



The
Appleton
School

Year 9 Options Booklet

Starting September 2024 (Year 10)
Information and Details for Students,
Parents and Carers



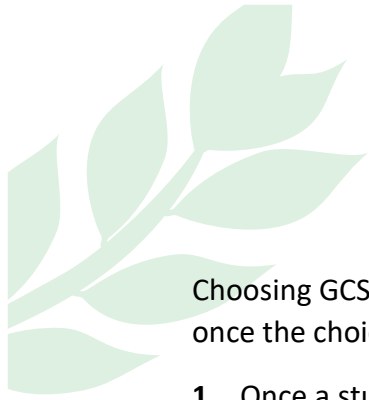
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INTRODUCTION

The transition from Key Stage 3 to Key Stage 4 at Secondary School is a very important time in a student's education. This booklet provides all the information needed to support students during this period, helping them to make informed decisions, leading to students choosing subjects that they will enjoy and excel in.

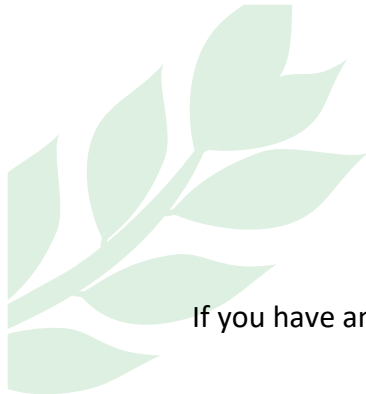
Our aim is to provide a broad and balanced curriculum for all students whilst still giving them the scope to pursue particular aspirations and interests.



IMPORTANT INFORMATION

Choosing GCSE options should be considered carefully as it is very difficult to make a change once the choice has been made. Please consider the following:

1. Once a student has started a course, full commitment to that course is essential. Students will not be permitted to 'give up' a subject once they have started the course. Making the right choice is therefore very important.
2. Some subjects may be over-subscribed, so it is not always possible to provide every student with their first choice. For this reason, we do ask for a reserve choice as well.
3. Food is always a very popular subject and in previous years oversubscribed. Any student who wishes to select this as their option choice, will need to complete an entry task to demonstrate their interest for the subject. This task is shared on page 35 and the deadline for this to be handed in is the 1st March. GCSE Design and Technology also has an entry task and there will be limited places available for this subject.
4. If subjects do not have sufficient numbers, they will not be able to run unfortunately.
5. Certain combinations of subjects cannot be studied. Please see below the subjects that clash:
 - GCSE Business Studies and OCR Enterprise and Marketing
 - GCSE Physical Education and OCR Sports Science
 - GCSE Art and Design and GCSE 3-Dimensional Design
 - GCSE Drama and BTEC Performing Arts Musical Theatre
6. Option choices will need to be submitted online via a link that will be shared with you. Please note Friday 16th February is when the options form will go live. The deadline for option choices to be submitted is Friday 1st March. Please be aware it is not first come first serve, we just ask that all option choices are submitted by the deadline. Any late returns, after Friday 1st March may result though in your child not gaining their first-choice option.
7. If you have any general questions in regards to the options process, we recommend you speak to either Mr Stewart, Head of Year 9 or your child's tutor and they will be able to answer any queries you have.



OPTION SUBJECT CONTACT DETAILS

If you have any further subject related questions, please email area advisors directly:

Option Subject	Area Advisor Contact Details
GCSE Further Maths/ Statistics	Mrs A Pikula apikula@theappletonschool.org
GCSE Separate Science	Mrs C Bell cbell@theappletonschool.org
GCSE French / German	Mr G Jones gjones@theappletonschool.org
GCSE Geography	Mr P Hunt phunt@theappletonschool.org
GCSE History/ WJEC Entry Pathway Humanities	Mr J Rainey jrainey@theappletonschool.org
GCSE Ancient History	Mr G Wood gwood@theappletonschool.org
GCSE Business	Mr S Brown sbrown@theappletonschool.org
GCSE Religious Studies	Mrs R Knowlson rknowlson@theappletonschool.org
GCSE Computer Science	Mrs H Bowen hbowen@theappletonschool.org
GCSE Art And Design	Mr A Barry abarry@theappletonschool.org
GCSE 3-Dimensional Design / GCSE Design and Technology	Miss S Bowles sbowles@theappletonschool.org
GCSE Physical Education/ OCR Sport Studies	Mr S Rowe srowe@theappletonschool.org
GCSE Food and Nutrition	Miss S Santry ssantry@theappletonschool.org
OCR Creative I-Media	Mr J Harji jharji@theappletonschool.org
GCSE Drama	Miss K Green kgreen@theappletonschool.org
BTEC Performing Arts	Mrs R Edwards redwards@theappletonschool.org
OCR Enterprise and Marketing	Mr S Brown sbrown@theappletonschool.org
GCSE Music	Mr P Norman pnorman@theappletonschool.org



GCSE AND VOCATIONAL QUALIFICATIONS

What are Vocational Qualifications (BTEC and OCR Nationals)?

Vocational Qualifications are particular types of courses that have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

GCSE or Vocational Qualifications?

If your child does not usually do as well in exams as they do in their classwork or homework, they may consider selecting a vocational qualification.

In GCSE courses most of the marks are awarded based on how well your child does in written examinations at the end of the course.

In Vocational Qualifications most of the marks are awarded based on how well your child does in their coursework. They will typically have to sit one written examination but this will be assessing their knowledge in one topic, not all the topics covered in the course. Your child can re-sit the examination if they do not achieve their potential the first time of sitting.

GRADING

Students are awarded a number for GCSE qualifications from 9 to 1, 9 being the highest. Level 4 is equivalent to a grade C previously or a “standard pass”. A Level 5 is considered a “good pass”.

In Vocational Qualifications grades will be awarded at Level 1 or Level 2. The GCSE equivalent grades are:

Level 2 Distinction = Level 7 at GCSE

Level 2 Merit = Level 5 at GCSE

Level 2 Pass = Level 4 at GCSE

Level 1 Distinction = Level 3 at GCSE

Level 1 Merit = Level 2 at GCSE



TRADITIONAL ENGLISH BACCALAUREATE (EBACC)

This was introduced by the Government in 2011 as a standard that some students can aim for in their Key Stage Four studies. To achieve the English Baccalaureate, students must complete and obtain a grade 4 or higher in the following subjects:

- Mathematics
- English Language and Literature
- Combined Science
- French/German
- History or Geography

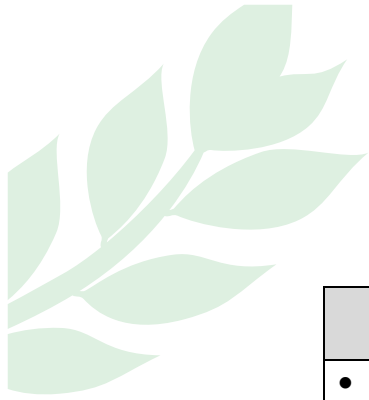
Aiming High

Students should aim to stretch themselves by choosing options that have academic rigour, such as History/Geography or a Modern Foreign Language. The **Russell Group** of Universities (a collaboration of 20 leading UK universities) are not only interested in the results that students achieve at GCSE and A Level, they are increasingly expecting them to have breadth of study and rigour in what they study. This generally means they consider the traditional academic subjects such as those included in the EBacc as more appropriate for entry to their universities. History, Geography and Languages are called “facilitating subjects” as they allow access to some of the more competitive universities and university courses.

We expect students who are able to achieve grade 4 and above to aim high and study the EBacc subjects as they not only provide rigour and challenge, but also develop key skills for learning and for life, such as evaluation, analysis and communication: skills that are highly valued by employers and college admissions tutors.

