

# Year 9

# Options Booklet

# 2025



**BLACON**  
HIGH SCHOOL

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# Blacon High School Curriculum Overview

At Blacon High School, we are committed to providing all students with the highest quality education at every stage of their learning journey.

Our curriculum is designed to equip students with the knowledge and skills they need to embrace future opportunities, take on responsibilities, and navigate the experiences of later life.

Our goal is to prepare every young person for success, enabling them to make outstanding progress through our thinking curriculum. We want our students to leave school with the skills and knowledge that open doors to excellent life opportunities and prepare them for the future.

## Key Stage 3 and Transition to Key Stage 4

Year 9 students are approaching the end of the three-year Key Stage 3 curriculum, during which they have studied a broad and balanced range of subjects. Now, they have the opportunity to make choices about the subjects they will study at Key Stage 4 (Years 10 and 11).

The combination of subjects offered ensures that students have as many opportunities as possible when they move to the next phase of their education. It also provides them with a rich and varied learning experience to carry forward.

## Key Stage 4 Courses

We offer a broad and balanced Key Stage 4 curriculum, designed to meet the needs and aspirations of all students. Through our curriculum, we bring our vision to life—fostering a love of learning and inspiring students to achieve their full potential. Central to this vision is our belief that everyone can succeed, regardless of their background or starting point.

## Core Subjects

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

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

In addition to the core curriculum, students will select additional subjects to study in Years 10 and 11.

## Option Subjects

The option subjects complement the core curriculum, allowing students to develop a broad range of skills and explore their individual interests. It is important that students carefully consider their choices, as these subjects will shape their learning experience at Key Stage 4. This handbook provides the information needed to make informed decisions.

## Course Requests

Students should think carefully before making their subject selections, understanding that these are requests rather than guaranteed placements.

Occasionally, students may request subjects in which they have little genuine interest or have not demonstrated strong performance. Additionally, some courses may be oversubscribed or may not attract enough students to run. In these cases, we may not be able to accommodate every request.

Our aim is to support students in making the best choices for their future, ensuring they have a curriculum that enables them to thrive.

## Subject Requests and Alternative Options

If a subject request cannot be accommodated or is deemed unsuitable, students will meet with a member of the Senior Leadership Team to discuss alternative options. No final decisions will be made without consulting parents or carers.

## Questions & Answers

### What are my choices?

This booklet outlines the **core curriculum subjects**, which are mandatory and provide a broad and balanced foundation. Following this, you will find information on all the option subjects available next year.

It is important that you enjoy learning. We encourage you to choose courses that interest you, align with your strengths, and help develop your skills. You should also carefully consider how these choices may impact your future, both at Blacon High School and beyond.

When selecting your subjects, keep the following in mind:

- **Maintain a broad range of subjects** – This helps develop a wide variety of skills. Since most students change career paths multiple times, avoiding early specialisation is advisable.
- **Choose subjects you enjoy and perform well in**, while also considering future academic or career requirements.

- **Reflect on your current performance** in a subject and how it may influence your progress at Key Stage 4.
- **Make decisions based on your interests**, not those of your friends.
- **Research your options** – Use online resources to understand course content, teaching methods, and assessment styles.
- **Don't choose a subject just because you like the teacher** – You may have a different teacher in Key Stage 4.
- **Seek advice** – Talk to your parents/carers, subject teachers, Form Tutor, Progress Leader, or members of the Senior Leadership Team (Mr. Hughes or Miss Thomas, Assistant Head Teachers).

## How many choices can I make?

You can select **four option subjects**, choosing one from each of the four option blocks listed below.

- You **must** choose at least one of the following: **History, Geography, or Spanish** (you may select all three).
- You can only select **two** of the following: **Art, Graphics, and Product Design**.

## Option Blocks

Option A	Option B	Option C	Option D
GCSE Geography GCSE History BTEC PE OCR Health and Social Care GCSE Triple Science	GCSE Geography GCSE History GCSE Graphics BTEC Performing Arts BTEC Small Animal Care OCR Creative iMedia	GCSE Spanish Level 2 Hospitality and Catering GCSE Graphics OCR Enterprise and Marketing BTEC Music GCSE Product Design BTEC PE	GCSE Religious Studies OCR Child Development GCSE Product Design GCSE Art OCR Enterprise and Marketing. GCSE Media Studies OCR IT\Computer Science.

## How Do I Indicate My Choices?

Carefully read the subject information in this booklet to ensure you understand the course requirements. Discuss your options with your parents, carers, teachers, and Progress Leader to make informed decisions. Once you have made your final choices, join the **Options Google Classroom** using the code “**3jadirs**” and complete the online Google Form.

## Can I Change My Mind Later?

Once choices are made, teaching group numbers must be balanced, and the timetable is carefully structured. This is a complex process and cannot be easily altered. However, in

some cases, limited changes may be possible within the first few weeks of the **Autumn Term**, but only if space allows.

## Will I Automatically Secure a Place on My First-Choice Course?

While we aim to allocate students their first-choice subjects, this is not always possible due to:

- **Staffing or logistical constraints** – Some subjects may need to be adjusted based on teacher availability or other factors.
- **Limited class sizes** – Certain courses have restrictions for safety reasons or access to equipment.
- **Student attainment** – Performance and progress at Key Stage 3 may be considered before final course placements are confirmed.

## What Support is Available?

- **Options Evening** – A chance to learn more about each course and its future pathways.
- **This Options Booklet** – Provides details on subject content, assessment methods, and expectations.
- **Careers Team** – You can arrange a meeting to explore potential career opportunities linked to your subject choices.
- **One-to-One Meetings** – A member of the **Senior Leadership Team** can discuss the suitability of your selections and offer guidance.

## How Will My Attainment and Progression Be Recognised?

Subjects are assessed in different ways, so it's important to choose courses that suit your learning style:

- **Examinations** – Most GCSEs involve written exams, which vary in length, number, and question format.
- **Coursework Portfolios** – Some **BTEC and Vocational courses** involve completing assignments (both practical and written) that contribute to the final qualification. These courses also include an external exam, which typically accounts for **40% of the final grade**.

## What is the English Baccalaureate (EBacc)?

The **EBacc** is not a qualification but a combination of GCSE subjects that keeps students' future options open for further education and careers. The Government encourages schools to offer a broad academic curriculum, and research suggests that studying EBacc subjects can improve student outcomes and long-term opportunities.

The **EBacc subjects** are:

- **English Language and Literature**
- **Mathematics**
- **Sciences** (including GCSE Computer Science)
- **Geography or History**
- **A Language (Spanish)**

At Blacon High School, all students study GCSE English, Mathematics, Trilogy Science, and either Geography or History. To achieve the **EBacc**, students must also choose **GCSE Spanish**.

Studies by the **UCL Institute of Education** show that taking EBacc subjects can increase the likelihood of students staying in full-time education and enhance their performance in **English and Maths**.

