



Great
Academy
Ashton

Inspiring Greatness

Guided Pathways

Courses available 2025



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Foreword

Dear Students and Parents/Carers,

I am pleased to introduce you to this year's Key Stage 4 Curriculum Booklet, which outlines details of the courses offered in Years 10 and 11. It will help inform the choices that students make.

The design of our curriculum conforms to all statutory guidance. However, as a school, we have endeavoured to retain as much flexibility and freedom as possible. We hope that the curriculum will also develop other skills and abilities – physical, social, moral and cultural - as well as encouraging the development of positive attitudes.

This is a very important time for you because you will be making choices which will affect not only what you study in the future but also your long-term career prospects. Accordingly, you need to think very carefully about the courses which are on offer before making decisions. This will ensure that what you study in the next two years suits your needs and aspirations.

We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly and talk to as many of your teachers as possible, as well as your parents/carers and other adults in your family, about your intended choices. You can also talk to older students at school. When making your choices, think about where studying those subjects can lead to, in terms of courses in further education, higher education and also in the world of work, as well as your aptitude and interest in those subjects.

This school is proud of its record of providing a broad range of Key Stage 4 courses, which allow examination success and progression to post-16 education, and then employment or higher education. We know that we can add value to students' performance and, therefore, a guided process of subject combination is honed and personalised for each student.

We will be working closely with parents/carers and students in order to arrive at the best possible personalised programmes of study for every student. You can find the key dates in this process outlined overleaf.

We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the highest possible success in the future.

Mrs R. Holroyd

Assistant Principal
rebecca.holroyd@gaa.org.uk

Message from Heads of Year: Miss. Jones & Mrs. Sanderson

This process is an exciting and important one, the Year 9 team will support you and help you to make the right decisions. Choose the subjects you enjoy, not what your friends enjoy, choose wisely and think every choice through.

"If the plan doesn't work, change the plan, but never the goal."

Good luck with your options!

Key Dates

- **Thursday 6th March** – Year 9 Parents' Evening & Guided Pathways information
- **W.C. 10th March** – Year 9 assemblies with presentations from each subject area
- **Wednesday 19th March** – Guided Pathways selection form emailed to students
- **Wednesday 23rd April** – Deadline for Options forms to be returned to school

The English Baccalaureate (EBacc)

The EBacc are a number of traditional academic subjects that the Department for Education believes will provide students with “a properly rounded academic education” and they are placing ever increasing importance upon students studying these subjects at Key Stage 4.

The subjects that make up the Ebacc are English, Mathematics, at least two Sciences (including Computer Science), a Modern Language and a Humanities subject – either History or Geography. In this school, Mathematics, English Language and Literature and Science are compulsory at KS4; we also expect the majority of our students to study at least one other Ebacc subject.

Universities have not made the Ebacc a part of their admissions criteria, however, Ebacc subjects are seen as facilitating subjects. This means that they are recognised as providing students with the academic grounding that will help them progress to A Levels and university, alongside the study of other subjects that might be drawn from the creative and practical areas.

Our curriculum is designed to allow students to combine a core of Ebacc subjects with others from a broader range to ensure they keep their future options open.

Assessment in Reformed GCSEs

We are delivering the recently reformed GCSE or equivalent courses in all subjects.

The revised GCSEs and their exam papers are tougher and there is greater challenge for those students striving to achieve the highest grades.

All GCSE external exams will have to be taken at the end of the course. Re-sits of individual modules are not available. Marks for accurate spelling, punctuation and use of grammar will be awarded in exams that have a sufficient written English element – English Literature, Geography, History and Religious Studies.

GCSEs will be graded with numbers rather than letters on a scale from 9-1 with 9 being the top level.

The chart shows how the new GCSE grades compare with the old GCSE grading system.

Ofqual
New GCSE grading structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DFE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Structure of the Curriculum for Year 10 and 11 Students

The structure of the curriculum for Year 10 and 11 students has 2 distinct parts:

Part 1

The core curriculum is compulsory for all students:

- English Language and English Literature.
- Mathematics.
- Science - you will be directed to one of two pathways in Science. This will depend on your performance in Year 9:
 - Triple Award Science: You can opt to take this via part two of the curriculum and via additional lessons; you will take three separate GCSEs in Science - one in each in Biology, Chemistry and Physics, **or**
 - Combined Science. This course is made up of separate Biology, Chemistry and Physics modules. A double grade from 9-9 to 1-1 will be awarded.
- Core Physical Education.
- Personal Values.

Part 2

We offer different guided pathways to each student according to how well we feel they will achieve on the courses in that pathway. The guided pathways are detailed overleaf.

GAA Guided Pathways 2025-26

Once all student selections have been collated the school reserves the right to not run subjects with a low intake. Mrs. Holroyd and Mr. Waugh will discuss these subjects and a decision as to whether they run will be taken. If a subject is closed, we will work with any affected students to ensure they are entered for a suitable alternative.

There are 3 pathways dependent upon a students' performance during Key Stage 3.

Purple Pathway – EBACC

All students in current G (French), and M (French), MUST follow this pathway.

Once the language and humanity subject have been selected then students must select **TWO** subjects from Block C & D. Students will also be required to select a reserve subject in case a subject cannot run.

Option A	Option B	Option C & Option D	
French	History Geography	Triple Science Computer Science History Geography Information Technology Art, Craft & Design Art & Design – photography Art & Design – textiles Hospitality & Catering	Citizenship Dance Design & Technology Performing Arts/drama Film Studies GCSE Physical Education Religious Studies Music Business Studies

Please note: only one of the Art & Design courses can be selected.

Some subjects have maximum class sizes for health and safety reasons and will be allocated on a first come, first served basis.

Blue Pathway

This pathway is for those students who wish to study a combination of subjects leading to the English Baccalaureate Certificate (EBacc).

Please note, should you wish to be eligible for the award of the English Baccalaureate Certificate your remaining options should include **French** and one of **History or Geography**, then any **two** other subjects.

Students who do not wish to follow the EBACC pathway will need to choose **THREE** subjects from the last column.

Option A	Option B, C & D	
French History Geography	History Geography Information Technology Art, Craft & Design Art & Design – photography Art & Design – textiles Hospitality & Catering French	Citizenship Dance Design & Technology Performing Arts/drama Film Studies GCSE Physical Education Religious Studies Music Business Studies

Please note: only one of the Art & Design courses can be selected.

Some subjects have maximum class sizes for health and safety reasons and will be allocated on a first come, first served basis.

Green Pathway

The green pathway is suitable for those students who feel they would benefit from additional lessons spent on the core English and Mathematics aspects of the curriculum or Duke of Edinburgh. This intervention support will take up one of the four option choices – students will need to select **one** subject from Block A and **THREE** subjects from Block B, C & D. Students will also be required to select a reserve subject in case a subject cannot run.

N.B. The Duke of Edinburgh award is a non-examined qualification where students learn a range of vital life skills leading to a recognised Bronze/Silver/Gold award.

The green pathway is summarised in the table below:

Option A	Option B, C & Option D	
Duke Of Edinburgh	History	Citizenship
Step Up to English/Functional Maths	Geography	Dance
	Information Technology	Design & Technology
	Art, Craft & Design	Performing Arts/drama
	Art & Design – photography	Film Studies
	Art & Design – textiles	GCSE Physical Education
	Hospitality & Catering	Religious Studies
	French	Music
		Business Studies

Please note: only one Art & Design course can be selected.