All students currently in sets 1 & 2 for languages will study English, Mathematics, Science, a Language, History or Geography and two further options.

It is the Government's expectation that by 2025 90% of students will be expected to study the traditional English Baccalaureate.



OPTION SUBJECTS

Option 1	OPTION 2, 3 and 4 Please select 3 subjects from the choices below:
<ul style="list-style-type: none">• GCSE History• GCSE Geography• WJEC Entry Pathway Humanities	<ul style="list-style-type: none">• GCSE Ancient History• GCSE Art and Design• GCSE Business• GCSE Computer Science• OCR Creative I-Media• GCSE Design and Technology• GCSE 3-Dimensional Design• GCSE Drama• OCR Enterprise and Marketing• GCSE Food Preparation and Nutrition• GCSE French• GCSE Further Mathematics• GCSE German• GCSE Music• BTEC Performing Arts Dance Pathway• BTEC Performing Arts Musical Theatre Pathway• GCSE Religious Studies• GCSE Physical Education• GCSE Separate Science• OCR Sport Studies• GCSE Statistics

You cannot select the following combination of subjects:

- GCSE Business and OCR Enterprise and Marketing
- GCSE Physical Education & OCR Sport Studies
- GCSE Art and Design and GCSE 3-Dimensional Design
- GCSE Drama and BTEC Performing Arts Musical Theatre



OVERVIEW YEAR 10 CURRICULUM:

SUBJECTS:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Combined Science
- Option 1 History, Geography or Entry
Pathway Humanities
- Option 2, 3 and 4
- Core PE
- CAPE



ENGLISH LANGUAGE (GCSE) and LITERATURE (GCSE)

Core Subject

You will find here initial information about the courses in English Language and Literature for GCSE. Students will be studying the syllabus of the AQA examination board and will be awarded two GCSEs: one for English Language and one for English Literature.

English Language:

Component 1: Explorations in Creative Reading and Writing.

- Section A - Learners read and respond to one 20th or 21st century fiction text.
- Section B - Learners write one piece of creative writing thematically linked to the reading extract. Learners can select from one of two tasks.

There will be a 1 hour 45-minute written exam which is worth 80 marks and makes up 50% of their overall GCSE Language grade.

Component 2: Writer's Viewpoints and Perspectives.

- Section A - Learners read and respond to two thematically linked unseen non-fiction texts. They will need to make comparisons between the two texts. One text will be from the 19th C and one from the 20th or 21st Century.
- Section B - Learners write one piece of transactional writing from a choice of two tasks.

There will be a 1 hour 45-minute written exam which is worth 80 marks and makes up 50% of their overall GCSE Language grade.

English Literature:

Component 1: Shakespeare and the 19th-century novel

Section A Shakespeare: Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: Students will answer one question on their novel of choice. 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 will be a 1 hour 45-minute written exam which is worth 64 marks and makes up 40% of their overall GCSE Literature grade.



Component 2: Modern texts and Poetry.

Section A Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

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 will be a 2-hour 15-minute written exam which is worth 96 marks and makes up 60% of their overall GCSE Literature grade.

Literature exams will be **CLOSED BOOKS** meaning texts are not allowed in the examination. We would recommend that learners purchase copies of the relevant texts for study and revision purposes.

Reading is a fundamental element to achieving success in English. Students are encouraged to read as widely as possible outside of school. The presentation of writing (including spelling, grammar and punctuation) is the student's responsibility and they should check their writing as carefully as possible (with the aid of a dictionary) for errors.

All the above points are mentioned with the aim of helping the student take control of their own work and achieve as highly as possible.



GCSE MATHEMATICS

Core Subject

All students will continue to study Mathematics in Years 9 to 11. All students are entered for the General Certificate of Secondary Education examination. There is no coursework and all students will sit their GCSE exam at the end of Year 11.

The course aims to develop mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment. The students should be able to apply mathematics to everyday situations and transfer their skills across the curriculum.

Tier	Grades Awarded
Higher	4-9
Foundation	1-5

The purpose of these tiered courses is to allow students to perform at an appropriate level with a realistic opportunity to achieve success as an individual.

In their mathematics lessons, pupils can expect to take part in a mixture of individual work and group activities, which will stretch and challenge them. As mathematics is a powerful tool with many applications, pupils will be expected to develop their understanding of fundamental concepts while refining problem-solving skills, which will be applicable beyond the scope of the curriculum.

All students should have a scientific calculator and geometry set for each lesson throughout the course.

Useful websites

Mathsgenie.co.uk

Justmaths.co.uk

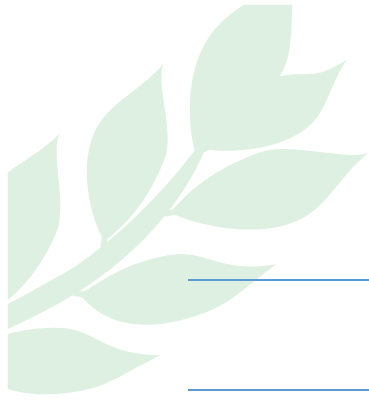
mymaths.co.uk

GCSEPOD

hegartymaths.com

mathswatchvle.com

corbettmaths.com



GCSE FURTHER MATHS

Option Subject

GCSE Further Mathematics fills the gap for high achieving students by assessing their higher-order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3.

GCSE Further Mathematics offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. The content builds on knowledge and skills developed throughout the Key Stage 4 Programme of study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth.

GCSE Further Mathematics places an emphasis on higher-order technical proficiency, rigorous argument and problem-solving skills. Students studying GCSE Further mathematics will also be introduced to calculus and matrices as well as developing further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is a qualification for learners who:

- Either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE mathematics
- Are likely to progress to A-Level study in Mathematics and possibly Further Mathematics



GCSE STATISTICS

Option Subject

This is an excellent option for students who may be considering studying A–Level Mathematics or Science.

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- The use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques
- The application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- Understanding ways that data can be organised, processed and presented, including statistical measures to compare data, while understanding the advantages of using technology to automate processing

Style of Assessment

At least 2 written examinations of the end of the course. For both papers, a calculator is allowed.



GCSE SEPARATE SCIENCES: BIOLOGY CHEMISTRY & PHYSICS

Option Subject

GCSE Separate Sciences is part of a suite of qualifications offered by the Science department. Separate Sciences and Combined Science have common topics (see figure). These common (blue arrow) topics have been studied by all students in Year 9 & 10 and will be finished in Year 11. This will allow students to achieve two GCSE grades.

There is, however, the option to take extra classes which would allow them to complete the extra topics to follow the green arrows and therefore finish with three GCSE's, each in a separate science specialism.

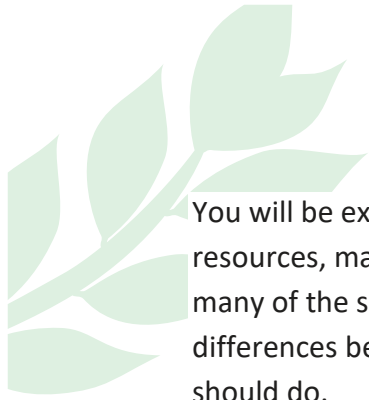
Biology 1	Biology 2	Biology 3	Biology GCSE
Chemistry 1	Chemistry 2	Chemistry 3	Chemistry GCSE
Physics 1	Physics 2	Physics 3	Physics GCSE
Averaged of all three is a GCSE Grade	Averaged of all three is a GCSE Grade		
Combined Science Worth 2 GCSE's			

These extra topics are designed to extend the knowledge learnt in Combined Science and relate it more to more real world applications as a preparation for students who want to go onto a science based career. In biology these topics include how scientists develop new drugs and cancer treatments, as well as the structure and function of the brain. In Chemistry there is more emphasis on things like, the chemical analysis of compounds in, for instance, forensic science or food science. In Physics there is a topic on space and the universe.

