

# Year 9 GCSE/Level 2 Options Evening

Information, advice and  
guidance for students and  
parents/carers  
2024 – 2026

## CONTENTS

## Page

Letter of introduction	3
Some frequently asked questions	4
Sixth Form	6

## CORE SUBJECTS

English	9
Mathematics	10
Combined Science Trilogy	11
Separate Sciences	12
Physical Education	13
Success for Life	14

## GCSEs

Art	16
Business	17
Computer Science	18
Design and Technology - Product Design	20
Design and Technology - Textiles	22
Drama	24
Film Studies	25
Geography	26
History	28
French, German and Spanish	30
Music	31
Philosophy and Ethics	33
Physical Education	34
Sociology	36

## VOCATIONAL AWARDS

BTEC Tech Award in Digital Information Technology	39
BTEC Tech Award in Enterprise	41
BTEC Tech Award in Health and Social Care	42
BTEC Tech Award in Sport	44
BTEC Tech Award in Travel and Tourism	45
Level 1 and Level 2 Vocational Award in Hospitality and Catering	46

## Dear Student and Parents/Carers

As you are aware, students in Key Stage 3 follow a timetable of a wide range of subjects so that their curriculum provides the breadth of study, which in turn, will provide the basis to make informed choices at Key Stage 4. The options process you will embark on during your transition to the next stage in your education, will allow you to make choices for GCSE/BTEC Level 2 and the school will aim to continue to ensure the breadth and balance is maintained in your curriculum through the pathways set for you.

This booklet has been produced to help you understand the Key Stage 4 (Year 10 and 11) curriculum and to support you in making subject choices for GCSE or equivalent courses which begin in September 2024. The booklet outlines the different types of qualification available and lists the subjects which can be studied. It is hoped that all the information you will need to make your choices is contained in this booklet, but staff are always happy to help and advise you should you have any queries or need more information.

The opportunity to choose certain subjects is an important difference at Key Stage 4. Students need to think about what subjects they are interested in as well as their ability in particular subjects. In addition, consideration should be given to how different combinations of subjects or qualifications fit in with future career and educational aspirations. Students are guided onto pathways to ensure that they are on the right courses to meet their full potential; we strongly advise you to consider the guidance provided.

All students follow what we call the core curriculum; this comprises of English Language and Literature, Mathematics, Science Trilogy (double award) or Triple Science (three separate Science qualifications), Physical Education and Success for Life. This range of qualifications is compulsory and studied in all schools.

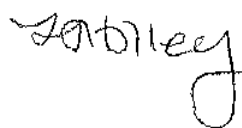
All Year 9 students will then depending, on their pathway, choose up to four further choices and complete a questionnaire as part of their option process. This is done to check that the courses they have chosen will support them with their future career aspirations.

It is possible that there may be some courses which do not run due to lack of numbers. If this is the case, students will meet with a member of staff at that stage to discuss their choices and will be given further time to choose alternative options with their parents/carers before making final decisions.

Yours sincerely



Mrs K Davis  
Assistant Head – Director of Key Stage 4  
January 2024



Mrs L Holley  
Assistant Head – Director of Key Stage 3  
January 2024

### Some frequently asked questions (FAQs)

We have compiled the following FAQs in order to try and answer some of the most common questions you may have about the options process and the courses on offer. If you still have questions about any of the courses offered in this booklet, please do not hesitate to contact your tutor or the subject leader who will be happy to offer whatever help and advice they can.

It is important that you make the best choice for your interests and abilities. You will be studying these courses for the next two years, attending lessons, completing assessments and extended learning. As a guide, you should choose subjects that:

- you are good at
- you enjoy
- you have a strong potential to succeed in
- are assessed in a way that suits you
- give you the right pathway for future aspirations.

Your choices should NOT be based on:

- what your friends are studying
- which teacher you have/do not have
- what your parents/carers would have liked to have done at school.

Careful choices = happy students = Success for Life!

### Can I choose any subject I want?

You already know that some subjects are compulsory. You will be guided onto a pathway which is based on your prior attainment. This will offer you a broad curriculum and the best opportunity to progress at Post-16 into A Levels, college or apprenticeships.

### Why am I asked to make a reserve choice?

You are asked to make a reserve choice/choices in case your preferred option is not running for some reason or is oversubscribed. We will always try to discuss any changes with you and help you make the best choice available.

### Can I change my mind next year?

No. You need to think carefully about your decisions now. There will be some 'cooling off' time when meetings take place before the timetable is written, but by Year 10 everything will be set and therefore getting your choices organised in Year 9 is vital.

### What is a BTEC Qualification?

The BTEC courses we are offering are more vocational in nature and each is equivalent to one GCSE. They are, at present, recognised by colleges, universities and employers, and are suitable for those wanting to gain insight into working in a particular career, as well as greatly extending their knowledge and understanding of the subject. They are generally taught in a more active and varied way than more traditional GCSE courses. You will be guided as to whether these are suitable courses for you to consider.

### What is the EBacc suite of qualifications?

The EBacc is the English Baccalaureate. It is not the International Baccalaureate but is a group of subjects chosen by the government as a success indicator. The EBacc comprises six subjects: English Language, Maths, two Sciences, History or Geography and a Modern Foreign Language.

The Russell Group is a group of 24 universities, including Oxford and Cambridge that welcome students who have studied the EBacc suite of qualifications at GCSE and have subsequently chosen to study some of these subjects at A Level. The EBacc subjects are known as facilitating subjects because they are seen as highly academic in content. If you perform well in these at A Level, this is considered to be a good indicator of the potential ability of the candidate. If you are interested in pursuing a higher education route of this nature, the EBacc is the recommended route to take at GCSE.

We are guiding a significant number of students to take this route. If you are not in that guided group, you may still take the EBacc by choosing at least one humanities subject (from History and Geography) and a Modern Foreign Language (French, German or Spanish). It is expected that students following the EBacc pathway will study a Modern Foreign Language; this is because you have been given a choice of language from Year 7 as well as being provided with the opportunity to study as second language at Key Stage 3. This may be a hard option for you but if you are up for the challenge, we will support all students who aspire to achieve this qualification.

### Will I be able to cope with all the work?

GCSE work is going to be harder and there will be different expectations for you. If you have chosen subjects because you have succeeded in them, or they look really interesting then you should be able to cope. There will be staff to ask for support and advice throughout your time in Key Stage 4, but especially at the beginning, to help you make the transition from Year 9.

### Where do I go if I need help?

You should always start with your tutor who knows you well and has a good overview of your strengths and weaknesses.

In addition, talk to the subject teachers: through discussions you will be able to establish if the subject will inspire and engage you sufficiently to lead you into the next stage of your educational journey.

Finally, talk to your parents/carers; they will want to be involved in supporting you with this very important decision.