Some subjects have maximum class sizes for health and safety reasons and will be allocated on a first come, first served basis.

Tips for making good choices...

When considering your option choices, you should try to balance the following factors:

- Interest and enjoyment.
- Ability and progress.
- Sensible combinations (those which are likely to ensure a broad education).

Do...



- Choose courses you are interested in and which you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- Look up higher education degree courses that interest you on unistats.direct.gov.uk or www.ucas.com and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents, your teachers and careers staff. They will each have an important perspective.

Don't...



- Choose subjects just because your friends are choosing them.
- Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.

The background of the slide features a blurred photograph of three students in silhouette, walking past a brick wall. A large, stylized star graphic is overlaid on the wall, composed of multiple overlapping outlines in red, blue, and grey. The text 'EBacc Subjects' is centered in a bold, red font.

EBacc Subjects

English Language and Literature

(Compulsory for all students)

Subject Lead: Mrs. C. Wright

Contact details: claire.wright@gaa.org.uk

What will I study?

Students will study the AQA specification in English Language and Literature.

All students will study GCSE English Language and English Literature in Key Stage 4. The English Language qualification involves the study of non-fiction, imaginative writing and transactional writing, whilst the English Literature qualification will require students to study a range of texts, including 19th century fiction, a play/performance, Shakespeare and poetry.

Details of External Examinations/ Coursework Requirements:

100% Examinations

English Language Paper 1 (50% of grade):

- Reading analytical skills & writing to describe/ narrate.

English Language Paper 2 (50% of grade):

- Reading analytical skills & writing to argue/ persuade/advise.

English Literature Paper 1 (40% Of grade):

- Essay responses to a Shakespeare text and pre-20th Century text.

English Literature Paper 2 (60% of grade):

- Essay responses to a 20th Century text, conflict poems and an unseen poem.

Controlled Assessment – Speaking & Listening

- Students will develop and create a presentation about a topic they feel passionately about. A separate award is achieved graded as: Pass, Merit or Distinction

Additional Information:

These courses will enable students to:

- Develop their analytical skills, considering key themes and characters in relation to a writer's intention and purpose.
- Acquire a deeper understanding and appreciation of a range of contexts and settings.
- Develop creative and functional writing skills, whilst considering audience and purpose.
- Study language - its meaning, effect and development.
- Read for pleasure, whilst accessing a range of authors and styles.

Career/further education routes:

Good GCSEs in English Language and Literature provide a strong foundation for further academic and vocational study in most areas. Future educational providers and employers will always consider an individual's English GCSE grade, as reading and writing skills are prevalent in most careers.

An English GCSE can prepare students for jobs such as teaching, media and marketing, law, travel and tourism, and many more.

Exam Board Website:



aqa.org.uk



Mathematics

(Compulsory for all students)

Subject Lead: Mr. G. Bowerbank

Contact details: gary.bowerbank@gaa.org.uk

What will I study?

Pearson (Edexcel) Mathematics (9-1)

Knowledge and Understanding:

The mathematics qualification requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number, Algebra, Shape and Space & Probability
- Use their knowledge and understanding to make connections between mathematical concepts.
- Be able to apply the functional elements of mathematics to solve problems in real-life situations.

Skills and Problem Solving:

Students are given the opportunity to develop the ability to:

- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.

Details of External Examinations/ Coursework Requirements:

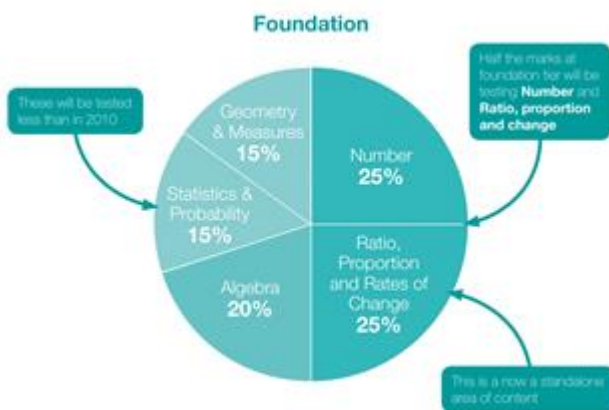
- All students take the GCSE for the first time at the end of Year 11
- There are two tiers of entry:
 - Foundation, where you could achieve grades 1 to 5.
 - Higher Tier, where you could achieve grades 4 to 9.
 - The questions towards the end of the Foundation paper are the same questions as the start of the higher tier paper and so it is important that you show that you can complete the Foundation paper well before taking on the higher tier examination.
- The level of entry is constantly reviewed at every assessment point, but a final decision is not made until February of Year 11. Students are entered at the level where they are expected to perform to the best of their potential.
- There are three 90-minute examinations at the end of Year 11.
 - Paper 1 is non-calculator,
 - Papers 2 and 3 are calculator papers.
 - Each paper has a total of 80 marks and so your GCSE grade will be calculated from your overall total of 240.
 - The grade boundaries vary each year and are not published until results day so the aim is to gain as many marks as you can on every paper.

Additional Information:

What do I need to know about the GCSE Specification and the Examinations at the end of the Course?

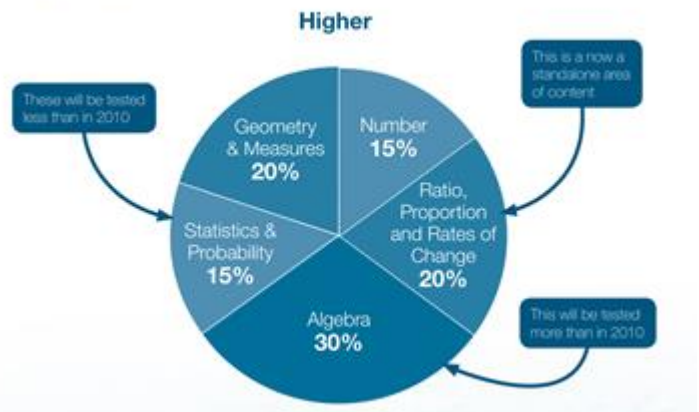
- Students will cover either Foundation, Crossover or Higher tier content in class, depending on your starting point and you will continue to build up your knowledge and skills to make as much progress as possible and gain the best grade that you can, regardless of which tier of examination that you end up sitting.
- Students can see below how the different strands are assessed. A lot of classes will follow a crossover scheme of learning covering grade 4 and 5 topics that are assessed at both Foundation and Higher tier.

Foundation tier papers will assess the different content domains in these proportions:



(It's worth noting that there's a $\pm 3\%$ tolerance for each domain area.)

Higher tier papers will assess the different content domains in these proportions:



(It's worth noting that there's a $\pm 3\%$ tolerance for each domain area.)

- Students will need to memorise more formulae for the examinations the number of formulae that students can be provided with in the examinations has been reduced, so students will need to memorise some formulae, such as the quadratic formula.
- There are few questions targeted at the lowest grades and more questions targeted at the highest grades at both tiers.
- If you want to go on to study A level Mathematics, then you should be aiming to gain one of the top grades from a higher tier paper so that you can access the A level course content.
- It may be appropriate for some students to take an Entry Level Certificate alongside GCSE Mathematics to ensure that everyone has a Mathematics qualification by the end of Year 11.