## What is the 'Attainment 8' Performance Measure?

**Attainment 8** is a measure used to assess school performance by tracking students' progress across a range of subjects. It compares students' final GCSE results with expectations based on their starting points at secondary school.

To meet **Attainment 8** requirements, students must study:

- **English, Mathematics, and Sciences**
- **At least one EBacc subject** (Geography, History, or Spanish)
- **Three additional GCSE or BTEC qualifications**

## What is Progress 8?

**Progress 8** measures how much progress students make from the start of secondary school compared to peers with similar prior attainment. It assesses schools not just on final results, but on how much students improve.

Subjects are grouped into **eight categories ("pots")**, with points awarded based on grades achieved:

- **English and Maths** – These are given double weight for their importance.
- **Three EBacc subjects** – These include Sciences, Computer Science, Geography, History, and Languages.
- **Three other approved qualifications** – These can include both academic and vocational subjects.

This system ensures a broad and balanced curriculum while recognising student progress across a wide range of subjects.



## What else do I need to consider?

Regular attendance is crucial to success. Attending only **90% of the time** can significantly impact your grades, and anything lower may make it difficult to meet course requirements. Your target should be **between 95% and 100%**. Remember, future employers will request a reference that includes your attendance record.

Don't forget to schedule meetings with your class teachers for **Progress Evening on Thursday, 27th March**.

Once you are confident in your Key Stage 4 choices, join the **Options Google Classroom** using the code "**3jadirs**" and complete the online Google Form. The deadline for submission is **Friday, 4th April**.

We look forward to supporting students and their parents/carers throughout this exciting process as they make important decisions about the next stage of their education at **Blacon High School**. If you have any questions, please email [options@blaconhigh.cheshire.sch.uk](mailto:options@blaconhigh.cheshire.sch.uk).

All course details are accurate at the time of publication. However, the school reserves the right to **withdraw or modify courses** due to staffing changes or low student numbers.

**Mr. Lacey** – Assistant Head Teacher  
**Mr. Forbes** – Year 9 Progress Leader

# GCSE English Language

## The Course

The **Eduqas English Language** course equips students with essential life skills that extend beyond the classroom into the workplace. Guided by a team of dedicated and experienced staff, students will explore a broad curriculum, covering a range of **fiction and non-fiction texts, creative and transactional writing, and spoken language**. The course also incorporates open learning, where contemporary issues and topics serve as a springboard for **creativity, discussion, and debate**.

## What Will You Study?

Students engage with **19th-century to modern-day texts**, developing their ability to analyse and interpret **non-fiction texts from multiple genres**. They will refine skills in **summarising, synthesising, and evaluating** a writer's choice of vocabulary, form, and technique. Students will **compare texts critically** and complete **various written tasks**, crafting pieces for different genres and purposes. They will also learn to **select vocabulary judiciously** and organise their writing effectively to create emotional impact.

## How will you be assessed?

- **100% Exam-Based Assessment**
  - **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** – Assessed separately and certificated

## What skills will you develop?

- Reading
- Writing
- Speaking, Listening & Communication
- Analytical & Interpretative Skills

## Future Pathways Post-16

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

For more details, visit: [Eduqas GCSE English Language](#)

# GCSE English Literature

## The Course

The **AQA English Literature** course expands students' understanding of how poetry, prose, and plays have shaped our culture over time. The curriculum includes **a Shakespeare play, modern drama, a variety of poetry, and a Victorian novel**, providing students with a rich and diverse literary foundation.

## What Will You Study?

Students will explore a **range of texts from different genres**, spanning **classic literature to modern works**. The curriculum includes **Shakespearean plays, 19th-century literature** (such as **Stevenson or Dickens**), and contemporary classics by authors and playwrights like **Willy Russell**. To enhance students' learning, the department offers an **enrichment programme**, featuring trips to **theatres and museums**, including **The Globe Theatre in London**.

## How Will You Be Assessed?

- **100% External Examination**
  - **Paper One:** Shakespeare and the 19th-Century Novel (**40%**)
  - **Paper Two:** Modern Prose or Drama, The Poetry Anthology (Power and Conflict Cluster), and Unseen Poetry (**60%**)

## What Skills Will You Develop?

- **Reading**
- **Writing**
- **Analytical & Interpretative Skills**

## Future Pathways Post-16

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

For more details, visit: [AQA GCSE English Literature](#)

# GCSE Mathematics

## The Course

The **GCSE Mathematics** curriculum provides students with a comprehensive understanding of fundamental mathematical principles essential for everyday life and further study. Students explore key topics such as **number theory, algebra, geometry, statistics, and probability**.

Through **problem-solving exercises and real-world applications**, students develop **critical thinking, numeracy, and communication skills**. The course emphasises both **computational proficiency and conceptual understanding**, equipping students to tackle mathematical challenges with confidence and apply their knowledge in various contexts. Assessment is conducted through **written examinations**, testing students' ability to **solve problems, reason logically, and articulate mathematical concepts clearly**.

## What Will You Study?

Students will explore a broad range of mathematical topics that are essential for academic success and practical life skills, including:

- **Number** – Working with integers, fractions, decimals, and percentages
- **Algebra** – Solving equations, manipulating expressions, and identifying patterns
- **Geometry** – Understanding shapes, angles, measurements, and properties of 2D and 3D figures
- **Statistics** – Collecting, analysing, and interpreting data
- **Probability** – Assessing the likelihood of events and applying probability concepts
- **Ratio and Proportion** – Understanding relationships between quantities and solving problems involving ratios
- **Problem Solving and Reasoning** – Applying mathematical skills to real-world situations and developing logical thinking strategies

This course is designed to **promote deep understanding rather than rote memorisation**, ensuring that students gain the mathematical confidence needed for further education and beyond.

## How Will You Be Assessed?

- **100% Exam-Based Assessment**
  - **Three exam papers** (each **1 hour 30 minutes** in length)

## What Skills Will You Develop?

Studying **GCSE Mathematics** helps students build a wide range of valuable skills that are essential for further education, employment, and everyday life:

- **Numeracy** – Strengthening arithmetic skills for handling money, measurements, and calculations
- **Problem-Solving** – Developing logical thinking and strategies to tackle complex problems
- **Critical Thinking** – Enhancing reasoning abilities, pattern recognition, and drawing logical conclusions
- **Abstract Thinking** – Understanding abstract concepts and symbols, which are useful in science, technology, and engineering
- **Data Analysis** – Interpreting and analysing statistical information for informed decision-making
- **Communication** – Expressing mathematical ideas clearly through written explanations and notation
- **Time Management & Organisation** – Learning to prioritise tasks and break down complex problems efficiently
- **Technology Proficiency** – Gaining familiarity with digital tools and software used for computation and visualisation
- **Resilience & Perseverance** – Developing confidence and determination when tackling mathematical challenges

Overall, **GCSE Mathematics** provides students with a **strong mathematical foundation** and equips them with **transferable skills** that are invaluable for further education and the workplace.

