



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

**WE BELIEVE
EVERYONE CAN ACHIEVE**



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE



VALUES

Respect
Relationships
Resilience



AIM

To prepare every
young person
for success



MISSION

To inspire students
to love and enjoy
learning through a
thinking curriculum

MORE THAN A SCHOOL

Year 9 Options Booklet 2024

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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.

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 prepare them 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 to 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)
- 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 several 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 Mr Hughes or Miss Thomas (Assistant Head Teacher).

How many choices can I make?

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 French** (you can choose all three). You can only choose two out of Art, Graphics and Product Design.

Option Blocks

Option A	Option B	Option C	Option D
GCSE History GCSE Geography BTEC Physical Education BTEC Performing Arts OCR IT	GCSE History GCSE Geography BTEC Computer Science OCR Business & Enterprise BTEC Small Animal Care BTEC Music	OCR Business & Enterprise OCR Child Development GCSE Fine Art GCSE Religious Studies GCSE Statistics GCSE 3 D Product Design BTEC Physical Education GCSE Graphics	OCR Creative iMedia BTEC Physical Education GCSE Art GCSE 3 D Product Design GCSE French OCR Health & Social Care GCSE Media Studies VCert Food and Cookery

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 “3jadirs”** 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.

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

Although it is hoped that most students will be allocated their 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 (including GCSE Computer Science)
- Geography or History
- a language (French)

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 French.

What is the 'Attainment 8' performance measure?

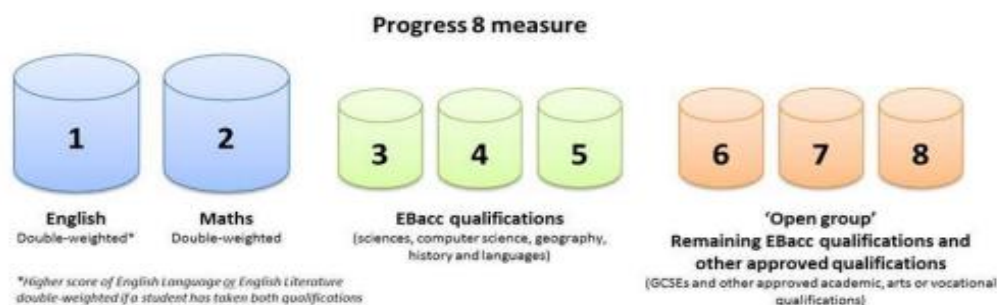
The 'Attainment 8' performance measure requires schools to offer a broader range of subjects to students on which progress can be measured. This will show whether students have performed better than expected at the end of Key stage 4 considering their starting point.

Students are required to study English, Maths, Sciences, at least one EBacc subject (Geography, History or French), 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 can achieve. 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 your meetings with your class teachers for **Progress Evening on Thursday, 14th of March.**

Once you feel confident that you have decided on your Key Stage 4 options, **join the Options Google Classroom with the code "3jadirs"** and complete the online Google Form. The deadline for the completion of the options form is **Thursday, 21st 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.

GCSE English - Language

The course

Eduqas 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 a range of fiction and non-fiction texts, development of creative and transactional writing as well as spoken language. 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?

The texts studied in English Language cover the 19th Century up to the modern-day and develop students' knowledge and understanding of non-fiction texts from several different genres. They will develop their ability to interpret, summarise and synthesise information, evaluate writers' choice of vocabulary, form and technique and compare texts critically. In addition, students will complete various written tasks in which they will write for a variety of genres and purposes and will learn to select appropriate vocabulary judiciously and organise their writing to create emotional impact.

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 – Certificated separately

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

GCSE English - Literature

The course

AQA English Literature broadens students understanding of how poetry, prose and plays have contributed to our culture over time. Curriculum content covers the study of a Shakespeare play, Modern Drama, a variety of poetry and a Victorian novel.

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. 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>

GCSE Mathematics

The course

The GCSE Mathematics curriculum offers a thorough exploration of fundamental mathematical principles crucial for daily life and continued studies. Students delve into topics such as number theory, algebraic manipulation, geometric properties, statistical analysis, and probability. Through problem-solving exercises and real-world examples, they cultivate critical thinking, numeracy, and communication abilities. The course places equal emphasis on computational proficiency and conceptual comprehension, equipping students to confront various mathematical tasks and utilize their knowledge in diverse scenarios. Evaluation methods encompass written assessments assessing students' capacity to solve problems, reason logically, and articulate mathematical concepts with clarity.

