

# Year 9



## OPTIONS BOOKLET 2026

A guide to choosing your options at Key Stage 4



**BLACON**  
HIGH SCHOOL

---

ASPIRE BELIEVE ACHIEVE



---

<b>CONTENTS</b>	<b>PAGE</b>
Introduction	3
Questions and Answers	5
<b>Core Subjects</b>	
English Language	13
English Literature	14
Mathematics	15 - 16
Science	17 - 18
Geography	19
History	20
French	21
Religious Studies	22
<b>Option Courses</b>	
Business and Enterprise	23
Child Development	24
Creative iMedia	25
3D Design	26
Fine Art	27
Graphic Communication	28
Health and Social Care	29
Hospitality and Catering	30
IT	31
Music	32
Performing Arts	33
Physical Education (BTEC)	34
BTEC Small Animal Care	35
Dance	37 - 38
Further Maths	39

---

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 take advantage of the opportunities, responsibilities and experiences of later life.

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

## Message from the Headteacher

Dear Parents, Carers and Year 9,

Year 9 students are now approaching the end of their three-year Key Stage 3 curriculum, during which they have studied a broad and balanced range of subjects. They are now at the point where they can make choices about the subjects they will study at Key Stage 4 in Years 10 and 11.

The curriculum combination on offer is designed to keep as many opportunities open to students as possible as they move to the next stage of their education, while also providing them with a broad range of valuable experiences. We hope you find this booklet useful as we work together to ensure your child is well supported in this key moment of their school career.

Regards

*Rachel Hudson*



## KEY STAGE 4 COURSES

We offer a broad Key Stage 4 curriculum designed to meet the needs and aspirations of all students. Our curriculum is the vehicle through which we realise our vision of inspiring students to love and enjoy learning. Central to this is the school's belief that everyone can achieve, regardless of background or starting point.

All students will study a core range 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-examined)
- Personal, Health and Social Education (PSHE)
- Core PE (non-examined)



# PICKING YOUR OPTIONS



**BLACON**  
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

In addition to these core subjects, students in Years 10 and 11 will also study option courses. These are subjects that students choose to study.

The option subjects complement the core qualifications studied at Key Stage 4 and allow students to develop a wide range of skills and interests. Students should think carefully about their choices, and the information in this handbook is intended to support them in making informed decisions.

## REQUESTS FOR COURSES

Students should consider their choices very carefully, but they should understand that they are making requests rather than guaranteed selections. Students are therefore requesting the opportunity to follow the courses in the subjects they have chosen. In some cases, students may request a subject in which they have limited interest and/or in which they have been less successful than in other subjects. In very rare cases, a course may prove either too popular or not sufficiently popular to be viable. In such circumstances, it may not be possible to allocate students a place on all their requested courses.

If a subject request cannot be accommodated, or if a choice is considered not to be an appropriate option, students will meet with a member of the Senior Leadership Team to discuss their choices. No final decisions will be made without consultation with parents or carers.





## QUESTIONS AND ANSWERS

### WHAT ARE THE CHOICES AVAILABLE?

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

It is important that students enjoy learning. We encourage all students to choose courses that they find interesting, that build on their strengths and that help them to develop their skills. Students should also consider carefully how these choices may affect their future pathways beyond Blacon High School.

When considering option choices, students should ensure that they:

consider a broad range of subjects to develop a wide range of skills. As most young people change their minds about careers several times and are likely to have more than one career during their lives, it is important not to specialise too early.

- choose subjects that they enjoy, are successful in and that support any future requirements that can reasonably be anticipated.
- consider their current performance in a subject and how this may affect future progress.
- avoid allowing friends' choices to influence their own decisions.
- research option choices carefully, including what will be studied, how lessons are taught and how the subject is assessed.
- avoid choosing a subject solely because they like their current teacher, as teaching staff may change at Key Stage 4.
- discuss their ideas with parents or carers, subject teachers, Form Tutor, Progress Leader, the school Careers Adviser, Mr Hughes, or the Careers and Personal Development Lead, Miss Thomas, Assistant Headteacher, Mrs Henshall (SENDSCO), Classroom teachers, Heads of Faculty, Subject Leads and Senior Leaders

# PICKING YOUR OPTIONS



**BLACON**  
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

## HOW MANY CHOICES CAN I MAKE?

You can choose four option subjects and must select one subject from each of the four option blocks shown below. You must choose at least one of the following subjects: History, Geography or French. You may choose more than one of these subjects if you wish.

