Blacon High School

Year 9 Options Booklet 2023

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At Blacon High School, we are committed to providing all students with the highest quality education at all stages of their learning journey, particularly in their GCSE years.

Our curriculum ensures that students are equipped with the knowledge and skills they need to take advantage of the opportunities, responsibilities and experiences of later life.

Our aim is to prepare every young person for success and to make outstanding progress through our thinking curriculum. We want our students to leave with the knowledge and skills which create excellent life opportunities and also prepare them exceptionally well for life beyond school.

Year 9 students are approaching the end of the three-year Key Stage 3 curriculum, throughout which they studied a broad and balanced range of subjects. Students can now make choices about the subjects that they will study at Key Stage 4 (Years 10 and 11.)

This curriculum combination offered enables students to have as many opportunities as possible open to them when they move onto the next phase of their education and provides students with a broad range of experiences to take with them.

Key Stage 4 Courses

We offer a broad KS4 curriculum, through which we aim to meet the needs and aspirations of all students. Our curriculum is the vehicle through which we profess our vision to inspire students who love and enjoy learning. Key to this is the school's belief that everyone can achieve regardless of background or starting point.

All students will study a 'core' of subjects in Years 10 and 11:

- English (2 GCSEs – Language and Literature)
- Mathematics (GCSE)
- Trilogy Science (equivalent to 2 GCSEs)
- Geography and/or History (GCSE)
- Core Religious Studies (non-exam)
- Core Computer Science (non-exam)
- Personal, Health and Social Education (PSHE)
- Core PE (non-exam)

In addition to the core, in Years 10 and 11 students will study other courses. These are subjects that students request to study.

The option subjects enhance the qualifications studied at KS4 and allow students to develop a wide range of skills and interests. Students need to think carefully about these requests and the information in this handbook is here to help.

Requests for courses

Students should make choices very carefully but must realise they are making requests. Students are asking to be allowed to follow courses in the subjects selected. Sometimes students make requests for a subject in which they are not really interested and/or in which they are not as successful as they are in others. In very rare cases, a course is either too

popular or not popular enough to be viable. If any of these apply, we may not be able to give students a place on all the courses they choose.

If a subject request cannot be met or is seen as not being an appropriate option, students will meet with a member of the Senior Leadership Team to discuss their choices.

No new decisions will be taken without meeting with parents or carers.

Questions & answers

What are my choices?

This booklet takes you through the core curriculum subjects which are mandatory and which will provide you with a broad and balanced subject base. After the core Curriculum subjects you will find information about all the subjects on offer next year.

It is important that you enjoy learning. We want you to choose courses that you find interesting, play to your strengths and develop your skills. You should also consider carefully how these choices will affect your future after Blacon High School and beyond.

When considering your choices ensure that you:

· Consider a broad range of subjects, in doing so we hope that you will develop a wide range of skills. Since most students will change their minds about a career several times before leaving school and is likely to have a number of careers in their lives; the general aim is to avoid too much specialisation at this stage.

· Choose subjects that you enjoy and are good at and meet any future requirements that can reasonably be anticipated.

· Consider your current performance in a subject and how it might affect your future progress. ·

· Don't let your friends' choices influence yours.

· Research information about options choices (for example, on the internet); find out what you will study, how lessons are taught and how the subject is assessed.

· Don't choose a subject just because you like the teacher this year; you might not have the same teacher at KS4.

· Discuss your ideas with your parents/carers, subject teachers, Form Tutor, Progress Leader, or our careers advisors, Mr Hughes or Miss Thomas (Assistant Head Teacher).

How many choices can I make?

All students will study a 'core' of subjects in Years 10 and 11:

- English (2 GCSEs – Language and Literature)
- Mathematics (GCSE)
- Trilogy Science (2 GCSEs)
- Geography or History (GCSE)
- Core Religious Studies (non-exam)
- Core Computer Science (non-exam)
- Personal, Social, and Health Education (PSHE)
- Core PE (non-exam)

You can choose four option subjects and must select one option from each of the four option blocks shown below. **You must choose either History, Geography or Spanish** (you can choose all three). If you would like to study BTEC PE or GCSE PE, you can choose PE in any of the blocks A, C or D. You can only choose two out of Art, Graphics and Product Design.

Option A	Option B	Option C	Option D
History	History	History	History
Geography	Geography	Geography	Geography
Spanish	Computer Science	Triple Science	Religious Studies
BTEC Small Animal Care	BTEC Music	BTEC Small Animal Care	3D Product
3 D Product Design	OCR Child Development	3 D Product Design	GCSE Graphics
OCR Health and Social Care	GCSE Art	OCR iMedia	BTEC Performing Arts
GCSE Media Studies	GCSE Graphics	OCR Business	Food and Cookery
PE	OCR Business	PE	PE
	GCSE Statistics	GCSE Art	

How do I indicate my choices?

Read the subject information in this booklet carefully and be sure to understand what the course will ask of you. Discuss your options with your parents, carers, teachers and Progress Leader to make sure you are making the right decisions. Once you have made your final choices **join the Options Google Classroom with the code "5hysvwd**" and complete the online Google Form.

Can I change my mind later?

When you have made your choices, numbers must be balanced in teaching groups and then the timetable is prepared. This is a long process, and it cannot be readily changed. Occasionally, a few changes are permitted in the first few weeks of the Autumn Term but only when numbers allow this.

Will I automatically secure a place on my first-choice course?

Although it is hoped that the majority of students will be allocated your first choices, this might not necessarily be the case, for three reasons:

· The range of subjects offered now, at the planning stage, may have to be modified because of staffing or other constraints.

· It may be necessary to limit numbers for safety reasons and for access to equipment.

· Students' levels of attainment and progression in Key Stage 3 will be taken into consideration before confirmation of final choices.

What support is available?

- Options evening is an opportunity for you to find out more about what a course entails and where it could lead.
- Read through this options booklet where you can find out more about the content and assessment for each subject.
- You can arrange a time to meet with a member of the careers team to find out more about where a subject could lead.
- You can have a one to one meeting with a member of the Senior Leadership Team to discuss the appropriateness of your choices.

How will my attainment and progression be recognised?

Subjects can be assessed in many ways; it is important to think about which style suits you.

· Examinations – most GCSEs have an exam, but this can vary in terms of number and length. The question style can also vary considerably.

· Portfolios of coursework – as in BTEC and Vocational courses – students complete a wide range of assignments which may be practical or written and build up evidence towards a qualification. BTEC and Vocational subjects also have 40% of their content assessed through an external examination.

What is the English Baccalaureate?

The Government believes that schools should offer students a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration.

The EBacc is not a qualification. The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers: it will recognise students' good GCSE passes across selected core academic subjects.

The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language (Spanish)

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Research shows that a student's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

Research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

Students at Blacon High School have the option to study for the EBacc. All students study GCSE English, Mathematics, Trilogy Science and either Geography or History: for students to achieve the EBacc they must choose GCSE Spanish.

What is the 'Attainment 8' performance measure?