What will you study?

In the GCSE Mathematics course, students will embark on an engaging exploration of essential mathematical principles crucial for both academic achievement and practical life skills. They'll delve into areas such as number theory, algebraic manipulation, geometry, statistics, and probability, all taught in interactive and accessible ways. Through hands-on problem-solving activities and real-world applications, students develop critical thinking skills, numerical fluency, and the ability to articulate mathematical concepts clearly. This course isn't just about rote memorization; it's about fostering a deep understanding of mathematical concepts to equip students for success in further education and beyond. So, if you're considering the GCSE Mathematics course for your child, rest assured that it offers a stimulating and enriching learning experience that will lay a solid foundation for their future endeavours.

Mathematics

The GCSE Mathematics syllabus is divided into several key areas:

- **Number:** Understanding and manipulating different types of numbers, including integers, fractions, decimals, and percentages.
- **Algebra:** Solving equations, working with algebraic expressions, and understanding patterns and sequences.
- **Geometry:** Exploring shapes, angles, measurements, and properties of 2D and 3D figures.
- **Statistics:** Collecting, analysing, and interpreting data using various statistical methods and representations.
- **Probability:** Understanding the likelihood of events occurring and applying probability concepts to solve problems.
- **Ratio and Proportion:** Exploring relationships between quantities and solving problems involving ratios and proportions.
- **Problem Solving and Reasoning:** Applying mathematical skills to solve real-world problems and developing logical thinking and problem-solving strategies.

How will you be assessed?

· 100% exam

(3 papers, each 1 hour 30 in length)

What skills will you develop?

Studying mathematics at the GCSE (General Certificate of Secondary Education) level equips students with a range of fundamental skills that are valuable both in further academic pursuits and in everyday life. Some of the key skills developed include:

- **Numeracy:** GCSE mathematics reinforces basic arithmetic skills such as addition, subtraction, multiplication, and division. These skills are essential for handling everyday tasks involving money, measurements, and calculations.
- **Problem-solving:** Mathematics encourages logical thinking and problem-solving strategies. Students learn to analyze problems, identify relevant information, and devise appropriate solution methods. This skill is transferable to various situations both inside and outside of mathematics.
- **Critical thinking:** Through mathematical reasoning and proof, students develop the ability to evaluate information critically, discern patterns, and draw logical conclusions. This skill is valuable in fields beyond mathematics, such as science, economics, and philosophy.
- **Abstract thinking:** Mathematics often involves working with abstract concepts and symbols. By grappling with these ideas, students enhance their ability to think abstractly, which can aid in understanding complex systems and theories in other subjects.
- **Data analysis:** GCSE mathematics includes topics such as statistics and probability, which involve interpreting and analysing data. These skills are increasingly important in today's data-driven world, where individuals are required to make informed decisions based on statistical information.
- **Communication:** Mathematics requires clear and precise communication of ideas, solutions, and reasoning. Students learn to articulate their thoughts effectively through written explanations and mathematical notation, improving their communication skills overall.
- **Time management and organization:** Successfully completing GCSE mathematics coursework and exams requires effective time management and organizational skills. Students learn to prioritize tasks, manage deadlines, and break down complex problems into manageable steps.
- **Technology proficiency:** While traditional pencil-and-paper methods are still important, GCSE mathematics also introduces students to various digital tools and software for mathematical computation and visualization. Familiarity with these technologies is valuable in many academic and professional contexts.
- **Resilience and perseverance:** Mathematics can be challenging, and students often encounter obstacles and setbacks along the way. Through perseverance and resilience, students learn to overcome difficulties, develop problem-solving strategies, and build confidence in their abilities.
- **Collaboration and teamwork:** While mathematics is often seen as an individual pursuit, students also have opportunities to collaborate with peers on group projects and problem-solving activities. This fosters teamwork skills and the ability to work effectively in diverse groups.

Overall, studying mathematics at the GCSE level not only provides students with a solid foundation in mathematical concepts and techniques but also cultivates a range of transferable skills that are essential for success in further education and the workplace.