Career/further education routes:

Maths is essential in every day of our lives – whether it is working out our personal finances or measuring up for a new set of shelves. There are a range of highly skilled jobs that mathematicians can go in to: accountant, software engineer, banking, education, government roles, etc.

Exam Board Website:



[Specification: Level 1/2 GCSE \(9-1\) in Mathematics \(pearson.com\)](https://www.pearson.com/UKHigherEducation/catalogue/mathematics/gcse-mathematics-9-1)

Science

(combined Science is compulsory for all students who are not studying Triple Science)

Subject Lead: Mr. A. Holroyd (Key Stage 4 Co-ordinator Mr Altaf)

Contact Details: andrew.holroyd@gaa.org.uk

There are two GCSE pathways in science, separate (triple) and combined (double) science.

Separate Science (Triple)

You take three separate GCSEs in Science- one in each Biology, Chemistry and Physics, or

Combined Science

Taken together these cover all three sciences Biology, Chemistry and Physics but with a reduced content. This still allows progression to all post-16 courses.

Details of External Examinations/ Coursework Requirements:

See separate routes over the next pages.

Combined Science

What will I study?

Edexcel Combined Science

Throughout the course you will study in separate lessons in Biology, Chemistry and Physics leading to all the Science examinations at the end of Year 11. Across the three sciences a total of 30 units will be studied across Years 10 and 11:

Biology

- Key concepts in biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science

Physics

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

Details of External Examinations/ Coursework Requirements:

Examinations for all GCSE Combined Science modules will be taken at the end of year 11. There will be two examinations for each science making a total of 6 exams. Each examination will be 1 hour 10 minutes long.

Additional Information:

The scientific ideas which feature in this specification have a significant cultural influence on how people think about themselves and their environment. Also, candidates gain more insight into the reliability and significance of scientific data. All exams can be taken at either Foundation (Grades 11-55) or Higher Tier (Grades 44-99) and re-sits are NOT allowed.

Career/further education routes:

GCSE sciences allow access to huge variety of STEM (Science, Technology, Engineering and Maths) careers which can be accessed through A Level, BTEC (or equivalent) or T Levels leading to further study at university.

There are hundreds of opportunities in STEM careers. The following is a small selection of careers related to the specific sciences.

Biology

- Biologist
- Botanist
- Sports science
- Zoologist
- Nursing
- Environmental Scientist
- Biomedical engineer
- Genetic councillor
- Microbiologist
- Veterinarian

Chemistry

- Toxicologist
- Forensic chemist
- Pharmacologist
- Chemical engineer
- Biotechnologist
- Nanotechnologist
- Fragrance chemist
- Hazardous waste chemist
- Oceanographer
- Synthetic organic chemist

Physics

- Physicist
- Sound engineer
- Geophysicist
- Aerospace engineer
- Prosthetist
- Meteorologist
- Architect
- Radiation safety officer
- Nuclear engineer
- Radiologist

Exam Board Website:



[Pearson Combined Science](#)

Separate Science (Triple)

(Option choice)

Key Information:

The GCSE Separate Science course is available to pupils selected by their teachers, based on progress at Key Stage 3, and is conditional on continued hard work and performance in modular tests. Pupils should also be able mathematicians.

Students taking Separate Science will get a grade for each subject. These grades may be different. There are tiers of assessment- Foundation (1-5) and Higher (4-9).

What will I study?

Edexcel GCSE Biology, Chemistry and Physics

Biology

- Key concepts in biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Separate chemistry 1
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science
- Separate chemistry 2

Physics

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Static electricity
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

Details of External Examinations/ Coursework Requirements:

All examinations will be taken at the end of Year 11. There will be two 1 hour 45-minute examinations for each science. Each examination will make up 50% of the relevant GCSE.

Additional Information:

The scientific ideas which feature in this specification have a significant cultural influence on how people think about themselves and their environment. Also, candidates gain more insight into the reliability and significance of scientific data and develop a range of employability skills through practical work.

All exams can be taken at either Foundation or Higher Tier and re-sits are NOT allowed.

Career/further education routes:

GCSE sciences allow access to huge variety of STEM (Science, Technology, Engineering and Maths) careers which can be accessed through A Level, BTEC (or equivalent) or T Levels leading to further study at university.

There are hundreds of opportunities in STEM careers. The following is a small selection of careers related to the specific sciences.

Biology

- Biologist
- Botanist
- Sports science
- Zoologist
- Nursing
- Environmental Scientist
- Biomedical engineer
- Genetic councillor
- Microbiologist
- Veterinarian

Chemistry

- Toxicologist
- Forensic chemist
- Pharmacologist
- Chemical engineer
- Biotechnologist
- Nanotechnologist
- Fragrance chemist
- Hazardous waste chemist
- Oceanographer
- Synthetic organic chemist

Physics

- Physicist
- Sound engineer
- Geophysicist
- Aerospace engineer
- Prosthetist
- Meteorologist
- Architect
- Radiation safety officer
- Nuclear engineer
- Radiologist

Exam Board Website:



[Pearson Sciences](https://www.pearson.com/subjects/science)

Geography

(Option choice)

Subject Lead: Mrs C. Mcassey

Contact details: caroline.mcassey@gaa.org.uk

What will I study?

GCSE Geography offers students the opportunity to study aspects of both the physical and human world and their associated processes. The course aims to make students of Geography effective and independent learners, critical and reflective with enquiring minds. We develop a knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. We explore the differences and similarities between people's views of the world, its environments, societies and cultures. We strive to understand the significance of values and attitudes towards the development and resolution of issues. We develop and apply our students' learning to the real world through fieldwork and other out of classroom activities.

Unit 1: Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems. We also explore the human interaction within them. We develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. We then look at the need for management strategies within these and consider the direct and indirect effects of human interaction with the Earth and the atmosphere.

- **The challenges of natural hazards**
Earthquakes, Tropical Storms, Extreme weather in the UK and Climate change
- **The living world**
Ecosystems, Tropical Rainforest and hot desert environments
- **Physical landscapes**
UK physical landscapes, Coasts and Rivers

Unit 2: Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change, both spatially and temporally. We study a variety of places and at a range of scales and include places at various stages of development. We develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

- **Urban issues and challenges**
Urbanisation, Squatter settlements, Urban areas in the UK, Regeneration and Urban sustainability.
- **The changing economic world**
The development gap, Economic development, Transnational corporations, Economic futures in the UK.
- **The challenges of resource management**
Food, Water, Energy

Unit 3: Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity to show breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

- **Issue evaluation**

Contemporary geographical issue. A resource booklet is released 12 weeks prior to the exam. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.

- **Fieldwork**

We undertake two geographical enquiries, in contrasting environments. Students will follow an enquiry process; formulate a hypothesis, collect primary and secondary data, data presentation, data analysis, conclusion and evaluation.

- **Geographical skills**

A wide variety of skills will be developed throughout the course. These are Cartographic, Graphical, Numerical and Statistical skills.