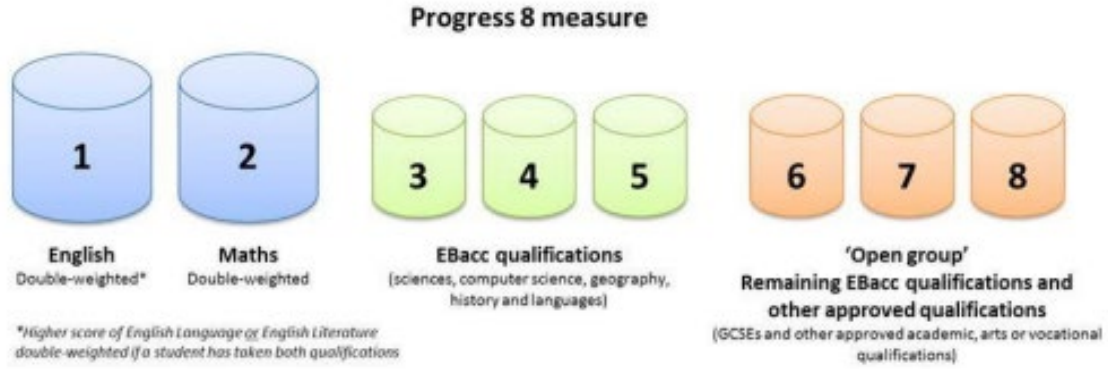
The 'Attainment 8' performance measure requires schools to offer a broader range of subjects to students on which progress can be measured. This will show whether students have performed better than expected at the end of Key stage 4 considering their starting point.

Students are required to study English, Maths, Sciences, at least one EBacc subject (Geography, History or MFL), and three other GCSE or BTEC qualifications.

Progress 8

Progress 8 measures schools not just on the results that students achieve, but on how much progress they have made since they started secondary school. A student's progress is compared with students nationally, who have similar prior attainment.

Subjects fit in to 8 "pots" and score points based on the grades achieved. To signify the importance of English and Maths, the points are doubled. Three "pots" can only be filled by EBacc qualifications: Sciences, Computer Science, Geography, History and Languages. The final 3 "pots" can be filled by other approved qualifications which can include both academic and vocational qualifications.



The types of courses on offer include GCSEs and vocational courses such as BTEC, VCert and OCR Nationals. Please speak with your subject teachers about the assessment requirements for each course.

What else do I need to think about?

Regular attendance is the key to success. If you only attend 90% of the time you can expect to lose the high grades you are capable of achieving. Anything less and you will struggle to complete the course requirements. Your target should be between 95 and 100%. Don't forget, future employers will ask for a reference which will include your attendance.

Don't forget to arrange you meetings with your class teachers for **Progress Evening on Thursday, 9th of March.**

Once you feel confident that you have decided on your Key Stage 4 options, **join the Options Google Classroom with the code "5hysvwd**" and complete the online Google Form. The deadline for the completion of the options form is **Monday, 13th of March.**

We look forward to supporting students and parent/carers through this exciting process as students make decisions to shape the next stage of their learning at Blacon High School, please email: options@blaconhigh.cheshire.sch.uk

All courses are correct at the present time.

The school may decide to withdraw or modify the offer of some courses at a later stage because of changes to staffing or low student numbers on some courses.

Mr Lacey – Assistant Head Teacher

Mrs Roberts – Year 9 Progress Leader

English - Language

The course

English provides students with essential life skills which can be used in all areas of school life and beyond, into the workplace. A team of dedicated and committed staff will guide you through a broad curriculum covering media, fiction and non-fiction, Shakespeare and drama, poetry and novels. You will also experience open learning where issues and topics from modern society provide a springboard for creativity, discussion and debate.

What will you study?

Students will complete various written tasks and a range of speaking and listening exercises under such pressures as time limits and audience expectations. The texts studied in English cover a huge range from the canon of Shakespeare to the modern-day classics plus an introduction to non-fiction texts from several different genres. Since 2015, the English Language GCSE now requires an understanding of 19th Century non-fiction texts further opening the world of literature.

How will you be assessed?

English Language
· 100% exam:
Component One: Modern Fiction Reading and Creative Prose Writing (40%)
Component Two: 19th & 21st Century Non-fiction Reading and Transactional/Persuasive Writing (60%)
· Speaking & Listening Presentation – Now certificated separately – not part of GCSE result.

What skills will you develop?

· Reading
· Writing
· Speaking, listening & communication skills
· Analytical and interpretative skills

Future pathways available post 16?

· A Level English Language
· A Level English Literature
· A Level Media Studies

https://www.eduqas.co.uk/en/qualifications/english-language-gcse/#tab_overview

English - Literature

The course

English provides students with essential life skills which can be used in all areas of school life and beyond, into the workplace. A team of dedicated and committed staff will guide you through a broad curriculum covering: Shakespeare and drama, poetry and novels. You will also experience open learning where issues and topics from modern society provide a springboard for creativity, discussion and debate.

What will you study?

Students will study a range of texts from a variety of challenging genres. The texts studied in English cover a huge range from the canon of Shakespeare, 19th century literature such as Stevenson and modern-day classics from authors and playwrights like Russell. English Literature: A Shakespeare play, a modern drama, poetry anthology, dating from 1730-Present Day modern poetry and a 19th century novella. The department has developed an excellent enrichment programme to support English Literature texts with a variety of trips to theatres and museums including The Globe in London.

How will you be assessed?

English Literature

100% External examination:

- Paper One: Shakespeare and the 19th-Century Novel (40%)
- Paper Two: Modern Prose or Drama Text; The Poetry Anthology (Power and Conflict Cluster); and Unseen Poetry (60%)

What skills will you develop?

- Reading
- Writing
- Analytical and interpretative skills

Future pathways available post 16?

- A Level English
- A Level English Literature
- A Level Media Studies

https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance

Mathematics

The course

Mathematics is the language of modern Business, Engineering, Science and Technology. Maths is also a fascinating subject. Good Maths ability will have a significant effect on your life chances. A good qualification in Maths will allow you to follow a wider range of professions and careers.

What will you study?

The curriculum is designed to make Maths fun and accessible to all. It shows students the importance of the subject and how Maths is all around them in their everyday lives. Students will develop their problem-solving techniques, looking at how smaller problems can be put together to solve bigger problems. They will have practical, hands-on activities to develop their understanding and deal with contextualised problems.

Mathematics
· Number
· Algebra
· Ratio, proportion and rates of change
· Geometry

How will you be assessed?
· 100% exam
(3 papers, each 1 hour 30 in length)

What skills will you develop?
· Measures
· Probability
· Statistics
· Develop fluent knowledge, skills and understanding of mathematical methods and concepts
· Acquire, select and apply mathematical techniques to solve problems
· Reason mathematically, make deductions and inferences and draw conclusions
· Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Future pathways available post 16
· A Level Mathematics
· A Level Statistics

Exam Board and Specification

https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample assesment/gcse-maths-2015-specification.pdf

Science - Core Science (Trilogy)

The course

The Science department aims to inspire and nurture the future generation of scientists, greatly increasing young people's choices and chances through an occupation in Science, Technology, Engineering, and Mathematics. Through studying **Triple Science**, you will develop important analytical, evaluative and problem-solving skills that will prepare you for a broad range of further academic study.

What will you study?