You are encouraged to find out about subjects which are new to you. Remember, however, that no one can decide for you - you are the one who will be studying the courses.

## The Sixth Form - Key Stage 5

Students are required to stay in education or training until the age of 18 and so it is more important than ever to ensure that the GCSE/ BTEC Level 2, Key Stage 4, courses you study will provide you with a broad and balanced curriculum suitable for progression to Key Stage 5. As the number of jobs for unskilled people decreases, it is becoming ever more important that job seekers can show that they have continued in education or training to Level 3 (A Level or BTEC equivalents). Those students can expect:

- higher rewards
- more interesting work
- greater job security.

These are all well worth thinking about!

It is a good idea to start thinking now about what you will do when you have finished your Key Stage 4 (GCSE and Level 2) courses. One very popular choice is to continue your education in Denefield Sixth Form.

We currently offer a wide range of Advanced Level (A Level) qualifications and vocational courses leading to BTEC Level 3 qualifications. If you do not have firm plans about your future pathways, you should discuss your choices with the Sixth Form team or Mrs Jackson. We are always delighted to discuss options with students and provide independent advice.

You can study new subjects in the Sixth Form too, as well as some traditional subjects you did not take during Year 10 and Year 11. The entry requirements for the Sixth Form are challenging, and you should be aiming high to achieve the best possible results.

## Aiming high

There has been much publicity about 'good' and 'bad' choices by students which later affect their chances of obtaining places to study at the top universities.

## What are 'good' subjects?

The Russell Group of universities, which contains many of the most selective universities (including Oxford and Cambridge), has published a list of what they call 'facilitating' subjects, ie those that they consider most desirable and to which they will give most weight when considering applicants. The advice is based on whether you do or do not know what you want to study at university and it will let you know what subjects are essential for particular courses. The latest version of 'Informed Choices' can be found easily online at <https://www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/> (a copy is also available for download from the school website – Sixth Form, Useful Information). Unsurprisingly, the list of facilitating subjects consists of what most people would consider 'traditional' subjects. However, it is important to remember that these universities do not say that a student should only take subjects from that list. It is perfectly acceptable to mix other subjects with them. Indeed, they urge a balanced choice. It is really important to choose subjects you enjoy.

### Will my grades at GCSE/Level 2 affect my chances later?

Some A Levels have additional specific entry criteria which are set out in our Sixth Form prospectus. For example, if you wish to study Maths or the Sciences, we ask you to achieve an average of a grade 5 from your GCSE qualifications, with a preferred grade 6 for Maths or your chosen Science subject.

### So what do the really selective universities look for?

The simple answer to this is really good grades. For medicine, for example, most medical schools require five GCSE grade 9s even before looking at an applicant's A Level predicted grades. In general, at GCSE, the quality of grades matters far more than the number of courses. The top universities are far more likely to interview a student with nine 9s at GCSE than they are a student with, say, 12 GCSEs but only three 9s and nine 7s. Indeed, there is even a view that they are more likely to interview a candidate with nine 9s than one with, say, nine 9s and three 5s, even though the latter student has achieved more GCSEs. They expect candidates to achieve top, or near to top, grades in every subject they take regardless of how many exams are taken.

### What should I do now?

Do read the Russell Group 'Informed Choices' document (see website link above or on the school website), choose subjects you will enjoy studying as well as a broad range that will lead you to your chosen career path. Please do speak to Mr Peacock for more information about the Russell Group universities.

### Do I need to go to university?

If you are intending to pursue a career which is generally regarded as a graduate profession such as law, teaching or architecture, you will need to have an undergraduate degree qualification. The nursing profession is now only accessible through the graduate route.

We have a very good track record of preparing students for university and all of those students wishing to study at university after Denefield Sixth Form have been successful in gaining a place.

### What are the alternatives to university?

There are now a wide range of higher level apprenticeships, including degree apprenticeships, in a varied range of industries.

Again, you will need to achieve high grades at A Level to enter a degree apprenticeship but you will be based with a company working for part of the year and studying for the other part. You will be paid a salary but the company pays for your university fees, so that your degree qualification is free.

Finally, after A Level study you may wish to enter the world of work, but with a very good range of GCSE and A Levels you will be able to compete with anyone else.

# CORE SUBJECTS



## Core Subjects

### English Language GCSE

### English Literature GCSE

#### English Language

English is one of the core subjects that all students study. You will be developing and building on all the reading, writing and speaking and listening skills that you have been working on during Year 7 to Year 9. You will study a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction, in order to develop the skills to analyse the use of language as well as becoming more competent and confident in your own use of language.

The course is assessed by two examinations at the end of Year 11:

- Paper 1: Explorations in Creative Reading and Writing
- Paper 2: Writers' Viewpoints and Perspectives

#### English Literature

All students will study English Literature as well as English Language. This course will be integrated with your English course but you will end up with two separate GCSEs. You will study a number of texts closely, including a Shakespeare play, a 19<sup>th</sup> century novel, a modern play, and a selection of poetry. The course will help you develop an understanding of the writer's craft as well as the social and moral implications of literature. Hopefully you will also develop your enjoyment of reading.

The course is assessed by two examinations at the end of Year 11:

- Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel
- Paper 2: Modern Texts and Poetry

#### How are the groups organised for English Language and English Literature?

Students are organised into two upper groups and five mixed ability groups.

Students should be aware that many college courses, management training schemes and nearly all university degree courses have a minimum entry requirement for English GCSE.

For more information about the English Language and Literature GCSE courses for September 2024, please contact [Mrs Tarrant](#).

## Core Subjects

### Mathematics GCSE

Everyone studies Mathematics (Maths), as a core subject. You will be studying:

- number
- algebra
- geometry and measures
- ratio, proportion and rates of change
- probability
- statistics.

The course is designed to build naturally on what you have learned in previous years; you will not experience any sudden leap or change in what you are studying. You will continue to be taught in ability groups.

The course is assessed by three examinations at the end of Year 11. Two of the three papers are calculator papers and the third is a non-calculator paper. All papers have equal weighting and will examine any topic from the course.

Entry for the examinations is at two different levels, Higher and Foundation, according to your ability and how hard you have worked. You will be entered at the level appropriate to your ability on the recommendation of your teachers.

You should be aware that many college courses, management training schemes and nearly all university degree courses have a minimum entry requirement for Maths at GCSE.

For more information about the Maths GCSE course for September 2024, please contact [Mrs Gibson](#).

## Core Subjects

### Combined Science Trilogy

This qualification is linear and therefore you will sit all your exams at the end of the course in Year 11.

#### Subject content:

##### Biology

Cell biology; organisation, infection and response; bioenergetics, homeostasis and response; inheritance, variation and evolution; ecology.

##### Chemistry

Atomic structure and the periodic table; bonding structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere and using resources.