Future pathways available post 16

Following the completion of GCSE Maths, students have a wide range of future pathways available to them:

- **Further Education:** Many students choose to continue their studies by pursuing A-levels or equivalent qualifications in Mathematics, which can lead to higher education opportunities such as university degrees in mathematics, engineering, sciences, economics, and many more.
- **Apprenticeships:** GCSE Maths is often a requirement for various apprenticeship programs across different industries, including construction, engineering, finance, and technology. Apprenticeships offer a combination of on-the-job training and academic study, allowing students to earn while they learn.
- **Employment:** GCSE Maths opens doors to a variety of entry-level job opportunities in sectors such as finance, retail, administration, healthcare, and more. Strong numeracy skills are highly valued by employers across many industries.
- **Vocational Qualifications:** Students may opt for vocational qualifications, such as BTECs or NVQs, which often require a foundation in Maths. These qualifications provide practical, hands-on training in specific fields such as business, IT, hospitality, and construction.
- **Professional Development:** For those already in employment, GCSE Maths can support career progression and advancement. Many professions, including teaching, nursing, and management, may require or prefer candidates with a solid understanding of mathematics.
- **Personal Development:** Even beyond formal education and employment, proficiency in Maths is beneficial for everyday life. It helps individuals make informed decisions regarding personal finances, understanding statistics and probabilities, and solving practical problems they encounter in daily life.

Exam Board and Specification

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

GCSE Statistics

The course

The GCSE Statistics course offers students a comprehensive introduction to the fundamental principles and techniques of statistical analysis. Through this course, students develop a strong foundation in statistical literacy, learning to interpret, analyze, and communicate quantitative information effectively. They explore various statistical concepts, including data presentation methods such as tables, charts, and graphs, as well as measures of central tendency and dispersion. Probability theory is introduced, allowing students to understand the principles of chance and uncertainty. Additionally, students delve into statistical testing, hypothesis formulation, and correlation analysis, gaining essential skills for making informed decisions based on data. Throughout the course, emphasis is placed on practical application, with students engaging in hands-on activities, projects, and real-world scenarios to reinforce their understanding of statistical concepts and methodologies. By the end of the course, students emerge with valuable skills applicable across a range of academic disciplines and professional fields, equipped to pursue further studies in mathematics, science, social sciences, or embark on careers requiring strong analytical and problem-solving abilities.

What skills will you develop?

Studying GCSE Statistics fosters the development of a diverse set of skills crucial for navigating an increasingly data-driven world. Through hands-on exploration and theoretical understanding, students refine their numeracy skills, gaining proficiency in statistical calculations and data interpretation. They cultivate analytical thinking, learning to dissect complex datasets, identify patterns, and draw meaningful conclusions. Moreover, the course nurtures critical thinking abilities as students assess the validity and reliability of data sources, discerning between correlation and causation. Effective communication skills are honed through the articulation of statistical findings, both orally and in writing, employing appropriate terminology and visualization techniques to convey insights persuasively. Alongside this, students enhance their research acumen, mastering methodologies for data collection and sampling while also acquiring proficiency in utilizing statistical software for analysis. This holistic approach equips learners not only with a deep understanding of statistical concepts but also with practical problem-solving skills applicable across academic, professional, and everyday contexts.

Future pathways available post 16

Studying GCSE Statistics provides a strong foundation for various future pathways spanning academic, professional, and personal spheres. With a solid grasp of statistics, students can pursue advanced studies in mathematics, data science, or related fields, leading to careers in research, data analysis, or actuarial science. In STEM fields, statistical acumen opens doors to opportunities in engineering, computer science, biology, and environmental science. Additionally, statistical literacy is invaluable in social sciences, economics, healthcare, and business sectors, offering avenues for impactful careers in research, policy analysis, and public service. Beyond traditional paths, statistical skills enhance problem-solving and data literacy, empowering individuals to excel in diverse fields. Overall, GCSE Statistics equips students with versatile skills applicable across various domains, paving the way for rewarding career opportunities and educational pursuits.

GCSE Further Mathematics

The course

GCSE Further Mathematics is an advanced-level course designed to challenge and extend students who excel in mathematics and have a keen interest in pursuing further studies in STEM-related fields. Building upon the content covered in GCSE Mathematics, this course delves deeper into advanced mathematical concepts and techniques. Students explore topics such as calculus, algebraic methods, trigonometry, and advanced statistics. Through rigorous problem-solving exercises and real-world applications, students develop a deeper understanding of mathematical principles and their practical significance. Moreover, GCSE Further Mathematics enhances students' analytical thinking, logical reasoning, and problem-solving skills, preparing them for more demanding academic pathways such as A-level Mathematics, physics, engineering, or computer science. Additionally, successful completion of GCSE Further Mathematics demonstrates a high level of mathematical proficiency and can significantly enhance a student's academic profile when applying for further education or employment opportunities in fields where strong mathematical skills are valued. Overall, for parents considering GCSE Further Mathematics for their child, it offers a stimulating and rewarding academic challenge that can open doors to a wide range of future opportunities in STEM-related disciplines.

