupil at this stage in their education and beyond. We hope that you will find it useful as a basis for discussion with your child, and that it will allow you to help them find a combination of subjects that will enthuse and inspire them next year.

“ Every aspects of our options process complements the Academy curriculum intent.

THE AIMS OF OUR CURRICULUM OFFER ARE:

To provide a broad and balanced offer between a range of practical and theoretical learning, facilitating access to a full range of specialist courses and nationally recognised qualifications that build on students' interests and foster their aspirations.

To maximise the time and importance of the core subjects of English, Maths and Science. All subjects are important, but the three core subjects are essential to secure a positive progression route into higher education, training or employment.

To secure curriculum continuity and progression from Year 7 through to Sixth Form. The curriculum provides coherent learning programmes that enable students to progress to further learning in their chosen specialist areas at age 16 and beyond.

To provide flexibility through personalised curriculum pathways that will inspire, motivate, challenge and prepare young people for further learning, employment and adult life. All students have the opportunity to combine traditional GCSE courses with work related vocational courses that may be more relevant to their chosen career pathway.

To provide high quality, independent Careers, Employment, Information, Advice and Guidance (CEIAG), which is essential to ensure that all students make informed choices based on their individual strengths, interests and career aspirations.

To raise awareness of personal, social, emotional and health education through our Life Skills and Religious Education programmes and ensure young people are aware of risks, how to stay safe and prosper as successful learners, confident individuals and responsible citizens.

Offer all students a qualification in computing. Whether it be in the use of software or in its creation, we believe computing represents an essential 21st century skill and all pupils have the opportunity to study a computing qualification.



MAKING THE RIGHT CHOICE

The time has arrived for you to start making some decisions about the next two years at Sir Thomas Wharton Academy and the courses you would like to study. You are required to take certain subjects in the core curriculum, but this is your opportunity to choose other subjects that interest you and will support your preferred progression route and learning style.

The following information will allow you to make informed decisions. Remember to follow the instructions carefully and take your time, ask as many questions and seek as much advice as you need in order to ensure the choices you make are the right ones for you.

All courses will be studied over two years and examined at the end of Year 11. The subjects you can choose have been placed in four 'blocks' and you will need to select one subject from each of the blocks. Departments have provided an outline of each subject, highlighting the course content, assessment processes and potential progression routes Post 16 and 18.

Hopefully, these outlines will answer many of your questions, but there will be additional opportunities to find out more about the courses on offer.

The choices you make at Key Stage 4 will start to shape your future learning and employment opportunities, so it is important that you undertake the necessary research prior to making your informed decisions. Remember:

- **It is your decision** and you should not make any choices based on the subjects your friends take or the subjects taught by your favourite teachers.
- **Ask others for advice prior to reaching a decision.** There are lots of people available for you to speak to, including your teachers, parents, older students, form tutors, senior leaders and the careers adviser.
- **You need to consider what you want to do after Year 11.** It is important to consider the Key Stage 4 choices as part of your long term plans. Ensure that the subjects you choose are appropriate and support your future aspirations.

ADVICE FOR STUDENTS AND PARENTS

How can students ensure they are matching their GCSEs to their chosen career?

Students should do as much research and take as much advice as they can. We have excellent careers advice within school. Both students and parents can make an appointment with a careers advisor via the Year team.

What if students don't know what they want to do when they leave school?

Do not worry about this! Our options process ensures a solid foundation for further study, so we recommend that students focus on choosing the subjects they enjoy and succeed in as this should ultimately lead to further success.

Why is there a reserve option on the options form?

Despite our best efforts, we cannot offer an infinite combination of subjects. Sometimes, students' option choices will clash and we will have to ask them to study their reserve instead.

How do GCSE choices affect students going to Sixth Form and university?

Students will need to have at least 5 good GCSE passes (Grade 5 or above) to be accepted into MLT Sixth Form and certain subjects will have other specific entry requirements. For some subjects, students will need to have studied the subject at GCSE level; for others they will not

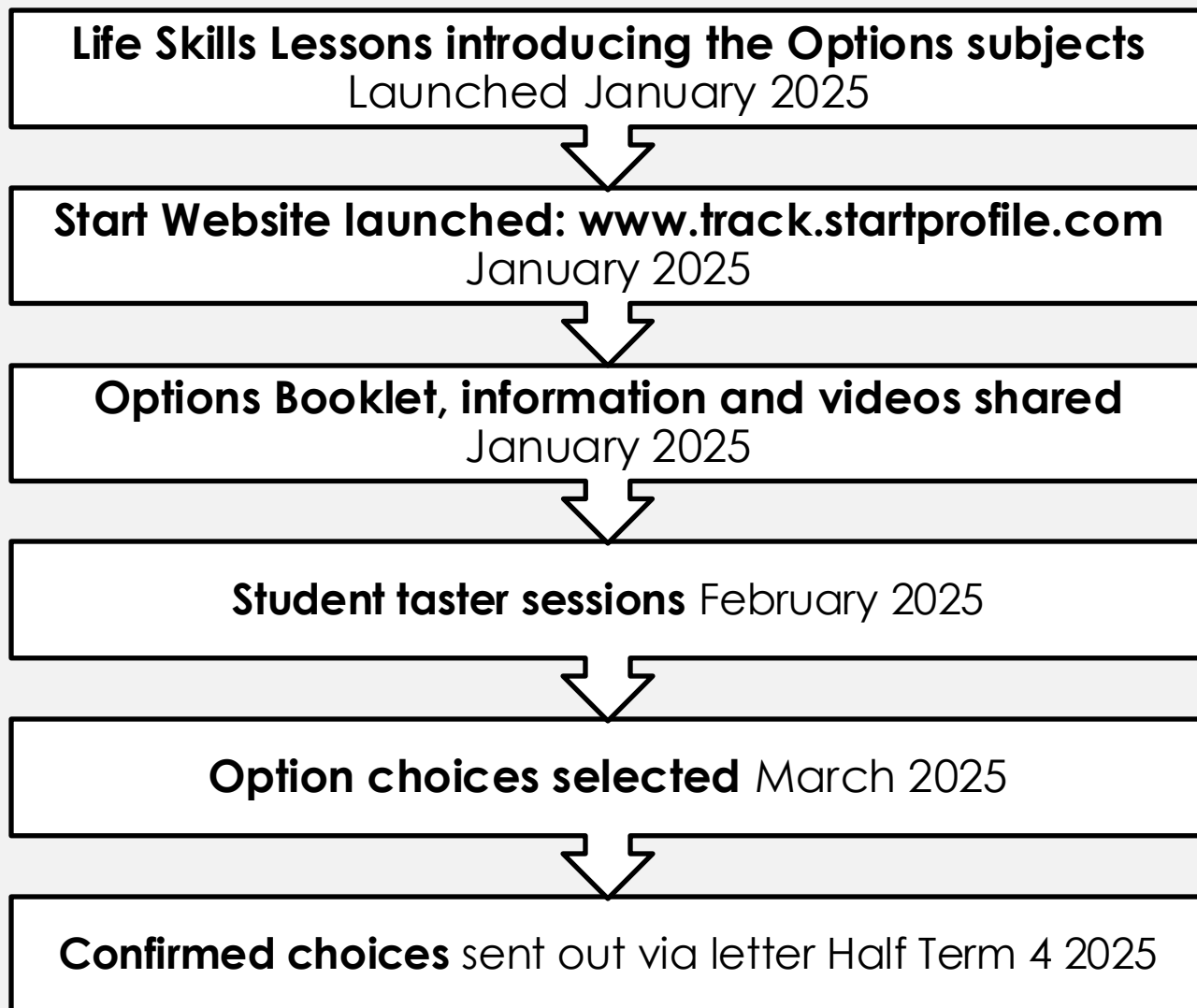
Final suggestions for students to consider when making their choices:

- What do I enjoy studying? What are my strengths?
- What way do I learn best and will the course suit me?
- If I choose this option now, will it keep more options open for me later for further study, training or work?