##### Physics

Forces; energy; waves; electricity; magnetism and electro-magnetism; particle model of matter and atomic structure

#### Assessment of Trilogy GCSE

##### Leading to two separate GCSE qualifications

There are six papers: two for Biology, two for Chemistry and two for Physics.

Each of the papers will assess knowledge, understanding, application and practical skills from distinct topic areas.

Each paper will be 1 hour and 15 minutes and will be worth 70 marks or 16.7% of the GCSE course.

Question styles will be multiple choice, structured, closed short answer and open response.

There is no coursework component to the course.

Papers are tiered Higher or Foundation. You must complete all six papers in the chosen tier. You will be entered for the tier appropriate to your ability on the recommendation of your teachers.

## Core Subjects

### Biology, Chemistry, Physics (Separate Science) GCSE

The three separate GCSE courses will cover the same topics as the Trilogy course, but with a more in-depth level of understanding being taught, and required of, students.

Only our most able students with outstanding engagement for learning will be entered for this course.

### Assessment of Biology, Chemistry and Physics GCSE

#### Leading to three separate GCSE qualifications

There are six papers: two for Biology, two for Chemistry and two for Physics.

Each of the papers will assess knowledge, understanding, application and practical skills from distinct topic areas.

Each paper will be 1 hour 45 minutes and worth 100 marks. Each paper makes up 50% of the GCSE course.

Questions will be multiple choice, structured, closed short answer and open response.

There is no coursework component to the course, practical skills are assessed in all exams.

Papers are tiered Higher or Foundation for each GCSE. You must complete both papers in the chosen tier.

For further information about the Science GCSE courses for September 2024, please contact [Mr Crossley](#).

## Core Subjects

### Physical Education

The aims of Physical Education (PE) at this level are the same as those in previous years. We continue to encourage participation, enjoyment and assist students' social development through problem solving and decision making situations. You will follow a structured programme during which you will be taught various activities from the areas outlined below:

#### Athletics activities

You will have the opportunity to:

- learn more advanced techniques in their selected events, and how to analyse them to improve performance
- set performance targets, stretch their personal capabilities and evaluate their performance
- learn to plan and carry out an effective personal training schedule for their selected events
- learn the need for tactics in their chosen events and to appraise their use by others in different events
- learn basic principles of anaerobic and aerobic training in their chosen events.

#### Dance

You will have the opportunity to:

- perform complex and technically more demanding dances accurately and expressively
- create dances which successfully communicate the artistic intention
- dance in a range of styles showing understanding of form and content
- record the process of composition
- devise and design aspects of production for their own compositions
- describe, interpret and evaluate all aspects of dance - choreography, performance, context and production.

#### Games

You will have the opportunity to:

- learn the rules/laws of the games followed, including those of specific competitions, and observe the concepts of fair play
- learn more advanced techniques in their selected games, and how to analyse them to improve performance
- co-operate with others in regular practice to refine their techniques
- learn the advanced strategies and tactics of play and adapt these to the strengths and weaknesses of other players
- play different positions in competitive situations and experience the full recognised version of a game.

#### Gymnastic activities

You will have the opportunity to:

- learn more advanced techniques and how to analyse them to improve performance
- understand, design, monitor and record appropriate programmes to improve fitness and the capability of the body to undertake the activity chosen
- learn the principles and rules for judging and planning for performance.

For more information about core PE for September 2024, please contact [Miss Colbourne](#).

## Core Subjects

### SUCCESS FOR LIFE

All students in Key Stage 4 will study Success for Life over the two years. This is part of the core curriculum and brings together lifelong learning personal, social, health and economic education, sex and relationships education, work-related learning, careers, and financial capability, as well as a focus on our CHARACTER values.

Success for Life is delivered in mixed gender year group lessons. This course is not examined.

Relationships and Sex Education (RSE) session focus on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. In particular they will cover:

- sex and the law
- gender and sexual identity
- sexual harassment
- intimate relationships
- dating and relationship violence
- conception and fertility
- pregnancy
- safer sex
- choices and decisions
- healthy relationships
- risky behaviour.

There is also a focus on building skills such as assertiveness and risk management when responding to potentially risky situations, decision making, problem solving skills and conflict resolution. As well as a focus on self-awareness, and support seeking skills.

Over the two years we revisit topics such as alcohol and drugs so that we are constantly updating any changes in the law, new products and alternative strategies and skills.

For more information about Success for Life for September 2024, please contact [Ms McKay](#).

# GCSEs

## Art GCSE

Art is a challenging and interesting course that enables you to develop your skills in areas such as drawing, painting, printmaking and pottery. Art also enables you to develop your understanding of the history of art and design, and of the importance of the visual arts and 'visual communication' in the commercial world.

Component one - Coursework portfolio	60%
Component two - Externally set assignment	40%

### Course content

The course is designed to enable you to develop your own particular skills and interests. During the course you will develop your practical skills in areas such as drawing, painting, printmaking, mixed media, pottery and 3D. You will also use these skills to develop very individual portfolios of work, often developing projects based on personal interests. You may have the opportunity to visit a major gallery and may be able to take part in an art study visit abroad.

### Assessment

60% coursework portfolio - made up of practical work. The portfolio will contain experimental and preparatory work, notes, drawing, photography and two or three final outcomes.

40% externally set assignment in Year 11 - one topic chosen by you from a variety of starting topics set by the examination board. There will be several weeks to carry out preparatory work for the 10 hour examination, which normally takes place over two full school days.

### Opportunities for GCSE artists

GCSE Art forms an excellent foundation for further studies in art such as A Level Fine Art, A Level Photography, A Level Graphic Design, A Level Textile Design or BTEC Level 3 Art and Design. It is recognised by all post-16 schools and colleges as an important qualification. It is valued by employers as a course that improves young people's ability to work independently and to think of creative solutions to difficult problems. It also improves observational skills and hand-eye co-ordination.

There are many careers directly related to art, and many more which benefit indirectly from an education in art. Examples include: advertising, graphic design, architecture, illustration, fashion design, furniture design, interior design, website design, film, television and the media, photography, teaching in schools, colleges, universities, research, art therapy, youth work, publishing, marketing, retailing and tourism.

For more information about the Art GCSE course for September 2024, please contact [Mr Nicholls](#).



## Business GCSE

Are you interested in studying how business works? Maybe you are thinking of setting up your own business at some point in the future? Do you enjoy applying theories to a real life situation? If so this maybe the course for you!

### Qualification

This course will help you to develop your study skills and knowledge of the world of business through looking at both small and large businesses. The course is assessed using the 9 to 1 grade system.

### Course content

During the course you will study the themes of:

Investigating small businesses – in this topic you will learn about the five topic areas of enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences. The focus is on small businesses and how they grow into medium size businesses.

