



YEAR

9



## Year 9 Options Booklet 2024



# Year 9 Options 2024

Over the next few weeks, you will be making some important decisions about your future options. This booklet will help you to navigate this process.

At any point, if you need support please email [options@tiverton.devon.sch.uk](mailto:options@tiverton.devon.sch.uk) or talk to your tutor

## Before deciding your options, you need to think about the questions below to help you make your decisions:

- What is your **post-16 progression plan** and what **college** do you want to attend?
- What **specific GCSE or vocational grades** do you need for **my future learning**?
- What **specific GCSE or vocational subjects** do you need for what **University**?
- Be aware of how GCSE and vocational **grades** impact on **career paths**.
- What **career** would you like to **experience** for your work placement in year 10?
- You will have to **re-sit** if you do not achieve a grade 4 or above in maths and English

What you choose now and what you attain in August 2026 could impact on your Level 3 choices.

***Remember-Employers will look at all of your examination results.***

Please keep looking at your school emails for career assemblies and other opportunities and information.

## How you opt.

You will be sent a link to the option form to your school email account. You will also get a paper copy of the form so you can work out your final options.

You need to use the information you received in tutor time and for Development Day.

The option form instructs you to input all your grades, targets and BFL grades along with your RAG grades.

To help you make the best possible option choices, we have provided a list of potential careers along with the GCSEs you would need to help you along your career path.

<b>SUBJECT</b>	<b>POTENTIAL CAREERS</b>
English Literature and Language GCSE	librarian, teacher, speech and language therapist, journalist, actor, advertising, editor, administrator, screenwriter, freelance writer, TV/film producer.
Maths GCSE	accountant, pharmacologist, engineer, data analyst, statistician, economist, finance officer, insurance underwriter, tax adviser, research scientist, stockbroker, cyber intelligence officer.
Computer Science GCSE	network administrator, software developer, data analyst, IT security and forensics, support technician, IT project manager, database admin, webhosting, computer control systems.
Design and Technology GCSE and Level 1&2 Award in Construction: Constructing the built environment. (Equivalent to 1 GCSE)	engineer, product designer, surveyor, architect, bricklayer, plasterer, electrical engineer, carpenter, plumber, civil engineer, ergonomist, furniture designer, interior designer, planning and developing surveyor, robotics engineer.
Food, Preparation & Nutrition GCSE and Level 1/2 Technical Award in Hospitality and Catering (Equivalent to 1 GCSE)	catering, hospitality, food industries, catering manager, chef, baker, food manufacturing inspector, food scientist, hotel manager, nutritionist, packaging technologist,
Fine Art GCSE, Photography GCSE, 3D Design GCSE and Graphic Communication GCSE	photojournalist, portrait photographer, graphic designer, advertising art director, animator, architect, landscaper, fashion designer, make-up artist, museum curator, tattooist, textile designer, TV/film director, web content manager.
French GCSE and German GCSE	translator, legal careers, working abroad, air cabin crew, airline pilot, broadcast journalist, civil service administrator, teacher, hotel manager, immigration officer, public relations officer, transport planner, tour guide, tourism industry.
Geography GCSE	environmental consultant, surveyor, archeologist, countryside manager, drone pilot, estates officer, geo-technician, land surveyor, geochemist, mining, hydrocarbon exploration, logistics coordinator, land management, hydrologist, project manager, climate scientist, weather forecaster, architect, land surveyor, urban planner, ecologist.

You only have one attempt to fill in this form. If you feel you have made a mistake or you want to change your mind, please email [options@tiverton.devon.sch.uk](mailto:options@tiverton.devon.sch.uk) with the option you wish to change to and the option you wish to replace.

History GCSE	Archeologist, teacher, lawyer, educational advisor, journalist, screenwriter, editor, librarian, any job that requires evaluation, analysis and decision-making skills, including high level managerial positions.
Level 1&2 Cambridge National Health & Social Care (Equivalent to 1 GCSE)	care worker, occupational therapist, teacher, nurse, police officer, nursery nurse, social worker, child minder.
Dance GCSE	choreographer, dance instructor, circus performer, teacher, events manager, personal trainer, play therapist, TV presenter, video editor, wardrobe assistant.
Drama GCSE	theatre technician, actor, community arts worker, events manager, image consultant, lighting technician, screen writer, set designer, social media manager, vlogger.
Music GCSE	composer, musician, therapist, community arts worker, computer games music composer, events manager, radio broadcast assistant, studio sound engineer, TV/film director/producer/sound editor
Physical Education GCSE and Level 1&2 Cambridge National Certificate in Sports Studies (Equivalent to 1 GCSE)	outdoor activities manager, sports therapist, personal trainer, events manager, health trainer, lifeguard, physiotherapist, sports coach, sports scientist, PE Teacher
Religious Studies GCSE	missionary, community outreach coordinator, barrister, civil service administrator, editor, legal executive, marketing executive, psychotherapist, solicitor, politician, journalist
Science – Biology GCSE	Science lab technician, nature conservation officer, zookeeper, biomedical scientist, botanist, criminologist, dental nurse, environmental scientist, food scientist, GP, podiatrist, gardener, medicine, dentistry, ecologist
Science – Chemistry GCSE	Chemical engineer, environmental consultant, pharmacy, forensic scientist, chemist, dentist, energy engineer, hospital doctor, textile technologist, veterinarian.
Science – Physics GCSE	Meteorologist, research scientist, aerospace engineer, architect, broadcast engineer, electronics engineer, nuclear engineer, physicist.