Some things for parents/carers to consider with students:

- Some students choose a subject to stay in the same class as friends but, due to the complex timetable, it is unlikely that this will happen.
- Some students may be inclined to choose a subject because of the teacher but, again, due to the timetabling and potential staff changes, a specific teacher cannot be guaranteed.

KEY DATES & MILESTONES



*Please note that dates may change.

THE WEEKLY TIMETABLE

WEEKLY LESSONS

English	Maths	Science	PE	Life Skills & RS	EBACC	Option 1	Option 2	Option 3
5	5	6	1	1	3	3	3	3

KEY STAGE 4 Academy Day

Time	Period	Length
8:00-8:20	Student Entry	20 minutes
8:30-9:00	Tutor Time and Assemblies	30 minutes
9:00-10:40	Period 1	100 minutes
10:40-11:00	Break	20 minutes
11:00-12:40	Period 2	100 minutes
12:40-13:10	Lunch	30 minutes
13:10-14:50	Period 3	100 minutes
14:50-15:40	Period 4	50 minutes

Students in years 10 and 11 are given an additional 50 minutes of lesson time per day.

Within year 10 this is a hybrid of academic and enrichment with students studying:

- 50 minutes per week of science curriculum
- 50 minutes per week of EBACC curriculum
- 50 minutes per week of academic enrichment- financial planning and management
- 50 minutes per week of academic enrichment- communications skills
- 50 minutes per week of enrichment/sport/careers

Within year 10, the additional time builds to work experience in the final term of the year.

Within year 11, the additional 50 minutes per day is given to academic curriculum time and students study:

- 50 minutes per week of science curriculum
- 50 minutes per week of mathematics curriculum
- 50 minutes per week of English curriculum
- 50 minutes per week of EBACC curriculum
- 50 minutes per week of options curriculum (options may rotate throughout the year dependent on student need)



THE OPTIONS PROCESS

The process of selecting options in Y9 will be carried out by the student in conjunction with parents or carers. Throughout the process, students will receive guidance and parents will be able to access information regarding the choices that students will make.

Students will be provided with a letter containing all of the options that can be selected and outlining which subjects are classed as core (must be selected by all students), and those subjects that are optional. Students will be able to speak to parents about options and fill in their provisional selections on the form. The form will also contain a section for parents to sign that they have seen this letter.

Students will study core subjects of English Language, English Literature, Mathematics, Science, Core P.E, Life Skills and Religious Studies. They will then need to select at

least one basket 2 subject (as explained in KS4 Structure and Options Basket pages). After this they will be free to select any other subjects ensuring they study a minimum of 9 qualifications.

When students have discussed options with parents and with staff in the Academy, and have filled in their paper form, they will then be able to record their selections on an online form indicating their provisional choices. At this stage, students can be offered an information, advice and guidance meeting with trained members of staff in the academy. All students will have access to this meeting if they wish.

Following a meeting with a member of staff from the academy, confirmation of options will be mailed out.

WHERE CAN I GET MORE INFORMATION?



Start is a free online careers platform designed to connect 11-18 year olds with their future career potential. It is built in to our Life Skills lessons but it can also be accessed at home.

You can log on at www.startprofile.com

Students will be accessing this in Life Skills lessons to help them get the best out of the software prior to option choices. You can download the 'How to register: Parent Guide' from the website. There is also a section dedicated to Doncaster informing you about the local labour market, opportunities and education choices.

CAREERS OFFICE (LOCATED ON THE MATHS CORRIDOR)

Students can call in to speak to our Careers Adviser (with appointment through Student Achievement Leader), who can give you up to date, impartial information about Post 16 options and support you with the decision-making process.

If parents would like a meeting with the in school Careers Leader, this can be arranged by e-mailing j.brooke@stwacademy.com.

ONLINE RESOURCES

National Careers Service:

nationalcareersservice.direct.gov.uk

National careers information advice and guidance website for 13-19 year olds with telephone helpline (0800 100900)

National Apprenticeship Service:

www.findapprenticeship.service.gov.uk

Apprenticeship search is a national website with information about apprenticeships and the latest vacancies.

I could

Icould.com

The 'inspiration portal' brings together the best of resources and organisations to support young people with regard to their career choices and futures. The site includes local labour market information.

USEFUL WEBSITES

AQA Examination Board

www.aqa.org.uk

Edexcel Examination Board

www.edexcel.org.uk

WJEC Examination Board

www.wjec.co.uk

CIE Examination Board

www.cie.org.uk

University Application System

www.ucas.com

Inspiring Futures

www.isco.org.uk

General Advice on a Variety of Career Subject Areas

www.brightknowledge.org

Higher Education options in Europe

www.study-in-europe.org

KEY STAGE 4 CURRICULUM STRUCTURE

Whilst reading the booklet, you will need to think carefully about the subjects you would like to study over the next two years, deciding which ones are going to serve you well in the future. It is important to note that at this stage the choices you make are very unlikely to affect your ability to follow any given career path.

The curriculum offered by Sir Thomas Wharton Academy is closely matched to the requirements of central government, who state the following:

Every state-funded school must offer a curriculum which is balanced, broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

With this in mind, the government states that the following subjects are compulsory and must be followed by all pupils in KS4 (Years 10-11):

English Language
English Literature
Mathematics
Science
Core Physical Education
Religious Studies
Life Skills

Other subject areas are not compulsory but must form part of the offer available to pupils in all schools. These include:

The Arts: Fine Art, Performing Arts, Music
Design and Technology: Engineering, Food and Nutrition, Textiles, 3D Design
Humanities: Geography, History, Business Studies
Modern Foreign Languages: French
Computing: BTEC Digital Information Technology and Computer Science



OPTIONS



The move into Key Stage 4 will indicate the start of a new phase of learning where you will reduce the number of subjects you study and start to specialise in certain areas of learning.

At Key Stage 4, you will study six core subjects and four other subjects
You must choose an EBACC Option:

CORE SUBJECTS (NON-OPTIONAL)

GCSE English Language & Literature	GCSE Mathematics	GCSE Combined Science	Life Skills (Non-examined)	Core P.E. (Non-examined)
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OTHER SUBJECTS (OPTIONAL)

OPTION 1	OPTION 2	OPTION 3	OPTION 4
EBACC Choose 1: GCSE Geography GCSE History GCSE Computer Science GCSE French		Choose 3 from: GCSE Triple Science GCSE Fine Art GCSE Photography GCSE French GCSE Geography GCSE History GCSE Music GCSE Computer Science GCSE Food and Nutrition GCSE Design and Technology GCSE Business Studies BTEC Sport BTEC Health and Social Care WJEC ICT WJEC Hospitality and Catering OCR National iMedia BTEC Performing Arts (Specialism: Theatre Studies) BTEC Performing Arts (Specialism: Dance)	

OPTION GUIDANCE

I enjoy being creative and prefer more practical subjects, so I selected to study BTEC Performing Arts and BTEC Sport. For my EBACC choice, I chose History, but I also enjoy art so chose GCSE Fine Art as well.



My teachers helped me to understand what each course has on offer. I enjoy all the EBACC subjects but wasn't sure if I could select more than one. From the advice I got, I chose to study GCSE Geography, GCSE History, GCSE French and GCSE Fine Art.

I wasn't sure at first which courses would be suitable for me and how these would be assessed. I found that the BTEC courses allowed me to work towards my qualifications over the year.



I was looking forward to picking my options as there are more courses available that I have not studied before. There are so many options available and my tutor and year leader helped me understand the best courses for me to work towards my goals. I chose GCSE Geography, GCSE History, Triple Science and Business Studies.

Students have a wide range of subjects to select from and this can be overwhelming at first, however, students need to consider what each course has on offer and how the qualification will be awarded. Some subjects offer non-examination assessments alongside formal exams, whilst others offer practical elements for students or even orally via spoken assessments.