Our curriculum is built around the real-life situations and experiences that young people face in everyday life, making what you learn useful, interesting and relevant. Practical, hands-on activities underpin our approach to scientific study, both within and outside the laboratory.

There are two Pathways to be selected at the end of year 9: Dual Science or Triple Science. All pupils must study at least dual Science which is worth 2 GCSEs. Those who choose to, may take separate Science GCSEs in Biology, Chemistry and Physics. If you think that you might want to progress onto any of the A level sciences, then you should consider choosing Triple Science as an option.

Biology

B1: Cell Biology; Organisation; Infection and response; and Bioenergetics.
B2: Homeostasis and response; Inheritance, variation and evolution and Ecology

Chemistry

C1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.
C2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

Physics

P1: Energy, Electricity, Particle model of matter, atomic structure
P2: Forces, Waves, Magnetism and electromagnetism, Triple only Space

How will you be assessed?

- **Trilogy Combined Science AQA (equivalent to 2 GCSEs)-** 6 exams in total, foundation or higher, all exams 1hr 15min, each exam worth 16.7%

Triple Science – Option

Students who opt for Triple Science will study the content included in the core Science Trilogy course but will also study 5 hours of additional science in their option time; during which they will cover additional content which will result in them achieving a separate GCSE and an individual grade for Biology, Chemistry and Physics. Students who do not opt for Triple Science will achieve two grades for GCSE Science that are averaged grades for all three sciences

How will you be assessed?

- **Triple AQA Biology, Chemistry, Physics (Separate Sciences, 3 GCSES)-** 2 exams for each GCSE- 6 in total, foundation or higher, 50% on each exam, exams 1hr 45min each

What skills will you develop?

· An understanding of the relationships between hypotheses, evidence, theories and explanations.
· An awareness of risk and the ability to assess potential risks and benefits of science.
· Observational, practical, modelling, enquiry and problem-solving skills.
· Skills in communication, mathematics and the use of technology in scientific contexts.
· The ability to critically analyse and evaluate claims based on science.

Future pathways available post 16

· A Level Physics
· A Level Biology
· A Level Chemistry

MFL – Spanish (required for the EBacc)

The course

The Modern Foreign Languages department strives to create compelling learning experiences in which all students enjoy, make progress and achieve through language learning. Learning languages contributes to inter-cultural understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Foreign languages provide students with a competitive edge when making career choices.

What will you study?

The curriculum is based around real life situations both in a leisure and business context. Students will have access to many different resources including textbooks, DVDs, podcasts and online learning. You will continue to develop your reading, writing, speaking and listening skills through group, paired and independent work.

There are 5 key themes covered over the 2-year GCSE course. These are:

Identity and culture

- Who am I? Which includes the topics: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models.
- Daily life, including the topics: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages).
- Cultural life which includes the topics: celebrations and festivals; reading; music; sport; film and television.

Local area, holiday and travel

- Holidays: preferences; experiences; and destinations.
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.
- Town, region and country: weather; places to see; things to do.

School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success.
- School activities: school trips; events; exchanges.

Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment.
- Ambitions: further study; volunteering; training.
- Work: jobs; careers; professions.

International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes.
- Environmental issues: being 'green'; access to natural resources.

How will you be assessed?

· Speaking (25%)
· Writing (25%)
· Listening and understanding (25%)
· Reading and understanding (25%)

What skills will you develop?

· Language-learning supports and strengthens key life skills such as: teamwork, problem-solving, memory recall, tolerance, creativity and resilience.
· How to understand and communicate in another language in a range of contexts.
· To gain insight into your own society by making comparisons between different countries, cultures, communities and people.
· To use your literacy, ICT, personal, learning and thinking skills to make progress in your language learning.
· To express ideas creatively.
· All skills involved in language-learning are transferable and will support progress in other areas of the school curriculum.
· Once you have learned another language, it becomes easier to master a third.

Future pathways available post 16

· A Level Spanish

Exam Board Specification:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2016/specification-and-sample assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-Spanish.pdf

Geography

The course

Geography develops students' understanding of the world in which they live. We want our students to appreciate that they are part of a local, national and global community and that their part in it matters. Geographers are amongst the most employable people, as they possess the skills employers look for by combining knowledge of the sciences and an understanding of the arts.

What will you study?

Students will investigate a wide range of people, places and environments. They will explore contrasting countries and aspects of human, physical and environmental geography. Students will complete enquiry work and take part in field work activities to develop their geographical knowledge.

· Urbanisation in different global cities
· Urban & rural change in the UK
· Global Development
· Shaping the landscape – Coasts & Rivers
· Weather & Climate
· Climate Change
· Ecosystems – processes & threats
· Water resources & management
· Desertification

How will you be assessed?

Examinations (3 papers)

Unit 1 – **Investigating Geographical Issues** (1 hour 45 min exam)
Unit 2 – **Problem Solving Geography** (1 hour 30 min exam)
Unit 3 – **Fieldwork exam** (1 hour 30 min exam)

What skills will you develop?

- Problem solving.
- Presentation skills.
- An understanding of your place in space and time.
- Learn to constructively challenge views based on your interpretation of the facts.
- Learn to understand and respect those who have other cultures and beliefs.

Future pathways available post 16

- A Level Geography
- BTEC Level 3 Travel & Tourism

Exam Board Specification:
https://www.eduqas.co.uk/en/qualifications/geographygcse/#tab_overview

History

The course

Students taking History will learn about significant people and events from the past. They will develop their historical knowledge and understanding, learn techniques to evaluate sources and study a range of interpretations. Depth studies look in close detail at life in Britain in Elizabethan times, and at Germany between the two World Wars. The breadth study takes a look at the USA across the whole of the Twentieth Century to see how and why it changed over this critical time in its history. The thematic study is an overview of medical progress since the Middle Ages right up to today. The combination of approaches (depth, breadth, thematic) support pupils to understand the past from a range of perspectives.

What will you study?

· Germany in Transition 1919-1939
· The Development of the USA 1929-2000
· The Elizabethan Age 1558-1603
· Changes in Health and Medicine in Britain c. 500 to the present day

How will you be assessed?

100% exam (four papers completed in June of Year 11)
Four papers (Completed in exam conditions over two sessions – each 2 Hours in length):

- Germany (1 hour exam)
- USA (45 minutes exam)
- Elizabeth (1 hour exam)
- Medicine (1 hour 15 min exam)

What skills will you develop?

- Studying sources of information from the time being studied.
- Investigating historical interpretations.
- Making judgements based on analysing the evidence.
- Demonstrating knowledge and understanding of chronology.
- Literacy and written communication.

Future pathways available post 16
· A Level History
· A Level Politics
· A Level Law
· A Level Sociology

Exam Board Specification:

https://www.eduqas.co.uk/en/qualifications/history-gcse/#tab_overview

Religious Studies

Qualification achieved and Exam Board

AQA GCSE A

The course

The Religious Studies GCSE covers two world religions and 4 contemporary ethical themes, ensuring that students have a diverse choice of interesting and engaging subjects to explore. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, all of which with develop their own attitudes towards religious and ethical issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these skills will help prepare them for further study.

What will you study?