Building a business – in this topic you will learn about the five topic areas of growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions. The focus is on medium to large businesses and will also look at international trade through the topics.

### Delivery

You will be expected to use research and understanding of key terms to relate these to business examples. Although computers will be used to support learning, you should not expect to use them every lesson. Real life examples will be key to helping you understand the content of the course.

### Assessment

The course is comprised of two externally assessed examinations at the end of Year 11 which cover topics that have been taught during the course and are each worth 50% of the overall qualification. The examinations at the end of Year 11 will comprise of a combination of multiple choice, short and extended answer, data response and scenario-based questions. The first examination will focus on theme 1: investigating small businesses, whilst the second paper will focus on theme 2: building a business.

### Progression

This course can lead to you studying A Level Business and BTEC National Business.

For more information about the Business GCSE for September 2024, please contact [Miss Lamport](#).

## Computer Science GCSE

Computing is of enormous importance to the economy and continues to advance rapidly. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technology-aware individuals, particularly in the coding, cybersecurity, mobile and web-related industries. This course is designed for those wishing to create programs and code.

Computer Science is a course for students who have mastered the fundamentals of computer programming and on track for achieving at least a grade 5 in GCSE Maths (you may wish, to check your suitability for this course with your Maths teacher before choosing this course) To study this subject you need to be good at problem solving and be able to think logically. This is a challenging subject where you will have to learn many new concepts and spend time practising new skills and techniques on a computer, often in your own time.

To study this subject you will need a desktop computer or laptop at home, or be prepared to work on school equipment in your own time.

Unit title summary	Assessment	Time allocated
Component 01 - Computer Systems	1.1 Systems 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	Written paper Externally assessed 1 hour 30 minutes 50%
Component 02 - Computational - Thinking, - Algorithms and - Programming	Focusses on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed on their ability to write, correct and improve algorithms.	Written paper Externally assessed 1 hour 30 minutes 50%

### Examination

The exam will cover various theoretical aspects of computer programming, for example, procedures and functions, and error handling. An example exam question: A program includes the following code:

If A > B

Then A = B

B = A

End

(a) The code uses the variables A and B. Describe what is meant by a variable. [2]

### Controlled Assessment

Example task: Design, code test and evaluate a system to accept and test a password for certain characteristics.

It should be at least six, and no more than 12 characters long.

The system must indicate that the password has failed and why, asking the user to re- enter their choice until a successful password is entered.

For more information about the Computer Science GCSE course for September 2024, please contact [Miss Yates](#).

## Design and Technology GCSE

We now offer two versions of our popular Design and Technology GCSE course: Design and Technology - Product Design, and Design and Technology - Textiles. Both courses follow the same structure, but the content of the courses will differ, with one focusing on Textiles technology, while the other on Product Design. You can only take one of these options not both.

### Design and Technology - Product Design GCSE

Design and Technology – Product Design GCSE will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on design and technology, including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making, and apply technical and practical expertise. This course combines all the key subject areas and students will learn about paper and board, timber-based material, metal-based material, polymers before specialising in one material for both the exam and the design and making task (non exam assessment).

Unit 1 – Design and Technology in the 21 <sup>st</sup> Century - written examination	50%
Unit 2 – Design and making task – non exam assessment	50%

The syllabus content will include:

- Core technical principles – this covers all areas of the design technology syllabus and is made up of multiple choice and short answer questions. This covers all of the material categories within the Design and Technology area which includes: metal, timbers, textiles, polymers and electronics. It also includes design and technology in our world, smart and modern materials
- Specialist technical principles – these will relate to at least one material that you have studied in more detail, and this can include timber, metals, paper card and board or polymers. This will also include knowledge on different specialist techniques used with the different materials including use of tools and equipment (lathes, router, laser cutter), specialist techniques (laminating and laser cutting), surface treatments (stains and varnishing). They will also need to analyse and evaluate products and their wider issues.

### Design and making principles

You should know and understand that all design and technology activities take place within a wide range of contexts. You should also understand how prototypes are developed and products must satisfy the wants or needs of their target market and be fit for their intended use; for example, the home, school, work or leisure. You will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- understanding design and technology practice
- understanding user needs
- writing a design brief and specification
- investigating challenges and the work of others
- using design strategies
- communication of ideas
- developing prototypes
- evaluation and making decisions.

This will consist of a single design and develop activity, where you will develop a prototype in the specialism of product design, related to a context given to you by the exam board. The controlled assessment will be completed during lesson time and should represent 35 hours work. Within this time, you will produce a 20 page concise portfolio with multiple prototypes and a final quality outcome.

For more information about the Design and Technology Product Design GCSE course for September 2024, please contact [Miss Simpson](#).

## Design and Technology - Textiles GCSE

Design and Technology – Textiles GCSE will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on design and technology, including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making, applying technical and practical expertise. This course combines all the key subject areas and students will learn about paper and board, timber-based material, metal-based material, polymers before specialising in one material for both the exam and the design and making task (non exam assessment).

Unit 1 – Design and Technology in the 21 <sup>st</sup> Century - written examination	50%
Unit 2 – Design and making task – non exam assessment	50%

The syllabus content will include:

- Core technical principles – this covers all areas of the Design and Technology syllabus and is made up of multiple choice and short answer questions. This covers all of the material categories within the Design and Technology area which includes: metal, timbers, textiles, polymers and electronics. It also includes design and technology in our world, smart and modern materials
- Specialist technical principles – these will relate to at least one material that you have studied in more detail and relates to materials used in the production of fashion and textile products. This will also include knowledge on different specialist techniques used with the different materials including use of tools and equipment (sewing machines and over-lockers), specialist techniques (including printing, embroidery, and applique), and surface treatments (such as stains and varnishing). Students will also learn how to analyse and critique fashion and textiles products and understand wider issues associated with fashion and textiles.

### Design and making practice

Students should know and understand that all Design and Technology activities take place within a wide range of contexts. They should also understand how prototypes are developed and how they must satisfy the wants or needs of their target market and be fit for their intended use, for example the home, school, work or leisure. Students will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- tools and equipment
- techniques and processes.

This will consist of a single design and develop activity, where you will develop a prototype in the specialism of fashion and textile design. The controlled assessment will be completed during lesson time and should represent 45 hours work. Within this time you will produce a 20 page concise portfolio with multiple prototypes and a final quality outcome.

For more information about the Design and Technology – Textiles GCSE course for September 2024, please contact [Miss Simpson](#).

## Drama GCSE

### What is it?

OCR's GCSE in Drama has been designed to be a practical, engaging and creative specification for you to study. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. Drama is about acting. Although this may sound obvious, the focus is acting for the stage rather than film and television. On stage, the actor has very little to hide behind and limited effects, so they need to rely on their actual performance skills.