## Future Pathways Post-16

Upon completing **GCSE Mathematics**, students can pursue various pathways, including:

- **Further Education** – Many students progress to **A-Level Mathematics** or related subjects, leading to university degrees in **mathematics, engineering, sciences, economics**, and more
- **Apprenticeships** – GCSE Mathematics is often a requirement for apprenticeships in **construction, engineering, finance, and technology**, combining work experience with academic study
- **Employment** – Strong numeracy skills open opportunities in **finance, retail, administration, and healthcare**, where mathematical competence is highly valued
- **Vocational Qualifications** – Courses such as **BTECs or NVQs** often require a solid foundation in mathematics and lead to careers in **business, IT, hospitality, and construction**
- **Professional Development** – Many careers, including **teaching, nursing, and management**, require a good understanding of mathematics for career progression

- **Personal Development** – Mathematical skills help with **personal finance management, statistical literacy, and problem-solving** in everyday life

## Exam Board and Specification

For further details, visit: [Pearson GCSE Mathematics Specification](#)

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# GCSE Statistics

**The Course – This course will run as a period 6 course after school.**

The **GCSE Statistics** course provides students with a **comprehensive introduction** to statistical principles and analysis techniques. It builds **statistical literacy**, enabling students to **interpret, analyse, and communicate quantitative information effectively**.

Throughout the course, students explore key statistical concepts, including:

- **Data presentation methods** – tables, charts, and graphs
- **Measures of central tendency and dispersion**
- **Probability theory** – understanding chance and uncertainty
- **Statistical testing and hypothesis formulation**
- **Correlation analysis**

The course emphasises **practical application**, with students engaging in **hands-on activities, projects, and real-world scenarios** to reinforce their understanding of statistical methodologies. By the end of the course, students develop valuable analytical skills applicable across multiple disciplines, preparing them for further study in **mathematics, science, and social sciences**, as well as careers requiring strong **data interpretation and problem-solving abilities**.

## What Skills Will You Develop?

Studying **GCSE Statistics** equips students with essential skills for navigating a data-driven world, including:

- **Numeracy** – proficiency in statistical calculations and data interpretation
- **Analytical Thinking** – extracting meaningful insights from complex datasets
- **Critical Thinking** – evaluating data reliability and distinguishing correlation from causation
- **Communication** – articulating statistical findings clearly, both orally and in writing
- **Research Skills** – understanding data collection methodologies and sampling techniques
- **Technology Proficiency** – utilising statistical software for data analysis

By integrating both **theoretical understanding and practical application**, the course ensures students gain skills that are highly relevant in academic, professional, and everyday contexts.

## Future Pathways Post-16

A strong foundation in **GCSE Statistics** opens up a wide range of opportunities:

- **Further Education** – Progress to **A-Level Mathematics, Data Science, or related subjects**, leading to careers in **research, data analysis, or actuarial science**
- **STEM Fields** – Statistical skills are crucial in **engineering, computer science, biology, and environmental science**
- **Social Sciences & Business** – Opportunities in **economics, healthcare, business analysis, and policy research**
- **Employment & Vocational Pathways** – Statistical literacy is valuable in a wide range of fields, from **finance to marketing and public service**

Overall, **GCSE Statistics** provides **versatile, real-world skills** that enhance both academic and career prospects.

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# GCSE Further Mathematics

**The Course – the course will run as an additional option after school during period 6.**

**GCSE Further Mathematics** is designed for students who **excel in mathematics** and wish to **extend their knowledge** beyond the standard GCSE Mathematics curriculum. This advanced course is particularly suited for students considering **STEM-related fields**.

Building upon **GCSE Mathematics**, this course explores:

- **Calculus** – differentiation and integration
- **Algebra** – advanced algebraic techniques and functions
- **Trigonometry** – extending trigonometric methods and applications
- **Advanced Statistics** – deeper statistical analysis and probability

Through **rigorous problem-solving exercises and real-world applications**, students gain a **deeper conceptual understanding** of mathematical principles and their significance in both academic and professional settings.

Studying **GCSE Further Mathematics** develops **logical reasoning, analytical thinking, and problem-solving skills**, providing strong preparation for **A-Level Mathematics, Physics, Engineering, or Computer Science**. Successfully completing this course demonstrates a **high level of mathematical proficiency**, enhancing a student's academic profile when applying for further education or careers requiring strong quantitative skills.

## What Skills Will You Develop?

Students studying **GCSE Further Mathematics** gain a range of advanced skills, including:

- **Proficiency in Advanced Mathematical Concepts** – calculus, algebra, and trigonometry
- **Problem-Solving & Logical Reasoning** – tackling complex mathematical problems
- **Mathematical Communication** – clearly articulating mathematical ideas both in writing and orally
- **Resilience & Perseverance** – overcoming challenging concepts and developing confidence in mathematics

This course not only enhances **mathematical fluency** but also fosters **critical thinking and precision**, essential for success in **STEM fields and beyond**.

## Future Pathways Post-16

Completing **GCSE Further Mathematics** opens a wealth of academic and professional opportunities:

- **Further Education** – Progress to **A-Level Mathematics, Further Mathematics, Physics, Engineering, or Computer Science**, leading to university-level studies in **mathematics, finance, or STEM fields**
- **Careers in High-Demand Fields** – Strong mathematical skills are essential in **finance, data science, engineering, technology, and research**
- **Entrepreneurship & Innovation** – Advanced mathematical thinking is valuable in **technology startups, business analytics, and problem-solving roles**
- **Personal Development** – Critical thinking and problem-solving abilities benefit students in any field, enhancing their ability to navigate an increasingly data-driven world

Overall, **GCSE Further Mathematics** is an **excellent choice** for students looking to **challenge themselves academically** and prepare for a future in **STEM-related disciplines**.

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# Science – Core Science (Trilogy)

## The Course

The Science department aims to **inspire and nurture the next generation of scientists**, expanding young people's **opportunities** in **Science, Technology, Engineering, and Mathematics (STEM)**. Studying **Trilogy Science** equips students with **analytical, evaluative, and problem-solving skills**, preparing them for a broad range of academic and career pathways.

## What Will You Study?

Our curriculum is designed around **real-life situations and experiences**, making learning **relevant, engaging, and practical**. Hands-on activities, both **inside and outside the laboratory**, form the foundation of our approach to scientific study.

At the end of Year 9, students select from **two pathways**:

- **Dual (Trilogy) Science** – Worth **2 GCSEs** (compulsory for all students)
- **Triple Science** – Separate GCSEs in **Biology, Chemistry, and Physics** (available to students with strong predicted grades in all three sciences)

Students can progress to **A-Level Sciences** from either pathway, typically requiring a grade **6 or above**.