Details of External Examinations/ Coursework Requirements:

Unit	Weighting and Assessment
Unit 1 Living with the physical environment	35% 1 hour 30 minutes exam
Unit 2 Challenges in the human environment	35% 1 hour 30 minutes exam
Unit 3 Geographical applications	30% 1 hour 30 minutes exam

Fieldwork

Learning outside the classroom is an important part of Geography. During the two-year course you will complete two fieldwork studies. One to a river to collect data on how the river characteristics change as the river flows downstream and one to a town / city to look at urban issues.

Additional Information:

Geography is a good choice of GCSE that leads to a huge variety of career options in the future. It is an incredibly relevant subject and is valued by employers due to the wide range of skills used. Students who study GCSE Geography will be able to synthesise information from a range of sources, they will be up to date on current world affairs, and they can make decisions. Future careers could be: Environmental Lawyer; Disaster and Emergency Planner; Marine Biologist; Doctor; Tourism Officer; Nature Conservation Officer; Scientist; Teacher; Transport Planner; Pollution Specialist or working for the government. Geography equips students with a wide range of skills and allows you to keep your long-term options open.

Career/Further education routes:

Whatever your passion for the world – fascination with landscapes or concerns about sustainability – geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally. Career options include: cartographer, environmental consultant, surveyor, business analyst, architectural technologist, and many more.

Exam Board Website:



aqa.org.uk

History

(Option choice)

Subject Lead: Miss D. Puddepha

Contact details: d.puddepha@gaa.org.uk

What will I study?

Paper 1:

Crime and Punishment in Britain: c1000-present

The historic environment: Whitechapel, c.1870-c.1900: Crime, policing and the inner city.

Paper 2:

Early Elizabethan England, 1558-1588

Superpower relations and the Cold War, 1941-1991

Paper 3:

Weimar and Nazi Germany, 1918-1939

Details of External Examinations/ Coursework Requirements:

Three external examinations on each of the above topics.

Additional information:

The Edexcel History specification was chosen as it provides the ability for students to study a wide array of different times, themes and aspects of the past. Students will engage with key concepts such as significance, change, causation and learn how the past influences the present.

The course looks at different areas over a long period of time (breadth study), such as crime where we consider the similarities and differences of crime and punishment over a 1,000-year period. Other topics are shorter time periods, but in more depth – for example Weimar and Nazi Germany, where we look at the impact 21 years had on the history of Germany.

We will build on skills learnt in KS3, such as sources, essay writing and looking at the work of historians to understand how we understand the past. At the end of the course, you will be able to make judgements on the past and provide detailed knowledge to support these judgements.

Career/further education routes:

Most colleges offer history as an A-Level option, which build directly on the skills learnt at GCSE. Also, universities offer history, ancient history, archaeology or the history of art as options at degree level. History is also sought after if you are looking at working in journalism or law, as the research skills taught are needed for these jobs.

Career options also include various roles in museums, conservation of artefacts, archaeologist, history teacher, heritage or even film and tv who often employ historians for their period dramas to make sure they are historically accurate.

Exam Board Website:



qualifications.person.com

French

(Students in sets G & M must choose French – option choice for all other students)

Subject Lead: Mr A. Casey

Contact details: Anthony.Casey@gaa.org.uk

What will I study?

AQA GCSE French - the course is split into three themes of study with nine sub-topics. All topics are covered across a two-year pathway.

Details of External Examinations/ Coursework Requirements:

This is a two-year course and examinations in all skills will take place in the summer of the second year of study.

The examination award system is as follows:

- Foundation Tier (Grades 1-5)
- Higher Tier (Grades 4-9)

Students must sit all four question papers at the same tier and all questions papers must be taken in the same examination period.

All exams are weighted equally at 25% each and the structure is as follows:

- Listening exam
- Speaking exam
- Reading exam
- Writing exam

Additional Information:

By choosing to study French to GCSE level, you will have the benefit of following a study programme which is carefully tailored to build on and revise, in its initial stages, the topics and grammar covered in KS3, meaning that there is a steady transition into Year 10.

You will be encouraged to develop a more independent approach to language learning which will enable you to achieve your potential at GCSE and help you gain a valuable insight into the language, culture and people of French speaking countries.

Home-Learning will be set weekly with a specific vocabulary, grammar and phonics focus. This will be set on Teams using Seneca learning content in line with all other home-learning activities.

Career/Further education routes:

Having an additional language will enhance your career prospects, develops your logical thinking skills and broadens your knowledge of other cultures. Learning languages also further develops your literacy and numeracy skills. Many employers actively seek employees who are confident in an additional language due to the global economy in which we live. Careers include: proofreader, flight attendant, diplomat, translator, teacher, hospitality industry, etc.

Exam-board website:



[AQA | Languages | GCSE | French](#)

Computer Science

(Option choice)

Subject Lead: Mrs. S. Thompson

Contact details: sophia.thompson@gaa.org.uk

What will I study?

OCR GCSE in Computer Science (9-1) J277

Students studying this course will gain valuable thinking and programming skills that are extremely attractive in the modern workplace. They will develop a deep understanding of problem solving and experience in creating logical and efficient solutions. As they progress, they will develop the ability to write down solutions to problems for other people to understand. By the end of the course students will have a good grounding in mainstream computing theory and understanding.

There are two exam papers at the end of the syllabus, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. Each paper lasts 1.5 hours and is worth 50% of the total GCSE.

Throughout the course students will develop practical programming experience which supports their learning and exam preparation.

Details of External Examinations/ Coursework Requirements:

100% Exam

Computer Systems (1hr 30 min exam worth 50%)

- Students will study how processors work and investigate computer memory and storage. They will also have opportunity to explore modern network layouts and how they function and build skills in the ever-important realm of cyber security. We will investigate how types of software are used within computer systems and stretch wider comprehension of how computer sand computing affects ethical, legal, cultural and environmental issues and develop our understanding of how we store data within computers in binary form.

Computational Thinking, Algorithms and Programming (1hr 30 min exam worth 50%)

- Students will study fundamental algorithms in computer science and build a firm foundation in programming techniques. They will have the opportunity to produce programs through diagrams, create them using python code and thoroughly test programs and make them resistant to misuse. We will explore Boolean algebra (AND, OR, NOT) and how to use SQL.

Practical Programming Skills

- Students will be provided with opportunities to design, develop and test computer programs to solve a range of problems without the pressure of it counting towards the GCSE. This will help you develop the skills and understanding required in the exams and prepare you well for a future career in Computer Science.

Additional Information:

Our GCSE (9-1) Computer Science is effective preparation for A Level Computer Science and is well suited to students considering software engineering, networking, cyber security or robotics as a future career prospect. It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Career/Further education routes:

Computer Science provides excellent preparation for higher study and jobs in the field of computer science, and develops critical thinking, analysis and problem-solving skills through the study of computer programming. Careers include: network engineer, web developer, systems architect, IT project manager, AI engineer, etc.

Exam Board Website:



ocr.org.uk





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Carillion Facilities Management ↑

Other Subjects



Business

(Option choice)

Subject Lead: Mrs. S. Thompson

Contact details: sophia.thompson@gaa.org.uk

What will I study?

Edexcel GCSE (9-1) Business

Students studying this subject will have the opportunity to develop a wide range of transferable skills. They will become skilled in making decisions, being creative, solving problems, understanding finance, analysing data and working as part of a team. They will not only gain business knowledge and understanding but will gain the opportunity to put it into practise through a range of business activities and projects. Business Studies gives pupils the opportunity to understand the world that we live in and to become more aware of global issues and events.