The extra content of this course, although not necessary for A Levels, does help to prepare students for the demands of traditional A levels in Biology, Chemistry or Physics. We therefore recommend that students considering a career that needs science A levels should discuss this option with their teacher.

Students who are not considering A levels but want to go on to science based Apprenticeships or KS5 courses in areas like beauty, veterinary nursing, engineering or mechanics etc. should also consider this option.

Separate Sciences are not harder than Combined but there is more to learn. This is supported by the extra lessons in year 11 but you must also enjoy science and be passionate about the world around you if you want to get the most from this course.



You will be expected to be able to work independently to meet deadlines. Read a variety of resources, make notes and be ready to take an active part in class discussions especially as many of the subjects covered will have an ethical component as we determine the differences between science fact and science fiction and what we can do and what we should do.

Assessment. Each GCSE is tested by two terminal papers in the May/June of year11. Paper 1 on Topics 1-4 and Paper 2 on Topics 4-8. This means six papers in total (there are also six for the combined GCSE). Each paper is 1hr and 45mins and is worth 50% of the final GCSE

Questions will be a mixture of multiple choice, structured, closed short answer and open response and will be in the same style as students have already seen in the recent year 10 mocks.



GCSE GEOGRAPHY

EBACC

Geography investigates environments and how people live in them. It studies the location of places and people's activities in them. Geography encourages us to care for people and the places where they live and can help to make decisions on important issues.

We follow the AQA GCSE Geography Specification (8035). In which students will cover a selection of topics.

Living with the physical environment – Paper 1

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment – Paper 2

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

Geographical applications – Paper 3

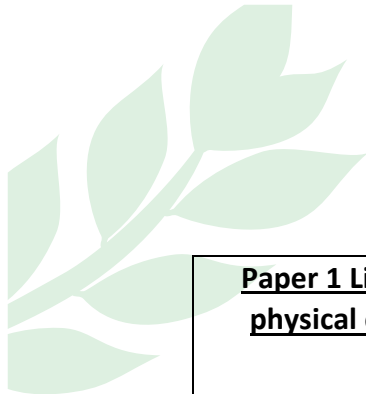
The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study, developing the sense of "thinking like a geographer." It is an opportunity for students to show their breadth of understanding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

Fieldwork – Paper 3

Students will undertake two geographical enquiries. For these enquiries data will be collected through 1 or 2 days of fieldwork away from the school site. Previous studies have focused on the coastal processes and management at Chalkwell beach and land use surveys of Southend Pier area to establish opportunities for recreation and tourism, evaluating how the area has changed. Fieldtrips will incur a cost to cover transport, staffing and equipment.

Style of Assessment

Students will be assessed using short answers and many that require analytical essay-style written answers.



<u>Paper 1 Living with the physical environment</u>	<u>Paper 2 - Challenges in the human environment</u>	<u>Paper 3 – Geographical Applications</u>
Written exam: 1 hour 30 minutes	Written exam: 1 hour 30 minutes	Written exam: 1 hour 30 minutes
35% of GCSE	35% of GCSE	30% of GCSE



GCSE HISTORY

EBACC

The skills that you will need in order to study History at GCSE are:

- Using and interpreting source evidence
- Analysing and cross referencing evidence
- Evaluating different viewpoints and ideas about historical events
- Extended writing
- Knowledge and understanding of the past
- Critical thinking and decision making

It is imperative that students are dedicated and passionate about the subject.

The course covers a wide variety of historical topics and students will need to be able to make comparisons between different periods.

Students will study Edexcel GCSE History and sit three exams covering four main topics. The course content is listed below:

Paper 1: Thematic study and historic environment (30%)

This paper looks at Crime and Punishment in Britain, c1000–the present day and Whitechapel, c1870–c1900: crime, policing and the inner city. The exam paper will be 1 hour and 15 minutes in length.

Paper 2: Period study and British depth study (40%)

This paper looks at early Elizabethan England, 1558–88 and the American West, c1835–c1895. The exam paper will be 1 hour and 45 minutes in length.

Paper 3: Modern depth study (30%)

This paper looks at Weimar and Nazi Germany, 1918–39. The exam paper will be 1 hour and 20 minutes in length.

Style of Assessment

The exam is made of long essay-style questions with very few shorter questions. Students are also assessed on their literacy skills. The students will have the opportunity to study sources from a range of historical periods and will need to have strong reading and comprehension skills in order to provide a foundation for this.



WJEC ENTRY LEVEL PATHWAYS: HUMANITIES

Entry Level Pathways Humanities is an alternative course to the traditional GCSE humanities routes of History or Geography. It is an entry level qualification (below GCSE level) but is recognised in applications for colleges to study further GCSE's and vocational subjects, as well as when applying for the world of work.

The curriculum covers a range of units from across the disciplines of History, Geography, and Personal Development, with the opportunity to complete units in MFL and Religious Studies as well. The course is all coursework assessed and pupils work will contribute to a portfolio of evidence, with a variety of assessment methods used including presentations, question and answer sessions, written work, creation of posters and leaflets, along with many more.

This course is aimed at pupils who may struggle with the intense requirements of the external examinations of GCSE History or GCSE Geography whilst being able to access a similar curriculum in terms of content covered.

The qualification is designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements. These Entry Level qualifications aim to be:

- inclusive – recognising the achievements of all learners at Entry Level through a standard currency of awarding credit;
- responsive – enabling individuals and centres to establish routes to achievement that are appropriate to their needs and facilitate progression;
- accessible – based on clear design features that are easy for all users to understand.

The units covered include:

- A British Society in the Past – Elizabethan England
- Climate Change: Causes, Effects and Human Responses
- Looking at local History – The History of Benfleet and South Essex
- Changing trends in tourism
- Choices and Decisions
- Working towards goals



GCSE ANCIENT HISTORY

Option Subject

The skills that you will need in order to study Ancient History at GCSE are:

- Using and interpreting source evidence
- Analysing and cross referencing evidence
- Evaluating different viewpoints and ideas from historians
- Reading and comprehension
- Essay writing and construction of evidence based opinions
- Understanding the past and being able to consider causation, events, and the consequences of key events.
- Critical thinking and considering debates
- Initiative and resilience
- Knowledge recall of dates, facts, and statistics

Ancient History is the study of the distant past. If you pick GCSE Ancient History you will study a wide range of topics from Persia and the Ancient Middle East, Ancient Greece and conquests of Alexander the Great, as well as Ancient Rome and its relationship with Britain. The course also considers various types of History including social, economic, and political history. The course involves several set texts which students will need to familiarise themselves with and understand. It is also vital that students are willing and excited to explore new aspects of History they may not have encountered before.

Paper 1- Greece and Persia (1 hour 45 minutes)

Part 1- The Persian Empire, 559-465 BC (27.5 %)

This is the compulsory period study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I.

Part 2- Depth Study- Alexander the Great, 356-323 BC (22.5%)

In this section we will look at the fascinating life and conquests of Alexander the Great as he created one of the largest empires the world has ever known. In this module we will be using both Ancient and Modern Sources to explore a range of factors to find out how Alexander become one of the most famous men in world history.

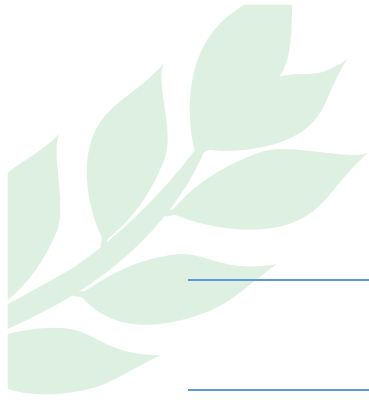
Part 2- Rome and its neighbours (1 hour 45 minutes)

Part 1: The foundation of Rome: from Kingship to Republic, 753-440 BC

This is the compulsory period study focusing on the kings of Rome and early Roman Republic, with an emphasis on the most exciting and interesting events and characters.