## Biology

- **B1**: Cell biology; Organisation; Infection and response; Bioenergetics
- **B2**: Homeostasis and response; Inheritance, variation, and evolution; Ecology

## Chemistry

- **C1**: Atomic structure and the periodic table; Bonding, structure, and properties of matter; Quantitative chemistry; Chemical and energy changes
- **C2**: Rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

## Physics

- **P1**: Energy; Electricity; Particle model of matter; Atomic structure
- **P2**: Forces; Waves; Magnetism and electromagnetism; *Triple Science only*: Space

## How Will You Be Assessed?

- **Trilogy Combined Science (AQA) – 2 GCSEs**
  - 6 exams (1 hour 15 minutes each)
  - Foundation or Higher tier
  - Each exam worth **16.7% of the final grade**
- **Separate Sciences (AQA) – 3 GCSEs**
  - 2 exams per subject (6 in total)
  - Foundation or Higher tier
  - Each exam **1 hour 45 minutes**, worth **50% of the final grade for each GCSE**

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# MFL – Spanish (Required for the EBacc)

## The Course

The **Modern Foreign Languages (MFL) Department** aims to create **engaging learning experiences**, ensuring that all students **enjoy, progress, and achieve** in their language studies. Learning a foreign language **enhances cultural awareness, global citizenship, and personal fulfillment**.

Spanish fluency is a **lifelong skill** that enhances **education, employment, and travel opportunities**, giving students a competitive edge in their future careers.

## What Will You Study?

The curriculum is structured around **real-life situations**, incorporating diverse resources such as **textbooks, online learning, podcasts, and media**. Students will develop **reading, writing, speaking, and listening skills** through **group work, pair work, and independent study**.

The **GCSE Spanish** course covers six key themes:

- **My Personal World**
- **Lifestyle and Wellbeing**
- **My Neighbourhood**
- **Media and Technology**
- **Studying and My Future**
- **Travel and Tourism**

Within these themes, students will develop vocabulary and grammar skills in topics such as: **family, relationships, equality, health, food and drink, sports, shopping, transport, environmental issues, social media, future careers, school, music, film, and tourism**.

## How Will You Be Assessed?

- **Speaking – 25%**
- **Writing – 25%**
- **Listening – 25%**
- **Reading – 25%**

## What Skills Will You Develop?

- **Teamwork, problem-solving, memory recall, and resilience**
- **Confidence in understanding and communicating in another language**
- **Cultural awareness and global perspectives**
- **Enhanced literacy, ICT, and independent learning skills**

- Creativity in expressing ideas
- Transferable skills that support progress in other subjects
- A strong foundation for learning additional languages in the future

## Future Pathways Post-16

- A-Level Spanish

### Exam Board Specification:

[Eduqas GCSE Spanish Specification](#)

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# GCSE Geography

## The Course

Geography develops students' **understanding of the world**, encouraging them to appreciate their **role in local, national, and global communities**. Geographers are among the most **highly employable** individuals, as they develop a **unique blend of scientific and analytical skills combined with an understanding of human and environmental interactions**.

## What Will You Study?

Students will explore a wide range of topics covering **human, physical, and environmental geography**, as well as conducting **fieldwork investigations**.

Key topics include:

- **Urbanisation** – Growth and change in global cities
- **Urban & Rural Change in the UK**
- **Global Development** – Economic and social inequalities
- **Shaping the Landscape** – Coastal and river processes
- **Weather & Climate** – Patterns, hazards, and climate change
- **Ecosystems** – Processes, biodiversity, and conservation
- **Water Resources & Management**
- **Desertification** – Causes, impacts, and solutions

## How Will You Be Assessed?

Students will sit **three examinations**:

- **Unit 1 – Investigating Geographical Issues** (*1 hour 45 minutes*)
- **Unit 2 – Problem-Solving Geography** (*1 hour 30 minutes*)
- **Unit 3 – Fieldwork Exam** (*1 hour 30 minutes*)

## What Skills Will You Develop?

- **Problem-solving and critical thinking**
- **Data analysis and interpretation**
- **Presentation and communication skills**
- **An understanding of your place in space and time**
- **The ability to challenge views constructively based on factual interpretation**
- **Respect and appreciation for different cultures, beliefs, and environments**

## Future Pathways Post-16

- **A-Level Geography**
- **BTEC Level 3 Travel & Tourism**

### **Exam Board Specification:**

[Eduqas GCSE Geography Specification](#)

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# GCSE History

## The Course

Students taking History will explore significant people and events from the past, developing their historical knowledge while learning how to evaluate sources and study different interpretations. Depth studies provide a detailed examination of life in Britain during the Elizabethan era and Germany between the two World Wars. The breadth study covers Britain throughout the 20th century, examining how and why it changed during this pivotal period. The thematic study focuses on Crime and Punishment from the Middle Ages to the present day, including the evolution of policing and the prison system. This combination of depth, breadth, and thematic approaches helps students understand the past from multiple perspectives.

## What Will You Study?

- **Germany in Transition (1919–1939)**
- **The Development of the UK (1919–1990)**
- **The Elizabethan Age (1558–1603)**
- **Changes in Crime and Punishment (c. 500–present day)**

## How Will You Be Assessed?

The History GCSE is assessed through two exam papers taken in the summer of Year 11:

- **Paper 1 (50% of total grade)**
  - Germany (1-hour exam)
  - Elizabethan England (1-hour exam)
- **Paper 2 (50% of total grade)**
  - Britain (45-minute exam)
  - Crime and Punishment (1-hour 15-minute exam)

## What Skills Will You Develop?

- Evaluating and analysing historical sources
- Investigating different historical interpretations
- Making judgments based on evidence
- Understanding chronology and historical context
- Developing literacy and written communication skills

## Future Pathways Post-16

- A-Level History
- A-Level Politics
- A-Level Law
- A-Level Sociology

### **Exam Board Specification:**

[Eduqas History GCSE](#)

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# GCSE Religious Studies

## AQA GCSE Religious Studies A

### The Course

The Religious Studies GCSE explores two world religions and four contemporary ethical themes, offering students a diverse and engaging range of topics. Students will be challenged to think critically about beliefs, values, meaning, purpose, and truth, helping them develop their own perspectives on religious and ethical issues. They will also gain insight into how religion, philosophy, and ethics shape our culture. The course fosters analytical thinking, abstract reasoning, leadership, and research skills—preparing students for further study and a variety of careers.

### What Will You Study?

Students will complete two components:

- **Component One – The Study of Religion:**
  - Christianity: Beliefs, teachings, and practices
  - Islam: Beliefs, teachings, and practices
- **Component Two – Thematic Studies (Religion, Philosophy, and Ethics):**
  - **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?

The course is assessed through two written exams in May/June of Year 11:

- **Component One:** The Study of Religions (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?

- Understanding the role of religion, philosophy, and ethics in society
- Analytical and critical thinking
- Engaging with abstract ideas and challenging them with reasoned arguments
- Leadership and research skills

## ***Future Pathways Post-16***

### **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 Worker
- Mediator
- Journalist
- Police Officer
- Youth Worker
- Teacher
- NHS Roles

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# GCSE Fine Art

## The Course

GCSE Fine Art is a two-year course, with **60% coursework** and **40% exam**. During Year 10, students will focus entirely on coursework, developing their research skills, experimenting with various media, and refining their artistic ideas. Students will complete two major coursework projects:

1. **Layers** – Researching artists such as Robert Rauschenberg, Victoria Villasana, and Idris Khan to inspire creative work.
2. **Portraiture** – Refining drawing and painting skills while exploring a range of artistic influences.