You can choose a maximum of two from Art, Graphics and Product Design.

## OPTION BLOCKS

Option A	Option B	Option C	Option D
OCR Health & Social Care	GCSE Graphics	GCSE Fine Art	GCSE History
BTEC Physical Education	BTEC Performing Arts	GCSE 3D Design	GCSE Geography
GCSE Triple Science	OCR Creative iMedia	BTEC Physical Education	GCSE French
GCSE 3D Design	BTEC Small Animal Care	Level 1/ 2 Hospitality and Catering	
OCR IT	OCR Child Development	OCR Enterprise and Marketing	
GCSE Graphics	OCR Enterprise and Marketing	BTEC Music	
	<a href="#">GCSE Geography</a>	GCSE Religious Studies	
	<a href="#">GCSE History</a>		

## HOW DO I INDICATE MY CHOICES?

Read the subject information in this booklet carefully and make sure you understand what each course will involve. Discuss your options with your parents or carers, teachers and Progress Leader to ensure that you are making the right decisions. Once you have made your final choices, join the Options Google Classroom using the code **v7yगतdk** and complete the online Google Form.



## **CAN I CHANGE MY MIND LATER?**

Once choices have been made, numbers in teaching groups must be balanced and the timetable then must be prepared. This is a lengthy process and cannot be changed easily. Occasionally, a small number of changes may be possible during the first few weeks of the Autumn Term, but only where group sizes allow.

## **WILL I AUTOMATICALLY SECURE A PLACE ON MY FIRST-CHOICE COURSE?**

Although we hope that most students will be allocated their first-choice subjects, this cannot be guaranteed for three reasons:

- the range of subjects offered at the planning stage may need to be amended because of staffing or other constraints
- it may be necessary to limit numbers in some subjects for safety reasons or because of access to specialist equipment
- students' attainment and progress at Key Stage 3 will be considered before final choices are confirmed

## **WHAT SUPPORT IS AVAILABLE?**

Options Evening is an opportunity for you to find out more about what each course involves and where it could lead.

- You should also read through this options booklet carefully, as it provides further information about the content and assessment of each subject.
- You can arrange a meeting with a member of the careers team to find out more about where particular subjects may lead in the future.
- You will also have a one-to-one meeting with a member of the Senior Leadership Team to discuss whether your choices are appropriate.





## **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?**

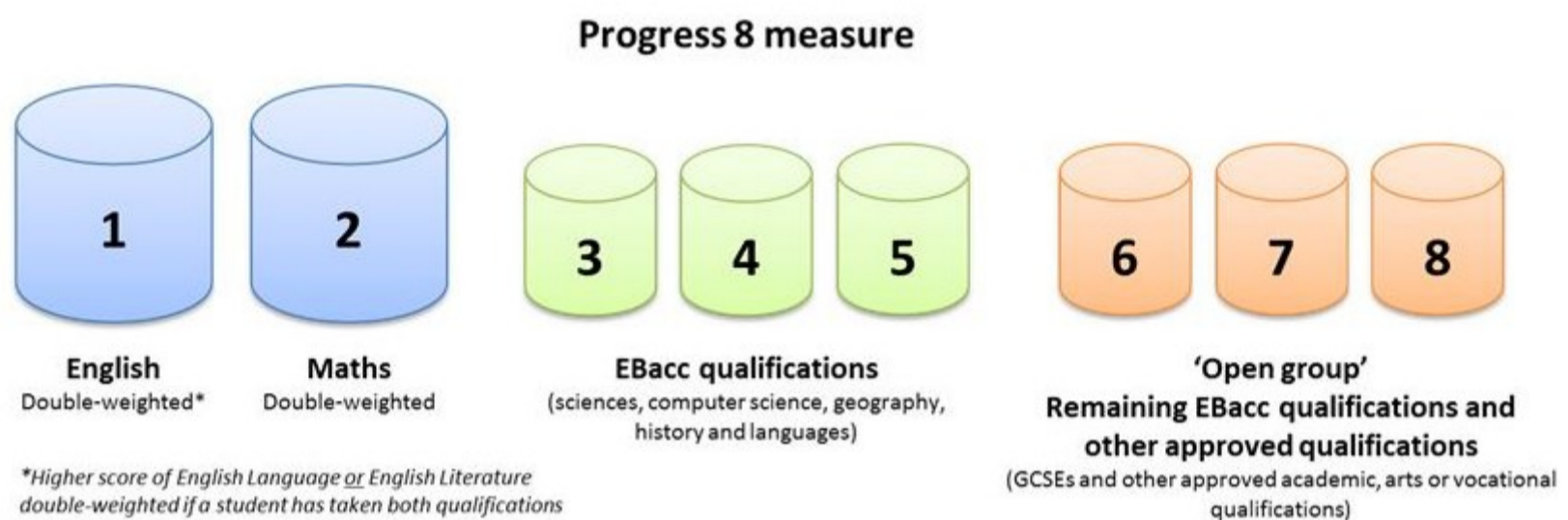
The 'Attainment 8' performance measure requires schools to offer a broader range of subjects to students on which progress can be measured. This will show whether students have performed better than expected at the end of Key stage 4 considering their starting point.