## **Your timetable in Year 10 and 11**

All students study for 9 qualifications in total.

**English and Maths** are called 'The Basics'. All students must study English and Maths

You need to be working towards your aspirational targets which you can find on '**Go4 Schools**'. To move onto college almost all qualifications require **grade 4s** in **English and Maths**. This is what is known as a **Standard Pass**. However, all students need to aim for at *least* **grade 5s** in **English and Maths**. This is a **Good Pass** in the **Basics** which is what you will need if you want to study A-levels and other Level 3 qualifications.

### **English**

English lessons will enable you to study for two GCSEs: English Language GCSE and English Literature GCSE.

### **Maths**

For your maths GCSE you will have the same amount of lessons and along with English, maths is classed as the 'Basics'.

### **Science**

You will study 'Combined' science unless you opt for Separate Sciences in the Ebacc option. Combined Sciences equates to 2 GCSE's. Separate/Triple Science equates to 3 GCSE's.

### **PE**

All students will have two lessons of PE every week in Years 10 and 11. If you have studied PE in year 9, you can opt for PE GCSE or Sports Studies.

### **Religion and Philosophy**

All students have studied Religion and Philosophy in year 9. You may want to opt for Religion and Philosophy GCSE. All students will receive World Studies Personal Development lessons in years 10 and 11 as part of the PSHE or PD (Personal development) program.

**You need to have 1 Ebacc option and 3 others.**

You can choose another Ebacc Subject for one of your other options. You will also need to make 2 reserves.

Remember apart from the new subject you must have studied your choices in Year 9

**Year 10 options**

**Ebacc**

History GCSE, Geography GCSE,  
Computer Science GCSE

Separate Science, French GCSE,  
German GCSE

**Option 1**

**Option 2**

**Option 3**

**Option 4**

**2 Reserves**

# How your options will be selected

- Option 1 has to be an Ebacc subject; History, Geography, Computer Science, Triple Science, French, German. You **must** have studied this option in Year 9.
- The next three options called the open basket options can be a mix and match of any of the remaining subjects if you have studied them in Year 9.
- You do have the option of choosing our new course, Health & Social Care. You will need to write a short reason as to why you want to study this new option on your option form, and you may be called for an interview.
- You will **also** need to add 2 reserves. This is important just in case the option is not running due to lack of numbers, or the classes are full.
- Please note, you can take more than one Ebacc option as long as you have studied this in Year 9.

## Your EBACC subject

You must choose at least one of these subjects

History GCSE

Geography GCSE

Computer Science GCSE

French GCSE

German GCSE

Triple Science GCSE

### You cannot pick an EBACC subject if you have not studied it in Year 9

You could pick separate sciences as your EBACC option, which will give you three separate science GCSEs 'Biology', 'Chemistry' & 'Physics'.

**Remember** if you do pick this option of separate science, nearly half of your timetable will be made up of science.

# EBACC – History GCSE

SUBJECT LEADER: **Mr D Saunders**

EXAMINATION BOARD: **Eduqas**

## YOU WILL LEARN ABOUT:

### **Medicine through Time c.500-present day**

Key questions: Why did a lack of understanding lead to so many deaths for so long?

Why did change finally happen and lead to lives being saved?

### **Germany 1919-1991**

Why did World War One directly lead to World War Two?

What was life like for ordinary Germans living under the Nazis?

What was the impact of the war on Germany?

### **The Crusades 1095-1149**

What motivated people to take part in a Holy War?

Why did this dominate life for centuries?

What impact did this have on the world?

### **Empire, Reform and War 1890-1918**

What was the impact of the British Empire?

How did this bring about a climate for war?

What was the impact of the Great War?

## DURING THE COURSE YOU WILL:

Develop the following skills:

The ability to research and investigate issues.

The ability to interpret and analyse information using a range of sources.

The ability to assess evidence and use it to prove a point, argue a case or present a balanced viewpoint.

The ability to be able to organise and communicate your ideas.

## YOU WILL BE ASSESSED BY:

All Examination

Four written papers at the end of Year 11

## OTHER INFORMATION:

You need to enjoy History and have studied this subject in Year 9.

Homework and individual research are key parts of this GCSE.



## EBACC – Geography GCSE

SUBJECT LEADER: **Mr Nic Hallett**

EXAMINATION BOARD: **AQA**

### YOU WILL LEARN ABOUT:

Understanding contemporary geography is essential in life, and students will take a tour of the world from their classrooms.