## What Will You Study?

Students will complete two components:

- **Component 1 (Coursework):**
  - Researching themes and artists
  - Experimenting with media, materials, and techniques
  - Developing and refining ideas
  - Producing a personal, meaningful response
- **Component 2 (Externally Set Assessment):**
  - A 10-hour practical exam (with at least 6 weeks of preparation)

## Assessment Objectives:

- **AO1:** Develop ideas through research and critical analysis of sources
- **AO2:** Refine work through experimentation with different media and techniques
- **AO3:** Record ideas, observations, and insights in visual and written formats
- **AO4:** Present a personal and meaningful response that demonstrates understanding of visual language

## How Will You Be Assessed?

- **40% Exam:** A 10-hour practical exam with a preparation period
- **60% Coursework:** A portfolio developed in class

## What Skills Will You Develop?

- Expressing ideas through various artistic media (drawing, painting, print, collage, sculpture)

- Analysing and taking inspiration from other artists
- Recording from primary and secondary sources using a range of techniques

## Future Pathways Post-16

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

## Careers in Art & Design

- Advertising Art Director
- Automotive Engineer
- Graphic Designer
- Materials Engineer
- Product Manager
- Production Designer (Theatre, TV, Film)
- Stylist
- Clothing/Textile Technologist
- Exhibition Designer
- Illustrator/Cartoonist
- Freelance Artist
- Makeup Artist/SFX Makeup Artist
- Furniture Designer
- Interior & Spatial Designer

### Exam Board Specification:

[AQA Fine Art GCSE](#)

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# OCR 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 – Exam

This unit assesses students' understanding of key business concepts through an exam in Year 11. Students will explore the essential factors and activities required to run a successful small start-up business. Topics include:

- Characteristics of an entrepreneur
- Risk and reward in enterprise
- Market research and targeting specific customers
- Financial viability of a product
- Creating a marketing mix to support a product
- Factors influencing the start-up and operation of an enterprise

### R068 – Design a Business Proposal

This unit is assessed through a set assignment. Students will:

- Identify a customer profile for a specific product
- Conduct market research to generate product design ideas
- Use financial calculations to propose a pricing strategy
- Assess the financial viability of their business proposal
- Evaluate the potential success of their proposal

### R069 – Market and Pitch a Business Proposal

This unit is also assessed through a set assignment. Students will:

- Develop a brand identity targeting a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and deliver a business pitch to an external audience
- Review their pitch and business proposal using self-assessment and feedback

## How Will You Be Assessed?

The OCR Level 2 Certificate in Enterprise and Marketing is assessed through:

- **Internal assessment** – A portfolio of evidence, graded by centre staff and externally moderated by OCR.
- **External assessment** – An exam, graded by OCR.

## What Skills Will You Develop?

- Business and enterprise skills
- Analytical, interpretative, and evaluative skills
- Presentation and communication skills applicable to future employment

## Future Pathways Post-16

Students can progress to Level 3 Business and Enterprise courses (A-Levels, BTECs, NCFE), leading to careers in:

- Marketing
- Accountancy
- Public Relations
- Banking
- Advertising
- Retail
- Logistics
- Insurance
- Entrepreneurship

For more information, visit:

[OCR Enterprise and Marketing](#)

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# Health and Social Care

(OCR National Certificate)

## The Course

The **OCR Cambridge National Certificate in Health and Social Care** is a vocational qualification equivalent to a GCSE, designed for 14–16-year-olds. It provides an excellent foundation for progression to Cambridge Technicals, Level 3 vocational qualifications, A-Levels, and apprenticeships in careers such as:

- Adult Care Work
- Allied Health Professions
- Health and Social Care
- Healthcare Science
- Maternity and Paediatric Support

## Course Aims

The course encourages students to:

- Understand and apply fundamental principles related to individual rights, person-centred values, effective communication, and safeguarding in health and social care settings.
- Develop practical skills applicable to real-life situations and the workplace.
- Think creatively, analytically, and critically.
- Gain independence and confidence in skills relevant to the health and social care sector.

## Course Structure

Students complete **two mandatory units** and **one optional unit**:

### ***Mandatory Units (1 external exam + 1 controlled assessment)***

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

Additionally, students will explore how to support individuals through life events, focusing on different life stages, the impact of life events, and available sources of support.

## Optional Unit: Health Promotion Campaigns

### How Will You Be Assessed?

Students will complete **two controlled assessment tasks in Year 10**, allowing Year 11 to focus on the examination unit. The exam can be taken twice:

- **January (Year 11)** – A practice attempt to gauge progress
- **June (Year 11)** – Final exam, which counts towards the overall grade

### What Skills Will You Develop?

- Literacy, numeracy, and digital literacy
- Critical thinking and problem-solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness

### Future Pathways Post-16

This course provides a strong foundation for careers in health and social care. Many students continue to:

- BTEC Health and Social Care
- BTEC Public Services
- Nursing Cadet Programmes
- Apprenticeships or A-Levels

#### Potential Careers:

- Paramedic
- Midwife
- Social Worker
- Primary School Teacher
- Staff Nurse

For more information, visit:

[OCR Health and Social Care](#)

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# Child Development (OCR National Certificate)

## Course Overview

Cambridge Nationals are vocational qualifications for 14–16-year-olds, equivalent to GCSEs and recognised in performance tables. These qualifications range from Level 1 to Level 2 and provide an excellent foundation for progression to Cambridge Technicals, other Level 3 vocational qualifications, A Levels, and apprenticeships.

The **Cambridge National in Child Development** will help students to:

- Develop an understanding of key principles and concepts in child development, including health and well-being, creating a safe environment, nutritional needs of children (birth to five years), and child development from ages one to five.
- Apply learning and practical skills to real-life contexts and workplace situations.
- Think creatively, critically, analytically, and logically.
- Build independence and confidence in skills relevant to the childcare sector and beyond.

## What Will You Study?

This qualification consists of three mandatory units:

- 1. Health and Well-being for Child Development**
  - a. Pre-conception health and reproduction
  - b. Antenatal care and preparation for birth
  - c. Postnatal checks, postnatal care, and conditions for development
  - d. Childhood illnesses and child safety
- 2. Creating a Safe Environment and Understanding Nutritional Needs**
  - a. Creating a safe childcare environment
  - b. Selecting appropriate equipment for childcare settings
  - c. Nutritional needs of children from birth to five years
- 3. Understanding Child Development from Ages One to Five**
  - a. Physical, intellectual, and social developmental norms
  - b. Stages and types of play and their impact on development
  - c. Observing child development (ages one to five)
  - d. Planning and evaluating play activities to support development

## Skills You Will Develop

- Literacy, numeracy, and digital literacy
- Critical thinking and problem-solving
- Planning and organisation

- Creativity and innovation
- Personal effectiveness

## Future Pathways

This qualification is ideal for students aged 14-16 who wish to develop practical knowledge and skills in child development. It provides a strong foundation for further study in **Childcare, Health and Social Care, Psychology, Sociology, and Biology** at Level 3 and beyond.

