



**DIXONS
COTTINGLEY
ACADEMY**

GCSE Options Year 8



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Introduction

Message from Mr Patterson

This is an exciting time for you in your education; it is the first time you will have autonomy over the subjects that you will choose to master at Dixons Cottingley Academy. We have designed the options to ensure that you have a good range of subjects to choose from in order to have a broad and interesting education. To enable you to be prepared for almost any degree or career you might want to pursue, the following subjects are still compulsory: English Language, English Literature, mathematics, science, French, RE, and both humanities subjects (geography and history) until the end of Year 9 where you will then make a further decision to specialise.

Subject overview

Compulsory subjects:

English Language

English Literature

Mathematics

Science

French

RE

Humanities (geography / history) – both are compulsory until the end of Year 9

You will also continue to have lessons in PSHE and PE (non-GCSE)

Optional subjects:

Art and Design – Art

Art and Design – Design Technology

Sports Studies

Music

Performing Arts - Drama

Health and Social Care

Enterprise

Travel and Tourism

IT

Research your options

Time: allocate enough time to read and talk about each subject that you are interested in.

Keeping notes: make notes when you talk to trusted adults or read useful information. This will help you remember any important points when making your final decision.

Beginning to make long-term plans: knowing what degrees or careers interest you can help you choose GCSEs that will support you.

Be informed

Look at prospectuses for universities. These will show you different degrees you can study when you are older and help you think about what you will need to study now in order to keep your options open. There are prospectuses online for every university and they list their courses online.

Other sources of information and advice: trusted relatives and family friends, older students, your teachers, tutor, careers advisors and helplines, GCSE bitesize (to see an overview of what is studied).

Top Tips

Good reasons to pick a subject

"I enjoy it."

"I am good at it."

"It is relevant to a degree or career that interests me."

"I would like a new experience."

"I'm not sure about what I want to do in the future; this subject will help me to keep my options open for A-Level and university."

"It is a challenging subject, and I would like a challenge."

"It is a subject I would like to get better at; I'm ready to work hard to improve."

Poor reasons to pick a subject

"I like the teacher." They might not be your teacher for GCSE. You are more likely to be successful if you have a good relationship with all of your teachers.

"My friends are doing it." You might not enjoy the subject and could lose motivation to revise and work hard. Studying something you like will help you to get to know even more people who have similar interests to you.

"It sounds easy." No GCSE is easy! Don't pick a subject that doesn't motivate you to work hard to get the best grade possible. If you are worried about getting the grades you want, speak to your teachers.

"I'm in a rush and didn't research the other options." Make sure you take the time to find out about all the options to avoid any regrets.

"I am under pressure to take the subject." You will already have a broad range of compulsory subjects that will help you to go to university (or a real alternative) and get a top job. Although others' advice is valuable, be guided by your own strengths and interests.



English Language – AQA GCSE

What will I study?

Paper 1: Explorations in Creative Reading and Writing:

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A.

Paper 2: Writers' Viewpoints and Perspectives:

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

How will I be assessed?

Paper 1: Explorations in Creative Reading and Writing:

Students will sit one written exam which is 1 hour 45 minutes and 80 marks. This contributes to 50% of GCSE English Language course.

Questions:

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives:

Students will sit one written exam which is 1 hour 45 minutes and 80 marks. This contributes to 50% of GCSE English Language course.

Questions:

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Students must undertake a prepared spoken presentation on a specific topic. This should last no longer than 10 minutes. The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context
- responding appropriately to questions and to feedback, asking questions themselves to elicit
- clarification using spoken Standard English

Progression

- You will have the opportunity to access level 3 qualifications in post 16 study including both A level and BTEC level 3 in both performing arts and music.

Career opportunities

Careers options following this qualification:

- Performer (musician, actor, dancer) / composer and song writer
- Industry specific roles: director / choreographer / stage management / technician / production team
- Experience based job roles: events management / music therapist / talent agent / community arts worker
- Teacher / lecturer

Maths – Edexcel GCSE

What will I study?

Key Area of Study 1

Number including new content such as surds, bounds calculations and product rule for counting.

Approximate weighting on the GCSE paper: Foundation Tier 25%, Higher Tier 15%

Key Area of Study 2

Algebra including new content such as simultaneous equations, quadratic and cubic graphs, algebraic fractions and functions.

Approximate weighting on the GCSE paper: Foundation Tier 20%, Higher Tier 30%

Key Area of Study 3

Ratio, proportion and rates of change including new content such as proportionality equations and estimating area under a curve.