What skills will you develop?

Studying Further Mathematics at GCSE level in the UK cultivates a diverse range of advanced mathematical skills essential for tackling complex problems and engaging in higher-level mathematical thinking. Students develop proficiency in calculus, algebraic methods, trigonometry, and advanced statistics, honing their ability to manipulate mathematical expressions and solve intricate mathematical problems. This fosters a deep understanding of mathematical concepts and their applications, enhancing analytical thinking, logical reasoning, and problem-solving abilities. Furthermore, students strengthen their mathematical communication skills, learning to articulate complex ideas clearly and concisely, both orally and in writing. Through rigorous coursework and challenging problem-solving exercises, students develop resilience, perseverance, and confidence in their mathematical abilities, laying a solid foundation for further studies in mathematics, engineering, sciences, and other quantitative disciplines.

Future pathways available post 16

Studying Further Mathematics at GCSE level in the UK opens a plethora of future pathways across academic, professional, and personal domains. For those inclined towards further education, the advanced mathematical skills acquired pave the way for advanced studies in mathematics, physics, engineering, computer science, or other STEM-related disciplines at A-levels and beyond. This provides opportunities for pursuing higher education at prestigious universities and specialized institutions, leading to careers in research, academia, or industry. Additionally, a strong foundation in Further Mathematics enhances employability in fields such as finance, data analysis, engineering, technology, and research, where advanced quantitative skills are highly valued. Moreover, students equipped with advanced mathematical proficiency may also pursue entrepreneurial ventures, innovation-driven careers, or leadership roles in various sectors. Beyond professional pathways, studying Further Mathematics fosters critical thinking, problem-solving abilities, and intellectual curiosity, empowering individuals to navigate and excel in an increasingly complex and dynamic world. Overall, the study of Further Mathematics at GCSE level unlocks a myriad of exciting opportunities and pathways for personal growth, academic achievement, and career success.

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 **Trilogy 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 they are in set 1 and predicted 6s or above in the 3 Science subjects. If you think that you might want to progress onto any of the A level sciences, then you can do this from either route usually with 6s or above.

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%

MFL – French (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 French

Exam Board Specification:

<https://www.eduqas.co.uk/media/0ggg4xeh/eduqas-gcse-french-spec-from-2016-e-01-08-23.pdf>

GCSE 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.edugas.co.uk/en/qualifications/geographygcse/#tab_overview

GCSE History

The course

Students taking History will learn about significant people and events from the past. They will develop their historical knowledge, 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 delves into the topic of 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 Crime and Punishment 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 Crime and Punishment c. 500 to the present day

How will you be assessed?

The History GCSE is sat in the Summer of year 11 and includes 2 x 2-hour papers, and each paper has two topics

Paper 1 (50% of total mark) is Germany (1 hour exam) and Elizabeth (1 hour exam)

Paper 2 (50% of total mark) is Elizabeth (45-minute exam) and 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

GCSE 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 will 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 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 (1 hour 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

GCSE Fine Art

The course

GCSE Fine Art is a two-year course consisting of 60% course work and 40% exam. During Year 10 students will be solely working on their coursework, focusing on research, experimentation with a variety of media, recording ideas and the refinement of skills and ideas to produce meaningful responses. Students will work on two coursework projects. The first project 'Layers', involves students researching artists such as Robert Rauschenberg, Victoria Villasana and Idris Khan, using their influence to inform their creative work. Portraiture is the second project theme that is explored, throughout this project students will refine their drawing and painting skills much further, while also researching a range of artists and designers to influence them.

What will you study?

KS4	Component 1	Component 2
Y10/ 11	Layers Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.	Externally Set Assessment Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.
	Portraiture Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.	

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, painting, 3-D, printmaking and annotation.

Future pathways available post 16

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

Careers

Advertising art director, Automotive engineer, Graphic designer, Materials engineer, Product manager, Production designer (theatre/television/film), Stylist, Clothing/textile technologist, Colour technologist, Exhibition designer, illustrator, Cartoonist, Freelance Artist, Sign writer, Makeup artist, SFX makeup artist, Furniture designer, Industrial/product designer, Interior and spatial designer.