Students will complete two components, one focusing on two world religions and the other focusing on 4 philosophical and ethical themes. Component one will be the study of religion, beliefs, teachings and practices of Christianity and Islam. Component two will be the study of four themes around religion, philosophy and ethics.

Component One:

- Christian religion, beliefs, teachings and practices.
- Islamic religion, beliefs, teachings and practices.

Component Two:

Theme A: Relationships and families
Theme B: Religion and Life
Theme D: Religion, peace and conflict
Theme E: Religion, crime and punishment

How will you be assessed?

- 100% exam two papers completed in May/June of Year 11
- Component One: The study of religions, beliefs, teachings and practices (1 hour 45 minutes) 50% of the GCSE
- Component Two: Thematic Studies (1hour 45 minutes) 50% of the GCSE

What skills will you develop?

- Learn how religion, philosophy and ethics form the basis of our culture.
- Analytical and critical thinking.
- The ability to work with abstract ideas and to challenge them with your own thoughts.
- Leadership and research skills.

Where might Religious Studies lead?

Further Study:

· A Level Religious Studies
· A level Philosophy and Ethics
· A Level Sociology
· Theology Degree
· Religious Studies Degree
· Philosophy and Ethics Degree
· Sociology Degree

Careers:

· Archivist
· Charity Sector
· Counsellor
· Civil Service
· International Aid
· Mediator
· Journalist
· Police Officer
· Youth Worker
· Teaching and Higher Education
· NHS

Art & Design

The course

The aim of the Art department is to develop the confidence of students and allow them to explore a wide range of different starting points in a creative and imaginative way.

What will you study?

Students will explore different starting points such as Manmade and Natural Form, Identity or Lettering through the work of other artists and designers. You are encouraged to make decisions and work through problems finding your own, individual reaction and responses. The curriculum is differentiated to allow free expression and access to all students regardless of ability. Drawing is a foundation skill and students will be engaged in many activities that develop their observational drawing ability. Visits to art galleries and museums enhance the learning experience.

Assessment Objectives

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

How will you be assessed?

· 40% exam (this is a 10-hour exam with at least 6-week preparation time)
· 60% coursework (this is a portfolio produced in class)

What skills will you develop?

- You will develop ways to express yourself through different mediums (drawing, painting, print, collage, sculpture including plaster, clay and mixed media).
- You will learn how to identify and explore the work of other artists.
- You will record from primary and secondary sources through drawing, photography and annotation.
- You will produce work as an individual through your own reactions and responses.

Future pathways available post 16

· A Level Fine Art
· BTEC Diploma (Fine Art, Graphics, 3D Design, Fashion, Jewellery, Ceramics)

Exam Board and Specification: (Fine Art)

https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/introduction

Business Enterprise & Marketing

The course
The course consists of three modules:
1. R067 – Exam (40%)
2. R068 – Design a Business Proposal (30%)
3. R069 – Market and Pitch a Business Proposal (30%)

What will you study?

R067 will test students learning of the course through an exam which will be taken in year 11.
R068 will involve students identifying a customer profile for their business product, they will conduct market research to support their product idea. They will design their product idea and review whether it is viable regarding costings.
R069 will involve students developing a brand identity for their product and design a promotional plan to target the customer profile. Students will eventually pitch their proposal to an audience in a 10-minute presentation.

How will you be assessed?

The assessment for the OCR (Examination Board) Level 2 Certificate in Enterprise and Marketing consists of 2 types of assessment:

- Internal assessment – portfolio of evidence. This will be graded by centre staff and externally moderated by OCR.
- External assessment – assignment: this will be graded by OCR.

What skills will you develop?

- Business and enterprise skills.
- Analytical, interpretative and evaluative skills.
- Presentation and communication skills in a range of contexts relevant to future employment opportunities.

Future pathways available post 16?

Level 3 Business and Enterprise courses (A –levels/BTECs/NCFE). Progressing to possible careers in: Marketing, Accountancy, Public Relations, Banking, Advertising, Retail, Logistics, Insurance, or becoming an entrepreneur.

For more Information on the course, follow this link:

https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate j819/

Health and Social Care

OCR Cambridge National Certificate in Health a Social Care (Equivalent to GCSE Level)

Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14–16 year-olds. Recognised on performance tables, each qualification goes from Level 1 to 2. They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships in areas such as: Adult Care Worker, Allied Health Profession Support, Health and Social Care, Healthcare science assistant, Maternity and Paediatric Support.

The Cambridge National in Health and Social Care will encourage students to:

• understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings.
• develop learning and practical skills that can be applied to real-life contexts and work situations
• think creatively, innovatively, analytically, logically and critically.
•develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

The course is structured so that all pupils complete 2 mandatory units and 1 optional unit. The mandatory units, consisting of 1 external examination and 1 controlled assessment task, cover 4 main topic areas:

Topic Area 1	Topic Area 2	Topic Area 3	Topic Area 4
The rights of service users in health and social care settings	Person-centred values	Effective communication in health and social care settings	Protecting service users and service providers in health and social care settings

Students will also cover how they can support individuals through life events, focussing specifically on the different life stages, the impact of life events and sources of support.

The remaining 2 optional units can be selected from:

- Creative and therapeutic activities
- Health promotion campaigns

How will you be assessed?
You will complete 2 controlled assessment tasks in year 10, leaving year 11 to focus specifically on the examination unit. The exam can be sat twice, once in January of Year 11 with a possible resit in June; this gives us a good indication of where pupils are working and what needs to be developed in preparation for the June exam, which will be the one that counts for their overall grade.

What skills will you develop?
Literacy and numeracy and digital literacy; critical thinking and problem solving; planning and organisation; creativity and innovation; and personal effectiveness.

Future pathways available post 16

This course is suitable for those who want a broad background in all health and social care sectors and provides valuable preparation, both for those who want to progress to higher education as well as for those entering the workplace. This will allow you to go onto a range of different vocations but many students go on to work in the health and social sector.

Students generally go onto study the subject further, including: BTEC Health and Social Care, BTEC Public Services, become a Nursing Cadet, or study for Apprenticeships or A levels.

Previous students are currently at university training to become Paramedics, Midwives, Social Workers, Primary school teachers and Staff Nurses.

For more information on this course, please follow this link:

https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf

Child Development

Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14–16 year olds. Recognised on performance tables, each qualification goes from Level 1 to 2. They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

The Cambridge National in Child Development will encourage students to:

- understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

What will the student study as part of this qualification?
For this qualification, you will study 3 mandatory units.

Health and well-being for child development	**Create a safe environment and understand the nutritional needs of children from birth to five years**	**Understand the development of a child from one to five years**
Pre-conception health and reproduction Antenatal care and preparation for birth Postnatal checks, postnatal care and the conditions for development Childhood illnesses and a child safe environment.	Creating a safe environment in a childcare setting Choosing suitable equipment for a childcare setting Nutritional needs of children from birth to five years	Physical, intellectual and social developmental norms from one to five years Stages and types of play and how play benefits development Observe the development of a child aged one to five years Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

What skills will you develop?
Literacy and numeracy and digital literacy; critical thinking and problem solving; planning and organisation; creativity and innovation; and personal effectiveness.