Approximate weighting on the GCSE paper: Foundation Tier 25% , Higher Tier 20%

Key Area of Study 4

Geometry and Measures including new content such as trigonometry, vectors and circle theorems.

Approximate weighting on the GCSE paper: Foundation Tier 15% , Higher Tier 20%

Key Area of Study 5

Statistics and Probability including new content such as tree diagrams, conditional probability, histograms, cumulative frequency and box plots.

Approximate weighting on the GCSE paper: Foundation Tier 15% , Higher Tier 15%

How will I be assessed?

Edexcel Mathematics GCSE

Paper 1: 1hr 30m Non-calculator 80 marks

Paper 2: 1hr 30m Calculator 80 marks

Paper 3: 1hr 30m Calculator 80 marks

Progression

Many post-16 courses and employers require a good pass at GCSE (4 is a pass, 5 is a strong pass)

A secure knowledge of maths at GCSE level is a good foundation for science-based subjects at A level. Many providers require a grade 5 or 6 to access a science-based course.

To study A Level Maths, most providers require a grade 7 or above.

Remember, the maximum grade possible on the Foundation Tier is a 5

Career opportunities

Careers options following this qualification:

There are many careers in which maths is essential, known as STEM careers (science, technology, engineering and maths).

Maths is useful for those looking to go into medicine, dentistry, accounting, computing, economics and many other subjects

Some of the fastest growing industries are maths based, such as data science.

English Literature – AQA GCSE

What will I study?

Students will study one Shakespeare play, *Macbeth*.

One 19th Century novel, either *A Christmas Carol* by Charles Dickens or *The Strange Case of Dr Jekyll and Mr Hyde* Robert Louis Stevenson.

Students will also study one modern text *An Inspector Calls* by JB Priestley.

Students will study one cluster of poems taken from the AQA poetry anthology, *Poems Past and Present*. The cluster students will study is the *Power and Conflict* poetry and students will study all 15 poems in the cluster and be prepared to write about any of them in the examination.

In preparation for the unseen poetry section of the examination students will study a wide range of poetry in order to develop their ability to closely analyse unseen poems.

How will I be assessed?

Paper 1: Shakespeare and the 19th-century novel:

Students will answer one question on the play *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Students will answer one question on the 19th Century novel (*A Christmas Carol* or *The Strange Case of Dr. Jekyll and Mr Hyde*) They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. There is one written exam that is 1 hour 45 minutes and marked out 64 marks and contributes to 40% of GCSE Literature overall.

Paper 2: Modern texts and poetry:

Students will answer one essay question on *An Inspector Calls* in section A.

In Section B Poetry, students will answer one comparative question on one named poem printed on the paper and one other poem from the power and conflict cluster.

In Section C Unseen poetry, students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

There is one written exam that is 2 hour 15 minutes and marked out of 96 marks and contributes to 60% of GCSE Literature overall.

Progression

Progression onto A Level and other courses

Pathway into Post-16 options

Career opportunities

Careers options following this qualification:

Education, law, journalism, publishing and media, public services, researcher, academia & higher education, arts & heritage

Combined Science – AQA GCSE (Trilogy)

What will I study?

We follow the AQA exam board for the GCSE Combined Science: Trilogy course. It is designed to be interesting and relevant to all types of students and the content is presented clearly, in a logical teaching order with required practicals throughout the length of the course.

Paper 1: Studied primarily in Year 9 and into the start of Year 10.

- Biology: B1 – Cell Biology; B2 – Organisation; B3 – Infection and response; and B4 – Bioenergetics.
- Chemistry: C1 – Atomic structure and the periodic table; C2 – Bonding, structure, and the properties of matter; C3 – Quantitative chemistry; C4 – Chemical changes; and C5 – Energy changes.
- Physics: P1 – Energy; P2 – Electricity; P3 – Particle model of matter; and P4 – Atomic structure.

Paper 2: Studied from around term 2 in Year 10 into Year 11.

- Biology: B5 – Homeostasis and response; B6 – Inheritance, variation and evolution; and B7 – Ecology.
- Chemistry: C6 – The rate and extent of chemical change; C7 – Organic chemistry; C8 – Chemical analysis; C9 – Chemistry of the atmosphere; and C10 – Using resources.
- Physics: P5 – Forces; P6 – Waves; and P7 – Magnetism and electromagnetism.

The specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do. We feel it is so important that we have woven it throughout our schemes of work.

How will I be assessed?

The course will be assessed over six written examinations (paper 1 biology, chemistry and physics and paper 2 biology chemistry and physics).

The questions in the examination will be a mixture of multiple choice questions, structured questions, closed & short answer questions, and open response questions.

Each written examination will last for 1 hour 15 minutes.

Students will be entered for either the foundation or higher tier based on evidence from class performance and mock grades.

Each examination is out of 70 marks and is worth 16.7% of the final GCSE grade.

Progression

Our science qualifications provide opportunities for progression. Combined Science: Trilogy gives students the option to progress to A-Levels (biology, chemistry and physics) or other courses, such as BTEC in Applied Science.

Career opportunities

Careers options following this qualification:

Education, medicine, dentistry, pharmacology, ecology, paleontology, forensics, engineering, astronomy, meteorology, audio engineer.

Religious Studies – AQA GCSE

What will I study?

Key Area of Study 1

The study of Christian beliefs and practices

Key Area of Study 2

The study of Muslim beliefs and practices

Key Area of Study 3

Religion and Life

Key Area of Study 4

Religion crime and punishment

Key Area of Study 5

Religion War and conflict

Key Area of Study 6

Relationships and families

How will I be assessed?

AQA GCSE Religious Studies Syllabus A

Two examinations at the end of Year 11. Each exam is 1hr45mins

Progression

You can go on to study A Level in a variety of humanities subjects, including religious education, sociology, philosophy and English.

Career opportunities

Careers options following this qualification:

You could go on to study a degree in a Russell Group University in the humanities. After graduation you could work in any number of fields including law, medicine, teaching, business and politics.

History – OCR GCSE

What will I study?

Living Under Nazi Rule, 1933-1945 - The unit is referred to as a World Depth Study. This unit looks at the consolidation of power of Hitler and the Nazi Party, from 1933 to 1934 and the difficulties any opposition may have faced. It then examines the impact of Nazi rule on the lives of key groups throughout the 1930s looking at women, workers, young people and the Jewish Community. Finally the unit explores Nazi Germany through the war years, its economy and impact on people within Germany and of countries that Germany occupied through the war. This unit assesses how students interpret and use historical sources but also making judgements on the past through evaluation based questions.

Migration - This unit is a Thematic Study, it aims to evaluate change and continuity over four time periods; Medieval, Early modern, Modern, Industrial and 20th Century, this is within time periods but also across. In this case we look at migrations from three key areas, why did migrants come to Britain, their experiences and impact, we aim to examine diverse experiences but also ethnic groups such as Jewish communities, African, Indian, Chinese, Irish, and Italian viewpoints.

The Making of America, 1789 – 1900 - The unit is referred to as a Period Study. This unit looks at the expansion of America from a British colony to a powerful economic and political power. It examines the impact of this expansion on key groups such as White Americans, Black African Americans and Native American Indians. In doing so it looks at the impact of key events such as slavery, civil war, migrations westwards, the gold rush and growth of big business. This unit assess knowledge and understanding of events as they unfold in America and how these led to the development of the power of the United States today.

The Elizabethans, 1580-1603 - This unit is referred to as a British Depth Study. The unit looks at the complexities of late Elizabethan life by examining the political, religious, economic and social lives of people within this time period. It looks at the power of the Queen and threats to her rule, it looks at how England began to expand in this period which became known as 'Golden Age' but also looks at the impact of key events on the lives of ordinary people such as the Witch Trials. This unit assesses how students interpret and use historical sources but also making judgements on the past through evaluation based questions.

History Around Us – This unit is solely concerned with local history through the investigation of an historical site. In this case Fountains Abbey near Ripon, North Yorkshire. The development of the site is studied through written and archaeological evidence and involves a visit to the Abbeys ruins.

How will I be assessed?

Paper 1 – Migration & The Elizabethans, 1 Hour 45 mins (40% of final grade)

Paper 2 – History Around Us, 1 hour, (20% of final grade)

Paper 3 – The Making of America & Living Under Nazi rule, 1 hour 45 mins (40% of final grade) assessed

Progression

History tends to be well respected by employers as a challenging academic subject, and the analytical skills it develops could lead to a career in a great number of excellent careers as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.

History degrees offer a good intellectual challenge and are well respected by employers.