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 (OCR National Certificate)

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. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics
- risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

Unit R068: Design a Business Proposal

This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal.

Unit R069: Market and Pitch a Business Proposal

This is assessed by a set assignment. In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered. Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.

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://ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

Health and Social Care (OCR National Certificate)

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 optional unit we have selected as a school is;

- 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 (OCR National Certificate)

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	Creating a safe environment in a childcare setting	Physical, intellectual and social developmental norms from one to five years
Antenatal care and preparation for birth	Choosing suitable equipment for a childcare setting	Stages and types of play and how play benefits development
Postnatal checks, postnatal care and the conditions for development	Nutritional needs of children from birth to five years	Observe the development of a child aged one to five years
Childhood illnesses and a child safe environment.		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 Childcare, Health and Social Care, Psychology, Sociology and Biology.

Link to exam board website and syllabus

<https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>

GCSE Media Studies

The course

Media Theory (GCSE Media Studies) is an academic **theory-based option** that involves analysing different media products and their historical and social contexts 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).

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 GCSE years. For more information, please read the specification available online:

<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.

BTEC 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 on your chosen instruments (including peripatetic lessons with a specialist teacher).
- Build confidence working as an ensemble.
- 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>

BTEC 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 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 Year 11
- 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.

Research shows that employers are actively looking for skills developed through the study of Drama and Performing Arts to develop a workforce that demonstrates effective communication skills, inter-personal skills, problem-solving skills, leadership skills, teamwork, resilience and respect.

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 – 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.

GCSE 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

KS4	Component 1	Component 2
Y10/11	Innocent Smoothie Fridge Magnets	Externally Set Assessment
	Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.	Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.
	On the Edge Poster Design	
	Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.	

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.

GCSE 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

KS4	Component 1	Component 2
Y10/1	Glow Company Lamps	Externally Set Assessment
1	Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.	Research: Theme and Artists; experimentation: ideas, media, materials, techniques and processes; development of experimentation informed by research; refinement of ideas to produce personal response.

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.

GCSE 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. To enjoy this course, you should be a confident mathematician (target grade of 6-9) who enjoys problem solving and has an enquiring mind-set.

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 (OCR Cambridge National Certificate)

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, Web 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/>

IT (OCR Cambridge National Certificate)

The course

The IT course will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI) and augmented reality. Students will plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience.

What will you study?

R050: IT in the digital world

In this unit students will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Students will cover topics such as: design tools, Human Computer Interface (HCI) in everyday life, data and testing, cyber-security and legislation, digital communication and Internet of Everything (IoE).

R060: Data manipulation using spreadsheets

In this unit students will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. Students will be able to evaluate their solution based on the user requirements. Students will develop their skills and knowledge using spreadsheet software, Microsoft Excel.

R070: Using Augmented Reality to present information

In this unit students will learn how to design, create, test and review an Augmented Reality model prototype to meet client's requirements. Students will investigate Augmented Reality, what it is and what it can be used for.

How will you be assessed?

R050: IT in the digital world – 1 hour 30 mins external exam – written paper

R060: Data manipulation using spreadsheets – centre assessed task (coursework)

R070: Using Augmented Reality to present information – centre assessed task (coursework)

What skills will you develop?

Technical skills which can be used to plan, design, create, test and evaluate/review IT solutions and Augmented Reality (AR) products that are appropriate for a defined target audience and meet requirements.

Future pathways available post 16

A Level Computer Science

Cambridge Technicals Information Technology and Digital Media (Levels 2 and 3)

T Level Digital Production Design and Development, Digital Support Services and Digital Business Services (Level 3)

Digital Apprenticeships such as IT, Digital and Technology and Data Analyst (Level 3)

Careers such as: Web Designer, Advertiser/Marketing, Computer Game Designer, Film Animator, IT/Media Sector, Network Manager.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/>

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 both a theory and 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, with the chance to spend some time 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 and be able to produce a report on how to handle an animal. You will also gain an understanding of the principles of animal behaviour, allowing you to catch, handle and release animals safely.

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. Small Animal Care also complements 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.

Food and Cookery (Level 2 V-Cert)

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
- 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, schoolteacher)
- 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, Software Developer)

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)

IT

- 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, Technical Solutions, Software Developer)

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
- Zookeeper
- 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.