Future pathways available post 16

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

Link to exam board website and syllabus
https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/

Media Studies

The course

Media Theory (GCSE Media Studies) is a **theory-based option** that involves analysing different media products and their historical and social context across a range of different genres and mediums. It will provide students with academic skills in extended writing and argument, as well as analysis, which will help aid them in further study in college and university.

You will cover a variety of different Media products: Kim Kardashian Hollywood, Lara Croft Go, One Direction, Arctic Monkeys, Doctor Strange, I Daniel Blake, The Times and The Mirror, magazines and adverts both print based and on social media. You will learn key media theories on audience, industry, representation and media language and apply these in extended writing to the media products. You will then use theory to inform the creation of one media product as part of your NEA (Non-Exam Assessment). Students have engaged with a two week-long taster session of Media Studies in their English lessons when they studied Superheroes. If they enjoyed this then Media Studies is a great option for them to take!

What will you study?

Students will complete one piece of controlled assessment (NEA), which will work towards a brief that is set by AQA. This will be a print-based product, for example a magazine, newspaper or advertisement and is worth 30% of the GCSE.

The remaining 70% of the GCSE will involve two exams, containing four essay style questions on a host of media products studied throughout the 3 GCSE years. For more information, please read the specification available online at a glance:

https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/specification-at-a-glance

How will you be assessed?

· 70% Exam (two exams, each 1 ½ hours in length)
· 30% NEA (Non exam assessment completed in class in year 10)

Key Skills

· Analysis, argument, evaluation, theory application, historical context, debate, discussion, extended writing, explanation.

Future pathways available post 16

· A Level and Degree level qualifications in Media/Film Studies.
· Careers in the media including journalism, directing, film and TV production, social media and game/app development.

Music

The course

BTEC Music is a great choice for pupils who love music and love to perform. This is a practical, vocational qualification. Practical means you will need to play an instrument (or more than one). Vocational means that the course is designed to prepare you for working in the music industry. Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development.

What will you study?

The course gives learners an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and realise music. They will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication. As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

Component 1: Exploring Music Products and Styles (2 tasks, externally moderated)

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Component 2: Music Skills Development (1 task, externally moderated)

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3: Responding to a Music Brief (external synoptic task, externally marked)

Learners will be given the opportunity to develop and present music in response to a given music brief.

How will you be assessed?

· 66% Internally assessed
· 33% Externally assessed

What skills will you develop?
· Develop performance skills and techniques.
· Build confidence.
· Working in groups and on your own.
· Create music industry products using music technology

Future pathways available post 16

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. It is a great stepping-stone into further vocational or academic study in the music sector.

· BTEC Level 3 Nationals in Music
· GCSE in Music Technology
· A Levels in Music / Music Technology

Exam board link

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html

Performing Arts

The course

This course is accessible to all students who have successfully completed the KS3 assessment for Drama. Performing Arts develops the confidence of students and allows them to explore different issues in a creative way. Group work skills are very important and much emphasis is placed on these, as well as performance. Students will gain an understanding of the Performing Arts industry and the career pathways available in the profession.

What will you study?

Students will build on the skills they have developed in KS3 study in Year 7 and Year 8 in Drama, with the opportunity to explore different issues and themes through performance, workshops, rehearsals and research. They range from Shakespeare, to physical theatre, verbatim theatre and a contemporary play. Professional performance artists deliver workshops to students enabling a deeper understanding of the career opportunities in the profession. Students develop their performance skills and learn about different dramatic techniques which they can use to strengthen their work. Students will participate in the annual Shakespeare Schools Festival, performing in a professional theatre, and also perform in school productions. They have many opportunities to engage with theatre professionals in practical and technical workshops at Storyhouse in Chester and at a National Theatre, with further opportunities planned to experience live theatre in a range of styles at The Globe Theatre, The Royal Shakespeare Theatre, and National Theatres in surrounding cities.

· Component 1: Exploring the Performing Arts
· Component 2: Developing skills and techniques in the Performing Arts
· Component 3: Performing to a brief

How will you be assessed?

· Coursework: including homework, research tasks, Student Production Logs (Actors Training Diary and Rehearsal Diary) and Skills Audit. Support materials are made available on Google Classroom in addition to Studio-based workshops, rehearsals and performances.
· Practical work will be supported by video and photographic evidence, self/peer evaluations, teacher observations, student presentations and witness statements.
· Components 1 and 2 are internally assessed and moderated with Pearson Set Assessment tasks (PSAs). Component 1 in January – April of Year 10 and Component 2 in September – December of Year11)
· Component 3 is externally assessed (January – April of Year 11)

What skills will you develop?

· the development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioners' roles, responsibilities, skills and techniques
· the development and application of skills, such as practical and interpretative, rehearsal and performance in acting, dance and/or musical theatre, through workshops and classes
· reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Future pathways available post 16

· BTEC Level 3 Nationals in Performing Arts
· GCE in Drama & Theatre Studies

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in the performing arts sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification. Transferable skills from the study of this qualification are preferred by employers in all sectors, demonstrating the necessary skills for apprenticeships and career progression.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

· A Levels as preparation for entry into higher education in a range of subjects · study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

· Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve

· Performing Arts post-16 through a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the performing arts sector.

Link to exam board website:

https://qualifications.pearson.com/en/home.html

Link to specification:

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html

Physical Education – GCSE PE

The course

AQA GCSE study in Physical Education should be broad, coherent and practical, encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways. GCSE (9-1) specifications in Physical Education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

What will you study?

In PE we offer a high-quality curriculum which enables all students to enjoy and succeed in many different kinds of physical activity from individual and team sports. It is an exciting curriculum where students get the chance to experience different activity areas, learn about different theory topics and answer two 1 hour 15 minute written exam papers worth 60% of the course.

AQA GCSE PE theory topics

· Anatomy and Physiology, movement analysis and physical training
· Sports psychology
· Socio-Cultural influences
· Health, Fitness and Wellbeing and use of data
· Analysing and Evaluating Performance
· Practical sessions

How will you be assessed?

Component 1: The human body and movement in physical activity and sport **Written Paper**	30%	1. 1 hour 15 minutes written paper 2. 78 marks 3. Combination of multiple choice, short answer and extended writing questions 4. Applied anatomy and physiology, movement analysis, physical training and use of data
Component 2: Socio-cultural influences and well-being in physical activity and sport **Written Paper**	30%	1. 1 hour 15 minutes written paper 2. 78 marks 3. Combination of multiple choice, short answer and extended writing questions 4. Sports psychology, socio-cultural influences, health, fitness and well-being and use of data
Component 3: Practical performance in physical activity and sport **NEA**	40%	1. 100 marks 2. Internal assessment, external moderation

NEA - 40% non-exam assessment

1. 100 marks- Internal assessment, external moderation
2. Two sections

Part 1: Performance (practical performance) 30% and 75 marks

Practical activity list - 3 sports (1 individual/1 team/1 team or individual)

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			**Specialist individual activities**		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

For each activity, students will be assessed in:

- skills (10 marks per activity)
- full context (15 marks per activity)

Part 2: Analysis and evaluation 10%

The analysis and evaluation task:

- 10% of overall qualification
- 25 marks- as with the activities making 100 marks

Assessed on:

- analysis (15 marks per activity)
- evaluation (10 marks per activity)

Students can analyse and evaluate their own performance or the performance of another person. Analysis and evaluation can only be carried out on an activity listed in the specification. The analysis can be carried out in either written or verbal format – if verbal, audio-visual evidence must be recorded.