SUBJECTS OFFERED POST 16

Whilst considering the options available at Key Stage 4, it is worth keeping in mind the curriculum pathways that lead into Post 16 qualifications.

It is usual for students to continue studying their specialist areas into Key Stage 5, where they will typically follow three (or four) qualifications, at A level (or equivalent).

TWO YEAR A-LEVELS

English Literature	English Language	Mathematics	Further Mathematics
French	Geography	History	Physics
Media Studies	Chemistry	Biology	Art
Computer Science	Sociology	Spanish	Politics
Product Design	Economics	Psychology	English Language & Literature
Criminology	Photography	Law	Food Technology

TWO YEAR VOCATIONAL QUALIFICATIONS

BTEC Health and Social Care	BTEC Business	BTEC Sport
BTEC Applied Science	BTEC Performing Arts	BTEC IT

ENRICHMENT OPPORTUNITIES

Core Mathematics	Performing Arts Scholarship
Extended Project Qualification	Football Academy (Boys and Girls)
Duke of Edinburgh	eSports
Sports Leaders	Business Finance



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CORE SUBJECTS

CORE SUBJECT

ENGLISH LANGUAGE GCSE

In English Language, students use reading skills to infer implicit and explicit meanings; analyse writers' choices and discuss the effects created. Furthermore, they use functional skills to create non-fiction texts, focusing on the purpose and format of tasks, whilst using imagination and creativity to develop characters and plot in prose writing.

COURSE CONTENT

Students will:

- Engage in a variety of texts from different time periods
- Develop analytical skills
- Be creative
- Improve written and spoken communication skills

SUBJECT UNITS AND ASSESSMENT OUTLINE

- Component 1: 20th Century Modern Fiction
- Component 1: Creative Prose Writing
- Component 2: 19th and 21st Century Non-Fiction
- Component 2: Transactional Writing

Component 1 - 40% - A response to a previously unseen fiction extract as well as a creative writing task

Component 2 - 60% - Compare non-fiction and literary non-fiction text, as well as a writing task where you will have to present your own viewpoint

WHY STUDY ENGLISH LANGUAGE?

English Language develops your written and spoken communication skills and enhances your understanding of the ever-evolving English Language. During this course, you will also develop your creative thinking, whilst practising the art of debate.



FUTURE CAREER PATHS

Writing, Teaching, Law, Journalism, Publishing and Editing, Advertising, Human Resources, Civil Service.

POST 16 STUDY

This course supports A-Level option choices of: English Literature, English Language, English Language & Literature, History, Geography, Drama and Media Studies.

WHAT STUDENTS SAY

"English Language is one of my favourite subjects and we are really supported in lessons. Transactional writing is one of my favourite parts of the course. I really enjoy analysing how language and literary devices can be used by writers to capture the hearts and minds of their intended audiences. I find myself analysing texts when reading for pleasure now too!"

ENGLISH LITERATURE GCSE

Through their study of English Literature, students will experience a range of high-quality texts that foster opportunities to recognise the shared values of civilisation that have stood the test of time. As students enhance the skills of inference and analysis developed during their study of English at KS3, students will also articulate and justify their thoughts to critically evaluate how writers create ideas in a range of literary forms, including poetry, prose and drama, and from a range of historical periods.

COURSE CONTENT

Students will:

- Invest in a range of characters, themes and relationships depicted across poetry, prose and drama texts.
- Analyse thoughtfully how writers create effects, including challenging interpretations to offer alternative ideas.
- Explore texts that have been produced during a range of historical and social contexts.
 - Compare how writers convey ideas about themes in similar or contrasting ways.

SUBJECT UNITS AND ASSESSMENT OUTLINE

During the English Literature course, students will study a range of literary texts. The set texts that we study are:

Macbeth by William Shakespeare

An Inspector Calls by J. B. Priestley

A Christmas Carol by Charles Dickens

Eduqas Poetry Anthology –

Poems from 1789 to the present day

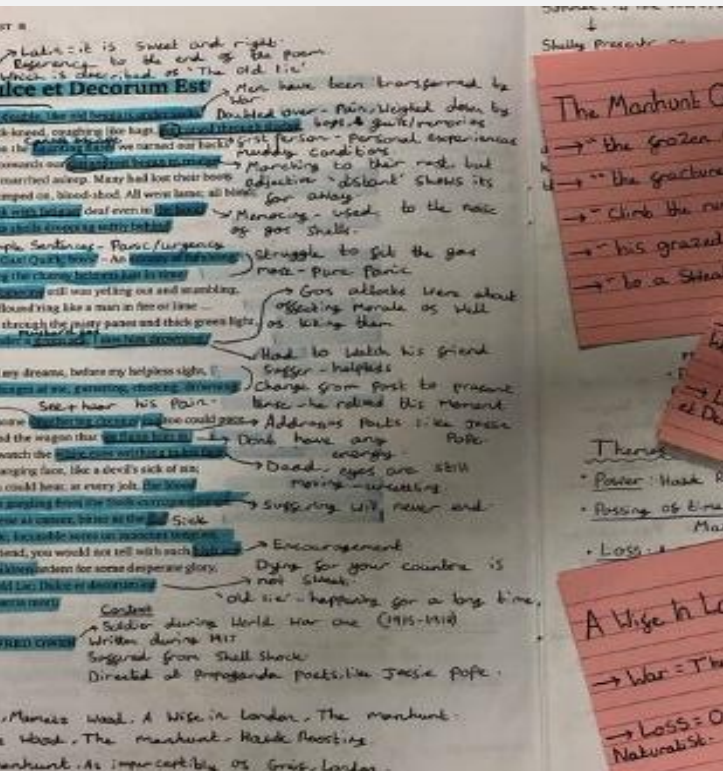
GCSE English Literature is assessed through examinations, which are completed at the end of Year 11.

Component 1 (40%) – *Macbeth* and Poetry Anthology

Component 2 (60%) – *An Inspector Calls*, *A Christmas Carol* and Unseen Poetry.

WHY STUDY ENGLISH LITERATURE?

As well as providing students with the powerful knowledge that enables them to access a wealth of culture, English Literature challenges students to think critically and to develop analytical and evaluative writing skills. Therefore, this course supports A-level option choices of: English Literature, English Language, English Language and Literature, Media Studies, Drama, History and Geography.



FUTURE CAREER PATHS

In addition to the cultural capital that students acquire through their study of English Literature, students also develop skills and knowledge that are highly regarded in the following fields: Writing, Teaching, Media, Law, Journalism, Publishing and Editing, Advertising, Human Resources and Civil Service.

WHAT STUDENTS SAY

"I enjoy English Literature because the texts we study are incredibly interesting and, even though some of them were written several decades or even centuries ago, many of the ideas and themes that we explore are still relevant today." - Year 11 Student

"In English Literature, we study texts in depth, so I feel that I have a strong understanding of the characters and themes. We also focus on the skill of analysis, so I'm able to develop my interpretations by suggesting how and why writers create ideas." - Year 10 Student

MATHEMATICS

GCSE

Our curriculum enables students to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. The curriculum will allow students to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

COURSE CONTENT

This course will cover all the elements of Mathematics: Number, Geometry, Algebra, Probability, Statistics and Data Handling. The course also covers mathematical content in real life situations and cross curricular content.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The assessments will cover the following content headings:

- Number
- Algebra
- Geometry and Measures Ratio
- Proportion and Rates of Change
- Probability
- Statistics

Students are entered at either Foundation Tier or Higher Tier. Questions in the Foundation Tier papers are targeted at grades 5 to 1. Questions in the Higher Tier papers are targeted at grades 9 to 4.

Paper 1: Calculator
Paper 2: Non-Calculator
Paper 3: Calculator



WHY STUDY MATHEMATICS?