### The three mandatory units:

#### Unit 1 – Devising Drama

You will research and explore a stimulus, work collaboratively and create your own devised drama. Your assessment is one performance (or technical presentation) and one written portfolio.

60 marks - non-exam assessment

#### Unit 2 - Presenting and performing texts

You will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a script.

60 marks - non-exam assessment with a visiting examiner.

#### Unit 3 - Drama: performance and response

You will explore a script through theory lessons and practical work to demonstrate knowledge and understanding of drama.

You will analyse and evaluate a live theatre performance

80 marks - one written exam assessment of 1 hour 30 minutes

Ways in which you can be supported by parents/carers:

- you will be given regular extended learning pieces over the cycle
- extended learning should take around an hour to finish so please check that tasks are completed thoroughly
- you should be encouraged to go to the theatre, there are several in Reading
- access to a computer would be helpful to research theatre companies and practitioners relevant to each module
- we always ask students to ask 'why?' and 'how?'. 'Why' did the performer use certain techniques? 'How' would it appeal to an audience?

### Am I suited to the course?

If you want to learn more about stage acting and you are creative and confident enough to perform in front of your group, an audience and a camera – yes you are suited to the course.

For more information about the Drama GCSE course for September 2024, please contact [Mr Shaw](#).



## Film Studies GCSE

### What is it?

Film is one of the key visual media which has dominated story-telling and entertainment in our culture for the past century, and shapes many of our ideas today. Our ideas about gender roles, responses to conflict and political ideas are shaped largely by Hollywood films.

### Why choose to study Film Studies?

- It is an exciting course with lots of variety.
- It allows students to develop a critical, questioning approach to films, the industry, audiences and social contexts.
- Students study a variety of films and analyse their techniques, representations and cultural influences.
- Students will learn to analyse texts, develop their ability to visualise stories, and learn the technical skills to turn ideas into films.
- Students will have the chance to improve their analytical essay writing.
- Students will learn how to produce and edit their own short film.
- Students will have the chance to visit a film studio.

### What you will study

Students will study a range of different films from different genres. This includes Hollywood mainstream and independent films, as well as films from the UK and other cultures. They will learn how to analyse them for the meanings they create and explore key concepts of narrative and representation, along with reflecting on relevant contexts. The coursework unit will teach you to apply your knowledge and understanding of film to a production and an accompanying evaluative analysis. Set texts chosen for study are: Attack The Block, Jojo Rabbit, Wadjda, Invasion of the Body Snatches, ET and Juno

### What type of person do I need to be study Film Studies?

- You will be interested in film and culture.
- You will have an enquiring mind and enjoy analysing how films are constructed technically.
- You will enjoy the opportunity to undertake individual research.
- You will be committed to hard work and creativity over an extended period of time.
- You will have strong analytical and written skills.

### Assessment

Exam	70%
Coursework	30%

### What can I do with Film Studies?

Film Studies naturally leads to careers in film, set design, TV, writing, marketing and business, as well as other areas of the media. An awareness of how the world of film works can also support other careers, such as journalism, law, research, advertising and education.

For more information about the Film Studies GCSE course for September 2024, please contact [Mr Neale](#).

## Geography GCSE

Geography offers you the opportunity to explore the world, the challenges it faces and your own place in it. Geography offers an insight into the wider world, and enables you to explore topics of concern to people not only in the local area, but also across the entire world.

The Geography GCSE course is modern, up-to-date with current events and allows you to develop your communication, numeracy and research skills. It provides a sound foundation for students who intend to continue to study Geography to a higher level, as well as providing a clear view of the world in the first part of the 21<sup>st</sup> century.

There are three components to the course:

### Component 1 - The Physical Environment – written examination – 1 hour 30 minutes - 37.5%

This is the branch of geography that deals with the natural features of the world.

#### Content

- Topic 1 the changing landscapes of the UK – an overview of the distribution and characteristics of the UK's changing landscapes and detailed studies.
- Topic 2 weather hazards and climate change over time and two detailed studies of tropical cyclones and drought.
- Topic 3 ecosystems, biodiversity and management – an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests.

### Component 2 - The Human Environment – written examination – 1 hour 30 minutes - 37.5%

This is the branch of geography that deals with how human activity affects or is influenced by the earth's surface.

#### Content

- Topic 4 changing cities – this covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country.
- Topic 5 global development – this covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing or emerging country.
- Topic 6 resource management – this covers an overview of the global and UK distribution of food, energy and water and one detailed study.

### Component 3 - Geographical Investigations - fieldwork and UK challenges with geographical skills – written examination - 1 hour 30 minutes - 25%

This component brings together practical geographical enquiry with physical and human processes and environments, exploring interactions between the two. The course includes two field trips, one to an urban environment and one to investigate the physical landscape.

## Content

- Topic 7 geographical investigations – fieldwork and research.
- Topic 8 geographical investigations – UK challenges.

You must take part in fieldwork and research investigations as part of the course. This will include compulsory fieldwork visits.

For more information about the Geography GCSE course for September 2024, please contact [Miss Ahearn](#).

## History GCSE

### What will the course be like?

Only by knowing about the past can we hope to understand the society that we live in today. During the Crime and Punishment unit you will look at how criminals have been treated from the Middle Ages to the present day and how beliefs about crime and punishment have changed. While studying the American West, you will develop the ability to communicate the ideas of how the Native Americans lived and how their way of life was changed by the settlement of the white Americans. In the study of the Anglo Saxons, you will acquire an understanding of how William I took control of the English people and what laws he introduced to control the masses. When studying the United States of America, you will explore the civil rights of black people in America and how these people's rights were impacted by the context of America at the time.

If you have enjoyed History so far, this is your chance to gain a deeper historical understanding of the below topics, as well as developing skills to assess sources and historian's interpretations. These are highly transferable skills which will be used in further study and are well respected in the workplace. You will continue to develop your essay writing skills and will repeatedly practice by analysing and evaluating different arguments in your written work. Again, this is a highly transferable skill.

### What topics will be taught?

#### Crime and Punishment including Whitechapel crime and policing

- The Middle Ages: Was this time period really harsh?
- The Tudor system of Crime and Punishment: Why was it a crime to be poor? How did the Tudors protect their claim to the throne?
- Witchcraft: Why did people believe in witches? How was a witch identified?
- Prison and policing: Why was Jack the Ripper never caught? How effective was policing?
- Protest: Why was the Government fearful of protest? How did Trade Unions influence protest?
- Modern day: Have crimes changed in the modern day? How? Why was the death penalty abolished?

#### The American West

- Were the Native Americans really savages?
- Why did people want to move out of the Plains? What were their experiences like?
- What was the life of a cowboy really like?
- Outlaws: why were there problems of law and order in the West?
- How was the life of the Native Americans destroyed?