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



# PICKING YOUR OPTIONS

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, 26<sup>th</sup> 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 2<sup>nd</sup> April.**



## FURTHER INFORMATION

We look forward to supporting students and their parent and carers through this exciting process, as students make decisions to shape the next stage of their learning at Blacon High School. For any further information or clarification, please email: [options@blaconhigh.cheshire.sch.uk](mailto: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 due to changes to staffing or low student numbers on some courses.

Mr Lacey – Assistant Head Teacher

Miss Richards – Year 9 Progress Leader





**ENGLISH LANGUAGE**

**HEAD OF SUBJECT: MR D STOCKDALE**

**THE COURSE**

Eduqas English Language 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.

**GCSE**

**EDUQAS**

**HOW WILL I BE ASSESSED?**

**(100% EXAMINATION-BASED ASSESSMENT)**

**Component One:** Modern Fiction Reading and Creative Prose Writing (40% of final grade)

**Component Two:** 19th & 21st Century Non-fiction Reading and Transactional/Persuasive Writing (60% of final grade)

**Speaking & Listening Presentation –**  
Certificated separately

**FUTURE POST-16 PATHWAYS**

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

**SKILLS**

**EXTENDED WRITING**



**SHORT WRITTEN TASKS**



**SPEAKING (IN FRONT OF OTHERS)**



**PERFORMING ACTIVITIES**



**USING ICT**



**USING NUMBERS**

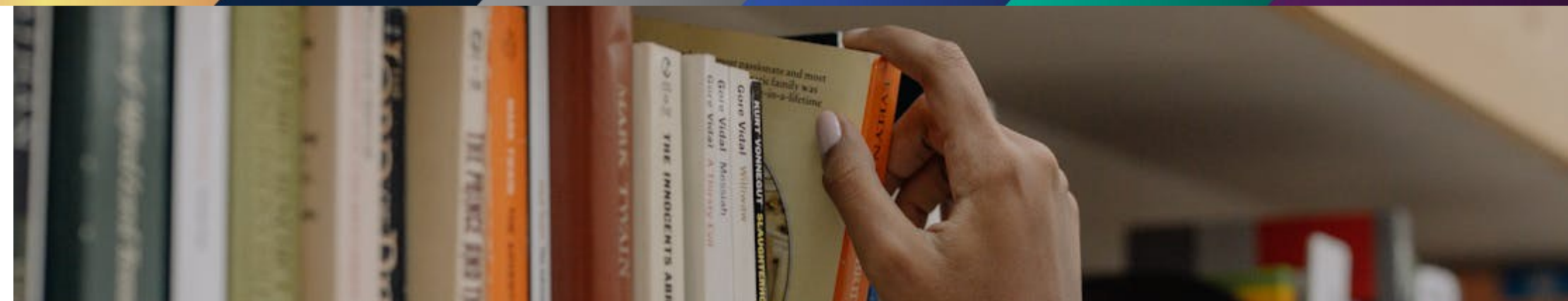


**CREATIVITY AND DESIGN**



**WORKING WITH YOUR HANDS**





## ENGLISH LITERATURE

HEAD OF SUBJECT: MR D STOCKDALE

### 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 or Dickens 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.