Our planet can seem to be a complicated place, facing much change and many challenges that lie ahead in the near future. Studying the natural and human world around you and making sense of it, is nothing short of inspirational; it sets you up with a good understanding of our diverse world - for life. This course investigates modern issues and the sustainable strategies being used today to adapt and plan for the world of tomorrow.

Geography students have long been regarded as some of the most employable people available as a result of the key skills of thinking, communicating and investigating acquired whilst studying the subject. By studying this subject, students will experience fieldwork trips (working out of the classroom) to build on skills of geographical enquiry.

### DURING THE COURSE YOU WILL:

Study the core content including:

**Urban Issues and Challenges - Living World - Natural Hazards**

**UK Physical Landscapes - Changing Economic World - Resource management - Geographical skills**

**Fieldwork techniques - Geographical Enquiry skills**

### YOU WILL BE ASSESSED BY:

Topics are interwoven throughout Year 10 and Year 11 to keep existing knowledge alive and linked to new knowledge acquired. **Ultimately, there are three exams: Physical Geography, Human Geography and Geographical Skills.**

Fieldwork is undertaken and the theory of the geographical enquiry process is assessed through exam. Consequently, the full GCSE is 100% final exam.

**EBACC – you may only study this subject if you studied this in Year 9**

## **Computer Science GCSE (OCR course code J277)**

SUBJECT LEADER: **Mr P Gardner**

EXAMINATION BOARD: **OCR**

### **YOU WILL LEARN ABOUT:**

This is a rigorous course that has real relevance in our modern world.

It will give you an in-depth understanding of how computer technology works and a look at what goes on “inside the box”. There is an emphasis on students being able to solve problems in a logical way using computational thinking. If students want to go on to further study, including A-level or undergraduate Computer Science, Mathematics, Physics, Engineering or IT related courses at university, they will have a sound underpinning of this subject area.

### **DURING THE COURSE YOU WILL:**

Develop an understanding of how computers work, including systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, network security, system software, moral, social, legal, cultural and environmental concerns.

Develop your skills in computational thinking, using algorithms, flowcharts, abstraction and decomposition. You will analyse and break problems down into sub-tasks using simple logic, making them easier to solve. Design, create and test computer programs to solve problems.

Learn about cyber security: "phishing", malware, firewalls, DDOS attacks and people as the ‘weak point’ in secure systems. Research and investigate topics as part of classwork and homework tasks.

### **YOU WILL BE ASSESSED BY:**

Three units assessed: 2 exam papers, 1 non-exam project.

#### **Exam 1: Computer Systems**

Focus on the core theory, how data is represented and the application of computer science principles. 1.5-hour external exam paper, **worth 50%**. A mixture of short answers and essay questions.

#### **Exam 2: Computational Thinking, Algorithms Programming**

Focus on computational thinking, problem-solving, algorithms and high-level programming. 1.5-hour external exam paper, **worth 50%**.

#### **Programming Project**

A non-exam, informal programming assessment that tests whether students can analyse and break down a problem, applying various programming techniques to solve it. Students will design solutions using flow-charts and pseudo-code, develop code using a high-level programming language, test and evaluate their work. Approximately 20 hours.

**(The project is not externally assessed and does not count towards the final GCSE grade.)**

### **RESOURCES:**

On-line learning materials are provided on Google Classroom and in printed form.

Students will mostly use Python when programming, with some use of other languages during the course.

Free downloads of the programming languages and tools are available on the web if you have a computer at home.

## **EBACC- you may only study this subject if you studied this in Year 9**

### **New French GCSE**

SUBJECT LEADER: **Mrs. A Broadley**

EXAMINATION BOARD: **AQA**

#### **YOU WILL LEARN ABOUT**

Vocabulary. To enable you to express your views on a broad range of engaging topics.

Grammar. To help you to communicate effectively and accurately in French.

Pronunciation to enable you to speak confidently and spontaneously in the language.

Culture. Various aspects of the way of life in French-speaking countries.

#### **DURING THE COURSE YOU WILL:**

Study a range of topics under three main themes and the skills of listening, reading, reading aloud, writing, speaking, translation and dictation.

##### **Theme 1: People and lifestyle.**

Topic 1: Identity and relationships with others.

Topic 2: Healthy living and lifestyle.

Topic 3: Education and work.

##### **Theme 2: Popular culture.**

Topic 1: Free-time activities.

Topic 2: Customs, festivals, and celebrations.

Topic 3: Celebrity culture.

##### **Theme 3: Communication and the world around us.**

Topic 1: Travel and tourism, including places of interest.

Topic 2: Media and technology.

Topic 3: The environment and where people live.

#### **YOU WILL BE ASSESSED BY:**

You will have four final exams. One in each of the four skill areas (listening, reading, writing/translation & speaking), which will happen at the end of the course.

Each component is worth 25% of the final mark. You will be entered at either higher (5-9) or foundation tier (1-5).