Skills Employers look for that are used in History are:

- Good oral and written communication
- Ability to think and put together a logical argument
- Gathering, investigating and assessing material
- Using different types of sources to cross reference
- Organising material in a logical and coherent way
- Ability to spot a train of events
- Objectivity

Career opportunities

Careers options following this qualification:

Academic researcher, archivist, heritage manager, historic buildings inspector / conservation officer, museum education officer, museum / gallery curator, museum / gallery exhibitions officer, secondary school teacher.

Jobs where History would be useful include:

Academic librarian, archaeologist, broadcast journalist, civil service administrator, editorial assistant, human resources officer, information officer, marketing executive, policy officer, politician's assistant, solicitor.

Geography – AQA GCSE

What will I study?

GCSE Geography AQA Series 8035

GCSE Geography at DCO offers you the opportunity to further develop and explore the skills and knowledge you've already acquired in key stage 3. The Geography team is committed to providing you with an open, honest and interesting insight into the world around you. We will look at some of the most important issues facing the planet and the humans who live on it. If you care about what the world will be like in 10, 50 or even 100 years' time – this is the course for you!

Unit 1 - Living with the physical environment

- Natural disasters including volcanoes and earthquakes
- Tropical storms such as hurricanes
- Extreme weather in the UK
- The social, economic and environmental impact of extreme weather on people
- Climate Change – causes and impacts
- Rivers and coasts in the UK
- Ecosystems including the Tropical Rainforest, hot deserts and cold polar regions

Unit 2 - Challenges of the human environment

- World population growth
- Urbanisation in low income countries
- Changes in UK cities such as Leeds
- Urban sustainability and its importance
- Rapid economic growth in countries such as China
- The future of the UK's economy
- The future of resource use such as energy, food and water

Unit 3 – Geographical Applications

Fieldwork

A compulsory and really exciting part of the course. Students will carry out a physical and human field trip by investigating urban regeneration in Bradford and assessing hard engineering techniques along the Holderness coast.

Issue Analysis

A part of the examination in which it's impossible to go wrong! Students study a pre-release booklet of information about part of the course studied and in the examination give their own analysis of the situation. There is no right or wrong answer – it's how well you can justify your opinion.

Geographical Skills

- Map and atlas skills
- Numerical and statistic skills such as creating isolines and graphing data.
- Literacy and quality communication.
- Formulating an enquiry and arguing a point.

How will I be assessed?

Paper 1 / Unit 1: Living with the Physical Environment

Written examination: 1 hour 30 minutes.

35% of your GCSE.

Paper 2 / Unit 2: Challenges of the Human Environment

Written examination: 1 hour 30 minutes.

35% of your GCSE.

Paper 3 / Unit 3: Geographical Applications - Fieldwork and Issue Analysis

Written examination: 1 hour 15 minutes.

30% of your GCSE.

Progression

People with Geography qualifications are very attractive to future employers as they have good numeracy, literacy and analytical skills. They understand people and cultures and how the world works!

A-Level

Geography courses at: Dixons Sixth Form College and Bradford College

Countryside and Environmental Conservation course: Craven College

Universities

Bradford University – Environmental Science

Leeds University – Environmental Science/Geography BSc/ Geography BA

Lancaster University – Environmental Science/Geography BSc/Geography BA

Manchester University - Environmental Science/Geography BSc/ Geography BA

Career opportunities

Careers options following this qualification:

Environmental scientist, teaching, police, environmental consulting, meteorologist, town planning, travel agent, council worker, landscape architect, volcanologist.

French – Eduqas

What will I study?

French is the second most widely spoken language in the world. If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice for you!

You will learn about the countries where your language is spoken and get a lot more out of a trip there. It will add an international dimension to your choice of GCSE subjects, preparing you for a world of global markets and multinational companies, which is something many future employers and higher education providers look for. Being able to communicate in more than one language allows us to become more open to other peoples' cultures and outlook.

Learners develop communication skills, self-confidence and independence, together with an underlying understanding of grammatical concepts and language awareness, which could prove invaluable in later life. The skills that you will learn and develop in French will allow you to excel in other subjects.

Key Area of Study 1

Identity and culture:

- Youth culture: self, relationships, technology and social media
- Lifestyle: health and fitness, entertainment and leisure
- Customs and traditions: food and drink, festivals and celebrations.