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

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

### FUTURE POST-16 PATHWAYS

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

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS





# MATHEMATICS

HEAD OF SUBJECT: MR J SLADE

## 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.

## GCSE

## PEARSON

## HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT—3 PAPERS, EACH 1 HOUR IN LENGTH)

## FUTURE POST-16 PATHWAYS

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.

# SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## MATHEMATICS

HEAD OF SUBJECT: MR J SLADE

### WHAT WILL YOU STUDY?

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.

### GCSE

### PEARSON

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT—3 PAPERS, EACH 1 HOUR IN LENGTH)

### FUTURE POST-16 PATHWAYS (CONT.)

- **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.

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## SCIENCE – CORE SCIENCE (TRILOGY) AND TRIPLE SCIENCE HEAD OF SUBJECT: MR J GORDON

### 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 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 (Trilogy) 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 have suitable predicted grades 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. Triple Science extends the breadth of student’s scientific understanding, adding extra content to enrich the core knowledge learnt in the Trilogy

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

- **Trilogy Combined Science AQA (equivalent to 2 GCSEs)**- 6 exams in total, foundation or higher, all exams 1hr 15min, each exam worth 16.7%
- **Separate Sciences AQA (3 GCSEs)**- 2 exams per GCSE (6 in total), foundation or higher, all exams 1hr 45min, each exam worth 50% of the grade for that GCSE

### FUTURE POST-16 PATHWAYS

- A Level Biology
- A Level Chemistry
- A Level Physics

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## SCIENCE – CORE SCIENCE (TRILOGY) AND TRIPLE SCIENCE HEAD OF SUBJECT: MR J GORDON

### WHAT WILL YOU STUDY?

#### 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, Space (Triple only)

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

- **Trilogy Combined Science AQA (equivalent to 2 GCSEs)**- 6 exams in total, foundation or higher, all exams 1hr 15min, each exam worth 16.7%
- **Separate Sciences AQA (3 GCSEs)**- 2 exams per GCSE (6 in total), foundation or higher, all exams 1hr 45min, each exam worth 50% of the grade for that GCSE

### FUTURE POST-16 PATHWAYS

- A Level Biology
- A Level Chemistry
- A Level Physics

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## GEOGRAPHY

HEAD OF SUBJECT: MR I ROBERTS

### 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

### GCSE

### EDUQUAS

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

- **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)

### FUTURE POST-16 PATHWAYS

- A Level Geography
- BTEC Level 3 Travel & Tourism

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## HISTORY

HEAD OF SUBJECT: MISS S LIDDELL

### 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 Britain 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, including the study of the prison system and policing through time. 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 UK 1919-1990
- The Elizabethan Age 1558-1603
- Changes in Crime and Punishment c. 500 to the present day

### GCSE

### EDUQUAS

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

- **Paper 1:** Germany (1 hour exam) and Elizabeth (1 hour exam) (50% of total mark)
- **Paper 2:** Britain (45-minute exam) and Crime and Punishment (1 hour 15 min exam) (50% of total mark)

### FUTURE POST-16 PATHWAYS

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

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## GCSE FRENCH

HEAD OF SUBJECT: MS G HASSELL

### THE COURSE

The Modern Foreign Languages Department advocates that learning a language opens the door to new cultures, travel opportunities and future careers. GCSE French develops students' confidence in communication, helping them to understand and use French in real-life situations while also improving key skills such as problem solving, memory and communication.

### WHAT WILL YOU STUDY?

Students will develop the four key language skills of listening, speaking, reading, and writing. They will build their vocabulary and grammar while exploring a range of interesting topics about everyday life and the wider world. These include:

- **My personal world** – family, friends, hobbies and daily life
- **Lifestyle and wellbeing** – food, health and activities
- **My neighbourhood** – home, local area and travel
- **Media and technology** – social media, music and entertainment
- **Studying and future plans** – school life, careers and ambitions
- **The wider world** – travel, culture and global issues

### GCSE

### EDEXCEL

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

Students complete four exam papers, each worth 25% of the GCSE:

- Listening
- Speaking
- Reading
- Writing

Students may be entered for either Foundation tier (Grades 1–5) or Higher tier (Grades 4–9)

### FUTURE POST-16 PATHWAYS

- A Level French

Languages are highly valued by universities and employers in all areas but particularly in careers such as business, travel, international relations, translation, law, journalism and teaching.