## Further Information

For more details, visit the OCR exam board website:

[OCR Child Development Specification](#)

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# GCSE Media Studies

## Course Overview

**GCSE Media Studies** is an academic, theory-based subject that involves analysing various media products and their historical and social contexts across different genres and platforms. These include **newspapers, radio, film, mobile gaming, and social media**.

This course helps students develop key analytical skills, extended writing abilities, and argumentation skills, which will support further study at college and university.

## What Will You Study?

Students will explore a diverse range of media products, including:

- **Online Media:** Instagram, *Lara Croft Go*
- **Music:** One Direction, Arctic Monkeys
- **Film:** *Black Widow*, *I, Daniel Blake*
- **Newspapers:** *The Times*, *The Mirror*
- **Magazines:** *Tatler*, *Closer*
- **Advertising:** Both print-based and digital/social media adverts

Students will apply **key media theories** related to **audience, industry, representation, and media language**, using these theories to critically analyse media products.

In addition, students will create their own media product as part of their **Non-Exam Assessment (NEA)**, which could involve designing an advertising campaign for a new product.

## Assessment Breakdown

- **30% NEA (Non-Exam Assessment)** – Completed in Year 10, working towards a brief set by AQA. This will be a print-based product, such as a magazine, newspaper, or advertisement.
- **70% Exam** – Two written exams (each 1.5 hours long) containing four essay-style questions on the media products studied throughout the course.

## Key Skills Developed

- Analysis and evaluation
- Argument and debate
- Application of media theory
- Understanding historical and social contexts
- Extended writing and explanation

## Future Pathways

This qualification supports further study and careers in the media industry, including:

- **A Level and Degree-level study** in Media Studies and Film Studies
- **Careers** in journalism, film and TV production, directing, social media management, and game/app development

## Further Information

For more details, visit the AQA exam board website:

[AQA GCSE Media Studies Specification](#)

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# BTEC Music

## Course Overview

BTEC Music is an excellent choice for students who love music and enjoy performing. This is a **practical, vocational qualification** designed to prepare students for working in the music industry.

- **Practical:** You will need to play at least one musical instrument.
- **Vocational:** The course is industry-focused, providing real-world experience.

Music is a unique form of communication that influences the way we think, feel, and express ourselves. It plays a key role in identity formation, boosts confidence, and fosters both intellectual and emotional development.

## What Will You Study?

This course offers a hands-on approach to exploring music. Students will:

- Develop an understanding of the techniques used to create and perform music.
- Study a variety of musical styles, along with the music theory and techniques that underpin them.
- Enhance their technical and practical skills through workshops and rehearsals.
- Develop transferable skills such as time management, self-discipline, and communication.

## Course Components

### **Component 1: Exploring Music Products and Styles** (*Externally moderated*)

- Study techniques used in creating different musical products.
- Explore key features of various musical styles.

### **Component 2: Music Skills Development** (*Externally moderated*)

- Develop two musical disciplines through practical tasks.
- Document progress and plan for further improvement.

### **Component 3: Responding to a Music Brief** (*External synoptic task, externally marked*)

- Create and present a musical response to a given brief.

## Assessment Breakdown

- **66% Internally assessed coursework**
- **33% Externally assessed component**

## Skills You Will Develop

- Performance skills and techniques on your chosen instrument (including peripatetic lessons with a specialist teacher).
- Confidence in working as part of an ensemble.
- Independent and group work skills.
- Music production skills using music technology.

## Future Pathways

This **Tech Award** complements GCSE studies and broadens students' experience of different musical styles and techniques. It serves as a **stepping-stone to further study** in the music sector, including:

- **BTEC Level 3 Nationals in Music**
- **GCSE in Music Technology**
- **A Levels in Music / Music Technology**

## Further Information

For more details, visit the Pearson exam board website:

[BTEC Music Specification](#)

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# BTEC Performing Arts

## Course Overview

This course is available to students who have successfully completed the **KS3 Drama assessment**. BTEC Performing Arts builds confidence, encourages creativity, and allows students to explore important themes through performance.

- **Teamwork is essential**, as students will frequently collaborate in group performances.
- Students will gain an understanding of the **Performing Arts industry** and its career pathways.

## What Will You Study?

Students will **build on their KS3 Drama skills**, exploring a range of issues and themes through **performance, workshops, rehearsals, and research**. The course covers a variety of dramatic styles, including:

- **Shakespeare**
- **Physical theatre**
- **Verbatim theatre**
- **Contemporary plays**

## Enrichment Opportunities

- Professional performers deliver **workshops**, offering insights into careers in the performing arts.
- Students participate in the **annual Shakespeare Schools Festival**, performing in a professional theatre.
- Involvement in **school productions**.
- Opportunities to work with theatre professionals at **Storyhouse Chester** and the **National Theatre**.
- Theatre visits to **The Globe, The Royal Shakespeare Theatre, and other major venues**.

## Course Components

- **Component 1: Exploring the Performing Arts**
- **Component 2: Developing Skills and Techniques in the Performing Arts**
- **Component 3: Performing to a Brief** (*externally assessed*)

## Assessment Breakdown

- **Coursework includes:**
  - Homework and research tasks.
  - Student Production Logs (*Actor's Training Diary & Rehearsal Diary*).
  - Skills Audits.
- **Practical work includes:**
  - Performances, workshops, and rehearsals.
  - Video and photographic evidence.
  - Self and peer evaluations.
  - Teacher observations and presentations.

## Assessment Timeline

- **Components 1 & 2:** Internally assessed and moderated with Pearson Set Assessment Tasks (PSAs).
  - *Component 1: January – April (Year 10)*
  - *Component 2: September – December (Year 11)*
- **Component 3:** Externally assessed (*January – April, Year 11*).

## Skills You Will Develop

- Understanding of different performance styles, disciplines, and key industry roles.
- Practical and interpretative skills in **acting, dance, and/or musical theatre**.
- Rehearsal and performance techniques.
- Reflective practice and evaluation through logbooks.

Employers highly value the **communication, leadership, teamwork, resilience, and problem-solving skills** developed in Drama and Performing Arts.

## Future Pathways

### Further Study Options

- **BTEC Level 3 Nationals in Performing Arts**
- **A-Level Drama & Theatre Studies**

## Career and Higher Education Pathways

Studying Performing Arts at **Key Stage 4** can lead to further education, apprenticeships, and careers in the creative industries. The qualification develops **transferable skills** that are sought after in many sectors.

### Progression Routes:

- **Level 3 courses:** A-Levels or BTEC Nationals in Performing Arts.
- **Higher Education:** Degrees in Performing Arts or Production Arts.
- **Apprenticeships and technical routes** leading to employment in the performing arts industry.
- **Professional training** in acting, dance, theatre production, and media.