Part 2: Britannia: from conquest to province, AD 43-84

This depth study focuses on the complex factors that contributed to the invasion of Britain in AD 43 and the subsequent conquest. This gives students an opportunity to use sources to explore the political, military, economic, social and cultural factors that affected the relationship between the Britons and the Romans.



MODERN FOREIGN LANGUAGES

EBACC

FRENCH OR GERMAN (GCSE)

Through studying a GCSE in French and German, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

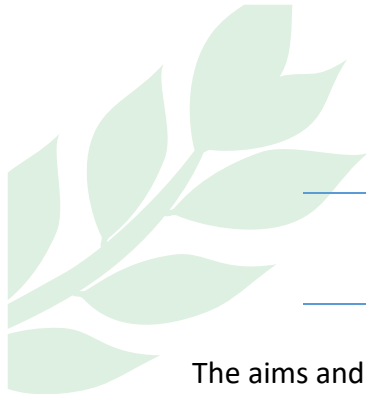
The qualification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

The courses lead to a final exam in the 4 skills of *Listening, Reading, Speaking* and *Writing*.

There are 2 tiers of entry in each of the 4 skills- Foundation (Grades 1-5) and Higher (Grades 4-9).

The GCSE exams will be taken at the end of year 11.



BUSINESS STUDIES (GCSE)

Option Subject

The aims and objectives of GCSE Business are to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.

Course Title	Curriculum Time each Week	Method of Assessment	GCSE Equivalence
GCSE Business Studies	Single option (3 hours)	Two externally examined papers 1 hour 45 minutes in duration.	1 GCSE


This course consists of two themes

Theme 1- Investigating small business. (50% of the qualification)

Theme 1 concentrates on 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. In this theme, 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.

Theme 2- Building a business (50% of the qualification)

Theme 2 examines 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. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.



OCR CAMBRIDGE NATIONAL IN ENTERPRISE AND MARKETING (VOCATIONAL)

Option Subject

The **OCR Cambridge National Level 2 in Enterprise and Marketing** will encourage personal development of knowledge and skills relevant to the business world through participation in a range of vocational activities.

Students can develop their people, communication, planning and team working skills which will be evidenced in portfolios of work that will be internally assessed.

Students will cover a variety of topics, including how to create a business proposal for a new business. They will explore the use of branding and methods of promotion used in businesses and develop and promote a brand for a new business startup. Students will also assess gaps that exist in the market; considering consumer trends and externalities that can affect the startup of a business.

As well as preparing portfolios of work containing two units, students will sit an examination which will investigate costs involved in a business startup and financial plans businesses prepare to ensure success; this unit is externally assessed. The course unit titles are:

RO67 - Enterprise and marketing concepts

RO68 – Design a business proposal

RO69 – Market and pitch a business proposal

For more in depth course information, have a look at the specification online:

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

Style of Assessment

What is the difference between GCSE Business and OCR Cambridge National in Enterprise and Marketing?

OCR Cambridge National in Enterprise and Marketing has one exam unit and two coursework units. GCSE Business is all exam based, no coursework. If your child is a conscientious student who does not always fulfil their potential in exams, they should select OCR Enterprise and Marketing. If your child does not like coursework, they should select GCSE Business.

GCSE RELIGIOUS STUDIES

Option Subject

During Key Stage 4, all students will study how religion, philosophy and ethics form the basis of our culture. They will consider how people's beliefs and practices affect their lives and their attitudes to the major social and ethical issues of the 21st Century.

The course aims to develop an attitude of respect and openness towards different people in society. It also encourages critical thinking, the ability to consider the views of others, to test the evidence and to come a conclusion. All of these are skills which will be invaluable throughout life.

Students will study two units. There are two exams, one for each unit, which will both take place at the end of Year 11. There is **no coursework**; this course is 100% exam.

1. Beliefs, Teachings and Practices:

Students will do an in-depth study of two religions, Christianity & Islam.

2. Thematic studies:

Students will study, four religious, philosophical and ethical themes. These include:

- Religion and life
- The existence of God and revelation.
- Religion, crime and punishment.
- Religion, peace and conflict.



SKILLS NEEDED

You must be able to:

- Make your own reasoned decisions on religious and moral issues.
- Empathise with people whose views you disagree with.
- Communicate your own opinions
- Evaluate moral and religious statements.

IN LESSONS, YOU WILL BE:

- Working on your own
- Working in a group to solve problems
- Reading various texts
- Writing notes on various discussions including written answers to questions.
- Expected to meet deadlines.
- Expected to take an active part in class discuss



GCSE COMPUTER SCIENCE

Option Subject

The GCSE Computer Science course will encourage students to understand and apply the fundamental principles and concepts of Computer Science; analyse problems in computational terms; think creatively, innovatively, analytically, logically and critically; understand the components that make up digital systems and how they communicate with one another and with other systems; understand the impacts of digital technology and apply mathematical skills relevant to Computer Science.

In this Single Award GCSE course, students will cover 2 components of study:

Component 01: Computer Systems

In this unit, students will develop a body of knowledge about computer systems. It will introduce them to the systems architecture, computer memory and storage, computer networks, connections and protocols, network security and system software. It also examines the ethical, legal, cultural and environmental concerns relating to the use of digital technology.

Component 02: Computational Thinking, Algorithms and Programming

In this unit, students will develop a body of knowledge about this theme and apply the knowledge and understanding gained in Component 01. They will develop skills and understanding in computational thinking: algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and Integrated Development Environments.

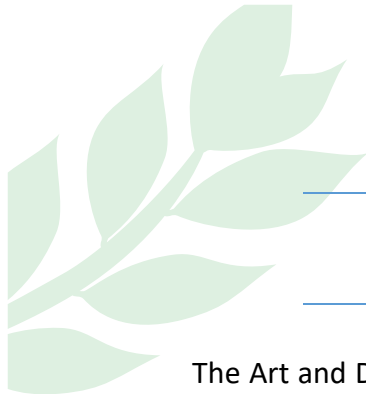
Practical Programming

Students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Assessment:

Component 01 is worth 50% of the final grade and is assessed through a 90 minute, externally set, written examination at the end of the course. The paper is a non-calculator paper consisting of multiple choice questions, short response questions and extended response questions. Component 02 is worth 50% of the final grade and is assessed through a 90 minute, externally set, written examination at the end of the course. The paper is a non-calculator paper and has two sections: A and B. Both sections must be answered, and within section B there will be questions assessing the students' ability to write or refine algorithms using either the OCR Exam Reference Language or a high-level programming language they are familiar with.

THIS IS FOR STUDENTS AIMING TO STUDY A-LEVEL COMPUTER SCIENCE



GCSE ART AND DESIGN

Option Subject

The Art and Design option focuses on the ability to draw confidently with a range of media, and the ability to research, plan, and develop work independently.

To be successful, students are required to produce quality work during lesson-time and at home to build up their portfolio of artwork. Written work is an assessed part of the course, students will be expected to analyse and evaluate their work using a specialist vocabulary. This course is for students who are seriously considering further study in Art & Design, possibly leading to a career related to the creative industries.

Students study the use of a variety of materials and techniques taught through a series of projects. The production of a sketchbook for each project, showing developmental work and research leading to a final outcome, is essential; the focus of the assessment and awarding of marks centres around the quality of the developmental work rather than the final piece.