## **EBACC – you may only study this subject if you studied this in Year 9**

### **New German GCSE**

SUBJECT LEADER: **Mrs A Broadley**

EXAMINATION BOARD: **AQA**

#### **YOU WILL LEARN ABOUT:**

Vocabulary. To enable you to express your views on a broad range of engaging topics.

Grammar. To help you to communicate effectively and accurately in German.

Pronunciation to enable you to speak confidently and spontaneously in the language.

Culture. Various aspects of the way of life in German-speaking countries.

#### **DURING THE COURSE YOU WILL:**

Study a range of topics under three main themes and the skills of listening, reading, reading aloud, writing, speaking, translation and dictation.

##### **Theme 1: People and lifestyle.**

Topic 1: Identity and relationships with others.

Topic 2: Healthy living and lifestyle.

Topic 3: Education and work.

##### **Theme 2: Popular culture.**

Topic 1: Free-time activities.

Topic 2: Customs, festivals, and celebrations.

Topic 3: Celebrity culture.

##### **Theme 3: Communication and the world around us.**

Topic 1: Travel and tourism, including places of interest.

Topic 2: Media and technology.

Topic 3: The environment and where people live.

#### **YOU WILL BE ASSESSED BY:**

You will have four final exams. One in each of the four skill areas (listening, reading, writing/translation & speaking), which will happen at the end of the course.

Each component is worth 25% of the final mark. You will be entered at either higher (5-9) or foundation tier (1-5).

Now you need to choose 3 'Open Option' subjects and 2 reserves.

Please read this carefully

## "Open Basket" Options Choices x 3 (plus 2 reserve choices)

"Open Basket" means these are free choices BUT for almost all these choices you still have to choose subjects that you have been following in Y9. Where a choice of pathways is available e.g. Food/Hospitality then your teacher will consider your preference but the final qualification decision will be made by them.

Geography

German

French

Dance

Drama

History

Music

Religion & Philosophy

Computer Science

If you study the subjects above in Y9 then you may choose them as a GCSE  
(but please note - you CAN'T choose these subjects if you are NOT already doing them in Y9)

Art & Design

Could choose:

Art **OR**

Graphics **OR**

Photography **OR**

3D design

**You may also take**

Art **AND** Photography or  
Art and 3D as two separate  
GCSEs

(But not Art & Graphics,  
Art & 3D, 3D & Graphics or  
Photography & Graphics)

Food

Could choose:

Food

**OR**

Hospitality

(But not both)

Design & Technology

Could choose:

D&T

**OR**

Construction

(But not both)

PE

Could choose: PE GCSE

**OR**

Sports Studies Award

(But not both)

A completely NEW subject you could choose is:

Health and Social Care

# Open Basket: Religious Studies GCSE

SUBJECT LEADER: Mrs Bartram-Owen

EXAMINATION BOARD: Eduqas (Route A)

**YOU WILL LEARN ABOUT:** The GCSE is made up of three components:

**Component 1: Religious, Philosophical and Ethical Studies in the Modern World.** In this unit of the course you will be asked to explore, examine, discuss and critically evaluate religious and non-religious attitudes towards ethical issues. Within this unit there are four themes: Relationships; Life and Death; Good and Evil; Human Rights.

**Component 2: Study of Christianity.** In this unit you will be asked to describe, explain and critically evaluate the religious beliefs, teachings and practices of the religion of Christianity.

**Component 3: Study of a World Faith (Islam)** in this unit you will be asked to describe, explain and critically evaluate the religious beliefs, teachings and practices of the religion of Islam.

**DURING THE COURSE YOU WILL:** Be assessed according to two Assessment objectives.

AO1 = Demonstrate knowledge and understanding of religious beliefs and practices, the influence they have on individuals and society as well as the similarities and differences between denominations and other religions.

AO2 = Analyse and evaluate aspects of religion and belief, including their significance, relevance and influence.

## OTHER INFORMATION:

This course will challenge you to consider your thoughts, opinions and beliefs about life, death, sex, relationships, morality, crime, punishment, abortion, euthanasia, prejudice, censorship, humanity and even science and atheism – among many other topics. It is a rigorous and challenging course with high expectations of writing and a mature, open and respectful attitude towards moral issues is a must.

**YOU WILL BE ASSESSED BY:** Completion of three written exams at the end of Y11  
Component 1: 2 hours - 50% - 240 marks (+ 6 SPaG)  
Component 2: 1 hour - 25% - 60 marks (+ 6 SPaG)  
Component 3: 1 hour - 25% - 60 marks

**You could choose:** Art **OR** Graphics **OR** Photography **or** 3D design

**You may also take** Art **AND** Photography **or** Photography **AND** 3D design (but not Art & Graphics, Art & 3D design, 3D design & Graphics **or** Photography & Graphics)

## **If you studied art in Year 9 you can choose Art, Graphic Communication, Design and 3D dimensional Design or Photography**

### **Art and Design GCSE**

SUBJECT LEADER: **Miss J Bassham**  
EXAMINATION BOARD: **EDEXCEL**

#### **YOU WILL LEARN ABOUT:**

The value of creativity! Continuing to develop skills in drawing, painting and printing. Analysing and understanding visual images. Using a variety of materials, techniques and processes. The work of other artists, craft workers and designers. The important role that art plays in our everyday lives.