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## RELIGIOUS STUDIES

HEAD OF SUBJECT: MRS L SANDLANDJONES

### 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:

- 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

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT)

- **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

### FUTURE POST-16 PATHWAYS

- A Level Religious Studies
- A level Philosophy and Ethics
- A Level Sociology

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS





## BUSINESS ENTERPRISE & MARKETING

HEAD OF SUBJECT: MR J SLADE

### THE COURSE

The course consists of three modules:

- R067 – Exam (40%)
- R068 – Design a Business Proposal (30%)
- R069 – Market and Pitch a Business Proposal (30%)

### WHAT WILL YOU STUDY?

Unit 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.

#### Unit R068: Design a Business Proposal

Unit R068 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.

#### 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.

### OCR NATIONAL CERTIFICATE

#### HOW WILL I 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.

#### FUTURE POST-16 PATHWAYS

- 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.

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## CHILD DEVELOPMENT

HEAD OF SUBJECT: MISS M GARNER

### THE COURSE

The course consists of three units:

- **R057** : Health and well-being for child development
- **R058**: Create a safe environment and understand the nutritional needs of children from birth to five years
- **R059**: Understand the development of a child from one to five years

### WHAT WILL YOU STUDY?

In **Unit R057**, you will study pre-conception health and reproduction, antenatal care and preparation for birth, postnatal checks, postnatal care and the conditions for development, and childhood illnesses and a child safe environment.

In **Unit R058**, students learn about creating a safe environment in a childcare setting, choosing suitable equipment for a childcare setting, and the nutritional needs of children from birth to five years

In **Unit R059**, you will study the physical, intellectual and social developmental norms from one to five years, the stages and types of play and how play benefits development. Students will observe the development of a child aged one to five years and plan and evaluate play activities for a child aged one to five years for a chosen area of development.

### OCR NATIONAL CERTIFICATE

#### HOW WILL I BE ASSESSED?

The assessment for the OCR (Examination Board) Level 2 Certificate in Child Development consists of 2 types of assessment:

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

#### FUTURE POST-16 PATHWAYS

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

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## CREATIVE IMEDIA

HEAD OF SUBJECT: MISS K ROCHELL-GILL

### 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?

In **Unit R093**, 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.

In **Unit R094**, 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.

### OCR CAMBRIDGE NATIONAL CERTIFICATE

#### HOW WILL I 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)

School will also select **one** of the following optional units: R095: Characters and comics; R096: Animation with audio; R097: Interactive digital media; R098: Visual imaging; R099: Digital games

#### FUTURE POST-16 PATHWAYS

- Cambridge Technicals Information Technology and Digital Media (Levels 2 and 3)
- A Level Media Studies (Level 3)
- Apprenticeship Media and Broadcast Assistant Pathway (Level 3)

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## GCSE 3D/PRODUCT DESIGN

HEAD OF SUBJECT: MRS A ADAMSON

### THE COURSE

The AQA 3D Design course is a comprehensive program that encourages students to explore the principles of three-dimensional design across various mediums, including sculpture, product design, and architectural modelling. It focuses on developing practical skills in using materials, techniques, and technologies while fostering creativity and critical thinking. Students engage in project-based learning, allowing them to create innovative designs and understand the importance of context, function, and aesthetics in their work. The course culminates in a portfolio showcasing their best projects, reflecting their growth and individual style.

### WHAT WILL YOU STUDY?

Skills developed in the AQA 3D Design course include:

- Creativity and innovation
- Technical proficiency with materials and tools
- Critical thinking and evaluation
- Visualization of three-dimensional forms
- Project management and resource allocation
- Research skills for design inspiration
- Effective collaboration and communication
- Presentation of design concepts
- Reflection and self-assessment for improvement

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

(40% PRACTICAL EXAMINATION, 60% COURSEWORK)

- **Component 1: Identity/Architectural Project: Research**
- **Component 2: Externally Set Assessment**

Components include: Theme and Artists; Experimentation: ideas, media, materials, techniques and processes; Development of experimentation informed by research and; Refinement of ideas to produce personal response.