- GCSE Art & Design is made up of 2 parts which together give a student their GCSE grade. The **Personal Portfolio is worth 60% of the overall mark, and the final examination project is worth 40%.**
- GCSE Art & Design has 4 assessment objectives; these are:

A01	Develop ideas through investigations, demonstrating critical understanding of sources.
A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
A03	Record ideas, observations and insights relevant to intentions as work progresses.
A04	Present a personal, informed and meaningful response that realizes intentions and demonstrates understanding of visual language.

In each part of the assessment objectives you will need to show the highest level of ability you can achieve. Drawing from direct observation, researching information on a range of artists to inform the development of your own work, and the ability to produce written evaluations of this work, are essential skills and qualities needed by a student to be successful.

SKILLS NEEDED (Unendorsed Art GCSE)

- There is written work and practical artwork.
- It will involve a lot of independent research work and planning of projects.
- **It will involve a lot of drawing using different media.** (not cartoons)
- It will involve work in both 2D and 3D materials.
- It will involve a lot of work produced outside of lesson time.
- It will require a high level of concentration and commitment to be able to work on projects and final pieces of artwork over a long period of time.
- You will need to have a good level of drawing ability before you start the course



GCSE PHYSICAL EDUCATION

Option Subject

GCSE Physical Education (Full Course Award)

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. It is highly recommended that applicants for this course are in set 1 or set 2 for Science and that they are fully engaged in the extra-curricular programme representing the school in at least two or three sports.

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Assessments

Paper 1: The human body and movement in physical activity and sport

What's assessed

Applied anatomy and physiology; Movement analysis; Physical training; Use of data

How it's assessed

Written exam: 1 hour 15 minutes: 78 marks: 30% of GCSE: Questions

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

Sports psychology; Socio-cultural influences; Health, fitness and well-being; Use of data

How it's assessed

Written exam: 1 hour 15 minutes; 78 marks; 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport

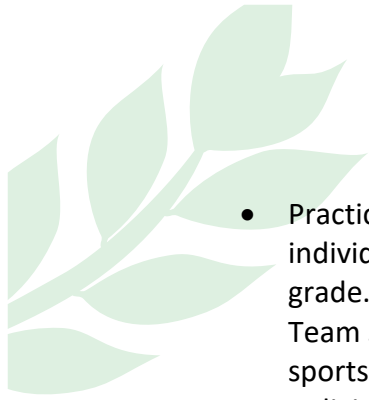
What's assessed

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

Style of Assessment

- 2 written examinations at the end of the course worth 60% of the final mark.
- One piece of coursework. This is completed at the end of the first year of the course. This is worth 10% of the final mark.



- Practical assessment. Students have to be assessed in one team sport, one individual sport and a third sport of their choice. Each sport is worth 10% of the final grade.

Team Sports include: Football, Rugby, Netball, Hockey, Basketball, doubles in racket sports and cricket

Individual Sports include: Athletics, swimming, singles in racket sports, gymnastics, trampolining. Students must be of 'school team' standard and be representing the school on a consistent basis in a number of sports to be considered for GCSE PE

This course consists of an externally assessed exam unit that focusses on knowledge and understanding, and two skills-based non-examined assessment units (course work). This course has minimal practical elements. You may be interested in this if you want to progress onto other related study, such as qualifications in Sports, Physical Education, Social-Science of Media areas.

Unit R184: Contemporary issues in sport (written exam)

By completing this unit, learners will understand a range of topical and contemporary issues in sports, including learning about participation levels and barriers to completing sports activities. Learners will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Unit R185: Performance and leadership in sports activities (course work)

In this unit learners will have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. Learners will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. Learners will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. Finally, learners will deal with rapidly changing conditions and situations. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

Unit R187: Increasing awareness of Outdoor and Adventurous Activities

In this unit learners will understand how to find out information about what opportunities there are in their local area as well as nationally in the UK for all different types of outdoor/adventurous activities. Learners will discover how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology they need, as well as completing planning to help keep them safe. Learners will plan for and be able to participate in an outdoor adventurous activity as well as evaluate their participation in this activity.



GCSE MUSIC

Option Subject

Why study GCSE Music?

Music is an exciting, creative, and versatile subject: one which universities and employers regard highly. Studying Music supports cognitive development and therefore drives academic achievement. GCSE Music is 60% coursework and is divided into three components:

Performance 30%

- Two performances in any style: one solo and one ensemble.
- Both performances must add up to a minimum of four minutes.

Composition 30%

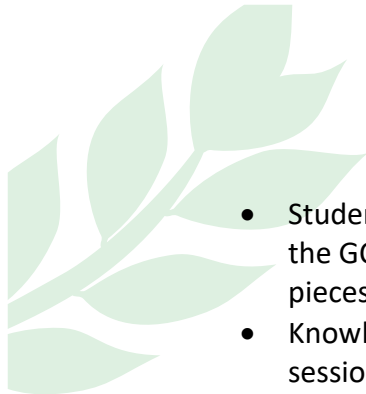
- Two compositions. One is written to a brief set by the exam board and the other is in a style chosen by you.
- Both compositions must add up to a minimum of three minutes.

Listening 40%

- The listening examination will develop your aural skills and understanding of music history.
- It is based on four Areas of Study, each with two set works (listed below).

Area of Study	Set Works
Instrumental Music 1700 – 1820	Bach: Brandenburg Concerto No 5 (3 rd Movement) Beethoven: Piano Sonata No 8 in Cm 'Pathetique'
Vocal Music	Purcell: Music For A While Queen: Killer Queen
Music for Stage and Screen	S Schwartz: Defying Gravity (from Wicked) J Williams: Main title/rebel blockade runner (from Star Wars Episode IV)
Fusions	Afro Celt Sound System: Release Esperanza Spalding: Samba Em Preludio

What do I need to take GCSE Music?

- 
- Students opting for GCSE Music need to be Grade 3 standard or above by the end of the GCSE course. You do not need to take graded examinations, just be performing pieces of that standard by Year 11.
 - Knowledge of music theory is not essential but it is an advantage. We run booster sessions in the department to help support students who are interested.
 - It is really important that you enjoy music in any way, shape, or form: listening to it, making it, or performing it as this will drive your creativity and thirst for learning.
 - The performance aspect of the course must be supported by instrumental tuition, taken in or outside of school. Students should practice their instruments regularly.
 - Students are also expected to become actively engaged in at least one musical activity outside lesson items in school and to perform at school events.
 - By encouraging students to listen to a wide variety of music at home.

**PLEASE NOTE: YOU SHOULD ONLY SELECT GCSE MUSIC IF YOU ARE ABLE TO READ AND
WRITE MUSIC**



GCSE THREE-DIMENSIONAL DESIGN

Option Subject

This is an exciting course combining contextual research and problem solving, with practical modelling and making skills. The students will work in the following areas of three – dimensional design.

- Architectural design
- Product design
- 3-D digital design.

Students will develop a range of ideas and learn how designers, design movements, social environment and creative contexts can influence design. Students will develop research, design and practical modelling skills to generate responses that meet the needs of their intended target market.

Students will learn how to use three-dimensional techniques and processes; model making, constructing, surface treatment and assembling using a variety of materials. Students will need to annotate their work throughout each project, explaining and evaluating their ideas.

Component One

A portfolio worth 60% of the overall GCSE grade. This is marked by the school and moderated by the AQA exam board. They would expect to see one sustained project plus a selection of further work produced during the two-year course.

Component Two

This is an externally set assignment worth 40%. This will be a formal ten-hour examination for the practical element of this set assignment, however there is a preparatory period to enable students to be ready, plan and able to complete this task in their ten-hour practical.

There is no written examination at the end of the course.