GCSE Mathematics gives you the opportunity to study topics such as geometry, calculus and trigonometry (pure mathematics) and to use these ideas within the 'applied' topics such as mechanics and statistics. Mechanics is strongly linked to physics and builds on ideas of motion and forces to work out how and why objects move. Statistics allows us to make sense of the complex and variable world around us via analytical methods in order to draw reliable conclusions from 'sets' of information.

FUTURE CAREER PATHS

All careers will require you to display a good level of mathematical understanding. The following careers are closely linked to Mathematics: Engineering, Finance, Accountancy, Actuarial Work, Scientist, Medicine, Dentistry, Teaching, Logistics and many, many more.

WHAT STUDENTS SAY

"Maths lessons allow me to try things and it doesn't matter if I am wrong. I am allowed to investigate".

"I love discovering different methods that can be used to get to the correct answer".



SCIENCE TRILOGY GCSE

In Science, students combine laboratory based practical techniques with data interpretation skills and fundamental scientific concepts to learn the key components of the environment and life systems, materials around us and the way things work. The Combined Science qualification is rigorous and offers very high levels of challenge to all of the students on this course. It is the expected route through for GCSE and allows students to gain an excellent platform for moving on to Post 16 qualifications. Students on this pathway will study Biology, Chemistry and Physics and they will sit exams in all three of these areas.

COURSE CONTENT

Specific topics look at how our body functions, material and their properties, and the microscopic world of atoms. Students will learn key practical skills and how to apply these to the problem solving of real scientific issues. Includes 16 required practicals.

SUBJECT UNITS AND ASSESSMENT OUTLINE

BIOLOGY: Cells, Organisation, Infection, Bioenergetics, Homeostasis, Inheritance, Variation, Evolution, Ecology.

CHEMISTRY: Atomic structure, Bonding, Quantitative chemistry, Chemical changes, Energy, Organic chemistry, Chemical analysis, the atmosphere.

PHYSICS: Forces, Energy, Waves, Electricity, Magnetism
Electromagnetism, Particle model, Atomic Structure.

Assessment outline:

Students will have six 1 hour and 15-minute exams at the end of the course (two for each science).

WHY STUDY SCIENCE?

Studying Science will assist students greatly in the employment market as they will develop key skills such as resilience in problem solving, an analytical mind, knowledge of key practical techniques and equipment, open-mindedness to change and development, objectivity and a logical, organised approach to real life challenges. Science helps young people acquire key team-working skills and present arguments with balance and reason.

FUTURE CAREER PATHS

All our GCSE Science courses ensure that the students gain excellent academic skills which are sought after by all future employers. Students who study Science at GCSE open the doors to the following careers: Doctor, Veterinary Surgeon, Engineering, Materials Science, Scientist, Marine Biologist, Geneticist, Sports Scientist, Pharmacist, Ecologist, Astronaut, Astrophysicist, Meteorologist, Environment Officer, Conservationist, Accountant, Telecommunications, Physiotherapist, Microbiologist, Nursing, Archaeologist, Zoologist, Civil Servant, Pharmaceutical Sales.

WHAT STUDENTS SAY

"What I love about Science is asking questions and searching for answers. As we find and share new bits of information, we use them to help our understanding of the world."

"I think what I love the most about Science is constantly being surprised by what people's minds are capable of and being surprised by the strange beauty and incredible complexity of the living world."

LIFE SKILLS/RELIGIOUS STUDIES NON-EXAMINED



WHY STUDY LIFE SKILLS?

This course will build students' personal effectiveness, interpersonal and social effectiveness, resilience, self-confidence, self-esteem and empathy. It will also give students a good understanding of managing risk and decision making as well as understanding religious perspectives from the point of view of Christianity and Islam.

FUTURE CAREER PATHS

Teaching, Journalism, Broadcasting, Politics, Uniform Services, Social Work, Youth Work, Charity Work.

WHAT STUDENTS SAY

"Life Skills has enabled me to prepare myself mentally, emotionally and physically for when I leave school; the topics are informative and relevant to me at the right time of my life."

"Life Skills has motivated me to prepare for my future and has helped me to talk about myself and describe myself with confidence."

Our life skills curriculum is built on three core themes: *Relationships, Health & Wellbeing, and Living in the Wider World*. These themes are embedded to ensure the unique character of every child is developed in order to deal with the societal issues that can impact on anyone and everyone. Within each theme, students will develop the knowledge and understanding of key concepts to enable them to flourish in the real world. Students will be equipped with the language needed to question and debate in order to positively challenge inequality and present an informed viewpoint. Students will be guided in order to reflect on their position and status in society whilst appreciating others. Misconceptions and stigmas will be challenged through thoughtful discussion. Students will also increase their participation in bringing about positive change within the school and wider community.

COURSE CONTENT

This course will cover all the statutory elements of Citizenship; Personal, Social and Health Education (PSHE); Relationship and Sex Education (RSE); Social, Moral, Spiritual and Cultural Education (SMSC); and Careers Education, Information, Advice and Guidance (CEIAG). The course also covers Religious Studies with topics on Relationships and Matters of Life and Death from the point of view of Christianity and Islam.

SUBJECT UNITS AND ASSESSMENT OUTLINE

There are three core themes: Health and Wellbeing, Relationships, Living in the Wider World (Economic wellbeing, Careers and the World of Work) along with Relationships and Matters of Life and Death from the point of view of Christianity and Islam from the Eduqas GCSE syllabus.

Students will access a fortnightly lesson. This subject is not examined but is a valuable time for all students to explore a wide range of issues to help them with their adult life.

PHYSICAL EDUCATION NON-EXAMINED

The Physical Education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. It aims to ensure that all students develop their competence to participate in a broad range of physical activities and be physically active for sustained periods of time as well as promoting and helping students lead an active and healthy lifestyle.

COURSE CONTENT

Students will be taught to develop a variety of tactics and strategies to overcome opponents in team and individual games (for example in badminton, basketball, cricket, football, hockey, netball, rounders, rugby, table tennis and volleyball). They will also develop their technique and improve their performance in other sports and activities such as athletics, gymnastics, cheerleading, dance and fitness training.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Students will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Develop their knowledge of fitness and ways to improve, giving them an insight into opportunities for participation beyond school, encouraging a lifelong active and healthy lifestyle.

Students will be encouraged to evaluate their performances and listen to feedback to allow future development.



WHY STUDY PHYSICAL EDUCATION?

The course places an emphasis on the development of practical skills. Students will be physically active for sustained periods of time and engage in competitive sports and activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Physical Education aims to develop learners' love for physical activity and equips our students with the skills to be able and active for the rest of their lives.

FUTURE CAREER PATHS

PE Teacher, Gym Instructor, Personal Trainer, Professional Coach, Sports Psychology, Sports Development Officer, Sports Scientist, Physiotherapy, Leisure and Recreation Management, Nutritionist/Dietician.

WHAT STUDENTS SAY

"I enjoy our Physical Education lessons; it is a time in the week when we are not in a classroom and can get involved in our favourite activities and push ourselves to improve our fitness."



OPTIONAL SUBJECTS

BUSINESS GCSE

GCSE Business will equip students with skills and confidence to explore how different business situations affect business decisions. Students will investigate business activities from small enterprises to large multinationals and businesses operating in local, national and global business contexts.

COURSE CONTENT

- Business Ownerships, including the different ways to set up a business, from being a sole trader to becoming a PLC.
- Marketing, including advertising, development of products and setting the best price.
- Recruitment, including how businesses select the right candidate and keep staff motivation through both financial and non-financial methods.
- Business Operations, including how the products we purchase can be produced using different production methods, to working with suppliers to ensure the quality of goods and services reflect the price consumers pay.
- Finance, which looks at how businesses make a profit and the documents they would use to analyse financial data for both current success and future planning.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The course is made up of two units, both of which are assessed externally. Both papers will use real life business case studies for students to analyse and apply within their responses.