There are two exam papers at the end of the syllabus, theme one focusing on Investigating small business and theme two building a business with a focus on established businesses. Each paper lasts 1 hour 45 minutes and is worth 50% of the total GCSE.

Details of External Examinations/ Coursework Requirements: 100% Exam

Investigating small business (1hr 45 min exam worth 50%)

- Students will learn the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Building a business (1hr 45 min exam worth 50%)

- Students will examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Students will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students will gain an understanding of how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

Additional Information:

Our GCSE (9-1) Business Studies is effective preparation for A Level Business Studies and is well suited to students considering project management, business analyst, digital marketer or financial advisor as a future career prospect. It also provides a good grounding for other subject areas that require business knowledge and accounting skills.

Career/Further education routes:

You will not only gain business knowledge and understanding but will also gain the opportunity to put it into practise through a range of business activities and projects. Business Studies gives you the opportunity to understand the world that we live in and to be more aware of global issues and events. Careers include financial advisor, human resource manager, sales manager, actuary, etc.

Exam Board Website:

[qualifications.person.com](https://www.qualifications.person.com)

ICT

(Option choice)

Subject Lead: Mrs. S. Thompson

Contact details: sophia.thompson@gaa.org.uk

What will I study?

WJEC Level 1/2 Vocational Award in ICT (Technical Award)

Students studying this course will gain valuable knowledge and skills in the use of a variety of software that are extremely attractive in the modern workplace. As they progress, they will acquire and apply knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

There is one external exam paper at the end of the syllabus and one internal controlled assessment.

Details of External Examinations/ Coursework Requirements:

40% Exam 60% controlled assessment.

Unit 1: ICT in Society - On screen external exam (1 h 20 minutes)

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2: ICT in Context - Controlled assessment (40 hours)

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems. An assignment brief will be provided by WJEC which will include a scenario and several tasks.

Additional Information:

The Vocational Award in ICT has been designed to support learners in their future careers in technology or further study such as a level 3 National Diploma in Information Technology or Level 3 BTEC in IT. It also provides a good grounding for other subject areas that require technology skills as so many careers require the use of technology in some form.

Career/Further education routes:

You will develop confidence in computational thinking and programming, an appreciation of automated and emerging technologies and the benefits of their use. Careers include: tech support, programmer, data analyst, IT consultant, business analyst, etc.

Exam Board Website:



www.wjec.co.uk

GCSE Religious Studies

(Option choice)

Subject Lead: Mr. A Naseer

Aqib.naseer@gaa.org.uk

What will I study?

We study Edexcel Specification B which incorporates both religious and ethical content. This specification includes key tenants of both Christian and Muslim beliefs and practices such as prayer, pilgrimage, judgment, festivals, worship and different views within those religions.

Alongside this we cover many different ethical issues including:

- Marriage, sexual relationships, contraception, equality of men and women and gender prejudice
- Origins of life, life after death, abortion, euthanasia, and global warming
- War, Pacifism, Terrorism, Peace-making and Weapons of Mass Destruction
- Reasons for crime, theories of punishment, the death penalty, treatment of criminals and forgiveness.

Details of External Examinations/ Coursework Requirements

We complete the Edexcel Specification B qualification.

There are 2 exams worth 50% each. An exam on Christianity and one on Islam.

Each exam is 1 hour 45 minutes.

All exams take place in the summer of year eleven.

Additional information:

Religious Studies is a subject which incorporates skills which link to a variety of other subjects including interpretation of texts (English) and writing in an evaluative manner (History). It also includes skills in reason, analysis, speaking and listening. It is a subject which is held in high regard by colleges and universities because students who study RE are not worried about having opinions and defending them whilst remaining calm and respectful.

Careers in Religious Studies are not just being a vicar! People who study Religious Studies go on to a variety of professions including the care sector, counselling, social work, journalism, medicine, and law.

Career/Further education routes:

As well as developing skills in empathy, there are many career pathways in RE. For example: government, journalism, PR, advertising, financial and legal firms.

Exam Board Website:



qualifications.person.com

GCSE Citizenship Studies

(Option choice)

Subject Lead: Miss. A. Hadfield

Contact details: alisha.hadfield@gaa.org.uk

What will I study?

Citizenship Studies is an exciting course to take for GCSE. Citizenship Studies is about how people take an active part in democratic politics and work together for a better society locally, nationally and globally. Our GCSE gives students the opportunity to learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. Citizenship is not just about sitting in classrooms; this subject gets you out and about, involved in community activity. Through group work you will explore an issue you really care about; you'll plan to interview people in authority and organise a campaign for action to raise awareness and make a difference.

There are five main themes of Citizenship which are:

Year 10

Theme A: Living together in the UK

Theme B: Democracy at work in the UK

Theme C: Law and justice

Year 11

Theme D: Power and influence

Theme E: Taking citizenship action

Students must carry out a critical investigation leading to citizenship action.

Details of External Examinations/ Coursework Requirements:

100% Examinations

The final grade students will achieve will be based on two final exams, each taking 1hr 45mins each. The course is 100% exam. 15% of the questions in the exam will be based upon a practical element, this is where students do something to make a difference.

Paper 1 – Themes A, B & C

Paper 2 – Themes D & E

Additional Information

This qualification will require students to demonstrate the ability to:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate
- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global

Career/Further education routes:

- A-Levels: Students can progress from this qualification to a number of different academic subjects including Sociology, Government and Politics and Psychology.
- BTEC Level 3: As well as A-levels, Citizenship GCSE will also help students gain access to Level 3 BTEC Nationals in Public Services / Nursing and other subjects.
- Future jobs: Teaching, Journalist, Police, Fire Service, Politician, MP, Councillor, Local Government, Working with the local council, Lawyer, Barrister, Solicitor, Judge, Equality and Diversity Officer, Religious Leader, Charity Organiser, Economist, Trade Union Officer, Environmental Worker, Human Rights Advisor.

Exam Board Website:



<https://qualifications.pearson.com/>

GCSE PE

(Option choice)

Subject Lead: Mr. R. Scully

Contact details: richard.scully@gaa.org.uk

What will I study?

GCSE (9-1) Physical Education – Pearson's Edexcel.

Component 1: Fitness and Body Systems

Topic 1: Applied anatomy and physiology,

Topic 2: Movement Analysis,

Topic 3: Physical Training,

Topic 4: Use of Data.

Component 2: Health and Performance

Topic 1: Health, fitness and wellbeing,

Topic 2: Sport psychology,

Topic 3: Socio-cultural influences,

Topic 4: Use of Data.

Component 3: Practical Performance

One must be a team activity,

One must be an individual activity,

The final activity can be a free choice.

Component 4: Personal Exercise Program.

Details of External Examinations/ Coursework Requirements:

Component 1: Written examination - 80 marks – 1 hr 30 mins -36% of qualification,

Component 2: Written examination – 60 marks – 1 hr 15 mins – 24% of qualification,

Component 3: Practical assessment – 105 marks – 30% of qualification,

Component 4 – Coursework – 20 marks – 10% of qualification.

Additional information:

All pupils will start on GCSE PE; however, some pupils may change to Cambridge National Sport Studies if the PE Department feels this is a more suitable option for them. This is an equivalent qualification to GCSE PE.