GCSE DESIGN AND TECHNOLOGY

Option Subject

The GCSE in Design and Technology aims to develop students' knowledge about the products and materials that they use every day. Students will develop their creativity and problem-solving skills by developing creative design proposals that meet the needs of the user. The students will also gain critical evaluation skills by reviewing existing designs and evaluating their own design ideas. This course provides an excellent platform for those interested in product design, engineering and architecture.

The Design and Technology GCSE is divided into two units. The first is coursework based and results in the creation of a working prototype of your design. The second unit of work is an exam.

Coursework	50% Of the GCSE grade
Exam	50% Of the GCSE grade

Coursework Unit: The examining body will provide six different starting points for this unit that allow for plenty of opportunity to design in an area you are interested in. In this unit students create a folder of work that shows the development of a design brief, specification and research into their own idea. This provides students with a chance to demonstrate their drawing ability with a variety of creative ideas that answer their unique brief. During this section students will develop workshop skills using hand tools and machinery. Students must test their design ideas by creating several different models, many of which will be created on the laser cutter to provide a professional finish. This project finishes in the development of a final working prototype and a detailed evaluation of the product.

Exam Unit: The exam tests students understanding of core technical principles and their understanding of designing and making principles. The exam content is broken down into many small units such as; new and emerging technologies, energy generation and storage, mechanical devices, materials and their working properties and developments in new materials. Gaining this knowledge helps students understand the role of the designer in choosing appropriate materials for a variety of different products. It also helps students understand the role that products have in society, the economy and the environment.

In Lesson you will:

- Develop a self-led design process
- Carry out independent research and planning
- Use tools and machinery in the workshop safely and responsibly
- Take notes in theory lessons that develop your subject knowledge

Please be aware there is an entry task if students want to select this subject at GCSE. This can be collected from Miss Bowles in C6

GCSE FOOD PREPARATION AND NUTRITION

Option Subject

Examination board: AQA

This new GCSE Food Preparation and Nutrition focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Students studying this qualification will be expected to develop the following knowledge and skills:-

- ✓ Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- ✓ Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- ✓ Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- ✓ Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- ✓ Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- ✓ Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

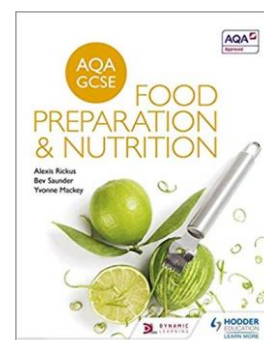
Previous learning and future prospects:

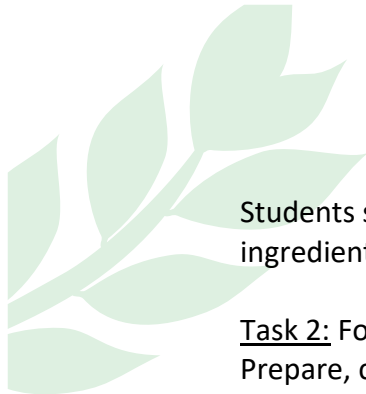
This course builds on knowledge, which is typically taught at Key Stage 3 and provides a suitable foundation for the study of courses such as WJEC Level 3 Food, Science and Nutrition at A level or food related courses at college. In addition, the course will provide a worthwhile experience for learners who do not progress to further study in the subject area. This specification will enable learners to make informed decisions about the wide range of further learning opportunities and career pathways. There are many career opportunities that lead on from this course such as jobs in food design and development, nutrition or production.

Style of Assessment

1. Written exam: 1 hour 45 minutes; 100 marks; 50% of GCSE
2. Non-exam assessment: Combination of practical investigations and portfolio work = 50% of GCSE

Task 1: Food Investigation Assessment





Students show an understanding of the functional and chemical properties of ingredients = 15% of final grade.

Task 2: Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food = 35% of overall final grade.

ENTRY TASK

For those of you who are interested in taking Food Preparation and Nutrition as an option, we are asking students to complete a task which is representative of the work you will be carrying out throughout the course. This will give you an insight into what is expected and also help identify those students who are committed and passionate about the subject.

You need to complete the entry task to select Food Preparation and Nutrition as an option.


Please read the information below carefully and take care when completing the task.

“You have been asked to design a new menu for a local care home. You need to plan, prepare, cook and serve a range of nutritional dishes that would be suitable for their needs.”

This task will be split into research, planning, making and evaluating.

Section	To Do	Completed
<u>Research</u> (it is vital this work is written in your own words and not copied and pasted)	Research important nutrients and meal planning considerations for the elderly.	
	Research into existing care home menus to help you plan your menu.	
<u>Planning</u>	Create your own new menu (breakfast, lunch and dinner) and explain why these dishes would be suitable (relating to your research)	
<u>Making</u> <i>Please gain parental permission/supervision</i>	Prepare, cook and serve one of these dishes, ensuring it is suitable for an elderly person and can be made within 1 hour (You must include a picture of your final dish on your work)	
<u>Evaluation</u>	In detail, explain what you felt you did well when making the dish	
	What you felt could be improved (this could relate to suitability, organisation, presentation etc.)	

It should be a minimum of 2 pages long and ***must be handed in to Mrs Santry in C1 by Friday 1st March 2024.*** If you have any questions or want to find out more information, please pop down to the food rooms.



ICT: OCR CAMBRIDGE NATIONALS IN CREATIVE IMEDIA (VOCATIONAL)

Option Subject

Cambridge National in Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

As part of the Cambridge National, you will learn:

- how media products get their meaning across, create impact and appeal to people
- how to create original digital graphics for specific audiences
- how to plan and create interactive digital media

Building futures through practical skills

You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

- Analytical skills
- Digital presentation skills
- Creative thinking
- Problem solving
- Research and planning

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Digital Media, an apprenticeship or university.

Creative iMedia could be first step of a career as a Games Developer, Comic Book Writer, Graphic Designer, and more.

The course is equivalent to a GCSE and will cover three units of study.

Unit R093: Creative iMedia in the media industry

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.



Unit R094: Visual identity and digital graphics

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit R097: Interactive digital media

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

Assessment:

R093 is assessed through a 90 minute, externally set, written examination. This will be sat in the January of the final year of the course. For the other two units, students will be given a brief set by the exam board and will be expected to produce a portfolio of work in relation to the given brief. The set assignment will need to be completed independently. The set assignment must to be completed within 10 to 15 hours approximately. This qualification is assessed using vocational grading (Level 1 or Level 2)

This is for students wishing to study a more creative ICT course rather than a Computer Programming qualification.



BTEC IN PERFORMING ARTS (VOCATIONAL)

(Equivalent to 1 GCSE)

Option Subject

Overview

The BTEC in Performing Arts will provide you with a broad foundation in all aspects of performance. This course will provide students with an understanding of career prospects within Performing Arts, as a performer, producer or designer. Students will build a vast physical skill set relevant to success within further training, education or employment in the Performing Arts world.

Pathways explained

The BTEC in Performing Arts will provide two pathway choices this year, BTEC Performing arts with a **Dance pathway** and BTEC Performing arts with a **Musical Theatre Pathway**. BTEC Dance will require students to participate in a variety of style workshops and performances such as Contemporary, Jazz, Modern, Tap and Street dance. You will analyse key practitioners in the dance industry whilst exploring famous performances and repertoires. BTEC Musical Theatre will require students to explore more than one discipline, acting singing and/or dancing. To be successful on the Musical Theatre pathway students need to be willing to participate in workshops and performances in all three-discipline areas.