#### **DURING THE COURSE YOU WILL:**

Use sketchbooks – students will use sketchbooks throughout the projects just as they did in KS3. Students will be using a range of processes such as painting and drawing, printmaking and sculpting and a range of materials, techniques and processes.

#### **YOU WILL BE ASSESSED BY:**

##### **Non-Examined Assignment**

Students will produce units of coursework covering a range of materials and processes within different themes. Both will be internally assessed. This will contribute to 60% of the marks.

##### **Externally Set Assignment**

Preparatory work, developed over a 12-week period, will be used to produce a final outcome. This will be produced during a 10-hour examination, over a few weeks. All work is internally marked and externally moderated. This work contributes to 40% of the marks.

Both of these units will cover the following assessment objectives:

Generating and developing ideas informed by primary and contextual sources.  
Refining their ideas through experimenting with materials, developing and applying skills.  
Researching, recording, analysing and reviewing their own and others work.  
Selecting, creating, realising and presenting personally developed outcomes.

#### **OTHER INFORMATION:**

You will be encouraged to purchase a sketchbook, which will be used to record your supporting studies. This course is open to all students. Commitment, enthusiasm and good attendance are needed to succeed.

The art teacher will guide students in lessons as to which option suits their skills.

There is the possibility of opting for both art and photography.

If you choose art, you will NOT be able to take graphic communications. If you choose photography you will NOT be able to take 3D

**If you studied art in Year 9 you can choose Art, Graphic Communication, 3Dimensional design or Photography**

## **3Dimensional Design GCSE**

SUBJECT LEADER: **Miss J Bassham**

EXAMINATION BOARD: **EDEXCEL**

### **YOU WILL LEARN ABOUT:**

The value of creativity! Continuing to develop skills in designing and construction  
Analysing and understanding architecture, sculptures and other 3D forms. Using a variety of materials, techniques and processes. The work of other designers. The important role that construction plays in our everyday lives.

### **DURING THE COURSE YOU WILL:**

Complete work on portfolio pages throughout the projects.  
Students will be using a range of processes such as card construction, ceramics, mod roc, wire, whilst learning about different processes.

### **YOU WILL BE ASSESSED BY:**

#### **Non-Examined Assignment**

Students will produce units of coursework covering a range of materials and processes within different themes. Both will be internally assessed. This will contribute to 60% of the marks.

#### **Externally Set Assignment**

Preparatory work, developed over a 12-week period, will be used to produce a final outcome. This will be produced during a 10-hour examination, over a few weeks. All work is internally marked and externally moderated. This work contributes to 40% of the marks.

Both of these units will cover the following assessment objectives:

Generating and developing ideas informed by primary and contextual sources.

Refining their ideas through experimenting with materials, developing and applying skills.

Researching, recording, analysing and reviewing their own and others work.

Selecting, creating, realising and presenting personally developed outcomes.

### **OTHER INFORMATION:**

This course is open to all students. Commitment, enthusiasm and good attendance are needed to succeed.

The art and DT teacher will guide students in lessons as to which option suits their skills. There is the possibility of opting for both art and photography.

**If you choose 3Dimensional design you will NOT be able to take art and graphic communications.**



# Art and Design - Graphic Communication GCSE

SUBJECT LEADER: Miss J Bassham

EXAMINATION BOARD: EDEXCEL

## YOU WILL LEARN ABOUT:

The value of digital creativity!

How designers use digital technologies together with other art and design techniques to make new and visually exciting work. How to analyse and understand visual images. How to successfully and responsibly use equipment (such as computers, digital cameras, scanners and software).

The important role that digital art plays in our everyday lives.

How to create artwork to illustrate, advertise and communicate ideas and products.

**DURING THE COURSE YOU WILL:** Design and create artwork for a range of purposes, using a selection of materials and technologies e.g. magazine covers and page layout and design; advertising poster and flyer design. Complete visual research and record observations and experiences in an appropriate way, using a variety of technologies (e.g. Digital SLR cameras). Look at the work of other designers, photographers and artists and use these as inspiration for your own work.

## YOU WILL BE ASSESSED BY:

**Non-External Assignment (Coursework):** We will produce at least two units of non-external assignments (coursework). Both will be internally assessed. This will contribute to 60% of the marks.

**Externally Set Assignment:** Preparatory work, developed over a 12-week period, will be used to produce a final outcome. This will be produced during a 10-hour examination, over two days. All work is internally marked and externally moderated. This work contributes to 40% of the marks.

Both of these units will cover the following assessment objectives:

Generating and developing ideas informed by primary and contextual sources

Refining their ideas through experimenting with materials, developing and applying skills

Researching, recording, analysing and reviewing their own and other work

Selecting, creating, realising and presenting personally developed outcomes.