### Further Information

For more details, visit the Pearson exam board website:

[BTEC Performing Arts Specification](#)

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# Physical Education – BTEC Sport

## The Course

The BTEC Tech Award in Sport (2022) is designed for learners who are interested in gaining a hands-on experience alongside their GCSEs. This course provides an insight into working in the sports sector, offering a broad introduction that keeps future options open and enables students to make informed decisions about their learning and career paths.

The Tech Award allows learners to develop sector-specific applied knowledge and skills through practical, vocational contexts. They will explore various types of sports and physical activity providers, as well as the equipment and technology used. Additionally, students will examine different participant needs, learn how to increase participation in sport, and deepen their understanding of anatomy and physiology in a contextualised manner. Finally, learners will apply their knowledge and skills by planning and delivering sports activity sessions.

This qualification also helps students develop key sector-specific skills such as sports analysis and leadership, along with transferable skills such as communication, planning, time management, and teamwork. Learning and assessment follow a practical, skills-based approach.

## What Will You Study?

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

#### *Learning Outcomes:*

- Explore different types and providers of sport and physical activity for a range of participants.
- Examine equipment and technology used in sports and physical activity.
- Develop the ability to prepare participants for sport and physical activity.

#### *Assessment:*

- Qualification Weighting: 30%
- Marks Available: 60
- Assessment Type: Assignments

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

#### *Learning Outcomes:*

- Understand how various components of fitness are utilised in physical activities.
- Participate in sports and understand the roles and responsibilities of officials.
- Demonstrate methods to enhance participants' sporting techniques.

*Assessment:*

- Qualification Weighting: 30%
- Marks Available: 60
- Assessment Type: Assignments

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

*Learning Outcomes:*

- Demonstrate knowledge and understanding of physical and skill-related components of fitness.
- Conduct fitness testing and apply training methods.
- Understand and explain principles of training and how they contribute to performance, participation, and enjoyment in sport.

*Assessment:*

- Qualification Weighting: 40%
- Marks Available: 60
- Assessment Type: External synoptic exam

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

## What Skills Will You Develop?

- Gain insight and knowledge of the sports sector.
- Develop transferable skills and confidence that are valuable in the workplace.
- Apply learning from GCSE subjects to real-life and professional contexts.
- Build applied knowledge and skills that support further learning in the sports sector and beyond.

## Future Pathways Available Post-16

This qualification provides full-time learners with opportunities to progress to higher vocational qualifications such as:

- Edexcel BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences.
- GCE AS or A-Levels in related subjects.
- Entry into employment within the sport and active leisure sector.

If you are considering a career in physical education, sports science, coaching, or personal training, BTEC Sport is an excellent choice.

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# GCSE Graphic Communication

## The Course

Graphic Communication involves working with text and images to convey ideas through various techniques such as print design, typography, and branding. These skills are applied to meet specific briefs in areas like advertising, packaging, and poster creation. The course provides knowledge and skills to develop personal responses to briefs, culminating in a final design concept. Students will engage in independent research, analyse artists and design movements, generate and develop ideas, experiment with materials, and refine their designs using Computer-Aided Design (CAD).

## How Will You Be Assessed?

- Coursework: 60%
- Exam: 40%

## What Skills Will You Develop?

- Research and analysis
- Creative design and typography
- Illustration techniques
- Digital and hand-rendered methods
- Photography (digital and non-digital)
- Printmaking and mixed media
- Use of various media such as pencil, pen and ink, watercolors, acrylics, and digital tools

## What Will You Study?

- Communication graphics
- Design for print
- Advertising and branding
- Illustration
- Package design
- Typography
- Signage
- Exhibition graphics

## Component Structure:

### *Component 1: Innocent Smoothie Fridge Magnets*

- Research: Theme and Artists
- Experimentation: Ideas, Media, Materials, Techniques, and Processes
- Development of experimentation informed by research
- Refinement of ideas leading to a personal response

### *Component 2: 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 leading to a personal response

## Future Pathways Available Post-16

Career opportunities related to Graphic Communication include:

- Advertising Art Director
- Automotive Engineer
- Graphic Designer
- Materials Engineer
- Product Manager
- Production Designer (Theatre/TV/Film)
- Purchasing Manager
- Stylist
- Clothing/Textile Technologist
- Exhibition Designer
- Furniture Designer
- Industrial/Product Designer
- Interior and Spatial Designer

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# GCSE Product Design

## The Course

This exciting course focuses on designing and making products using a variety of materials. It integrates:

- Materials application
- Production techniques
- Computer-Aided Design (CAD)
- Computer-Aided Manufacture (CAM)

Students develop design and making skills while exploring smart materials, manufacturing advancements, and sustainability. They will engage in researching, analysing, designing, refining ideas, making, testing, and evaluating.

## Assessment

- **Exam:** 40%
- **Coursework:** 60%

## Skills Developed

- Research & Analysis
- Design & Drawing
- Laser Cutting & Woodworking
- Card Modelling

## Course Content

- Product Analysis
- Drawing Skills
- Materials & Manufacturing
- CAD/CAM
- Sustainability & Environmental Impact
- Social & Moral Issues in Design
- Packaging
- Ergonomics & Anthropometrics

## Key Stage 4 (KS4) Components

### Component 1 – Lamp Project (Year 10/11)

- Research: Theme and Artists

- Experimentation: Ideas, Media, Materials, Techniques, and Processes
- Development & Refinement of Ideas
- Final Product Creation

## **Component 2 – Externally Set Assessment**

- Research & Experimentation
- Development of a Personal Response

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# GCSE 3D Design

## The Course

The AQA 3D Design course explores:

- Sculpture
- Product Design
- Architectural Modelling

Students develop practical skills, creativity, and critical thinking through project-based learning. Their portfolio will showcase their best projects.

## Assessment

- **Practical Exam:** 40%
- **Coursework:** 60%

## Skills Developed

- Creativity & Innovation
- Technical Proficiency
- Problem-Solving & Critical Thinking
- Visualisation of 3D Forms
- Research & Collaboration
- Project Management & Presentation

## KS4 Components

### Component 1 – Architectural Project (Year 10/11)

### Component 2 – Externally Set Assessment

Both include research, experimentation, development, and refinement.

## Future Pathways (3D & Product Design)

Careers include:

- Architecture
- Engineering
- Graphic Design
- Industrial/Product Design
- Interior & Spatial Design
- Furniture & Exhibition Design

# GCSE Computer Science

## The Course

OCR's GCSE in Computer Science is ideal for students with a strong mathematical background (target grade 6-9) who enjoy problem-solving and logical thinking.