What skills will you develop?

· A wide range of skills and techniques in a range of different activities including teamwork and leadership. Pupils will develop their confidence, communication and co-operation.
· Motivation and enjoyment of sport, physical activity and exercise at different levels.
· The ability to reflect on your own and others' performances and offer feedback on how to improve.

Future pathways available post 16

·A Level PE/BTEC Level 3 BTEC National, Level 3 Cambridge Technical, BSc Sports Science, PGCE Physical Education, BA Coaching, BA Sports Management, BSc Exercise & Health.

Physical Education – BTEC Sport

The course

BTEC Tech Award in Sport (2022) is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the sports sector, giving them a broad introduction that keeps all their options open and allows them to make an informed decision about their future learning and career.
The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. They will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualised way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions.
In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

What will you study?

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

Learning outcomes:
- Explore types and provision of sport and physical activity for different types of participants
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in sport and physical activity.

Qualification Weighting: 30% Marks Available: 60
Types of assessment: Assignments

Component 2: Taking Part and Improving Other Participants' Sporting Performance

Learning outcomes
- Understand how different components of fitness are used in different physical activities
- Be able to participate in sport and understand the roles and responsibilities of officials
- Demonstrate ways to improve participants sporting techniques

Qualification Weighting: 30%
Marks Available: 60
Types of assessment: Assignments

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

Learning outcomes
Demonstrate knowledge and understanding of the following:
- Physical components of fitness.
- Skill components of fitness.
- Fitness testing.

- Training methods.
- Principles of training.
- Explain how the above will work together to improve performance, participation and enjoyment in sport and physical activity.

Qualification Weighting: 40%
Marks Available: 60
Types of assessment: External synoptic exam

This component will be delivered and assessed in Year 11 as the last unit.

What skills will you develop?

- Students will be able to gain insight and knowledge of the Sports sector.
- They will gain transferrable skills and develop confidence that will help them in the world of work today and prepare them for their futures.
- Students will have opportunities to apply learning from their GCSE subjects to every day and work contexts.
- Building applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

Future pathways available post 16

This course gives full-time learners the opportunity to progress to other vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences, or on to GCE AS or A-Levels and in due course, to enter employment in the sport and active leisure sector. If you are thinking about teaching P.E., studying Sports Science, or becoming a Sports Coach/personal trainer

then BTEC Sport is the perfect option for you.

Graphic Communication

The course

Graphic Communication is the art of working with text and images to communicate ideas using a wide variety of techniques; design for print, typography or branding for example. These are chosen to meet a specific brief, which could be for advertising, packaging or the creation of posters. Graphic Communication teaches you the knowledge and skills to generate a personal response to a set brief in the form of a final design concept. To achieve this you will engage in the following; independent research, analysis of artists/movements/existing products, generation of ideas to which you will develop, experiment with materials, leading to the development of a final design which will be refined using CAD.

How will you be assessed?
Students will be assessed through a combination of exam (40%) and coursework (60%).

What skills will you develop?
You will need skills in:
· Researching
· Analysing
· Designing/ Creativity
· Typography
· Illustration
· Digital and/or non-digital photography
· Hand rendered working methods
· Digital working methods
· Use of media and materials such as pencil, pen and ink, pen and wash, crayon, and other graphic media.
· Watercolour, gouache and acrylic paint
· Layout materials
· Digital media
· Printmaking, mixed media

What will you study?
· Communication graphics
· Design for print
· Advertising and branding
· Illustration
· Package design
· Typography
· Signage
· Exhibition graphics

Future pathways available post 16

Advertising art director, Automotive engineer, Graphic designer, Materials engineer, Product manager, Production designer (theatre/television/film), Purchasing manager, Stylist, Clothing/textile technologist, Colour technologist, Exhibition designer, Furniture designer, Industrial/product designer, Interior and spatial designer.

3D Product Design

The course

This exciting course focuses on the design and construction of products manufactured from a wide variety of materials. It brings together the application of materials, production techniques, Computer Aided Design and Computer Aided Manufacture. 3D Product Design is about developing design and making skills and an understanding of how products have evolved through the development of smart materials and changes in manufacturing and production techniques. You will also develop skills in researching, analysing, researching, designing, refining ideas, making, testing and evaluating.

How will you be assessed?

Students will be assessed through a combination of exam (40%) and coursework (60%).

What skills will you develop?

You will need skills in:
· Researching
· Analysing
· Designing/ Creativity
· 3D Printing
· Laser Cutting
· Wood working
· Metal work
· Vacuum Forming

What will you study?

· Product analysis
· Communication
· Materials & Manufacturing
· CAD/CAM
· Environment and Sustainability
· Product maintenance
· Social and Moral Issues in Design
· Packaging
· Ergonomics/ and Anthropometrics

Future pathways available post 16

Advertising art director, Automotive engineer, Graphic designer, Materials engineer, Product manager, Production designer (theatre/television/film), Purchasing manager, Stylist, Clothing/textile technologist, Colour technologist, Exhibition designer, Furniture designer, Industrial/product designer, Interior and spatial designer.

Computer Science

The course

OCR's GCSE (9–1) in Computer Science will encourage students to understand and apply the fundamental principles and concepts of Computer Science.

What will you study?

The course content includes abstraction, decomposition, logic, algorithms, data representation, analysis of problems in computational terms through practical experience of solving such problems, (including designing, writing and debugging programs). Students will think creatively, innovatively, analytically, logically and critically; and will understand the components that make up digital systems, and how these components communicate with one another and with other systems. Students will also understand the impacts of digital technology on the individual and wider society.

How will you be assessed?

External exams
Component 01 - Computer systems 50% (1 hr 30 mins)
Component 02 - Computational thinking, algorithms and programming 50% (1 hr 30 mins)

What skills will you develop?

Students will:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Students apply their skills in three main areas:

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. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students are assessed on these skills during the written examinations, in particular component 02 – Computational thinking, algorithms and programming.

Future pathways available post 16

- A level Computer Science
- Cambridge Technicals – IT Level 3 or Digital Media Level 3
- Level 3 Computing
- Digital Production, Design & Development

Careers such as: Data analyst, Games designer, Network manager, Software architect, Software engineer, Cyber security, Web designer, Web Developer, UX designer, Forensic computer analyst, Penetration tester, IT support, Implementation specialist – implementing new software/systems, Teacher, Armed Forces.

Link to exam board and syllabus

https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/

Creative iMedia

The course

Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. Students will design, plan, create and review digital media products to meet client and target audience demands.

What will you study?

R093: Creative iMedia in the media industry

In this unit, students will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact, and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

R094: Visual identity and digital graphics

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

How will you be assessed?

R093: Creative Imedia in the media Industry – 1 hour 30 mins exam – written paper
R094: Visual identity and digital graphics – centre assessed task (coursework)

There are a further five optional units of centre assessed tasks. School selects **one** of these for students to complete.