## OTHER INFORMATION:

Whilst not all of the work will be produced on computers, a significant proportion of the work will need a good level of confidence in ICT. Students will be guided by their art teacher in lessons as to which art option suits their skills.

**If you choose graphic communications, you will NOT be able to take art, 3D or photography.**

# Art and Design - Photography GCSE

SUBJECT LEADER: **Miss J Bassham**

EXAMINATION BOARD: **EDEXCEL**

## **YOU WILL LEARN ABOUT:**

Taking successful photographs and using a variety of editing and enhancing techniques. Investigating and developing an understanding of the work of other photographers. Exploring a range of different photography genres (e.g. photojournalism, fashion, street, portrait, still life, landscape photography etc).

You will be using professional lighting and a range of Canon DSLR cameras and equipment. There is an opportunity to explore animation and film making too.

## **DURING THE COURSE YOU WILL:**

Show your ability to express your ideas by working from stimulating themes. The course will allow students to apply their photographic skills to specific outcomes such as magazine and advertising design. Throughout the course, students will spend much of their time using mobile phones, professional digital media equipment (iMacs, digital SLR and Adobe Creative Suite software etc) to produce work.

## **YOU WILL BE ASSESSED BY:                      Non-Examined Assessment**

We will produce at least two units of non-examined assessments, or coursework, which will be internally assessed. This will contribute to 60% of the marks.

### **Externally Set Assignment**

Preparatory work, developed over a 12-week period, will be used to produce a final outcome. This will be produced during a 10-hour examination, over a few weeks. All work is internally marked and externally moderated. This work contributes to 40% of the marks.

Both of these units will cover the following assessment objectives: Generating and developing ideas informed by primary and contextual sources. Refining their ideas through experimenting with materials, developing and applying skills. Researching, recording, analysing and reviewing their own and others work. Selecting, creating, realising and presenting personally developed outcomes.

## **OTHER INFORMATION:**

Students will produce the majority of their work in class. However, access to a camera or camera phone is an advantage for homework. Whilst not all of the work will be produced on a computer, significant proportion of the work will need a good level of confidence in ICT.

Their art teacher will guide students in lessons as to which art option suits their skills. There is the possibility of opting for both art and photography.

**If you choose photography, you will NOT be able to take graphic communications.**

**Yr9 Food: You could choose:** Food **OR** Hospitality (but not both) Your teacher will advise you on the best course for you.

## You can only study food if you studied it in Yr9

### Food, Preparation & Nutrition GCSE

Subject Leader: **Mrs K Lethbridge**

Examination Board: AQA

**YOU WILL BE ASSESSED BY:** Scientific investigation – 15%  
Food preparation task – 35%  
External exam – 50%

**YOU WILL LEARN ABOUT:** GCSE Food Preparation and Nutrition is a new exciting and creative course, which 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.

**OTHER INFORMATION:** Studying Food Preparation and Nutrition can lead to exciting and well-paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs.

This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television.

# Hospitality and Catering (equivalent to 1 GCSE) Level1/2 Technical Award

SUBJECT LEADER: **Mrs K Lethbridge: Course leader- Miss J Dillon**  
EXAMINATION BOARD: WJEC

## YOU WILL LEARN ABOUT:

Level 1/2 Technical Award in Hospitality and Catering is a new exciting and creative course which focuses on an understanding of the catering industry. You will develop an understanding related to a range of hospitality and catering providers including how they operate and what they have to consider to be successful.

Issues related to nutrition and food safety and how they affect hospitality and catering operations.

Food preparation and cooking skills.

Transferable skills of problem solving, organisation and time management, planning and communication.

## YOU WILL BE ASSESSED BY:

**EXAM: Unit 1 The Hospitality and Catering Industry (48hrs) - On screen assessment 1 hr. 30 mins (90 marks)**

Learners need to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

**Unit 2 Hospitality and Catering in Action (72hrs)**

The purpose of this unit is for learners to safely plan, prepare, cook and present nutritional dishes linked to a food business.

## OTHER INFORMATION:

Career opportunities: Waiting Staff, Receptionist, Catering Assistant, Chef, Hotel and Bar Manager, Food Technologist in Manufacturing.

Their Food preparation and nutrition teacher will guide students in the lessons as to which option suits their skills.

**Yr9 D&T you could choose: D&T OR Construction but not both.**

**If you studied D&T in Yr9, you can choose D&T or Construction.**

## **Design - Design & Technology GCSE**

SUBJECT LEADER: **Mr A Preece**

EXAMINATION BOARD: AQA

### **YOU WILL LEARN ABOUT:**

Design & Technology GCSE opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law, fashion design and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management, which are highly prized by employers.

### **DURING THE COURSE YOU WILL:**

Our world is full of products that are made from a wide range of new and modern materials. In this exciting and challenging new course, you will learn the techniques that will help you become a creative designer and maker. You will continue to work with a range of materials including wood, plastic, metal, textile, paper and board. Using a variety of systems to turn your designs into high quality products. You will continue to generate a range of products developing skills in Year 10, which will develop into a core portfolio using ICT to achieve a high-quality presentation.