#### Anglo-Saxon England

- How did William I take control?
- Why did William I change some laws but keep some laws the same?
- What impact did the church have on England?
- Were William I's sons bad leaders or just unlucky?

### The USA – conflict at home and abroad

- What was the position of black people in American society in the 1950s?
- Who opposed civil rights?
- What did Martin Luther King do to help the rights of black people in America? Did peaceful protest work?
- What did Malcolm X do to help the rights of black people in America? Did violent protest work?
- The conflict in Vietnam – who opposed this war? Who supported this war? How?

### It will be assessed by:

Paper 1 - 30% 1 hour 15 minutes	Crime and Punishment 1000 – present day Whitechapel crime and policing 1880s (with crime)
Paper 2 - 40% 1 hour 45 minutes	The American West 1835-1895 Anglo-Saxon Norman England 1060-1088
Paper 3 - 30% 1 hour 20 minutes	The USA 1954-1976 – conflict at home and abroad

For more information about the History GCSE course for September 2024, please contact [Mrs O'Donovan](#).

## Modern Foreign Languages GCSE French, German and Spanish

Knowledge of a European language is a sought-after skill; recent research has revealed that 75% of employers want language skills. As you prepare yourself for an increasingly competitive European employment market, you should seriously consider the value of an additional language GCSE to complement your other academic or vocational interests.

Listening examination	25%	Reading examination	25%
Writing examination	25%	Speaking examination	25%

### Why learn a language?

- Employers value language skills because a qualification in an additional language shows that you are a strong communicator and sets you apart from the hundreds of other applicants who are limited to English.
- Language learning gives you the opportunity to make friends all over the world.
- A wider range of jobs is available, including jobs abroad.
- Some universities will not accept potential students unless they have a GCSE in an additional language.

### What is the GCSE course like?

The aim is to provide an interactive and enjoyable language course which teaches you how to use your chosen language in real-life situations. The course includes topics such as people and lifestyle; popular culture; communication and the world around us.

We use media such as the internet, TV, podcasts, films, magazines and interactive software to enhance students' learning.

The GCSE course is assessed by final examinations in listening, reading, writing and speaking.

### Will I enjoy this course?

You will enjoy this course if you want the chance to:

- discuss and give your opinions on a wide range of topical subjects
- learn how to communicate your ideas in an effective and engaging way
- build your confidence in presenting to others
- get an international perspective by learning about other cultures
- have fun learning skills for life – who knows where in the world they may take you?

You need to already be studying the language/s you choose to study for GCSE in Year 9.

For more information about Modern Foreign Languages GCSE courses for September 2024, please contact [Ms Netton](#).

## Music GCSE

This subject is offered for students with a keen interest in playing and creating music.

### What is Music GCSE all about?

It covers performing, composing and listening to a wide variety of musical styles: popular music, world music, and classical music. There will be opportunities to use music technology programmes, such as Sibelius and Cubase, to compose in a range of styles.

### Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- involves playing or singing music
- involves listening to all kinds of music
- involves composing music
- gives you the opportunity to play and perform music with others, for example, rock bands, vocal and instrumental groups in school
- gives you the opportunity to learn more about and use music technology.

### What do I need in order to study Music GCSE?

In order to achieve well in this subject you need to be actively learning and playing an instrument or have singing lessons. We advise that you should have been playing or singing for two years, or equivalent as you will specialise in this instrument for your assessed performances and recordings. If you are not currently learning an instrument or having singing lessons, you should speak to a music teacher for contacts and advice. Remember, music lessons are available at school; you should see your music teacher for a letter.

### How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed. The scheme of assessment will be as follows:

Component 1 - listening and appraising exam	40%
Composition of two pieces of music – coursework	30%
Performance - coursework	30%

### What about exams?

There is one exam at the end of the course in Year 11. You will listen to a recording and answer questions which cover five areas of study and there is an additional test for the composing project where you complete a written description of your work.

### Is there any coursework?

Yes. You will perform (play or sing) two pieces. One will be a solo and the other a group performance in any style. They will be recorded in March of Year 11. You will also compose a piece based upon two areas of study, chosen by you individually. You may use music technology, for example computer sequencers, multi-track recorders, Sibelius score writing systems and sampling in the preparation of your compositions.

### What could I do next with Music GCSE?

- Become a more effective performer and composer.
- Music GCSE is a good preparation for further musical study and a solid foundation for the A Levels in Music and Music Technology as well as BTEC National Diplomas and new A Level in Performing Arts.
- You may wish to go into a job where it is useful to have musical skills and experience of music: the music industry, entertainment, publishing or teaching.

For more information about Music GCSE course for September 2024, please contact [Mrs Idowu](#).



## Philosophy and Ethics GCSE

You do not have to believe in God to do Philosophy and Ethics GCSE. All opinions and beliefs – or none – are welcome. We will be teaching the OCR Religious Studies Course (J625) which is made up of the following three parts:

### Beliefs, Teachings and Practices – Christianity (1 hour written exam 25%)

This part of the course will get you thinking about and exploring beliefs, teachings and practices of Christianity, including:

- Nature of God - does God exist?
- Eschatological Beliefs and Teachings – what happens after we die? Is there an afterlife, or is death the end?
- Worship and Sacraments – how does what Christians do link to what they believe?
- Role of the Church and Mission – what does the Church do?

### Beliefs, Teachings and Practices – Islam (1 hour written exam 25%)

This part of the course will get you thinking about and exploring the beliefs, teachings and practices of Islam, including:

- Core beliefs – understanding key Islamic beliefs including the belief in Allah, Muhammad, religious books and life after death.
- Islamic practices – understanding places of worship and the Five Pillars of Islam.

### Religion, Philosophy and Ethics in the Modern World from a Christian Perspective (2 hour written exam 50%)

This part of the course will get you thinking about a range of ethical and philosophical ideas and concepts which challenge and affect religious belief. It involves philosophical and ethical enquiry into the following four areas:

- Relationships and Families – what are the roles within families and relationships?
- The Existence of God – what arguments have been put forward to support and challenge belief in God and do they stand up to scrutiny?
- Religion, Peace and Conflict – how should religious people conduct themselves in relation to war and conflict? Should we always seek to be peaceful or is conflict sometimes justified?
- Dialogue between religious and non-religious beliefs and attitudes – how should different belief systems relate to each other? Is it possible in modern society today to hold that one is 'right' and others 'wrong'?

There is no coursework for Philosophy and Ethics GCSE. The examination for the first two papers consists of six short answer questions, two mid-length questions and two essay questions per paper. The third paper has four short questions, eight mid-length questions and four essay questions. You are encouraged to explain your personal opinion (in the Ethics paper) and be able to explain a contrasting opinion. The structure of the Philosophy and Ethics GCSE course is good preparation for A Levels.

For more information about the Philosophy and Ethics GCSE course for September 2024, please contact [Mrs O'Donovan](#) or [Miss Plumpton](#).