Business 1 Examination:

1 hour 30 minutes – 80 marks – 50%

Business 2 Examination

1 hour 30 minutes – 80 marks – 50%



FUTURE CAREER PATHS

Business Administration, HR Manager, Project Management, Banking, Sales Product Management, Financial Manager, Financial Advisor, Accountant, Management Consultant, Social Media Manager, Lawyer, Business Studies Teacher.

WHAT STUDENTS SAY

"I enjoyed completing my GCSE in Business Studies last year. It was interesting and informative, especially when you are able to apply this to real life business situations."

"By successfully completing my A-Level in Business and securing a high grade, this has enabled me to go on to study Law at university."

WHY CHOOSE BUSINESS?

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop Life skills that enable them to become financially and commercially aware.

COMPUTER SCIENCE GCSE

Computer Science is all about how computers work. Over the two years of the course, you will learn how many key components of computers work, including processors, networks and storage. Alongside this theoretical knowledge, you will expand your practical programming skills by developing your knowledge of Python and SQL. You will learn the basic skills you need and use these to develop fully working systems over the two years.

COURSE CONTENT

Component 1: Computer Systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software.

Component 2: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Over the course, you will develop your practical programming skills in Python and build up to completing some larger programming challenges.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1 - Computer Systems – 50% Exam

Component 2 – Computational Thinking – 50% Exam

Practical programming will be assessed alongside components 1 and 2, with the larger programming challenges completed throughout year 10 and 11.

FUTURE CAREER PATHS

Game developer, Software engineer, Cybersecurity expert, Systems admin, Network manager, Digital marketing Web development.

WHAT STUDENTS SAY

"I really enjoy all the programming we get to do. This allows me the freedom and creativity to develop my own coded applications."

"I want to do computer science at university and at the interviews the professors have been really interested in what we do in computer science."

WHY CHOOSE COMPUTER SCIENCE?

A GCSE in Computer Science is an excellent way to develop some key practical skills which have many uses. If you are considering a career in web design, digital marketing, network management or as an IT technician, Computer Science can help you to develop the key knowledge you need, as well as demonstrating your enthusiasm for the subject, which can be the key to turning an interview into a placement!



iMedia

OCR Cambridge Nationals

iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and the wider industry. Students have the opportunity to create solutions in line with business-based projects, building on key skills that can be applied across multiple subjects.

COURSE CONTENT

R093: Creative iMedia in the media industry

In this unit, you will learn about the media industry. This includes the vast range of media products that can be created, the processes that sit behind the final concept and how to engage audiences using media. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

R094: Visual identity and digital graphics

In this unit, you will learn how to develop a visual identity for a client based on a set assignment. You will learn and use basic concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

R097: Interactive digital media

In this unit you will learn how to plan, create and review interactive digital media products. This includes:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

SUBJECT UNITS AND ASSESSMENT OUTLINE

R093: Creative iMedia in the media industry (40%)

Externally assessed in the form of a written exam

R094: Visual identity and digital graphics (25%)

Internally assessed in the form of a set assignment

R097: Interactive digital media (35%)

Internally assessed in the form of a set assignment

FUTURE CAREER PATHS

Games developer | Comic Book Writer | Graphic Designer | Animator | Content Creator | Web Designer |

WHAT STUDENTS SAY

I have really enjoyed studying iMedia because I have been able to understand the development of a media product from start to finish.

I am looking to continue with Media Studies in 6th form and hopefully at University. This course has helped me understand the basics, which will help me to be successful in my future pathways.

WHY CHOOSE iMEDIA?

Choosing iMedia will allow you to understand the fundamentals of the media industry, whilst allowing you to develop your own original digital designs. iMedia allows you to be creative whilst developing transferable skills that will help support you in most future pathways, whether this be 6th form, college or an apprenticeship!

FINE ART GCSE

The curriculum for GCSE Fine Art enables students to contribute and engage as confident future professionals and create work independently that reflects issues within different cultures and shows an emotional awareness of our society.

COURSE CONTENT

Students follow a course that enables them to develop skills in drawing, painting, 3D and mixed media as well as researching the work of artists, designers and craftsmen. You will develop personal beliefs and values and produce work that reflects your identity, helping you to understand how artists respond to human issues and shared problems through Art.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1 - Coursework – Personal project

Students begin by selecting a theme of their choice. This could be an world issue, nature, man-made, sports, portraiture or textures. They will then explore a range of artist based on their theme and use a combination of techniques, such as drawing, painting, photography, printmaking and mixed media. Students then develop and apply the knowledge, understanding and skills to realise their own intent to create a final piece.

Component 2 - Exam

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.



FUTURE CAREER PATHS

Students go on and study degree courses in Fine Art, Fashion Design, Surface Print Design, Textiles, Animation, Illustration, Theatre Arts, Stage Costume and Make-up, Architecture, Interior Design, Marketing, Advertising, Art History, Art Teaching, Media Arts, Art Therapy.

WHAT STUDENTS SAY

"Creativity is critical thinking and without it how are you going to open up and ask harder questions? Art opens up those possibilities to think beyond what we already know."

WHY CHOOSE FINE ART?

Learning through and about the arts enriches the experience of studying while at school as well as preparing you for Post 16 and life after school. Fine Art encourages self-expression and creativity and can build confidence as well as a sense of individual identity. Studying Fine Art also helps to develop critical thinking and the ability to interpret the world around us.

PERFORMING ARTS LEVEL 1/2 VOCATIONAL AWARD



In Performing Arts, students will develop a range of performance & devising skills and apply them to create performances. Students will have the opportunity to work collaboratively to generate, develop and communicate ideas, which enables them to become creative, independent and reflective students, who are able to make informed choices in process and performance. Students are supported to become critical thinkers, and develop an awareness and understanding of the roles and processes undertaken in contemporary professional performing arts practice.

FUTURE CAREER PATHS

Actor, Dancer, Performer, Teaching and Coaching, Arts Administration, a career on stage or in television, any jobs which require teamwork, communication, people skills, independent thinking, organisation skills and confidence.

WHAT STUDENTS SAY

"Performing Arts is an ideal choice if you want to study a subject that is both practical and creative."

WHY CHOOSE PERFORMING ARTS?

Performing Arts students typically pursue BTEC level 3, university courses or careers that will require interpersonal, group work or presentation skills. This qualification will encourage you to be a strong, confident and empathetic communicator and able to work dynamically and creatively with others. Students become critical thinkers and develop an appreciation of the arts as a whole. The course is much valued by universities and employers as a result.

COURSE CONTENT

You will be assessed through project work. 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. For each one you will be given a scenario and will need to undertake a number of tasks. In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1 (30%): Performing

You will learn new skills and techniques needed to produce a successful performance of an existing play or show. You will complete written tasks to reflect and evaluate on this process.

Unit 2 (30%): Creating

You will learn how to create and refine your own original work in performing arts. You will complete written tasks to reflect and evaluate on this process.

Unit 3 (40%): 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.

GEOGRAPHY

GCSE

Geography is aimed at inspiring young people to be curious and fascinated by the human and physical world, and its complex interactions. Our contemporary curriculum considers the sustainability of this complex relationship and engages learners with the impact their actions have on the planet.

COURSE CONTENT

At the core of our curriculum planning is the concept of challenge. The teachers within geography design appropriately challenging lessons that allow students to access complex material and concepts. Students will apply their extensive knowledge of geography using a range of unfamiliar stimulus materials. The geography curriculum is also designed to be highly engaging, promoting aspiration for all students irrespective of their starting points and learning needs.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The Geography GCSE course is split into four different modules (physical, human, fieldwork and investigating a geographical issue) across three exam papers:

Paper 1: Living with the Physical Environment

The Challenge of Natural Hazards
The Living World
Physical Landscapes in the UK

Paper 2: Challenges in the Human Environment

Urban Issues and Challenges
The Changing Economic World
The Challenge of Resource Management

Paper 3: Geographical Applications and Skills

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. This paper examines fieldwork and a pre released geographical issue.