Key Area of Study 2

Local, national, international and global areas of Interest:

- Home and locality: local areas on interest, transport
- Spain and spanish-speaking countries: local and regional features and characteristics and holidays and tourism
- Global sustainability: environment and social issues

Key Area of Study 3

Current and future study and employment:

- Current study: school / college Life and school / college studies
- World of work: work experience and part-time jobs, skills and personal qualities
- Jobs and future plans: applying for work and study and career plans

Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of the language. Students will need to commit to learning and revising vocabulary on a weekly basis (Knowledge Navigators) and also to study the structure and grammar of the language.

How will I be assessed?

Component 1 – Speaking 25%

Oral test

7-9 mins (Foundation tier), 10-12 mins (Higher tier)

Three tasks

One role play, One photo card discussion , One conversation

Component 2 – Listening 25%

35 mins (Foundation tier), 45 mins (Higher tier)

Written exam

Listening comprehension tasks and written responses

Component 3 – Reading 25%

1 hour (Foundation tier), 1 hour 15 mins (Higher tier)

Written exam

including one translation task from French into English

Component 4 – Writing 25%

1 hour 15 mins (Foundation tier) , 1 hour 30 mins (Higher tier)

Written exam

Writing tasks including one translation task from English into French

Progression

You can continue to study a language at A Level and then you can go on to study any subject you desire at University and you can pick up an extra language module to hold a qualification in it. For example: business with French, travel and tourism with French, law with French etc.

Career opportunities

Careers that you could do where a language would be beneficial:

Banking and finance, book publishing professional, curator, diplomat/ attaché/ foreign service officer, editor / proofreader
English instructor abroad, film director, foreign exchange trader, high school French teacher, hotel manager, international
business / organisations in the art & fashion worlds, sales & marketing, law, military translator / interpreter, professor,
public relations, speech therapist, teacher, translator / interpreter, travel / hospitality, writer / journalist.

Music – Eduqas Level 1/2 Vocational Award in Performing Arts

What will I study?

Key Area of Study 1

- Performance

Students will gain skills and knowledge to be able to recreate and perform existing pieces, songs and performances, of professional work.

This unit is divided into 3 different areas of study; research and rehearsal, performance and review and reflect. You will be given a performance brief and need to explore how you will recreate pieces of performance work, considering the whole process from start to finish.

Key Area of Study 2

- Creating

Students will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

This unit is divided into 3 different areas of study: explore and develop, applying knowledge and skills to create original work and review, reflect and refine. You will be given a composition brief and explore how to write music for this, documenting your ideas and musical processes.

Key Area of Study 3

- Performing Arts in practice

Introduction for students to areas of the performing arts that need to be considered when responding to an industry commission.

This unit is divided into 3 different areas of study: planning performance work, promoting and pitching and evaluating and reflecting. You will have an assignment which requires you to plan and create musical works and performances responding to an industry commission.

How will I be assessed?

Eduqas – Level 1 / 2 Vocational Award in Performing Arts (Technical Award)

- Unit 1: Performing Controlled assessment: 10 hours 30% of qualification (60 marks) Internally assessed.
- Unit 2: Creating Controlled assessment: 10 hours 30% of qualification (60 marks) Internally assessed.
- Unit 3: Performing Arts in Practice External controlled assessment: 20 hours 40% of qualification (80 marks) Externally assessed.

Progression

- You will the opportunity to access level 3 qualifications in post 16 study including both A level and BTEC level 3 in both performing arts and music.

Career opportunities

Careers options following this qualification:

- Performer (musician, actor, dancer) / composer and song writer
- Industry specific roles: director / choreographer / stage management / technician / production team
- Experience based job roles: events management / music therapist / talent agent / community arts worker
- Teacher / lecturer

Digital Information Technology – Edexcel Level 1/2 Tech Award (2022)

What will I study?

Students studying this course will complete the Pearson BTEC Level 1 / 2 Tech Award in Digital Information Technology.

Exploring User Interface Design Principles and Project Planning Techniques

Explore user interface design and development principles

Investigate how to use project planning techniques to manage a digital project

Discover how to develop and review a digital user interface

Collecting, Presenting and Interpreting Data

Explore how data impacts on individuals and organisations

Draw conclusions and make recommendations on data intelligence

Develop a dashboard using data manipulation tools

Effective Digital Working Practices

Explore how modern information technology is evolving

Consider legal and ethical issues in data and information sharing

Understand what cyber security is and how to safeguard against it

How will I be assessed?

The assessment structure is designed so that students can build on what they learn, and develop their skills, as they move through the course.

Non-exam internal assessment is delivered through Pearson-set Assignments (PSA). These assignments are set by Pearson, marked by the centre and moderated by Pearson.