R095: Characters and comics

In this unit, students will learn to design and create original characters that convey emotion and personality. Students will also learn to set their characters within stories of their own making which flow logically and engage the reader. Students will also learn to use conventions of comics to tell their characters' stories across multiple pages. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

R096: Animation with audio

In this unit, students will learn to plan animations with soundtracks based on client briefs. Students will learn to use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products. Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.

R097: Interactive digital media

In this unit, students will learn to design and create interactive digital media products for chosen platforms. Students will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide them with the basic skills for further study or a range of creative and technical job roles within the media industry.

R098: Visual imaging

In this unit students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. Students will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.

R099: Digital games

In this unit students will learn to interpret client briefs to devise original digital game concepts. Students will learn to plan digital games effectively and to use a Game Design Document to create engagement among developers and clients. Students will learn to create, edit, test and export playable digital games which they have designed. Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.

What skills will you develop?

Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They will design, plan, create and review digital media products to meet client and target audience demands.

Future pathways available post 16

Cambridge Technicals Information Technology and Digital Media (Levels 2 and 3)
T Level Digital Production Design and Development and Media, Broadcast and Production (Level 3)
A Level Media Studies (Level 3)
Apprenticeship Media and Broadcast Assistant Pathway (Level 3)
Careers such as: Creative director, Wed designer, Web developer, Photographer, Photo Editor, Architecture and engineer drafter, Video and Film editor, Graphic designer, Product designer, Multimedia artist, Digital artist, Animation/Animator, Art director, Game designer, Game developer, Social Media manager, Marketing, Media assistant, Radio presenter/engineer, Advertising art director, Production designer (theatre/television/film).

https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/

BTEC Small Animal Care

Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about animal care. This course offers a practical introduction to life and work in the animal care sector. The qualification is the same size and level as a GCSE.

The animal care sector

The animal care sector is developing rapidly from a low-grade, largely manual sector into a service industry meeting the broad demands of the animal-owning and interested public. In 2019 the Animal care industry was worth approximately £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care, which range from working with small to large animals and with domesticated to exotic animals in sub-sector areas such as animal welfare, business, science and wildlife conservation.

What does the qualification cover?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as in communication (including verbal and analytical writing skills), research and project management (including providing an opportunity to demonstrate reflective practice by suggesting alternative approaches to a problem).

Everyone taking this qualification will study three components, covering the following content areas:

Component 1: Animal Handling. In this component, you will develop animal handling skills. You will also gain an understanding of the principles of animal behaviour, allowing you to catch, handle and release animals safely. Purpose statement – 603/7057/9 – Pearson BTEC Level 1/Level 2 Tech Award in Animal Care – Version 1

Component 2: Animal Accommodation and Housing. In this component, you will develop your understanding of the accommodation and housing requirements of animals by carrying out the preparation, maintenance and cleaning out of animal accommodation.

Component 3: Animal Health and Welfare. In this component you will cover aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour.

Where will this take me?

Once you have completed the qualification, you will have developed a practical understanding of the animal care sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the animal care sector is for you and, if so, which part of it you might want to study further. If you decide to go on to further study of animal care, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels. What other subjects go well with animal care? This

course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in biology. It can also be complementary learning for GCSE Biology, GCSE Business and GCSE Mathematics. This course is different from studying GCSEs as, by taking part in different types of handling and animal maintenance practical activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.

Level 2 V-Cert Food and Cookery

This qualification aims to:

Focus on the study of food and cookery, offer breadth and depth of study, incorporating a key core of knowledge and provide opportunities to acquire a range of practical and technical skills

The objectives of this qualification are to:

- Provide an understanding of health and safety relating to food, nutrition and the cooking environment.
- Provide an understanding of legislation in the food industry
- identify and understand food provenance.
- Provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet.
- Identify factors that can affect food choice.
- Explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements.
- Demonstrate menu and action planning
- be able to evaluate and consider how to improve completed dishes.
- Demonstrate the application of practical skills and techniques through all aspects of the qualification content areas.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 applied certificate/diploma in food science and nutrition
- Advanced technical diploma in professional cookery
- T Level in Catering (this will support progression to higher education)

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the food industry through a variety of occupations within the sector, such as kitchen assistant, catering assistant, chef and sous chef.

What will you study as part of this qualification?

This qualification will promote the learner's understanding of:
- Health and safety relating to food, nutrition and the cooking environment.
- Legislation in the food industry.
- Food provenance.
- The main food groups, key nutrients and what is required for a balanced diet
- Factors that affect food choice
- recipe development and how recipes may be adapted
- applying practical cooking skills and techniques
- The importance of planning a menu and action planning
- Catering for people who have specific dietary requirements
- Evaluating completed dishes

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will develop the following knowledge that will inform future training and work in the food sector:

- An understanding of health and safety in a cooking environment and how to prepare and cook food safely.
- The importance of legislation that governs the food industry.
- Where food is sourced, seasonality and food production processes.
- Food groups and the role of key nutrients to maintain a healthy, balanced diet • factors that impact on food choice (to include health conditions, allergies and intolerances) and how dishes can be adapted.
- Developing, honing and applying food preparation skills and techniques to achieve a consistent standard of the product over time.
- Recipe development and amendment.
- An understanding of the importance of planning and sequencing when cooking dishes.
- Effective time management.
- An understanding of how to present, decorate, garnish, evaluate and improve dishes.

The knowledge and skills gained will provide a secure foundation for careers in the food industry. Learners will develop the following skills which will inform future training and work in the food sector:

- Decision making
- Resourcefulness
- Communicating
- Independent working
- Problem solving
- Planning
- Evaluation
- Reflection
- Professional behaviour
- The importance of continuing professional and personal development
- An ability to reflect upon their preferred learning style and identify relevant study skills

How will you be assessed?

The qualification has 2 assessments externally-set by NCFE: one NEA (coursework) and one written examination.

- Non-exam assessment (NEA) is set internally marked and externally moderated, it makes up 60% of the technical award and the brief is set by the board every September.
- The exam unit is sat at the end of the 2-year course and equates to 40% of the overall grade.

The exam lasts 1 hour 30 minutes and is a mixture of multiple-choice, short-answer and extended response questions.

Where can your subject choices take you?

Art

· Advertising &Marketing (Advertising network manager, brand specialist, event planner)
· Education – (Corporate Trainer, lecturer, school teacher)
· Art and Design – (Artist, and film maker, furniture maker, graphic designer)
· Fashion and Beauty - (Beauty Consultant, online category developer, product design)
· Manufacturing – (Product design, textile manufacturer)
· Publishing & Media – (Book designers, broadcast operators, media account manager)
· Recruitment and HR – (graduate recruiter, recruitment consultant, training manager)

Biology

· Agriculture – (Ecologist, farmer, Food Scientist)
· Engineering – (Biomedical engineer, design engineer, project engineer)
· Investment Manager – (Human Resources. Investment Manager, IT, Marketing)
· Police and Emergencies – (Crime Scene Investigator, Firefighter, Paramedic)
· Sport and Fitness – (Personal Trainer, Rehabilitation Therapist, Physiotherapist)
· Medicine and Healthcare – (Doctor, Nurse, Vet and a range of NHS Careers)
· Science and Research – (Biotechnologist, Laboratory Technician, Research Scientist)