FUTURE CAREER PATHS

Finance, Accounting, Economics and Investment, Business, Ecology, Urban Design and Planning, Journalism, Teaching, Academia, Volcanology.



WHY CHOOSE GEOGRAPHY?

Geography has an impact on everyday life, and so understanding this is key to developing a full understanding of the economic, social, environmental and political realities that shape the world we live in. We provide a starting point for the lifelong learning of these realities.

Students also build a number of transferable skills, including: excellent communication and writing skills; how to construct an argument; research and problem skills; investigation and problem-solving skills and analytical and interpretation skills.

WHAT STUDENTS SAY

"Geography is incredibly interesting and has allowed me to develop my understanding of the natural and human world, and my impact upon it. I've also become a much more sophisticated writer and have developed good data handling and analysis skills, which will be very useful at University and in the workplace."



The collection and communication of data happens all around us. Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill, or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as you move through education and into employment.

WHY CHOOSE ICT?

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.

FUTURE CAREER PATHS

Every career will have some element of Computing in the future. Specific jobs include; Computer forensic, Cyber security and risk management, Data analysis, Game development, Hardware engineering, Information management, Multimedia programming, Software engineering, Network management, Technical support.

WHAT STUDENTS SAY

"You get to do lots of practical work on the computers and can be creative in our solutions produced".

"By studying ICT, I am now fully prepared for the digital future in both any future job pathway that I select and also in my daily personal life routine."

COURSE CONTENT

Unit 1: ICT in Society:

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2: ICT in Context

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images. This enables learners to apply their knowledge and understanding to solve problems in relation to a business scenario. This allows learners to understand the importance of project planning, to see a successful outcome.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1: ICT in Society (40%)

*Externally assessed: on-screen examination
1 hour 20 minutes*

Unit 2: ICT in Context (60%)

*Internally assessed: Set assessment
40 hours*

FOOD PREPERATION AND NUTRITION GCSE



The GCSE course in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.

COURSE CONTENT

The course places an emphasis on practical as well as theoretical knowledge and understanding food and nutrition.

The Food Investigation assessment is an assessment of the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. The Food Preparation assessment is where students prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

FUTURE CAREER PATHS

Possible future career paths include: Dietician, Food Microbiologist, Food Product Developer, Nutritionist, Environmental Health Officer, Teacher, Catering manager, Customer Services Manager, Nutritional Therapist, Marketing Manager.

WHAT STUDENTS SAY

"I have enjoyed the challenge of applying the knowledge we have learnt in lessons when creating practical dishes."

"It has made my practical work more rewarding, when I understand why certain ingredients are included in recipes."

WHY CHOOSE FOOD AND NUTRITION?

The course places an emphasis on the skills of creative thinking as well as developing communication techniques. Students will enhance their team working skills as well as time management and critical reflection.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1 - Principles of Food Preparation and Nutrition

Written Examination:

1 hour 45 mins, (50% of qualification)

Component 2 - Food Preparation and Nutrition in Action

Non-Examination Assessment (NEA):
internally assessed, externally moderated,
(50% of qualification)

Design and Technology GCSE



The GCSE course in Design and Technology (DT) seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. Students will learn the art of problem solving which is a vital skill to take forward into any career in the future.

FUTURE CAREER PATHS

Possible future career paths include:
Architect, Interior Designer, Mechanical Engineer, Product Designer, Materials Technologist, Software Engineer, Structural Engineer, Furniture designer.

WHAT STUDENTS SAY

"I have enjoyed having the balance of practical and written work in DT. I really enjoy doing practical work in the workshop and learning new skills"

"During our theory lessons I have enjoyed using knowledge gained in other lessons such as Maths, Geography and Science."

WHY CHOOSE DESIGN TECHNOLOGY?

The course allows students to think about the world around them and how products are manufactured. It allows students to build problem solving skills within their practical work and technical skills within their designing and exam theory work.

COURSE CONTENT

The aims and objectives of this qualification are to enable students to develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. Use imagination, experimentation and combine ideas when designing. Develop the skills to critique and refine their own ideas while designing and making. Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Exam - **Core technical principles, Specialist technical principles and Design and making principles**

Written Examination:
2 hours, (50% of qualification)

Non-exam Assessment - **Design Technology Task**

Non-Examination Assessment (NEA):
internally assessed, externally moderated,
(50% of qualification)

Hospitality and Catering

WJEC Level 1 and 2 vocational award



FUTURE CAREER PATHS

Possible future career paths include but are not limited to:

Chef, sommelier, catering assistant, events manager, bartender, nutritionist, dietician, food technologist, bar manager, food stylist, tourism and travel guide and food safety officer.

WHAT STUDENTS SAY

"Students enjoy the hands-on nature of the course. Highlighting how much they appreciate learning practical skills, such as cooking, food preparation, and catering techniques"

"Some students report feel motivated by the idea that the course connects well to potential jobs or further studies in hospitality"

WHY CHOOSE H&C?

It prepares students for a wide range of careers in a thriving industry, offering hands-on experience, valuable life skills such as teamwork, time management, health and safety. This course gives the students a real experience in food preparation, customer service, and kitchen management.

Studying WJEC Level 1/2 Vocational Awards (Technical Awards) offers practical skills and real-world knowledge in a fast-growing industry.

The qualification is highly valued by employers, helping students develop essential life skills, creativity, and professionalism, while opening pathways to further study or apprenticeships in the hospitality sector.

COURSE CONTENT

Unit 1 (Year 11) enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety

Unit 2 (Year 10) enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively

SUBJECT UNITS AND ASSESSMENT OUTLINE

Year 10: Unit 2: Hospitality and catering in action
Controlled assessment:
Written/computer and practical work
12-hour exam (6 practical, 6 written coursework)
60% of qualification
120 marks

Year 11: Unit 1: The hospitality and catering industry
Written examination: 1 hour 20 minutes
40% of qualification
80 marks

Vocational Awards are awarded on an 8-point scale: **Level 2 Distinction***, **Level 2 Distinction**, **Level 2 Merit**, **Level 2 Pass**, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

HISTORY

GCSE

History is an academic discipline, providing coherent knowledge and understanding of Britain's past and that of the wider world. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

COURSE CONTENT

The GCSE course has been designed to give students a deeper understanding of the modern world and how our own nation has been shaped across the centuries. Our GCSE History curriculum aims to prepare our students with the skills and knowledge required for them to become well-rounded citizens. Students study a wide range of historical periods from Tudor England to 21st century political developments.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The History GCSE course is split into four different modules across two exam papers:

Paper 1:

Germany, 1890-1945

This module focuses on the changes in Germany from its formation in 1871 up to the end of the Second World War.

Conflict and Tension, 1918-1939

The First World War was supposed to be 'the war to end all wars', yet just over 20 years later another global conflict broke out which was significantly more harrowing and destructive.

Paper 2

Health and the People, c 1000 – Present Day

Students will study the developments in health care and surgery in Britain from the medieval period to the present day.

Elizabethan England, c 1568 – 1603

This is a depth study of the last 35 years of the reign of the last Tudor monarch, Elizabeth I. In this module students will learn about the political, economic, social and religious problems that Elizabeth faced during this period.



WHY CHOOSE HISTORY?

Apart from studying a wide range of exciting historic periods, students learn a range of important skills that will help them with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research skills
- investigation and problem-solving skills
- analytical and interpretation skills

FUTURE CAREER PATHS

Studying history can lead on to some exciting career options, including: Journalism, Law, Business, Politics, Archaeology, Marketing, Teaching

WHAT STUDENTS SAY

"History is a challenging subject but it's worth it! We have learnt about some really interesting topics and I feel that the skills I have been taught will be really useful for the future."

"I have really enjoyed studying History at GCSE. The staff are supportive, and I have enjoyed learning about some really important topics."

FRENCH GCSE



Through learning French, students will, as well as becoming proficient in the target language, develop a deeper understanding of how their own language works. Students will build resilience and attain a range of skills and strategies to enable them to problem solve and think strategically. Students will also develop a greater sense of their own culture whilst studying the culture of the French speaking world at the same time.