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Non-exam internal assessment set by Pearson

New assignments are released twice a year (PSA)

PSA will be completed in approximately 6 hours of supervised assessment

30% of the total course

Component 2 - Collecting, Presenting and Interpreting Data

Non-exam internal assessment set by Pearson

New assignments are released twice a year (PSA)

PSA will be completed in approximately 6 hours of supervised assessment

30% of the total course

Component 3 - Effective Digital Working Practices

Externally assessed exam

Scenario-based external 1hr 30 mins written exam where students demonstrate their knowledge to propose digital solutions to realistic situations.

40% of the total course

Progression

After completing their BTEC Tech Award, students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes.

There is clear progression onto Level 3 study for students who want to explore digital information technology further.

Career opportunities

Careers options following this qualification:

Data analyst, games designer, web designer, graphics designer, web programmer, first line support, software developer.

Performing Arts - Eduqas Level 1/2 Vocational Award in Performing Arts

What will I study?

Key Area of Study 1

- Component 1 – Exploring the performing arts

Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. This component will look at the requirements of being a performer (in acting, dance or musical theatre) across at least three performances and performance styles.

Key Area of Study 2

- Component 2 – Developing skills and techniques in the performing arts

Students will develop their performing arts skills and techniques through the reproduction of acting, dance and / or musical theatre repertoire as performers. In this component students will have the opportunity to specialise as a performer and perform a piece of existing drama exploring rehearsal, performance skills and personal development.

Key Area of Study 3

- Component 3 – Responding to a brief

Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

In this component, students will have the opportunity to respond to a brief. Students will be given a brief that outlines the performance and design requirements and asks them to consider the target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, students will develop your ideas for a workshop performance and apply your skills and techniques to communicate creative intentions to an audience.

How will I be assessed?

BTEC Level 1 / 2 Technical Award in Performing Arts

- Component 1 Exploring the Performing Arts 36 GLH Internal assessment – externally moderated (60 marks)
- Component 2 Developing Skills and Techniques in the Performing Arts 36 GLH Internal assessment – externally moderated (60 marks)
- Component 3 Responding to a Brief 48 GLH External assessment (60 marks)

Progression

- You will the opportunity to access level 3 qualifications in post 16 study including both A level and BTEC level 3 in both performing arts and drama.

Career opportunities

Careers options following this qualification:

- Performer (musician, actor, dancer) / composer and song writer
- Industry specific roles: director / choreographer / stage management / technician / production team
- Experience based job roles: events management / music therapist / talent agent / community arts worker
- Teacher / lecturer

Enterprise – Edexcel Level 1/2 Tech Award (2022)

What will I study?

Exploring Enterprises

Understand how and why enterprises and entrepreneurs are successful
Understand customer needs and competitor behaviour through market research
Understand how the outcomes of situational analyses may affect enterprises

Planning and Presenting a Micro-Enterprise Idea

Choose an idea and produce a plan for a micro-enterprise idea
Present a plan for the micro-enterprise idea to meet specific requirements
Review the presentation of the micro-enterprise idea to meet specific requirements

Marketing and Finance for Enterprise

In this component, you will consider how small and medium-sized enterprises (SMEs) use marketing and finance. You will look at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. You will analyse financial information in context, complete and use financial documents and financial statements. You will consider different payment methods. You will investigate profitability and liquidity and its effects on a given enterprise using ratios (the formulae will be provided). You will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.

How will I be assessed?

Students studying this course will complete the Pearson BTEC Level 1 / 2 Tech Award in Enterprise
The course is broken down into 3 Components. Components 1 and 2 are internally assessed coursework.

Component 1 is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson set assignment will be completed in approximately 6 hours of monitored preparation and 5 hours of supervised assessment. It is out of 60 marks.

Component 2 is also a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set assignment will be completed in approximately 6 hours of monitored preparation and 7 hours of supervised assessment. This is out of 60 marks.

Component 3 is an externally examined Component and out of 60 marks.

Progression

A Levels as preparation for entry into higher education in a range of subjects.
Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Career opportunities

Careers options following this qualification:
Marketing research assistant, events coordinator, business development advisor or a junior business account assistant to name a few. The beauty of studying the course is its flexibility to cross curricular content.

Sports Science – OCR Cambridge National Level 1/2

What will I study?

Sport Science will encourage students to think for themselves about the scientific world of sport whilst putting those theories and concepts into practice in both theoretical and practical sport situations. They will gain a full and complete understanding of these areas to enable progression at level 3 into a scientific discipline of their choice. There are 2 compulsory units and one chosen area of study (chosen by the school).