## Physical Education GCSE

The Physical Education (PE) GCSE course is designed to help you understand how to improve your performance in a range of activities and how to live a full and healthy life. The course is divided into two parts: theory and practical. The theory element accounts for 60% of the final grade across two exam papers; the remaining 40% is practical.

### Component 01 - Physical factors affecting performance

You will explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. You will also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

### Component 02 - Socio-cultural issues and sports psychology

You will develop your knowledge of the socio-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

Both Components 01 and 02 are assessed through external examinations lasting 1 hour each, which are taken in Year 11.

### Component 03 - Performance in physical education

You are assessed performing in three practical activities and one performance analysis task. In the practical performance, you demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and convention under applied conditions. You are also required to demonstrate your ability to analyse and evaluate your own performance to produce an action plan for improvement.

Performance of three activities are taken from the approved list and must include:

- one from the 'individual' list
- one from the 'team' list
- one other from either list.

If you wish to take this course, you must be playing competitively both inside and outside of school, in a range of sports.

You will have four theory lessons a cycle, one GCSE practical lesson and four core practical lessons.

Suggested sports are listed below:

#### Team Sports

Association football  
Badminton  
Basketball  
Blind cricket  
Camogie  
Cricket  
Dance  
Gaelic football  
Goal ball  
Handball  
Hockey  
Hurling  
Lacrosse  
Netball  
Power chair football  
Rowing  
Rugby League  
Rugby Union  
Squash  
Table cricket  
Table tennis  
Tennis  
Volleyball  
Wheelchair basketball  
Wheelchair rugby

#### Individual Sports

Amateur boxing  
Athletics  
Badminton  
Boccia  
Canoeing  
Cycling  
Dance  
Diving  
Equestrian  
Golf  
Gymnastics  
Kayaking  
Polybat  
Rock climbing  
Sculling  
Skiing  
Snowboarding  
Squash  
Swimming  
Table tennis  
Tennis  
Trampolining

#### What could I do next with PE GCSE?

A good grade at GCSE will help you move on to the A Level course, which can lead to careers in coaching, health and fitness, nutrition, physiotherapy, sports therapy, sports psychology, teaching and many more.

For more information about the PE GCSE course for September 2024, please contact [Miss Colbourne](#).

## Sociology GCSE

Sociology GCSE aims to broaden your mind, helping you to see your world from different perspectives and in new thought-provoking ways. If you choose to study AQA Sociology GCSE, you will develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to your life.

This course encourages you to take a questioning approach to evidence and issues, thus developing your critical, evaluative skills. You also learn how to confidently apply various research methods to different contexts.

This course is assessed by two examinations worth 50% each, both papers are worth 100 marks each.

### Paper 1 - The Sociology of Families and Education

The sociology of families teaches you to:

- compare and contrast perspectives on families
- explain the domestic division of labour in both traditional and contemporary families
- demonstrate understanding of issues that impact on relationships within the contemporary family, including decision making, money management, dual career families, child rearing and leisure activities
- explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage
- explain changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

The sociology of education teaches you to:

- compare and contrast a variety of perspectives on education issues
- explain the functions of education including serving the needs of the economy, social mobility and social cohesion
- describe a variety of different types of schools, as well as alternative forms of educational provision
- explain various factors affecting educational achievement, including class, gender and ethnicity
- explain various processes within schools affecting achievement, including streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy.

## Paper 2 - The Sociology of Crime and Deviance and Social Stratification

The sociology of crime and deviance teaches you to:

- compare and contrast a variety of perspectives on crime and deviance
- explain the social construction of concepts of crime
- explain methods of social control
- explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age
- describe various public debates over criminal behaviour
- explain the usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.

The sociology of social stratification teaches you to:

- compare and contrast a variety of perspectives on social stratification
- explain factors affecting life chances, including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief
- explain different interpretations of poverty as a social issue
- explain different forms of power and authority, and explain different factors affecting power relationships.

Both papers also assess your knowledge of theory and methods, which are taught throughout the course. In the context of the various social issues detailed in the specification, it teaches you to explain various methods and their strengths and weaknesses. You also learn to understand the process of research design for a specific area of research, including practical difficulties and ethical issues.

For further information about the Sociology GCSE course for September 2024, please contact [Mrs Kelly](#).

# VOCATIONAL AWARDS

## BTEC Tech Award in Digital Information Technology

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and Maths skills. The course is made up of three components: two that are externally moderated and one that is externally assessed.

### Component 1 - Exploring user interface design principles and project planning techniques.

- Approximately 6 hours of supervised assessment.
- 30% of the total course.

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

During Component 1, you will:

- understand interface design for individuals and organisations
- be able to use project planning techniques to plan, design and develop a user interface
- be able to review a user interface.

### Component 2 - Collecting, Presenting and Interpreting Data

- Approximately 6 hours of supervised assessment.
- 30% of the total course

Data Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

During Component 2, you will:

- understand how data is collected and used by organisations and its impact on individuals
- be able to create a dashboard using data manipulation tools
- be able draw conclusions and review data presentation methods.

Both of these are assessed in December/January or May/June from 2024-2025

### Component 3 - Effective digital working practice

Learners will explore how organisations use digital systems and the wider implications associated with their use. An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 1 hour 30 minutes. The first assessment is January/February 2025.

- Externally assessed exam
- 40% of the total course

### Progression

The course will prepare you for entry into employment or, apprenticeships and higher education. After completing your BTEC Tech Award, you will be in a great position to continue in the digital

information technology sector. This qualification prepares you for both technical and academic routes. Further qualifications could include Level 3 vocational qualifications eg BTEC National in Information Technology.

For more information about this qualification for September 2024 please contact [Miss Yates](#).



## BTEC Tech Award in Enterprise

Are you interested in learning how businesses work or discovering potential careers and the skills needed to start your own business? Do you want to complete a course which is 100% coursework? If so BTEC Tech Award in Enterprise maybe the right course for you.

### Qualification

This course is equivalent to one GCSE. You can achieve a Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction Plus, depending on the level of thinking behind the work completed. The course is recognised by employers as it demonstrates that you can work independently to solve problems.

### Course content

During the course you study three components which cover:

- Exploring enterprises – in this component you will examine the characteristics of enterprises, market research, competitors and the impact they can have on enterprises, the impact of internal and external factors and situational analysis. You will be using local and national examples of businesses throughout your learning of the component.
- Planning for and pitching a micro-enterprise idea – in this component you will look at how ideas are generated and how micro enterprises are planned. You will then work in groups to plan a micro enterprise and will pitch it to the rest of the class through a presentation.
- Promotion and finance for enterprise – in this component you will look at how enterprises promote themselves, how market segmentation is used to influence their choice of promotional methods, the sources of finance available to them, how cash flow forecasts, break-even charts, statement of comprehensive income and statements of financial position are used by businesses.