Career/further education routes:

As well as improving physical fitness and mental health, there are many career pathways that stem from PE. For example: fitness instructor, physiotherapist, sports journalist, occupational therapist, etc.

Exam Board Website:



[Edexcel GCSE Physical Education \(2016\) | Pearson qualifications](#)

BTEC Dance

(Option choice)

Subject lead:

Head of Department: Mr. R. Scully

Subject Lead: Miss. E. Carter

Contact details:

Head of PE: Richard.scully@gaa.org.uk

Dance Lead: Emily.carter@gaa.org.uk

What will I study?

- Component 1 - Exploring the Performing Arts (30% Internally assessed)
- Component 2 - Developing Skills and Techniques in the Performing Arts (30% Internally assessed)
- Component 3 - Performing to a Brief (40% Externally assessed- where students work in groups to create a performance based on a set brief.)

Details of External Examinations/Coursework requirements:

Areas of study may include:

- Technical skills
- Rehearsal and performance skills
- Responding to stimuli
- Reproducing repertoire
- Personal time management and communication skills
- Roles and responsibilities of professionals
- Choreography skills
- Effective ways of working in performing arts

Additional Information:

Students who opt for the Technical Award are likely to be taken to at least one professional production, with parents incurring a small cost. Workshops can also be held in school time, by professionals from the industry to enhance your practical skills. Also, you will be expected to attend extra-curricular clubs in addition to your timetabled lessons.

Career/further education routes:

This qualification will provide you with a clear understanding of the Performing Arts sector and what it entails, with a specific focus on dance. The course aims to provide a practical and theoretical understanding of what knowledge and skills are required from a dancer in this industry. By selecting this course, it enables further study in the Performing Arts field and can aid the application process to specialist performing arts schools and completion of post 16 qualifications, such as a Dance A-level, a Level 2/3 BTEC in Performing Arts (a BTEC National in Performing Arts).

This course is suited to students who are interested in dance. If selecting this course, the expectation is that students must have danced at a high standard previously in the last couple of years or to have regularly attended a dance school or class. This is a practically demanding course which is an essential component to being successful in this qualification, it is integral that students understand there is a substantial written component too.

Exam board website:

Pearson – BTEC Tech Award in Performing Arts (Dance)



[First-Look Guide BTEC Tech Award in Performing Arts.pdf \(pearson.com\)](https://www.pearson.com/first-look-guide/btec-tech-award-in-performing-arts.pdf)

Performing Arts (Acting) – BTEC Technical Award

(Option choice)

Subject lead: Miss. S. Bowyer

Contact details: sara.bowyer@gaa.org.uk

What will I study?

The course aims to give a practical understanding of what a career in the performing arts world can entail, from business to performance, and it has a specific focus on acting.

Students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied. To complete each unit, students must achieve against a set of pre-agreed outcomes. The assessment criteria address theory with practical exercises. The assessment process is on-going, so it allows the students to analyse and improve their own performance through their course in much the same way as they would in a real workplace.

Details of External Examinations/Coursework requirements:

Students will study the following units:

- Component 1: Exploring the performing arts
 - Investigating how professional performance work is created and demonstrating the skills used to create this work.
 - *Internally assessed*
- Component 2: Developing skills and techniques
 - Using rehearsal or production/design processes, applying skills and techniques in performance, and reviewing development.
 - *Internally assessed*
- Component 3: Responding to a brief
 - Performance responding to a brief and evaluation of the development process
 - *Externally assessed*

Additional Information:

It is an essential part of the course for students to see as much Live Theatre as possible. Students who opt for GCSE or BTEC Technical Award will be taken to watch at least one live theatre production over the course, with parents incurring a small cost. Workshops can also be held in school time, by professionals from the industry to enhance your practical skills. You will be expected to attend extra-curricular rehearsals in addition to your timetabled lessons.

Career/further education routes:

The qualification provides students with a broad foundation which will help enable them to proceed into further training or education, or to consider employment in the performing arts world. This can range from roles in performance to backstage and technical roles to front of house and arts administration.

Exam Board Website:  <https://qualifications.pearson.com/>

GCSE Drama

(Option choice)

Subject lead: Miss S Bowyer

Contact details: sara.bowyer@gaa.org.uk

What will I study?

The GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

Details of External Examinations/Coursework requirements:

Students will study the following units:


- Component 1: Understanding Drama
 - Knowledge and understanding of drama and theatre through the study of one set play and analysis and evaluation of the work of live theatre makers
 - *Externally assessed, written exam*
- Component 2: Devising Drama
 - Creating devised drama from stimulus leading to a final performance (students may contribute as performer or designer) and analysis and evaluation of own work
 - *Internally assessed (coursework and practical) externally moderated*
- Component 3: Texts in Practice
 - Performance of two extracts from one play (students may contribute as performer or designer)
 - *Externally assessed, practical exam*

Additional Information:

It is an essential part of the course for students to see as much Live Theatre as possible. Students who opt for GCSE or BTEC Technical Award will be taken to watch at least one live theatre production over the course, with parents incurring a small cost. Workshops can also be held in school time, by professionals from the industry to enhance your practical skills. You will be expected to attend extra-curricular rehearsals in addition to your timetabled lessons.

Career/further education routes:

This specification allows clear progression for students who would like to study AS and A-level Drama and Theatre and Performing Arts courses. Many people think Drama is only useful if you want to work in the Creative Arts industries. Of course, if this is where your dream job lies then Drama is the right subject for you. However, Drama qualifications are highly regarded by all employers because Drama students tend to be motivated, creative and excellent team players. Drama is all about developing your interpersonal skills- this is something that would give you an edge in careers such as marketing, law, public relations, journalism, teaching, politics, and presenting roles in TV/Radio/News. Of course, any career in **TV, Media, Film or Theatre** will value a qualification in Drama.

Exam board:  TBC

GCSE Music

(Option choice)

Subject Lead: Mr A. Johnson

Contact details: alexander.johnson@gaa.org.uk

What will I study?

You will learn how:

- To improve your performing skills and composing skills
- Music is constructed from initial ideas through to the finished product
- To analyse music in a variety of styles and develop a greater understanding of the language of music.

Details of External Examinations/Coursework requirements:

You will be assessed across the 3 areas of performing, composing, listening and appraising.

Unit 1 – Understanding Music (40% of overall GCSE). The exam in Music is a listening exam concentrating on a whole range of musical styles and genres. The exam is 1 hour 30 minutes.

Unit 2 – Performance (30% of overall GCSE) - For this requirement, performance skills are essential, whether it be instrumental or vocal. You are required to perform 2 pieces of music, one solo performance and one ensemble performance.

Unit 3 – Composition (30% of overall GCSE) To compose 2 pieces of music, consisting of a combination of two chosen areas of study. One piece will be your own choice in style and the other will be composing to a set brief sent by the exam board.

Additional Information:

If you enjoy making music, either as a soloist or in a group then the GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer some recent performing experience in at least one instrument or voice.

Are you a student who enjoys:

- Composing and performing music?
- Learning an instrument or singing?
- Creating music on computers or in a recording studio?
- Learning about various types of music, including classical, popular and world music?

Then GCSE Music is the ideal subject for you.

Career/Further education routes:

Being a musician is not the only career pathway if you study music – you may consider being a music therapist, a tour manager, music photographer, journalist, and many more.