Compulsory Key Area of Study 1: Reducing the risk of injuries

In this unit student's look at injuries in sport, such as broken legs, concussions and also other injuries common to sport. They learn how to identify risks and reduce them so that injuries do not occur. They also learn how to treat some common sports injuries such as strains and sprains or treat a patient suffering from asthma.

Compulsory Key Area of Study 2: Applying principles of training

In this unit students look at principles of training and how these are used in professional sports and how these can be adapted from professional sport to everyday life. Students carry out some fitness tests on themselves and then work out a 6 week programme, with the aim of improving a certain aspect of their fitness.

Chosen key Area of Study 3: The body's response to physical activity and how technology informs this

By completing this unit you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems.

How will I be assessed?

Students studying this course will complete the OCR Level 1 / 2 Cambridge National Certificate in Sport Science OCR Sports science is a coursework-based course which consists of two coursework units, and one examined unit. The coursework Units are marked by school staff and moderated by the exam board. The examined unit is marked by external examiners, like a GCSE exam

R180: Reducing the risk of sports injuries and dealing with common medical conditions - External written examination

R181: Applying principles of training: fitness and how it affects skill performance - Coursework unit

R182: The body's response to physical activity and how technology informs this - Coursework unit

Progression

Successful completion of the Level 2 qualification will enable students to progress onto the following pathways.

BTEC/OCR Sport Level 3

A-Level Physical Education

A degree in any sporting field such as sport science; sport and coaching; Physical Education, physiotherapy, nursing, medicine and many more.

Career opportunities

Careers options following this qualification:

Doctor, PE teacher, sports psychologist, sports coach / conditioning, sports scientist, nutritionist, physiotherapist, masseuse, professional sports player, paramedic, first aid responder, journalist, sports psychologists, sports media, sports scientist, sports technology, technology, sports analytics, public services, sports marketing and many more.

Travel and Tourism – Edexcel Level 1/2 Tech Award (2022)

What will I study?

Travel and Tourism Organisations and Destinations

Demonstrate an understanding of the UK travel and tourism industry
Explore popular destinations

Customer Needs in Travel and Tourism

Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends
Recognise how the needs and preferences of travel and tourism customers are met.

Influences on Global Travel and Tourism

In this component, you will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. You will examine potential, will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

How will I be assessed?

Students studying this course and will complete the Pearson BTEC Level 1 / 2 Tech Award in Travel and Tourism.

The course is broken down into 3 Components. Components 1 and 2 are internally assessed coursework. Component 3 is an externally examined Component and is out of 60 marks.

Component 1 is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson set assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment. It is out 60 marks.

Component 2 is also a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set assignment will be completed in approximately 5 hours of monitored preparation and 6 hours of supervised assessment. This is out of 60 marks.

Component 3 is an externally examined Component and out of 60 marks.

Progression

A Levels as preparation for entry into higher education in a range of subjects.

Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Career opportunities

Careers options following this qualification:

Airline customer service agent, airline pilot, airport information assistant, cabin crew, cruise ship steward, diver, heritage officer, hotel manager, hotel porter, hotel room attendant, housekeeper, interpreter, museum attendant, port operative, resort representative, sailing instructor, tour manager / guide, travel agent, visitor attraction general manager.

Health and Social Care – Edexcel Level 1/2 Tech Award (2022)

What will I study?

The Pearson BTEC Level 1 / Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Human Lifespan development

Component 1: Human Lifespan Development – In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them. Component 1 will be assessed by an internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson set assignment will be completed in approximately 6 hours of supervised assessment.

Key Area of Study 2

Component 2: Health & Social Care Services & Values – Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferrable to other sectors that involve interactions with clients or customers). Learners will also explore a range of health care conditions and how they can be managed by the individual and the different healthcare services that are available, for example dementia, coronary heart disease & diabetes (type 2). Component 2 will be assessed by an internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson set assignment will be completed in approximately 6 hours of supervised assessment.

Key Area of Study 3

Component 3: Health & Wellbeing – In this component, you look at factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes. Component 3 will be assessed externally with a two-hour examination.

How will I be assessed?

Students studying this course will complete the Pearson BTEC Level 1 / 2 Tech Award in Health & Social Care. This course is broken down into three Components.