### **OTHER INFORMATION:**

If you have enjoyed and made good progress with every aspect of your designing and making work in Year 9, then you will enjoy and succeed at KS4 and should choose this course. It is demanding in the extensive amount of knowledge required to complete the written examination. The school will provide the majority of the materials appropriate for you to design and make a high-quality product to achieve a high grade. You may need to supply alternative materials to suit your own design ambitions.

# Design – WJEC Level 1 and 2 Awards in Construction: Constructing the Built Environment (equivalent to 1 GCSE)

SUBJECT LEADER

**Mr A Preece**

EXAMINATION BOARD:

WJEC

## **YOU WILL LEARN ABOUT:**

The WJEC Level 1/2 Vocational Award in Constructing the Built Environment is designed to support learners to develop an awareness of construction processes. It supports learners who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector, the importance of safety and security, and the types of career opportunities available. It is suitable as a foundation for further study and on completion, learners may wish to start an apprenticeship or continue in full time education.

## **DURING THE COURSE YOU WILL:**

They are designed around the concept of a 'plan, do, review' approach to learning. This mirrors many work-related activities in the construction industry and allows learning to take place in a range of contexts. This approach enables learners to apply and extend their learning. Advantages for learners: Develop a range of skills both practical and academic, through applied learning that will be useful in the workplace and for future learning - Provide a foundation of knowledge about the construction industry that will help learners progress to further study or enter the workplace - Motivate learners through purposeful tasks set in a construction industry context.

## **OTHER INFORMATION:**

If you have enjoyed and made good progress with every aspect of your designing and making work in Year 9, then you will enjoy and succeed at KS4 and should choose this course. It is demanding in the extensive amount of knowledge required to complete the external examination. The school will provide the majority of the materials appropriate for you to design and make a high-quality product to achieve a high grade.

**YOU WILL BE ASSESSED BY:** Learning hours (120 guided learning hours)

**Unit 1:** Introduction to the Built Environment On-screen examination: 1 hour 30 minutes, 40% of qualification. (80 marks). Questions requiring objective responses, short and extended answers, based around applied situations. Learners may be required to use stimulus material to respond to questions

**Unit 3:** Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification. Students will be required to plan, make and evaluate a project for three different practical tasks. (Normally Carpentry, Electrical Installation and Painting & Decorating). An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

**You may only choose Dance, Drama or Music if you studied them in Yr9.**

## **Performance – Dance GCSE**

SUBJECT LEADER: **Mr I Wright**  
TEACHER IN CHARGE: **Mrs N Lane**

EXAMINATION BOARD: **AQA**

### **YOU WILL LEARN ABOUT:**

Dance is a powerful and expressive subject, which will encourage you to develop your creative, physical, emotional and intellectual capacity. You will develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

Dance teaches discipline, a desire for excellence and an appreciation of both teamwork and self-expression.

### **DURING THE COURSE YOU WILL:**

- Learn and develop your dance technique.
- Experience a range of dance styles.
- Perform in solo, duet, trio and group work.
- Choreograph dance work.
- Analyse your own and professional work.
- Learn, understand and apply dance terminology.

### **OTHER INFORMATION:**

This is very practical based course with high demands on physical engagement in order to be successful. This course provides a solid foundation for a career or further studies in dance or performing arts including A level dance, undergraduate and postgraduate degrees in dance, professional dance training.

**Possible careers in dance** – choreographer, community dance practitioner, dance performer, dance/arts officer, dance film maker, dance movement therapist, dance photographer, dance teacher, pilates instructor, youth worker, dance journalist.

**To find out if this is the right course for you, speak to Mrs Lane.**

## Performance - Drama GCSE

SUBJECT LEADER: **Mr I Wright**  
TEACHER IN CHARGE: **Mrs N Large**  
EXAMINATION BOARD: AQA

### YOU WILL LEARN ABOUT:

Collaboration skills - Development of research skills - Applying rehearsal process - Explaining and evidencing ideas - Developing theatrical skills in performance - Understanding of play texts - Understanding and applying drama terminology - Understanding of theatrical roles - Analysis of performance - Critically evaluating performance

### DURING THE COURSE YOU WILL:

Work towards two practical assessments and a written examination paper. You will develop:

**Physical Skills** Movement of body, posture, gesture, facial expression, spatial awareness.

**Vocal Skills** Breathing, tone, pronunciation, accent, intonation, expression of emotion through voice.

**Performance Skills** Awareness of stage and audience, incorporation of a range of dramatic styles and practitioner influences, sense of timing, pace, dramatic tension, climax, plot, ability to build and sustain a role on stage, ability to work safely and considerately.

**Technical Skills** Ability to use stage equipment, such as lighting & sound equipment, with confidence and safety, ability to investigate alternative technical areas such as set design, costume, props, masks, sound design and stage management.