## Course Content

- Abstraction, Decomposition & Logic
- Algorithms & Data Representation
- Problem-Solving & Debugging
- Digital Systems & Networks
- Impacts of Digital Technology

## Assessment

- **Component 1:** Computer Systems (50%) – 1 hr 30 min exam
- **Component 2:** Computational Thinking, Algorithms & Programming (50%) – 1 hr 30 min exam

## Skills Developed

- Computational Thinking
- Problem Analysis & Algorithmic Design
- Logical & Critical Thinking
- Understanding Digital Systems
- Applying Mathematical Concepts

## Future Pathways

- A-Level Computer Science
- Level 3 Computing or Digital Media
- Careers in Cybersecurity, Software Engineering, Web Development, IT, and Game Design

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# Creative iMedia

## (OCR Cambridge National Certificate)

### The Course

Creative iMedia provides students with digital media knowledge and skills, including designing, planning, creating, and reviewing media products.

### Course Content

- **R093:** Creative iMedia in the Media Industry
- **R094:** Visual Identity & Digital Graphics
- **Optional Units (One Required):**
  - R095: Characters & Comics
  - R096: Animation with Audio
  - R097: Interactive Digital Media
  - R098: Visual Imaging
  - R099: Digital Games

### Assessment

- **R093:** Written Exam (1 hr 30 min)
- **R094:** Centre-Assessed Coursework
- **One Optional Unit:** Centre-Assessed Coursework

### Skills Developed

- Digital Media Design & Production
- Project Planning & Management
- Visual Communication
- Video, Graphic & Animation Editing
- Coding & Game Development

### Future Pathways

- A-Level Media Studies
- Cambridge Technicals in IT & Digital Media
- T Level Digital Production, Design & Development
- Apprenticeships in Media & Broadcasting
- Careers in Web Development, Game Design, Animation, Social Media & Digital Marketing

# 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 beyond. It covers IT use in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI), and augmented reality. Students will plan, design, create, test, and evaluate IT solutions and products that meet user/client requirements while applying design and HCI considerations for a defined audience.

## What will you study?

**R050: IT in the Digital World** Students will learn about design and testing concepts for IT solutions or products and the uses of IT in the digital world. Topics include design tools, HCI in everyday life, data and testing, cybersecurity and legislation, digital communication, and Internet of Everything (IoE).

**R060: Data Manipulation Using Spreadsheets** Students will learn how to plan, design, create, test, and evaluate a data manipulation spreadsheet solution using Microsoft Excel to meet client requirements.

**R070: Using Augmented Reality to Present Information** Students will design, create, test, and review an augmented reality model prototype to meet client requirements, exploring its applications and potential uses.

## How will you be assessed?

- R050: IT in the Digital World – 1 hour 30-minute external written exam
- R060: Data Manipulation Using Spreadsheets – Centre assessed coursework
- R070: Using Augmented Reality to Present Information – Centre assessed coursework

## What skills will you develop?

Technical skills to plan, design, create, test, and evaluate IT solutions and AR products for specific target audiences and 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 in IT, Digital and Technology, and Data Analysis (Level 3)

Careers such as Web Designer, Advertiser/Marketer, Computer Game Designer, Film Animator, IT/Media Sector professional, and Network Manager.

[More information](#)

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# BTEC Small Animal Care

## Who is this qualification for?

The Pearson BTEC Level 1/2 Tech Award in Animal Care is ideal for pre-16 students working at Level 1 or 2 who want to learn more about animal care. This course combines theory and practical learning, introducing students to life and work in the animal care sector. The qualification is equivalent to a GCSE.

## The Animal Care Sector

The animal care sector is evolving into a service industry meeting public demand. In 2019, the Animal Care Industry contributed approximately £1 billion to the UK economy, supporting 20,000 businesses, 78,000 employees, and many volunteers. Career opportunities range from working with small to large animals and domesticated to exotic species in areas such as animal welfare, business, science, and wildlife conservation.

## What does the qualification cover?

This course helps students develop knowledge and technical skills in a practical setting while enhancing communication, research, and project management skills.

**Component 1: Animal Handling** Students develop handling skills and report on handling techniques. They also study animal behaviour principles to catch, handle, and release animals safely.

**Component 2: Animal Accommodation and Housing** Students gain an understanding of animal accommodation and housing requirements, including preparation, maintenance, and cleaning.

**Component 3: Animal Health and Welfare** Students learn about animal health and welfare, exploring how well-being affects strength and vigour.

## Where will this take me?

Students gain practical knowledge of the animal care sector, build skills not typically covered in GCSEs, and determine their interest in animal care. Progression options include:

- Level 2 Technical Certificate
- Level 3 programmes such as A Levels, T Levels, or BTEC Nationals

## What other subjects complement Animal Care?

This course builds on Biology knowledge and complements GCSE Biology, Business, and Mathematics. It differs from GCSEs by incorporating hands-on experience in handling and animal maintenance.

Career pathways include:

- Veterinary Nurse, Veterinary Physiotherapist, Zookeeper, Biologist/Zoologist
- Dog Handler, Dog Trainer, RSPCA Inspector, Game Keeper, Horse Handler/Groom
- Farrier, Fish Farmer, Pet Behaviour Consultant, Farm Worker

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# Level 1/2 Hospitality and Catering

This qualification aims to introduce students to the key principles and skills required in the hospitality and catering industry.

## Objectives:

- Develop advanced cooking techniques, menu planning, and presentation skills
- Understand food safety, including allergens, temperature controls, and storage
- Deliver high-quality customer service
- Gain basic supervisory and leadership skills
- Organise, plan, and manage catering services for events
- Understand business operations such as stock control, budgeting, and profit margins

## Future progression includes:

- Level 3 Diploma in Hospitality and Catering
- BTEC Level 3 National in Hospitality

## What will you study?

- Advanced Food Preparation Techniques
- Food Safety and Hygiene
- Customer Service Excellence
- Catering for Events and Functions
- Supervisory and Leadership Skills
- Business and Financial Management in Catering
- Health and Safety in the Workplace
- Sustainable Practices in Catering
- Menu Planning and Development
- Communication and Teamwork in a Catering Environment

## Skills developed:

- Decision-making
- Resourcefulness
- Communication
- Independent working
- Problem-solving
- Planning
- Evaluation
- Reflection
- Professional behaviour

- Continuing professional and personal development

### Assessment:

- 60% Non-Exam Assessment (NEA), internally marked and externally moderated
- 40% External written examination (1 hour 20 minutes) with multiple-choice, short-answer, and extended response questions

### Career pathways include:

- Chef, Restaurant Manager, Catering Manager, Event Planner
- Hospitality Consultant, Hotel Manager, Food Safety Officer

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## Humanities Certificate (Eduqas)

A small group of students will access the Humanities Certificate (Eduqas). This qualification provides an understanding of the world through History, Geography, and Religious Studies.

Knowledge and skills developed:

- Study of historical societies in Britain and globally
- Exploration of environmental issues and natural disasters
- Independent and group work using ICT for presentations and research
- Investigation of non-British societies, local history, and moral/environmental issues

Assessment:

- 100% coursework (no examinations)
- Students present work for each module
- Certificate of Education awarded, including 130 guided learning hours

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