### FUTURE POST-16 PATHWAYS

Architect, Advertising Art Director, engineer, Graphic designer, Materials engineer, Product manager, Production designer (theatre/television/film), Purchasing manager, Stylist, Clothing/textile technologist, Colour technologist, Exhibition designer, Interior and spatial designer.

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS



# OPTIONS



## GCSE FINE ART

HEAD OF SUBJECT: MISS J WRIGHT

### 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 'Flora & Fauna', involves students researching artists such as Albrecht Durer and Bella Thorne, 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?

#### Component 1: Flora and Fauna & Portraiture or Architecture

- Research: Theme and Artists;
- experimentation: ideas, media, materials, techniques and processes;
- development of experimentation informed by research;
- refinement of ideas to produce personal response.

#### Component 2:

- Research: Theme and Artists;
- experimentation: ideas, media, materials, techniques and processes;
- development of experimentation informed by research;
- refinement of ideas to produce personal response.

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

(40% PRATCICAL EXAMINATION, 60% COURSEWORK)

- **Component 1: Flora and Fauna; Portraiture or Architecture**
- **Component 2: Externally Set Assessment**
  - 40% exam (this is a 10-hour exam with at least 6-week preparation time).
  - 60% coursework (this is a portfolio produced in class).

### FUTURE POST-16 PATHWAYS

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

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## GRAPHIC COMMUNICATION

HEAD OF SUBJECT: MISS J WRIGHT

### 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.

### WHAT WILL YOU STUDY?

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

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

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

Components include: Theme and Artists; Experimentation: ideas, media, materials, techniques and processes; Development of experimentation informed by research and; Refinement of ideas to produce personal response.

### FUTURE POST-16 PATHWAYS

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.

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS





## HEALTH & SOCIAL CARE

HEAD OF SUBJECT: MR J GORDON

### THE COURSE

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.

### WHAT WILL YOU STUDY?

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 1: The rights of service users in health and social care settings

Topic 2: Person-centred values

Topic 3: Effective communication in health and social care settings

Topic 4: Protecting service users and service providers in health and social care settings

Optional Unit: Health promotion campaigns

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

**OCR CAMBRIDGE NATIONAL CERTIFICATE  
(EQUIVALENT TO GCSE LEVEL)**

### HOW WILL I BE ASSESSED?

Students will complete 2 controlled assessment tasks in Year 10 and early Year 11. They will also take a terminal examination in Year 11.

### FUTURE POST-16 PATHWAYS

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.

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

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## HOSPITALITY & CATERING

HEAD OF SUBJECT: MRS A ADAMSON

### THE COURSE

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

- Develop more advanced cooking techniques, menu planning, and presentation skills.
- Understand and apply more detailed knowledge of food safety, including food allergens, temperature controls, and food storage.
- Provide high-quality customer service, with a focus on customer satisfaction and handling complex requests or complaints.
- Gain basic supervisory and leadership skills to lead a team effectively in a catering or hospitality environment.
- Learn how to organise, plan, and manage catering services for events or large functions.
- Understand basic business operations, including stock control, budgeting, and profit margins related to the hospitality industry.

### 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

### LEVEL 1/2 VOCATIONAL AWARD

#### HOW WILL I BE ASSESSED?

(40% PRATCICAL EXAMINATION, 60% COURSEWORK)

- **Non-exam assessment (NEA) is set internally marked and externally moderated, (60%)**
- **The exam unit is sat at the end of the 2-year course .(40%)**

The exam lasts **1 hour 20 minutes** and is a mixture of multiple-choice, short-answer and extended response questions.

#### FUTURE POST-16 PATHWAYS

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

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS



# OPTIONS



## IT

HEAD OF SUBJECT: MISS K ROCHELL-GILL

### 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.

#### 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.

#### R070: Using Augmented Reality to present information

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

### GCSE

### OCR

### HOW WILL I BE ASSESSED?

(1 WRITTEN PAPER, 2 COURSEWORK TASKS)

- R050: IT in the digital world – 1 hour 30 mins external exam
- R060: Data manipulation using spreadsheets
- R070: Using Augmented Reality to present information –

### FUTURE POST-16 PATHWAYS

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, Network Manager.