### Delivery

You will be expected to undertake lots of research and complete tasks in your own time. Success in this course requires independent learning and access to a PC with internet capability.

### Assessment

During the course you will be expected to take part in practical and written activities. There will be two components that are internally assessed by the teacher – these will involve exploring the sector and developing knowledge, skills and best practices. There will also be a third component which will be externally assessed by the examination board and will be based on application of knowledge, skills and best practices.

### Progression

This course can lead to you studying BTEC National Business and A Level Business.

For more information about the BTEC Tech Award in Enterprise for September 2024, please contact [Miss Lamport](#).

## BTEC Tech Award in Health and Social Care

The award gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

### Core units:

#### Unit 1: Human Lifespan Development

Within this unit you will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. For your coursework you will choose a celebrity and explain how they have developed across three life stages, including factors that have affected their development.

#### Unit 2: Health and Social Care Services and Values

Within this unit you will study and explore practically, health and social care services and how they meet the needs of real service users. You will also develop skills in applying care values during an arts and crafts session with Brookfields School and an interactive session with a care home.

#### Unit 3: Health and Wellbeing

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

### Qualification structure:

Unit 1 – 30% (Controlled assessment)

Unit 2 – 30% (Controlled assessment)

Unit 3 – 40% (External synoptic task)

### Assessment:

You can achieve a Pass, Merit or Distinction, depending on the level of detail in the work completed.

The skills learnt in studying a BTEC Tech Award in Health and Social Care will aid progression to further study and prepare learners to enter the workplace in due course. This qualification provides learners with a taste of what the Health and Social Care sector is like, enabling them to make informed choices about their future career.

For more information about the BTEC Tech Award in Health and Social Care for September 2024, please contact [Miss Colbourne](#).

## BTEC Tech Award in Sport

Every year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. Regular participation in sport also contributes to an increase in physical and mental wellbeing, as well as growth in economic, individual and social development.

This qualification is ideal for anyone who is interested in sport and wants to know more about what it is like to work in the sports industry. This course allows you to develop knowledge and associated practical skills that can be used when working in the sport industry.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key practical skills for working with other people, which include communication, leadership, organisation and time management. These are essential in the sport industry as this will primarily involve working with customers and supporting their individual needs

Study of the qualification as part of Key Stage 4 learning will help you to make more informed choices for further learning, either generally or in this sector. The choices that you can make post-16 will depend on your overall level of attainment and your performance in the qualification. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Sport, which prepares you to enter employment or an apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.

**Component 1** - Preparing participants to take part in Sport and Physical activity. This includes the different types of physical activity and their providers as well as any barriers participants may face when seeking to get involved in sport.

**Component 2** - Taking part and improving other participants sporting performance. This includes the components of fitness and how they are used in different types of sport.

**Component 3** - Developing Fitness to improve other participant's performance in sport and physical activity.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

Component 3 is assessed externally this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

For more information regarding the BTEC Tech Award in Sport in September 2024, contact [Miss Colbourne](#).

## BTEC Tech Award in Travel and Tourism

Are you interested in working in a career in the travel and tourism sector? Do you want to learn more about the travel and tourism industry and how it works? Do you want to complete a course which is made up of a combination of coursework and one examination? If so, the BTEC Level 2 Award in Travel and Tourism maybe the right course for you.

### Qualification

This course is equivalent to one GCSE. You can achieve a Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and a Level 2 Distinction Plus, depending on the level of thinking behind the work completed. The course is recognised by employers as it demonstrates that you can work independently to solve problems.

### Course content

During the course you will study three components which cover:

- Travel and tourism organisations and destinations – in this component you will examine the different component industries in the industry, their characteristics, the types of holidays, why people travel and the regulations that affect the industry.
- Customer needs in travel and tourism – in this component you will look at different types of market research, the needs of customers and how to satisfy them, the current trends and factors affecting the industry and how businesses can change their products and services to meet changing customer needs.
- Influences on global travel and tourism – in this component you will look at the factors that affect the industry, both internal and external. You will need to look at the impact of these factors and how they affect different stakeholders and contribute to sustainability for the communities at destinations.

### Delivery

You will be expected to undertake lots of research and complete tasks in your own time. Success in this course requires independent learning and access to a PC with internet capability, either at home or in your own time at school.

### Assessment

During the course you will be expected to take part in practical and written activities. There will be two components that are internally assessed by the teacher – these will involve exploring the sector and developing knowledge, skills and best practices. There will also be a third component which will be externally assessed by the examination board and will be based on application of knowledge, skills and best practices. The course will also include map work, report writing, group work, presentations and itinerary planning.

### Progression

This course can lead to students studying BTEC Level 3 Award in Travel and Tourism.

For more information about the BTEC Tech Award in Travel and Tourism for September 2024, please contact [Miss Lamport](#).

## Level 1 and Level 2 Vocational Award in Hospitality and Catering

This qualification is designed for students who want to study catering in a hands-on, practical way. It will help you develop the knowledge, skills and experience that could open the door to a career in the hospitality and catering industry.

The syllabus content will include:

- meals and menu planning for different groups of people
- cooking methods and recipes
- commercial practice
- food hygiene and safety
- types of job roles and hospitality and catering establishments
- the structure of the hospitality and catering industry.

The sections of revision consider all aspects of the vocational sector. During the course, you will apply your learning in relation to hospitality and catering operations. You will learn a range of transferable skills.

Unit 1 – the Hospitality and Catering Industry	40% - Written examination (1 hour 20 minutes)
Unit 2 – Hospitality and Catering in Action	60% - Controlled assessment

### Skills demonstration

The following catering skills will be taught through a range of practical-based projects:

- using a range of kitchen equipment
  - using kitchen equipment
  - using a grill
  - using an oven
  - making pastry
  - making pasta
  - team work.
- chopping  
quality control  
using a hob  
making sauces  
making bread dough  
presenting food

### Unit 2

This will consist of a single design and make activity, where you will design and make quality dishes within a time constraint. The controlled assessment will be completed during lesson time and should represent a clear plan for a menu. Within this time you will produce a portfolio that explains the detailed manufacture of your final piece related to a brief that the examination board provides. The final pieces must demonstrate a wide range of skills in preparation, cooking and presentation, and students need to be able to reflect on their outcomes in relation to a given brief.

### Possible career progression

The Level 2 Award in Hospitality and Catering could lead to a career as front of house staff, restaurant manager, hotel manager, sommelier, sous chef, environmental health practitioner, quality controller, recipe developer, pastry chef, food journalist, food photographer, food buyer, head/executive chef or commis chef.

For more information about the Level 2 Hospitality and Catering course for September 2024, please contact [Miss Simpson](#).