COURSE CONTENT

Students will increasingly understand how the French language works through a range of topics, such as food and drink, places in the town, school and future opportunities, family, friends and environmental issues. Students will grow in confidence, access a wide range of high quality, authentic texts and have first class communication skills.

FUTURE CAREER PATHS

Students who study GCSE French are valued for their academic abilities and interpersonal qualities. Consequently, there are a wide range of career options available, including Interpreting, Translation, International Business and Law, Travel and Tourism, Journalism, Sales and Marketing, International Finance, Politics and many more!

WHAT STUDENTS SAY

"I have enjoyed the topics we have studied for GCSE French. I feel like I have learnt a lot about the French Tourist Industry and French Speaking countries in general. I feel really satisfied when I have completed Translation tasks; they are challenging but you feel like you have achieved."

SUBJECT UNITS AND ASSESSMENT OUTLINE

There are six themes of study:

Theme 1: My Personal World

Theme 2: Lifestyle and Wellbeing

Theme 3: My Neighbourhood

Theme 4: Media and Technology

Theme 5: Studying and My Future

Theme 6: Travel and Tourism

The content of these themes is assessed at the end of Year 11 via four exams in Listening, Speaking, Reading and Writing. Each exam is worth 25% of the total GCSE.

WHY CHOOSE FRENCH?

In this ever-changing world, the study of a language is highly regarded in the world of work and business and on average, earning potential can be greater. Some Russell Group Universities like to see that a language has been studied at GCSE as it demonstrates higher level thinking and communication skills.

TRIPLE SCIENCE BIOLOGY/CHEMISTRY/PHYSICS GCSE

In Science, students combine laboratory based practical techniques with data interpretation skills and fundamental scientific concepts to learn the key components of the environment and life systems, materials around us and the way things work.

COURSE CONTENT

A more detailed look at key scientific concepts than the Combined Science: Trilogy course. Separate Science allows students to study the key principles that underlie current technological and research developments in biology, chemistry and physics. Specific topics look at how our body functions, material and their properties and the microscopic world of atoms. Students will learn key practical skills and how to apply these to the problem solving of real scientific issues. Includes 21 required practicals.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry: Atomic Structure, Bonding and Structure, Quantitative Chemistry, Chemical Changes, Energy Changes, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Resources.

Physics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure Radiation and Space.

Subject assessment:

Six exams (two for each science), each out of 100 marks and the last for 1 hour 45 minutes in duration.

WHAT STUDENTS SAY

"What I love about Science is asking questions and searching for answers. As we find and share new bits of information, we use them to help our understanding of the world."



WHY CHOOSE TRIPLE SCIENCE?

Studying separate Sciences will assist students greatly in the employment market as they will develop key skills such as resilience in problem solving, an analytical mind, knowledge of key practical techniques and equipment, open-mindedness to change and development, objectivity and a logical, organised approach to real life challenges. Science helps young people acquire key team-working skills and present arguments with balance and reason.

FUTURE CAREER PATHS

Studying Science at GCSE opens the door to the following careers: Doctor, Veterinary Surgeon, Engineering, Materials Science, Scientist, Marine Biologist, Geneticist, Sports Scientist, Pharmacist, Ecologist, Astronaut, Astrophysicist, Meteorologist, Environment Officer, Conservationist, Accountant, Telecommunications, Physiotherapist, Microbiologist, Nursing, Archaeologist, Zoologist, Civil Servant, Pharmaceutical Sales.

HEALTH AND SOCIAL CARE BTEC Tech Award



BTEC Health and Social Care will inspire students to work in a sector which has a significant impact on the health and well-being of service users and foster ambitions to promote excellence in standards of care. Students will be stimulated through exploring and experiencing roles within the health and social care sector.

COURSE CONTENT

Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Students will study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Human Lifespan Development - Internally assessed
(30% of the course)

Health and Social Care Services and Values -
Internally assessed (30% of the course)

Health and Wellbeing - Synoptic externally assessed
exam (40% of the course)

WHY CHOOSE HEALTH AND SOCIAL CARE?

The course places an emphasis on the development of underpinning health and social care skills and knowledge that is critical to a career in the Health and Social Care sector. This course is the perfect stepping stone in continuing your educational journey on to level 3 Health and Social Care. Other subjects such as Psychology, Sociology, Criminology, Biology complement the subject well.

FUTURE CAREER PATHS

Primary / Secondary Teaching, Social Work, Physiotherapy, Police, Radiography, Operating Department Practice, Nursery Teaching, Nursery Nurse, Care Industry, Childcare, Residential Care, plus many, many more (did you know there are over 350 careers in the NHS alone?).

WHAT STUDENTS SAY

"I highly recommend health and social care to take as a subject because you will gain knowledge on what's happening in the world around you and what health and social care professionals do to make sure everyone gets the help and support they need. It is a great lesson to take and will benefit you in many ways because it opens up so many opportunities and jobs in the future, not just in a health care setting."

PHOTOGRAPHY

GCSE

The curriculum for GCSE Photography enables students to contribute and engage as confident future professionals and create work independently that reflects issues within different cultures and shows an emotional awareness of our society.

COURSE CONTENT

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.
- They may explore overlapping areas and combinations of areas.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1 - Coursework – Location Photography

Students attend a variety of trips, such as Filey, Leeds Royal Armouries Museum, York and the Yorkshire Sculpture Park. They take a number of photographs considering different compositions. They then develop those photographs using a range of Photoshop techniques.

Component 2 - Exam

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

WHAT STUDENTS SAY

"Photography is a form of self-expression and storytelling. It helps you capture moments in your life, express your emotions, and share your perspective with others."



WHY CHOOSE PHOTOGRAPHY?

Photography has become so accessible for people of all ages, from all walks of life, and in every community and culture. Whether we use a professional camera, a mobile phone or a polaroid, we capture memories, record events, create works of art and promote our interests within an increasingly visual world, with billions of images surrounding us throughout our lives.

FUTURE CAREER PATHS

- Wedding photographer
- Commercial photographer
- Portrait photographer
- Art Direction / Advertising
- Travel photographer
- Stock photographer
- Photojournalist
- Sports photographer
- Wildlife photographer
- Fashion Photographer
- Scientific Photographer
- Film or movies

MUSIC GCSE

The GCSE Music course enables you to enhance your musical skills and understanding through practical music making. You will have the opportunity to embrace industry standard technology to further your musicianship. You will be encouraged to develop your abilities in performing, composing and understanding music.

COURSE CONTENT

Students will:

- Learn about musical theory.
- Study significant musical periods throughout history.
- Rehearse and deliver solo and ensemble performances.
- Use music technology to create their own pieces of music, enhance their performances and support understanding opportunities.

It is expected that students will perform on a regular basis, both in class and as extra-curricular activities.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Students will study three components:

- Understanding Music (40%)
- Performing Music (30%)
- Composing Music (30%)

Students will create a portfolio of coursework made up of recordings of performances, and compositions for two units, with a 1.5 hour listening exam for Understanding Music, at the end of Y11.

WHAT STUDENTS SAY

"Every lesson is interesting with different genres, cultures and instruments studied. I highly recommend music; you wouldn't regret choosing it."

"Music will challenge you as a student and musician but is rewarding to see your skills develop on a daily basis."



WHY CHOOSE MUSIC?

Employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication and tenacity to name just a few. Universities are keen to attract students who have a well-rounded education and achieve good results, no matter what the subject.

FUTURE CAREER PATHS

Music producer, Music therapist, Musician, Private music teacher, Secondary school teacher, Sound designer, Sound engineer, Sound technician, broadcasting/film/video, Special effects technician, Arts administrator, Broadcast engineer, Choreographer, Community arts worker, Event manager, Marketing executive, Private tutor, Radio broadcast assistant.