Exam board website:  [OCR GCSE Music](https://www.ocr.org.uk/qualifications/gcse/music)

BTEC Tech Award in Music Practice

(Option choice)

Subject Lead: Mr A. Johnson

Contact details: alexander.johnson@gaa.org.uk

What will I study?

You will learn how to:

- Develop practical music skills through performing, creating, and producing music.
- Explore different musical styles and techniques.
- Use music technology for composition, recording, and production.
- Understand how the music industry works, including roles and career pathways.

How will I be assessed:

The course is assessed through three coursework tasks.

- Component 1 – Exploring Music Products and Styles (30%)

You will study different styles of music and the techniques used in their creation. You will analyse existing music and develop your own skills in performance, composition, and production.

- Component 2 – Music Skills Development (30%)

You will develop and refine your music skills through practical tasks, focusing on your chosen area (performance, composition, or production).

- Component 3 – Responding to a Music Brief (40%)

This is an externally assessed task set by the exam board. You will be given a brief and must create a musical product (performance, composition, or production) based on it.

Additional Information:

If you enjoy practical, hands-on learning and want to develop skills for the modern music industry, this course is a great choice. You do not need to already play an instrument to take this course, but an interest in music performance, production, or composition is essential.

Are you a student who enjoys:

- Performing, producing, or composing music?
- Working with music technology, recording, and editing?
- Exploring different musical styles and techniques?
- Learning about the music industry and how music is made?

Then BTEC Music Practice is the ideal subject for you!

Career/Further Education Routes:

This course can lead to careers in music performance, production, sound engineering, DJing, event management, music marketing, and more. It also provides a strong foundation for further study in music at college or university.

Exam board website: Pearson BTEC Music Practice

Film Studies

(Option choice)

Subject Lead: Tracy Fisher

Contact details: Tracyfisher@gaa.org.uk

What will I study?

Eduqas GCSE Film Studies

Film plays an important role in our society. It provides us with a diverse and interesting look at the world, gratifying us on many levels through the construction of the narrative. Evoking a multitude of feelings and responses, it can challenge us, entertain us, make us question what we see.

Details of External Examinations/Coursework requirements:

Component 1 - 35% – Dracula (1931) and The Lost Boys (1987), The Hurt You Give
Focus: Genre conventions, representation and context.

Component 2 - 35% – Attack The Block (Aesthetics), Tsotsi (Representation), Jojo Rabbit (Narrative)

Component 3 – Coursework (NEA) 30%
Screenplay (800-1000 words)
Shooting script (60 seconds of screentime)
Evaluation (700-800)

Additional information:

This course offers students opportunities to develop an understanding of film through explanation of key concepts, such as: codes and conventions of film, genre, narrative, mise-en-scène, cinematography, context, aesthetics and representation.

Please note that there is an expectation that students can complete extended written assessments for this course, therefore a good standard in English is essential at least a grade 3.

Career/Further education routes:

Film Studies is an exciting and challenging subject which can lead to further study in either academic or vocational areas. As a subject it complements further study in English Literature, Psychology, Sociology, Art, Drama, and IT.

Exam Board Website:



www.eduqas.co.uk

GCSE Design and Technology

(Option choice)

Subject Lead: Mr. C. Webster

Contact details: carl.webster@gaa.org.uk

What will I study?

The course enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

Details of External Examinations/ Coursework Requirements:

Component 1: Design and Technology in the 21st Century written examination: 2 hours (50% of the qualification). A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles regarding design and manufacturing
- designing and making principles along with their ability to
- analyse and evaluate wider issues that affect the design of objects

Component 2: Design and make task - non-examined assessment: approximately 35 hours (50% of the qualification). A sustained design and make task, based on a contextual challenge set by Eduqas, assessing candidates' ability to:

- o identify, investigate and outline design possibilities
- o design and make prototypes
- o analyse and evaluate design decisions and wider issues in design and technology.

Additional information:

The Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making innovative products. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE Design and Technology can be your start point for a huge range of careers from construction to engineering and the creative industries.

Career/Further education routes:

Engineering, Product Design, Construction, Architecture, Manufacturing, other STEM careers.

Exam Board Website:



www.eduqas.co.uk

Level 2 Vocational course - Hospitality and Catering

(Option choice)

Subject Lead: Mrs S. Paddison

Contact details: sarah.paddison@gaa.org.uk

Why study Hospitality and Catering?

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

Level 2 Vocational Award in Hospitality and Catering Course Content

This is an exciting and practical course for those with a passion for cooking, looking to work in a customer facing occupation like sports and leisure, travel and tourism and catering. Plus this course offers essential life skills in budgeting, shopping and a wide variety of food preparation and service. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes. Each unit has been devised around the concept of a 'plan, do, review' approach so that you take part in practical activities in different contexts in order to learn the related theories. The qualification provides you with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment and training.

This is not a cooking qualification, and so we cook approximately once per fortnight.

This qualification is made up of 2 units.

Unit 1: The Hospitality and Catering Industry: You will learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, risk assessments, job roles and opportunities and food safety in hospitality and catering, along with food related causes of ill health.

Unit 2: Hospitality and Catering in Action: You will learn about the importance of nutrition and how cooking methods can impact nutritional value. Learn how to plan nutritious menus and the factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes and learn how to review your work effectively.

Assessment Exam Board: EDUQAS Unit 1 is assessed through an exam worth 40% of the qualification. In Unit 2, you will complete a 12-hour assignment where you plan and prepare a menu in response to a brief, accounting for 60% of the qualification.

Grade Comparisons: GCSE Grade 8-9 = Level 2 Distinction*, GCSE Grade 7 = Level 2 Distinction, GCSE Grade 5-6 = Level 2 Merit, GCSE Grade 4 = Level 2 Pass, GCSE Grade 3 = Level 1 Distinction, GCSE Grade 2 = Level 1 Merit, GCSE Grade 1 = Level 1 Pass.