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## MUSIC

HEAD OF SUBJECT: MISS G MCHALE

### THE COURSE

BTEC Music is an excellent choice for pupils who enjoy performing, creating, and exploring music. It is a practical and vocational qualification, meaning you will develop real-world skills used in the music industry and regularly take part in performance and music-making activities.

Alongside performing, creating and producing music, you will also complete written coursework, including genre analysis, research, planning, evaluation, and reflection tasks. These written elements are an essential part of the qualification and contribute significantly to your final grade.

### WHAT WILL YOU STUDY?

#### Component 1: Exploring Music Products and Styles

Explore different types of music and how they are created  
Learn about musical styles and their key features  
Complete written coursework and practical tasks

#### Component 2: Music Skills Development

Develop skills in two areas (e.g. performance, production)  
Practise and improve your musical abilities  
Keep a record of your progress, including written reflections and planning

#### Component 3: Responding to a Music Brief

Respond to a set brief from the exam board  
Plan, create, and present your own music project  
Includes both practical work and written supporting evidence

### BTEC

### PEARSON

### HOW WILL I BE ASSESSED?

(66% COURSEWORK, - INTERNALLY ASSESSED 33% EXTERNAL ASSESSMENT - SET TASK )

Assessment is based on a combination of:

- Practical performances and music creation (composition and production)
- Written coursework, including research, planning, and evaluation

### FUTURE POST-16 PATHWAYS

This course provides a strong foundation for further study in music and related subjects, including:

BTEC Level 3 Nationals in Music

GCSE Music Technology

A Levels in Music or Music Technology

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS



# OPTIONS



## PERFORMING ARTS

HEAD OF SUBJECT: DR J SALISBURY

### 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, Year 8 and Year 9 in Drama, with the opportunity to explore different issues and themes through performance, research, rehearsals and workshops.

They range from Shakespeare to Physical Theatre, Verbatim Theatre to Musical Theatre, Epic Theatre to Naturalism and contemporary play.

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

### BTEC

### PEARSON

### HOW WILL I BE ASSESSED?

Coursework: including homework, research tasks, Student Production Logs (Actors Training Diary and Rehearsal Diary) and Skills Audit. Studio-based workshops, rehearsals and performances.

- Practical work will be supported by video and photographic evidence, self/peer evaluations, teacher observations, student presentation and audience feedback

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).

### FUTURE POST-16 PATHWAYS

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

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# OPTIONS



## PHYSICAL EDUCATION BTEC

HEAD OF SUBJECT: MR L CAIRNS

### THE COURSE

The BTEC Tech Award in Sport (2022) is for learners who are interested in taking a hands-on course alongside their GCSEs. It offers an insight into what it is like to work in the sports sector, providing a broad introduction that keeps options open and helps learners make an informed decision about future learning and careers.

### WHAT WILL YOU STUDY?

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

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

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

### What skills will you develop?

Students will gain insight and knowledge of the sports sector. They will also develop transferable skills and confidence that will support them in the world of work and help prepare them for their future.

### BTEC

### AQA

### HOW WILL I BE ASSESSED?

#### Component 1:

Qualification weighting: 30%

Marks available: 60

Type of assessment: Assignments

#### Component 2:

Qualification weighting: 30%

Marks available: 60

Type of assessment: Assignments

#### Component 3:

Qualification weighting: 40%

Marks available: 60

Type of assessment: External synoptic exam

### FUTURE POST-16 PATHWAYS

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 to GCE AS or A-levels, and, in due course, to enter employment in the sport and active leisure sector.

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS





## SMALL ANIMAL CARE

HEAD OF SUBJECT: MRS S HUGHES

### THE COURSE

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care is designed for students who are interested in animals and may want to work with them in the future. It is suitable for learners who enjoy practical subjects and want to develop knowledge about how animals should be cared for and kept healthy. This course offers both a theory and practical introduction to life and work in the animal care sector. This qualification is equivalent to one GCSE.

### WHAT WILL YOU STUDY?

#### Component 1: Animal Handling

Students will learn how to safely approach, handle and restrain animals. They will also explore animal behaviour and produce a report explaining how animals should be handled correctly and safely.