SPORT

BTEC Tech Award



BTEC tech Sport provides an engaging and relevant introduction to the world of sport. It allows students to focus on combining practical skills and academic subject knowledge through the completion of tasks that will enable them to experience what is required to develop the skills for a successful career in the sport industry. These range from sports participation and improvement, strategies to develop fitness and sports performance and leading sports activities.

COURSE CONTENT

The tech award gives students the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts;

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology.

FUTURE CAREER PATHS

PE Teacher, Gym Instructor, Personal Trainer, Professional Coach, Sports Psychology, Sports Development Officer, Sports Scientist, Physiotherapy, Leisure and Recreation Management, Nutritionist/Dietician, Police Officer, Armed Forces, Events Management, Primary School Sports Coaching.

WHAT STUDENTS SAY

"I recommend BTEC tech Sport to anyone who has an interest in sport. It is a great course and your teacher will help you and prepare you for all assessments in Y10 and 11. It is a lot of fun, and can open up a wide variety of career paths in higher education."

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1 - Preparing Participants to Take Part in Sport and Physical Activity.

Component 2 - Taking Part and Improving Other Participants Sporting Performance

Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Component 1 and 2: Internally controlled assessments that are completed in Y10, each consisting of 3 or 4 tasks set by Pearson. Externally moderated.

Component 3: External examination. 1.5 hours

WHY CHOOSE BTEC SPORT?

The course places an emphasis on the development of practical skills that would be beneficial to a career in the sports industry. In order to be successful in the completion of this course, you will need to demonstrate a proficiency in a range of skills: communication, teamwork, organisation, performance analysis, presentation of information, time management and critical reflection.

ALUMNI: HOLLIE McKie

SUBJECT STUDIED AT UNIVERSITY:

Human Resource Management at The University of Leeds.

CURRENT ROLE:

Inclusion Manager

A LEVELS:

Business Studies, English Literature, Film Studies, History and General Studies.

GCSE OPTION SUBJECTS:

Statistics, Media Studies, Film Studies, History, Business Studies

HOW YOUR CHOICES GUIDED YOUR CAREER PATH:

I chose subjects which I enjoyed and wanted to learn more about. My favourite was Business, and this led me to want to study a business-related course at University. I chose Human Resource Management after getting some work experience in this field whilst at Sixth Form. What I really enjoyed about HRM was the idea of helping people, and so in turn this led me to strive towards a career that helps other people. So, whilst my GCSE subjects do not directly correlate to my career, they helped me discover what I wanted from a career.

ADVICE YOU WOULD GIVE TO YOUR FORMER SELF/STUDENT CHOOSING OPTION SUBJECTS AT GCSE:

"Focus on the next step, not the whole staircase."



ALUMNI: CAITLIN PUGH

SUBJECT STUDIED AT UNIVERSITY:

Physics with Astrophysics BSc at Northumbria University

CURRENT ROLE:

Digital Marketing Officer at My Pension Expert. In my role I set up and manage social media and paid search marketing campaigns to encourage customers to use our company for pensions advice when they retire. Day to day, I analyse lots of data and make decisions based on trends and patterns I find in the data.

A-LEVELS:

Chemistry, Maths, Physics

GCSE OPTION SUBJECTS:

Art, History, IT and French

HOW YOUR CHOICES GUIDED YOUR CAREER PATH:

I was really interested in space at sixth form, and so I chose A level subjects that would enable me to do a Physics with Astrophysics degree. After my Physics degree, I got a job completely unrelated to Physics, but it involved lots of Maths and without a Maths A-level, I wouldn't have got the job. My current job is even more unrelated to Physics, but I wouldn't have got it if I hadn't done my previous job, so you could say that my GCSEs indirectly helped me to get to where I am now.

ADVICE YOU WOULD GIVE TO YOUR FORMER SELF/STUDENT CHOOSING OPTION SUBJECTS AT GCSE:

"My advice for choosing GCSE subjects is to choose ones you enjoy. They don't dictate the direction of your life as much as you think they do and if you enjoy your subjects, it'll be a lot easier to do well."



“If you enjoy your subjects, it'll be a lot easier to do well.”

ALUMNI: SIAN HADDRICK

SUBJECT STUDIED AT UNIVERSITY:

The University of Lincoln, studying Adult Nursing with Registered Nurse

CURRENT ROLE:

Currently working as an Adult Nurse in Intensive Care. This involves doing things ranging from sitting down and having a chat with a patient, providing them with pain relief and helping them with a bed bath to doing things as major as filtering someone's blood when their kidneys aren't working well enough to filter it themselves, assisting the doctors with inserting airways when patients are too sick to maintain their own airway and setting up machines that help people breathe when their lungs are too poorly to work effectively without support.

A LEVELS:

Biology, Chemistry and Psychology

GCSE OPTION SUBJECTS:

French, Geography, Food Technology and ICT alongside the core subjects.

HOW YOUR CHOICES GUIDED YOUR CAREER PATH:

I didn't know what I wanted to do in life at the time of choosing my options. Therefore, I chose the subjects that I enjoyed the most which eventually helped me come to decide I wanted to be a nurse.

ADVICE YOU WOULD GIVE TO YOUR FORMER SELF/STUDENT CHOOSING OPTION SUBJECTS AT GCSE:

"Find something you enjoy doing and you will never have to work a day in your life."



ALUMNI: DANNY PORTER

SUBJECT STUDIED AT UNIVERSITY:

Northumbria University – Marketing Management First Class BA Honours

CURRENT ROLE:

I'm currently an Account Manager at a Digital Marketing Agency in Leeds. My role consists of working with global brands to manage their digital strategy and online presence in search engines such as Google. Notable brands I've worked with include Adobe, Aperol, LG and Etihad.

A LEVELS:

Business, Economics, History, PE and General Studies.

GCSE OPTION SUBJECTS:

Business, PE, Triple Science, Film Studies, History

HOW YOUR CHOICES GUIDED YOUR CAREER PATH:

I've always had a passion for sport and business, so my choices reflected that initially at GCSE level. Having found something that I enjoyed, this led me onto pursuing these subjects at A-Level which helped me get into Northumbria University to study Marketing.

ADVICE YOU WOULD GIVE TO YOUR FORMER SELF/STUDENT CHOOSING OPTION SUBJECTS AT GCSE:

"Choose subjects you enjoy and have a passion for! It will help you form your own career path whilst also giving you a better short term understanding of what you might want to do beyond GCSE – (A-Level, Degree etc.)"



Choose subjects you enjoy and have a passion for!"

ALUMNI: JODIE HIDE

SUBJECT STUDIED AT UNIVERSITY:

York St John University:
English Language and Linguistics - BA (Hons)
International business management (MSc)

CURRENT ROLE:

I work on Herm Island which is a seasonal tourist destination in the British Channel Isles. During the summer months, I work as a receptionist for the White House Hotel. This entails taking reservations, checking guests in and out, dealing with queries or complaints and providing guests with a friendly service. During the winter months, my responsibilities shift towards project work including; sales strategies and developing the island's quality management system. This has involved creating policies and procedures for the differing areas of the business and auditing them on a monthly basis.

A LEVELS:

English Language, English Literature, Business Studies, Economics

GCSE OPTION SUBJECTS:

Media Studies, Travel and Tourism, Art

HOW YOUR CHOICES GUIDED YOUR CAREER PATH:

I am very academic but have always been interested in travel. Therefore, travel and tourism was a BTEC subject I was keen to do. Whilst at university, I took part in the Erasmus exchange programme which involved studying abroad for 6 months in Tarragona, Spain. Whilst living there, I taught English in a Spanish primary school and privately.

ADVICE YOU WOULD GIVE TO YOUR FORMER SELF/STUDENT CHOOSING OPTION SUBJECTS AT GCSE:

"Don't worry about what anybody else wants you to do. Chose what you're interested in and you'll feel more engaged and motivated to learn. It's okay to not know exactly what you want to do in your future yet, so choose what you enjoy."





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