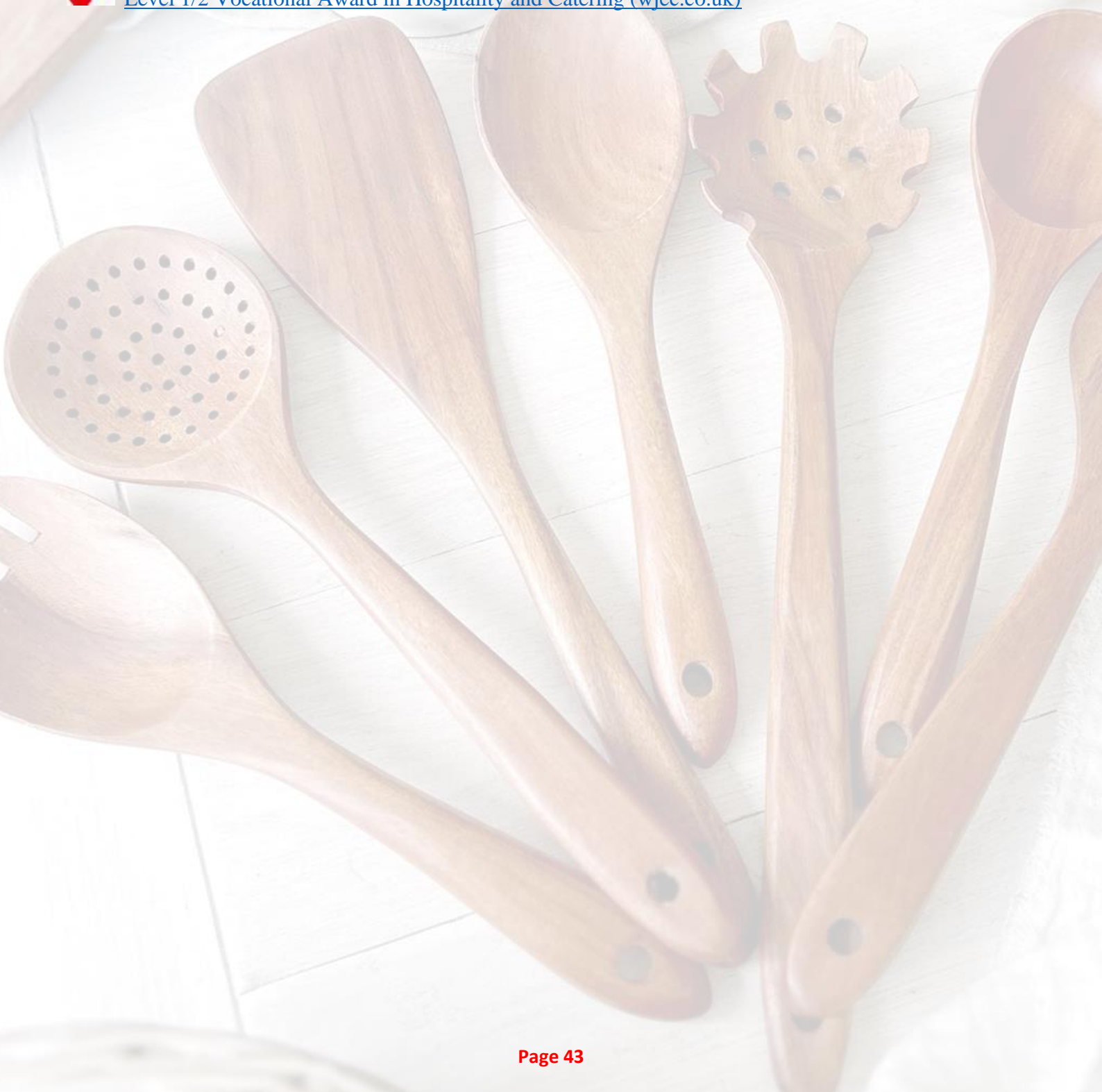
Course Progression:

Upon completion, you may progress to other relevant qualification such as WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition, Level 2/Level 3 Diplomas in Hospitality and Catering, Level 2/Level 3 Diplomas in Professional Cooking, or Level 3 Diploma in Hospitality and Tourism Management. Possible Career Teaching and Lecturing, Hospitality Industry Careers, Chefs, Managers, Customer Service, Food & Drink Service, Dietician, Sport Science and Nutritionist, to name but a few

Exam Board Website:



[Level 1/2 Vocational Award in Hospitality and Catering \(wjec.co.uk\)](http://wjec.co.uk)



Art Design and Craft

(Option choice)

(You may choose only one of the art subjects, *either* Art Design and Craft *or* Photography *or* Textiles)

Subject Lead: Ms. K. Howell

Contact details: Katharine.Howell@gaa.org.uk

What will I study?

We offer a broad and satisfying course pitched to suit our learners preferences but including a mix of fine art techniques such as painting and print making with drawing underpinning everything we do . We also explore and experiment with ceramics, traditional stitching techniques and image transfer.

We study artists such as Peter Arkle, Georgina Luck and Alberto Giacometti.

Details of External Examinations/ Coursework Requirements:

The qualification is comprised of coursework worth 60 % of the grade and comprised of a portfolio of studies from a minimum of two projects, one of which must be of sustained study. The exam worth 40 % of the grade and is undertaken around Easter time of year eleven.

Additional information:

Art Design and Craft is the most varied of the art GCSEs, so the student needs to bring an attitude of adaptability and an understanding that we seek to create a versatile and accomplished artist. A willingness to improve their skills and a huge enthusiasm is essential. The breadth of study in this course equips a student perfectly for a higher-level National Diploma in any art subject at further education level.

Career/Further education routes:

There are numerous career pathways that follow on from studying art and design, including: broadcast presenter, designer, actor, arts administrator, teacher, animator, etc.

Exam Board Website:



[AQA ART GCSE](https://www.aqa.org.uk/qualifications/gcse/art)

Photography

(Option choice)

(You may choose only one of the art subjects, *either* Art Design and Craft *or* Photography *or* Textiles)

Subject Lead: Ms. K. Howell

Contact details: Katharine.Howell@gaa.org.uk

What will I study?

The photography GCSE is largely explored through the use of a mobile phone camera with some access to DSLR cameras and SLR cameras. While we learn how to use shutter speed and aperture in the SLR and DSLR cameras we also learn how to replicate those techniques with the various mobile phones pupils have at school. Utilising the expensive tool you provide for your child makes them educational rather than just entertainment devices.

Details of External Examinations/ Coursework Requirements:

The qualification is comprised of coursework worth 60 % of the grade and comprised of a portfolio of studies from a minimum of two projects, one of which must be of sustained study. The exam, worth 40 % of the grade, is undertaken around Easter time of year eleven.

Additional information

We study Ernst Haas, Martin Parr, Ansel Adams, Stoffel De Roover and Bill Wadman in our GCSE We aim to develop a sense of independence in our students as they plan their photoshoots and explore their interests through photography. Students need to take responsibility to get out and take the main body of their photography GCSE in their own time as, of course, subject matter in the school grounds is limited.

Career/Further education routes:

There are numerous career pathways that follow on from studying art and design, including: art editor, medical illustrator, Tv/film camera operator, drone pilot, etc.

Exam Board Website:



[AQA photography GCSE](https://www.aqa.org.uk/qualifications/gcse/photography)

Textiles

(Option choice)

(You may choose only one of the art subjects, *either* Art Design and Craft *or* Photography *or* Textiles)

Subject Lead: Ms. K. Howell

Contact details: Katharine.Howell@gaa.org.uk

What will I study?

The textile GCSE course offers students the opportunity to learn such techniques as felting, batik, shibori, machine embroidery and applique. We also explore traditional crafts such as crochet and multimedia art practices. Students will take inspiration from artists of such repute as Michael Brennan Wood, Georgina Luck, Lucy Sparrow, Sayuri Sasaki Hermann and Kate Bingaman Burt.

Details of External Examinations/ Coursework Requirements:

The qualification is comprised of coursework worth 60 % of the grade and displayed as a portfolio of studies from a minimum of two projects, one of which has to have been of sustained study. The exam is worth 40 % of the grade and is undertaken around Easter time of year eleven.

Additional information:

The course requires students to have an enthusiasm for art and a willingness to improve their skills and standards. Homework preparation and research will be an enjoyable part of the course and essential to achieve the best grades.

Career/Further education routes:

There are numerous career pathways that follow on from studying art and design, including: fashion designer, printmaker, colour technologist, illustrator, etc.

Exam Board Website:



[AQA ART AND DESIGN](https://www.aqa.org.uk/subjects/art-and-design)



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