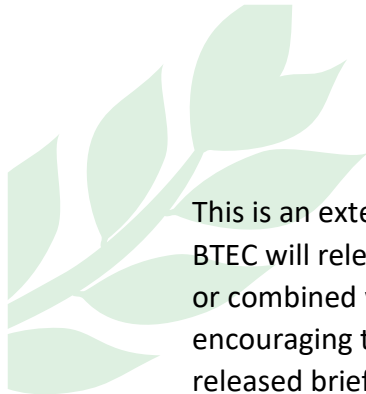
Component One – Exploring the Performing Arts – Internal Unit, 30%.

This is a coursework based unit, where students are expected to complete a detailed presentation of three practitioners in a chosen discipline of Dance, Acting or Musical Theatre. You explore famous works focusing on the stylistic qualities, intentions and rehearsal processes practitioners have to endure to secure a successful production. You will explore these works both practically and theoretically, however the examiner requires evidence to be all written based.

Component Two – Developing skills and techniques in the Performing Arts – Internal Unit, 30%

This is a coursework based unit, focusing much more on practical ability and technique than Component One. Students will be required to select and explore a famous repertoire piece which currently exists; this can be within a variety of different disciplines, Dance, Acting or Musical Theatre. Students will explore physical and interpretive skills relevant to their performance discipline, analysing their technical own development over time with the use of technique workshops, written reflective logs and skills audits.

Component Three - Performing to a brief – External Unit, 40%



This is an external unit and will therefore be submitted to an examiner in May term-time. BTEC will release a brief that students would have to create a Dance, Acting, Musical theatre or combined workshop performance for. Students will be given a scenario/a theme, encouraging them to create a group performance lasting 7-15 minutes based upon the released brief. The students final performance will be submitted to the examiner alongside written tasks completed under controlled assessment conditions. Performances and supervised hours will be under exam conditions. BTEC will release content to support written tasks, often reflective logs which require students to detail the processes, group decisions and skills/techniques required for the specific brief. **Written tasks will be submitted as 50%** of the external unit, to support final performance footage.

SKILLS NEEDED:

- ✓ A love for the Performing Arts
- ✓ Confidence (or willingness to build). You will be required to perform regularly in class to your peers and on stage on a regular basis. We encourage an expectation that all performing arts students will participate in school events such as the school production.
- ✓ Ability to work independently and as part of a group.
- ✓ A committed attitude as you will be expected to attend extra-curricular, production rehearsals and interventions.
- ✓ An interest in more than one performing arts discipline (Dance, Acting, Musical Theatre)
- ✓ Experience of one or more discipline outside of school/through extra-curricular.

Style of Assessment

BTEC Performing Arts is assessed through a combination of coursework, practical performances and written controlled assessments. Students need to be aware of the balanced weighting between written and practical submissions within each coursework component. If your child is a conscientious student who enjoys music, dance or drama and is confident at performing in front of an audience, and does well in coursework, they should select this course.



GCSE DRAMA

Option Subject

★★★★★★★★★★

Creative Confidence Performing Devising Imagination

★★★★★★★★★★

GCSE Drama lets students develop their understanding of performance and Acting. Pupils have the opportunity to create their own performances developing ideas, plots and characterisations as well as exploring creatively published scripts. Pupils will develop their confidence in presenting in front of others and understand the importance of working collaboratively.

Devising

- Students will research and explore a stimulus, working collaboratively and create their own devised drama.
- Students will complete a portfolio evidencing their creative process, evaluating the success of the rehearsal process and final performance.
- This component is internally marked by the classroom teacher.

Performance from Text

- Students develop and apply theatrical skills in acting by presenting a showcase of two extracts from a performance text.
- This component is marked by a visiting examiner

Theatre Makers in Practice

- Students will need to demonstrate their knowledge and understanding of how drama is developed, performed and responded to.
- A written exam of 1 hour and 30 minutes with two sections
- Section A – The study of a performance text.
 - Studying a play text in a practical way and writing about your own creative ideas as a director and performer
- Section B – Evaluation of the work of others.
 - Reviewing a performance of professional theatre

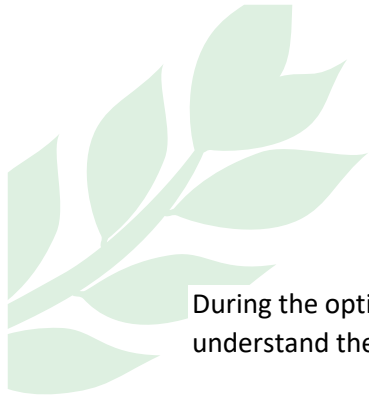
What do I need?

- ❖ A love for acting and performing, creativity and imagination
- ❖ Confidence – you will participate in school events such as the school production, Christmas concerts and showcase events.
- ❖ Self-motivation and the ability to work independently and as part of a group.

Added bonuses

- ✓ Theatre trips to London and local theatres
- ✓ Audition help for the school production and performing arts festival to support the development of your stage skills and technique.

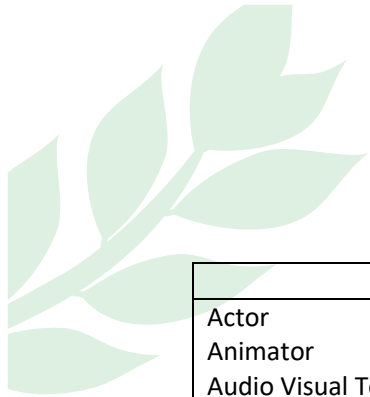
YOU CAN SELECT DRAMA AND BTEC DANCE, HOWEVER NOT BTEC PERFORMING ARTS.



ADVICE FOR STUDENTS

During the options process there are a number of resources students and families can access to fully understand the courses and qualifications on offer:

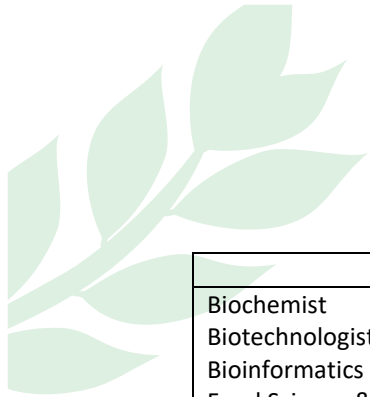
- **The Appleton School Website** – The Key Stage Four Options section of our website includes audio PowerPoints for each course and careers resources.
- **Unifrog** – <https://www.unifrog.org/> This is a careers website that The Appleton School subscribe to which provides a wealth of information and support, including a career library, Further and Higher Education information and Apprenticeship advice and live vacancies. All students have access to Unifrog, usernames are the students email address.
- **The National Careers Website**- This provides information for both students and parents www.nationalcareersservice.gov.uk and there is a helpline where you can speak to a qualified careers advisor 0800 100 900.
- **Careers Advisor**- Students can email Mrs Hilliker, our careers advisor, for further support and guidance careers@theappletonschool.org.
- **Family and Friends Network** – Please encourage your child to speak to their friends and family about their chosen subjects and to find out their personal experiences of courses they are or have studied.
- **Higher Educational Institutions** – Access local College or University websites if you have a career path in mind, what expectations do these providers require from GCSEs? Are there any subjects that are compulsory or desired for specific courses?
- **Teachers** – Students can speak directly with their subject teachers, form tutors and area advisors who will all be more than happy to answer any questions they might have.