Business

· Accountancy – (Accountant, Assurance Associate, Financial Controller)
· Advertising & Marketing – (Business Development, Events Manager, Marketing Manager)
· Banking & Finance – (Case Handler, Credit Controller, Payments Negotiator)
· Consultancy – (Business Consultant, Data Analyst, Management Consultant)
· Entrepreneurship – (Business Owner, Freelancer, Social Entrepreneur)
· IT & The Internet – (IT Analyst, Network Manager, Software Architect)
· Recruitment and HR

Chemistry

· Energy and Utilities – (Geochemist, Mudlogger, Renewable Energy Engineer) ·
Engineering – (Chemical Engineer, Civil Engineer, Nuclear Engineer)
· Fast Consumer Goods – (Food Scientist, Market Research, Quality Controller)
· Manufacturing – (Manufacturing Manager, Stock Control Manager)
· Medicine & Healthcare (Doctor, Nurse, Optician, Biomedical Scientist)
· Recruitment and HR
· Science and Research – (Lab Scientist, Pharmacologist, Pharmacist, Research Scientist)

Computer Science

· Accountancy – (Chartered Accountant, Financial Controller, Forensic Accountant)
· Banking and Finance – (Asset Manager, Market Data Analyst, Technology Analyst)
· Consultancy – (Automation Engineer, Cloud Engineer, Software Engineer)
· Engineering – (Automation Engineer, Cloud Engineer, Software Engineer)
· Entrepreneurship – (Business Owner, Freelancer, Social Entrepreneur)
· IT & The Internet – (Cyber Security Analyst, Games Developer, Technical Solutions)

Creative iMedia

· Advertising & Marketing – (Account Manager, Market Research, Social Media Manager)
· IT & The Internet – (Games Developer, Network Manager, Web Designer)
· Publishing & Media – (Features Writer, Journalist, Manuscript Assistant)

Design & Technology

· Advertising & Marketing – (Account Manager, Market Research, Social Media Manager)
· Art & Design – (Animator, Graphic Designer, Sculptor, Product Designer)
· Construction – (Conservation Specialist, Construction Designer)
· Engineering – (Design Engineer, Researcher, Structural Engineer)
· IT & The Internet – (Games Developer, Network Manager, Web Designer)
· Manufacturing – (Manufacturing Manager, Quality Assurance Manager)
· Science & Research – (Data/Modelling Scientist, Renewable Energy Researcher)

English

· Advertising & Marketing – (Consumer Insight Manager, Copywriter, PR Officer)
· Art & Design – (Art Auctioneer, Gallery Curator, Interior Designer)
· Education – (English Teacher, Private Tutor, University Lecturer
· Law – (Intellectual Property Lawyer, Paralegal, Solicitor)
· Recruitment & HR
· Publishing & Media – (Features Writer, Journalist, Manuscript Assistant)

History

· Consultancy – (Business/Cost/Management Consultant)
· Education – (Bursar, Historian, University Lecturer)
· Hospitality & Tourism – (Hotel Manager, Museum Researcher/Curator, Tour Guide.
· Investment Manager – (Human Resources, Investment Manager, IT, Marketing)
· Law – (Barrister, Magistrate, Solicitor)
· Public Sector – (Civil Servant, Policy Officer, Social Worker)
· Publishing & Media – (Editor, Journalist, Project Manager)

Geography

· Agriculture – (Ecologist, Farmer, Food Scientist)
· Consultancy – (Cost Consultant, Logistics Analyst, Transportation Consultant)
· Education – (Careers Advisor, Secondary School Teacher, Teaching Assistant, Lecturer)
· Energy & Utilities – (Geotechnical Engineer, Surveyor, Water Consultant)
· Investment Manager – (Human Resources, Investment Manager, IT, Marketing)
· Public Sector – (Environmental Officer, Planning Officer, Transport Planner)
· Science & Research – (Geotechnologist, Renewable Energy Researcher)

Health and Social Care

· Health care professions
· Social Care professions (Care worker, social work, youth worker)

Child Development

· Childcare settings – Nurseries, preschools.
· Social Care professions.

Maths

· Accountancy – (Auditor, Forensic Accountant, Tax Accountant)
· Banking & Finance – (Analyst, Retail Banker, Stockbroker)
· Engineering – (Mechanical Engineer, Quantity Surveyor, Software Engineer)
· Insurance & Pensions – (Actuary, Fund Manager, Underwriter)
· IT & The Internet – (A.I Programmer, Forensic Technology Associate)
· Research – (Mathematical Researcher, Physicist, Cosmologist)

Languages

· Advertising & Marketing – (Event Planner, Market Researcher, Sales Executive)
· Banking & Finance – (Institutional Sales, Retail Banker, Sales Trader)
· Education – (English as a Foreign Language Teacher, Languages Teacher)
· Hospitality & Tourism – (Tour Guide, Translator, Travel Agent)
· Law – (Barrister, Paralegal, Solicitor)
· Publishing & Media – (Broadcast Assistant, Presenter, Subtitler)
· Social Care – (Care home assistant, Support Worker, Youth Worker)

Physics

· Construction – (Architect, Civil Engineer, Construction Manager)
· Energy & Utilities – (Electrician, Gas Engineer, Geoscientist, Plumber)
· Engineering- (Electronic/mechanical/software engineer)
· IT & The Internet – (Cyber Security Analyst, Database Developer, Games Developer)
· Science & Research – (Aerospace Engineer, Data Scientist, Modelling Scientist)
· Transport & Logistics – (Air Traffic Controller, Logistics Analyst, Mechanic, Pilot)

Media Studies

· Journalism – (Feature Writer, Copy Editor, News Journalist, Reporter)
· Television/Radio – (Production Assistant, Producer, Runner, Programme Commissioner)
· Law – (Barrister, Paralegal, Solicitor)
· Education – (Careers Advisor, Secondary School Teacher, Teaching Assistant, Lecturer)

Performing Arts

· Theatre/Television/Film – (Stage Manager, Theatre Manager, Actor, Playwright, Director)
· Education – (Careers Advisor, Secondary School Teacher, Teaching Assistant, Lecturer)
· Advertising & Marketing – (Account Manager, Market Research, Social Media Manager)

Music

· Music Industry – (Music Producer, Songwriter, A&R Coordinator, Music Therapist, Session Musician, Conductor, Booking Agent, Event Manager)

PE

· Exercise physiologist, NHS physiotherapist
· Fitness centre manager, Personal trainer.
· Secondary school teacher. Sports administrator; Sports coach.
· Sports development officer, Sports therapist.

Religious Studies

· Archivist
· Charity Sector
· Counsellor
· Civil Service
· International Aid
· Mediator
· Journalist
· Police Officer
· Youth Worker
· Teaching and Higher Education
· NHS

Small Animal Care

· Animal Care professions (Veterinary nurse, Veterinary Physiotherapist)
· Dog Handler
· Zoo Keeper
· Biologist/Zoologist
· Farm Worker
· Dog Handler; Dog Trainer; Kennel or Cattery Worker.
· Game Keeper
· Horse Handler; Horse Groom
· RSPCA Inspector
· Biologist/Zoologist
· Farrier
· Fish Farmer
· Pet Behaviour Consultant.