Component 1: Human Lifespan Development – Non exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component 2: Health & Social Care Services and Values – Non exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component 3: Health & Wellbeing (externally assessed), requires learners to study the factors that affect health and wellbeing, learn about physiological and lifestyle factors, and person-centered approaches to make recommendations and actions to improve health and wellbeing. External assessment – 2 hour examination.

Progression

The study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector. A Levels as preparation for entry for higher education in a range of subjects.

Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Career opportunities

Careers options following this qualification:

Radiographer, optician, midwife, health psychologist, speech & language therapist, health care assistant, social worker, community outreach worker, occupational therapist, counsellor, doctor, nurse, paramedic, nursery assistant.

Art and Design (Art) – Edexcel Level 1/2 Tech Award (2022)

What will I study?

Overview

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and skills in the following areas:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- process that underpins effective ways of working in the creative industries such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation and communication

Creative practice in Art and Design

Students will develop a wide knowledge and understanding of techniques and processes within Art and Design. This will include painting, drawing, printmaking, textiles, collage, mixed media and photography. Students will also develop these skills and learn to articulate confidently and effectively the formal elements and design principles in Art and Design.

Students will also be able to investigate how artists, designers and craftspeople both historical and contemporary are influenced in the world they live in. Research skills will be encouraged from a wide range of sources such as museums and galleries or from secondary source materials such as books, magazines, journals and the internet.

Responding to a brief (externally set assignment)

- This unit is an assignment brief which is externally set with a broad based thematic starting point. Students will start this unit in the January of Year 11. Similar to the other units, students are expected to devise their own preparatory work based on their starting point prior to the 10 hour final outcome period.

Key Skills

- Being able to analyse a design brief
- Taking inspiration from others' work using primary and secondary sources
- Project planning
- Using media techniques and processes
- Creating final practical pieces to meet the design brief
- Using feedback to inform your progress and review work practice
- Identifying and exploring ideas with experimentation and sampling
- Recording safe working practices

How will I be assessed?

Students will study the BTEC Level 2 Tech Award in Art and Design

Students are required to complete two unit of work. One will be internally assessed and unit 2 will be assessed externally by Pearson.

Progression

- You will have the opportunity to access level 3 qualifications in post 16 study including both A Level and BTEC level 3 in both performing arts and music.

Career opportunities

Careers options following this qualification:

- performer (musician, actor, dancer) / composer and song writer
- industry specific roles: director / choreographer / stage management / technician / production team
- experience based job roles: events management / music therapist / talent agent / community arts worker
- teacher / lecturer

Art and Design (DT) – Edexcel Level 1/2 Tech Award (2022)

What will I study?

Overview

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

Learners will have the opportunity to develop knowledge and skills in the following areas:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- process that underpins effective ways of working in the creative industries such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation and communication

Creative practice in Art and Design

- Students will develop a wide knowledge and understanding of techniques and processes within Design Technology. This will include developing a wide range of drawing/presentation techniques as well as working in wood, metal and plastic to develop an understanding of specialist construction and finishing techniques.
- Students will also develop these skills and learn to articulate confidently and effectively the formal elements and design principles in Design Technology.
- Students will be able to investigate how artists, designers and craftspeople both historical and contemporary are influenced in the world they live in. Research skills will be encouraged from a wide range of sources such as museums and galleries or from secondary source materials such as books, magazines, journals and the internet.

Responding to a brief (externally set assignment)

- This unit an assignment brief externally set with a broad based thematic starting point. Students will start this unit in the January of Year 11. Similar to the other units, students are expected to devise their own preparatory work based on their starting point prior to the 10 hour final outcome period.

Key Skills

- Being able to analyse a design brief
- Taking inspiration from others' work using primary and secondary sources
- Project planning
- Using media techniques and processes
- Creating final practical pieces to meet the design brief
- Using feedback to inform your progress and review work practice
- Identifying and exploring ideas with experimentation and sampling
- Recording safe working practices

How will I be assessed?

Students will study the BTEC Level 2 Tech Award in Art and Design.

Students are required to complete two unit of work. One will be internally assessed and unit 2 will be assessed externally by Pearson.

Progression

- You will have the opportunity to access level 3 qualifications in post 16 study including both A Level and BTEC level 3 in both performing arts and music.

Career opportunities

Careers options following this qualification:

- performer (musician, actor, dancer) / composer and song writer
- industry specific roles: director / choreographer / stage management / technician / production team
- experience based job roles: events management / music therapist / talent agent / community arts worker
- teacher / lecturer



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