CAREERS RELATED TO SUBJECTS

Performing Arts		Music		Art & Design	
Actor	Lighting Technician	Assistant Engineer	Producer	Animator	Hat Designer / Milliner
Animator	Promotions Manager	Band Manager	Promotions Manager	Body Artist	Image Consultant
Audio Visual Technician	Prop Maker	Booking Agent	Radio Promoter	Cake Decorator	Landscape Architect
Broadcast Engineer	Radio Broadcast	Broadcaster	Radio Studio Manager	Camera Operator	Make Up Artist
Journalist	Assistant	Business Manager	Record Industry	Commercial	Medical Illustrator
Choreographer	Set Designer	Choir Director	Advertising	Photographer	Nail Artist
Costume Designer	Social Media Manager	Composer	Recording Engineer	Engraver	Photographic Technician
Dance Teacher	Stage Manager	Concert Promoter	Retailer	Fashion Designer	Photojournalist
Dancer	Stage Hand	Director of Publicity	Session Musician	Fashion Photographer	Screen Printer
DJ	Stunt Performer	DJ	Singer	Film Editor	Signmaker
Entertainer	TV/Film Director	Editor	Staff Publicist	Film Producer	Tattooist
Fashion Model	TV/Film Producer	Entertainment Attorney	Song Writer	Florist	Theatre/TV Designer
Media Researcher	TV Presenter	Event Organiser	Sound Technician	Grounds Person	
Wardrobe Assistant					
Business & OCR Enterprise and Marketing		Religious Studies		OCR Sport/PE	
Actuary	Human Resources	Advice Worker	Gallery Worker	Armed Forces	Nutritionist
Accounting Technician	Investment Banker	Advocate	Housing Officer	Army Officer	Occupational Therapist
Advertising Executive	Legal Executive	Archivist	Journalist	Chiropractor	Osteopath
Auditor	Market Research	Chaplain	Lecturer	Coach	Paramedic
Bank Manager	Analyst	Charity Co-ordinator	Museum Worker	Coastguard	Personal Trainer
Business Advisor	Marketing Manager	Church Development	Police Officer	Dietician	Physiotherapist
Buyer	Media Planner	Clergyman	Psychotherapist	Exercise Physiologist	Podiatrist
Company Secretary	Project Management	Counsellor	Publisher	Fire Service	Professional Athlete
Credit Manager	Public Relations Officer	Diplomat	Priest	Fitness Centre Manager	Psychologist – Sport
Data Analyst	Recruitment Agent	Editorial Assistant	Social Worker	Health Education	Riding Instructor
Distribution Manager	Sales Representative	Family Liaison Officer	Teacher	Officer	RAF
Exhibition Organiser	Stockbroker	Foreign Service	Welfare Officer	Lifeguard	Royal Navy
Financial Advisor	Systems Analyst	Fundraiser	Youth Worker	Massage Therapist	Sports Coach

For full job profiles please go to <https://nationalcareers.service.gov.uk/explore-careers>



CAREERS RELATED TO SUBJECTS

Biology		Chemistry		Physics	
Biochemist	Marine Biologist	Agricultural Scientist	Materials Scientist	Aeronautical Engineer	Mining Engineer
Biotechnologist	Nurse	Analytical Technician	Metallurgist	Architect	Nanotechnologist
Bioinformatics	Nutritionist	Biochemist	Nature Conservationist	Astronomer	Nuclear Scientist
Food Science & Technology	Oceanographer	Biotechnologist	Oceanographer	Astrophysicist	Optics
Dentist	Optometrist	Food Science & Technology	Pharmacist	Biophysicist	Orthoptist/Prosthetist
Disease Control	Pharmacist	Chemical Engineer	Pharmacologist	Civil Engineer	Physicist
Doctor	Physiotherapist	Chemical Plant	Quality Control	Cyberneticist	Radiographer
Ecologist	Psychologist	Processing	Research Scientist	Data Analyst	Research Physicist
Environmental Health	Radiographer	Chemist	Scenes of Crime Officer	Electrical Engineer	Software Developer
Forensic Scientist	Research Scientist	Environmental Health	Soil Chemist	Electromagnetic	Structural Engineer
Geneticist	Teacher	Forensic Scientist	Teacher	Flight Engineer	Telecommunications
Healthcare Assistant	Toxicologist	Healthcare Scientist	Water Technologist	Forensic Scientist	Teacher
Laboratory Technician	Veterinary Surgeon	Industrial Chemist		Geophysicist	Theoretical Physicist
	Zookeeper	Laboratory Technician		Marine Engineer	University Lecturer
Food Preparation and Nutrition		Computing/IT		Media	
Baker	Government Policy	Applications Developer	Quality Manager	Advertising Copywriter	Press Officer
Barista	Maker	Business Analyst	Senior Support	Animator	Producer
Butcher	Head Chef	Cloud Architect	Professional	Arts Administrator	Production Assistant
Cake Decorator	Health Promotions	Data Centre Manager	Social Media Architect	Art Researcher	Public Relations Officer
Caterer	Microbiologist	Database Analyst	Software Developer	Author	Radio Presenter
Environmental Health	Kitchen Porter	Data Scientist	Software Engineer	Book Illustrator	Recording Industry
Events Planner	Nutritionist/ Dietician	Games Developer	Systems Analyst	Broadcasting Production	Producer
Fishmonger	Packaging Designer	Graphic Designer	Systems Programmer	Camera Operator	Screen Printer
Food Buyer	Pastry Chef	IT Consultant	Technical Consultant	Graphic Designer	Special Effects Technician
Food Journalist/Writer	Personal Trainer	Network Administrator	Technical Support	Market Researcher	Technical Illustrator
Food Photography	Publican	Network Engineer	Engineer	Model Maker	TV / Film Presenter
Food Product Development	Restaurateur	Project Manager	Vlogger	Music Publisher	TV / Film Editor
Food Scientist	Retailer	Programmer	Web Designer/Developer	Playwright	
Food Stylist	Teacher/Lecturer				
	Trading Standards				

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APPENDIX 1: GCSE GRADING STRUCTURE

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

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

AWARDING
4 and above = bottom of C and above

APPENDIX 2: WHAT DO THE QUALIFICATIONS MEAN?

A qualification is intended to show employers, teachers and learners what someone has learnt and can do as a result of that achievement. There are a large number of qualifications and the way they are described and marketing can be confusing.

Qualifications and Credit Framework (QCF) sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. This framework helps learners to make informed decisions about the qualifications they need, and help employers and providers assess what qualifications a candidate has. The QCF has nine levels, and sets out the basis on which qualifications are approved, so that it is easier to compare one type of qualification with another.

Qualifications are best understood by their level of difficulty, size and, of course, their content. Each accredited qualification has a level according to the qualifications framework it is on. Levels are a standard way of comparing how challenging a qualification is and what learners should be able to do once they have successfully completed it. For example, an OCR Business & Enterprise level 2 qualification is equivalent to a GCSE at grade 9 – 4.

NQF Level	Examples of Qualification	What they provide
Entry	<ul style="list-style-type: none"> - Entry Level Certificate - English for Speakers of Other Languages (ESOL) - Skills for Life - Functional Skills at entry level (English, Maths and ICT) 	<ul style="list-style-type: none"> - Basic knowledge and skills - Ability to apply learning in everyday situations - Not geared towards specific occupations
Level 1	<ul style="list-style-type: none"> - GCSEs grades 1 – 3 - BTEC Level 1 - OCR Nationals - Skills for Life 	<ul style="list-style-type: none"> - Basic knowledge and skills - Ability to apply learning with guidance or supervision - May be linked to job competence
Level 2	<ul style="list-style-type: none"> - GCSEs grades 4 – 9 - BTEC Level 2 - OCR Nationals - Skills for Life 	<ul style="list-style-type: none"> - Good knowledge and understanding of a subject - Ability to perform a variety of tasks with some supervision or guidance - Appropriate for many job roles
Level 3	<ul style="list-style-type: none"> - A Levels - International Baccalaureate - BTEC Level 3 - OCR Level 3 	<ul style="list-style-type: none"> - Ability to gain or apply a range of knowledge, skills and understanding, at a detailed level - Appropriate if you plan to go to university, work independently, or (in some cases) supervise.