#### Component 2: Animal Accommodation and Housing

Students will learn about the different housing and accommodation needs of animals. This includes preparing, Maintaining and cleaning animal environments to ensure animals are kept in safe and suitable conditions

#### Component 3: Animal Health and Welfare

Students will develop an understanding of animal health and welfare, including how to recognise signs of good health and wellbeing. They will also learn how proper care helps animals remain healthy, strong and able to thrive

### BTEC

### PEARSON

### HOW WILL I BE ASSESSED?

(66% COURSEWORK, 33% WRITTEN EXAM)

COURSE WORK IS SPLIT BETWEEN YEAR 10 AND 11 WITH BOTH WRITTEN AND PRACTICAL TASKS. PRACTICAL TASKS WILL BE RECORDED FOR VIDEO EVIDENCE.

### FUTURE POST-16 PATHWAYS

You could move on to a Level 2 Technical Certificate, or a Level 3 course such as A Levels, a T Level in Animal care and management, or a BTEC National in Animal Management.

## SKILLS

EXTENDED WRITING



USING ICT



SHORT WRITTEN TASKS



USING NUMBERS



SPEAKING (IN FRONT OF OTHERS)



CREATIVITY AND DESIGN



PERFORMING ACTIVITIES



WORKING WITH YOUR HANDS



# Year 9



## **ADDITIONAL AFTER SCHOOL OPTIONS**



**BLACON**  
HIGH SCHOOL

---

ASPIRE BELIEVE ACHIEVE

# OPTIONS



## DANCE

HEAD OF SUBJECT: MISS A JOYNSON

### THE COURSE

The GCSE Dance (AQA specification) is designed to give students both practical and theoretical experience of dance as a performing art. Students develop technical, expressive, and performance skills through learning and performing set phrases and working as both soloists and in groups. Alongside this, they explore choreography by creating their own dances, learning how to structure movement, use space and dynamics, and communicate ideas and intentions creatively.

The course also builds knowledge and understanding of professional dance works. Students study a range of pieces to develop their ability to analyse, evaluate, and interpret choreography, performance, and production elements. This is assessed through a written exam, ensuring students can critically engage with dance as an art form while supporting their practical development.

### GCSE

### AQA

### HOW WILL I BE ASSESSED?

PERFORMANCE (PRACTICAL) – 30% SOLO AND DUET/TRIO PERFORMANCES.

CHOREOGRAPHY (PRACTICAL) – 30% CREATING AND PERFORMING YOUR OWN DANCE.

WRITTEN EXAM – 40% KNOWLEDGE OF DANCE WORKS, CHOREOGRAPHY, AND PERFORMANCE SKILLS.

### FUTURE POST-16 PATHWAYS

- A-level Dance
- BTEC Performing Arts (Dance)
- Dance or Performing Arts college courses
- Apprenticeships in performing arts
- Professional dance training schools
- Musical theatre courses
- University degrees in Dance or Performing Arts
- Careers in dance, choreography, teaching, or

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS



# OPTIONS



## FURTHER MATHEMATICS

HEAD OF SUBJECT: MR J SLADE

### 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.

### GCSE

### PEARSON

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT—3 PAPERS, EACH 1 HOUR IN LENGTH)

### FUTURE POST-16 PATHWAYS

Studying Further Mathematics at GCSE level in the UK opens a plethora of future pathways across academic, professional, and personal domains.

- **Further Education:** the advanced mathematical skills 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.
- Further Mathematics fosters critical thinking, problem-solving abilities, and intellectual curiosity, empowering individuals to navigate and excel in an increasingly complex and dynamic world.

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS



# OPTIONS



## FURTHER MATHEMATICS

HEAD OF SUBJECT: MR J SLADE

### WHAT WILL YOU STUDY?

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.

### GCSE

### PEARSON

### HOW WILL I BE ASSESSED?

(100% EXAMINATION-BASED ASSESSMENT—3 PAPERS, EACH 1 HOUR IN LENGTH)

### FUTURE POST-16 PATHWAYS

- **Employability:** Further Maths can enhance employability in fields such as finance, data analysis, engineering, technology, and research. 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

## SKILLS

EXTENDED WRITING



SHORT WRITTEN TASKS



SPEAKING (IN FRONT OF OTHERS)



PERFORMING ACTIVITIES



USING ICT



USING NUMBERS



CREATIVITY AND DESIGN



WORKING WITH YOUR HANDS