**Written Skills** Ability to analyse practical work via written homework tasks, to analyse performances and to write succinct notes on a range of practical performance elements, to compare styles, themes and dramatic potential of a range of scripts in written work, to plan and write essays in the correct style, ability to use correct theatrical vocabulary with confidence and understand the various roles and responsibilities of the production team.

### OTHER INFORMATION:

Although the work is mainly practical, you will be required to prepare for a written exam and produce a written portfolio of your work – 70% of your mark is through the written exam and portfolio. Homework will usually be set once a week and will be written work, research or rehearsal time. Commitment to the course is a necessity if you are to succeed. You should be punctual to all sessions and your attendance must be excellent. To gain the full benefits of the course you will be required, at times, to rehearse out of school hours; this is essential for high quality performance work. It is also a course requirement that you see live theatre; again, this will be an extracurricular commitment.



# Performance - Music GCSE

SUBJECT LEADER: **Mr I Wright**

EXAMINATION BOARD: AQA

## YOU WILL LEARN ABOUT:

Central to GCSE Music is a thorough understanding and application of the **Elements of Music**.

These **Elements of Music** are delivered through:

- developing **performing skills**, individually and in groups to communicate musically with fluency and control of the resources used.
- developing **composing skills** to organise musical ideas and make use of appropriate resources.
- recognising links between the integrated activities of **performing**, **composing** and **appraising** and how these inform the development of music.
- broadening musical experiences and interests, developing imagination, problem solving and fostering creativity.
- developing **knowledge**, **understanding** and **skills** needed to communicate effectively as musicians.
- developing awareness of a variety of instruments, styles and approaches to performing and composing.
- developing awareness of **music technologies** and their use in the creation and presentation of music.

By studying music, you will gain a fuller understanding of the world that surrounds us whilst developing critical learning skills such as communication, creative problem solving and independence. This course requires students to spend private study time developing musical performance, composition and listening skills outside of their normal timetabled lessons in school.

## OTHER INFORMATION:

Taking this opportunity to study the GCSE music course may open doors to further study at A-level or vocational Level 3 courses. Studying music at KS5, will provide established pathways to degree level courses and careers as diverse as performing, composing, teaching, business management, studio engineering, event management, law, accounting and many more music related careers from within an industry that generates over £3.5bn of revenue each year in the UK alone, employing over half a million people in full-time music related careers.

**To find out if this is the right course for you, speak to Mr Wright**

**You can only choose this if you studied PE Qualification in Year 9**

## **Physical Education GCSE**

**SUBJECT LEADER:**

**Mr R Puzey**

**EXAMINATION BOARD:**

**AQA**

The course offers students the opportunity to lead, understand and enjoy a healthy and active lifestyle by choosing from a variety of activities in which to participate in physical activity. Participate in a range of physical activities as Player/Performer, developing your skills in a range of sports and improving your consistency in competitive situations. Develop your knowledge on six theory units, including the musculoskeletal system, sports psychology and physical training.

60% of GCSE PE is assessed in Year 11 through two exam papers, covering all the theory topics learned in Year 10 and 11.

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

#### **What is assessed**

Applied anatomy and physiology, movement analysis, physical training and use of data.

#### **How it is assessed**

Written exam: 1 hour 15 minutes (78 marks) which is 30% of GCSE

#### **Questions**

A mixture of multiple choice/objective test questions, short answer & two extended answer questions.

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

#### **What is assessed**

sports psychology, socio-cultural influences, health, fitness and well-being, Use of data.

#### **How it is assessed**

Written exam: 1 hour 15 minutes (78 marks) which is 30% of GCSE

#### **Questions**

A mixture of multiple choice/objective test questions, short answer and extended answer questions.

### **Non-examined assessment: Practical performance in physical activity and sport**

#### **What is 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 either in a team or in an individual activity).

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

#### **How it is assessed**

Assessed by teachers, moderated by AQA (100 marks), which is 30% of GCSE practical performance. 10% written analysis and evaluation.

#### **Questions**

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (game/competition) (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Students will be expected to maintain a very high level of participation, organisation and practical presentation (kit). Participation in extra-curricular activities will also be expected. Students can only choose exam PE if they have been studying Exam PE in Year 9

## National Certificate in Sports Studies (equivalent to 1 GCSE)

SUBJECT LEADER: **Mr R Puzey**

EXAMINATION BOARD: **OCR**

### YOU WILL LEARN ABOUT:

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Studies reflect this and provide students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

### DURING THE COURSE YOU WILL:

Continue to pursue sporting excellence in both individual and team sports, taking responsibility for our own personal development plan; part of your development will involve performing in additional roles such as an official/umpire. This course allows students to get out and experience first-hand the diverse opportunities available in the world of sport. These experiences help broaden the horizons of the students and help provide vital depth and understanding of the sports studies syllabus. The current cohort of students have recently attended the varsity match at Twickenham and are now preparing for a trip behind the scenes, with the Exeter Chiefs community coaches.

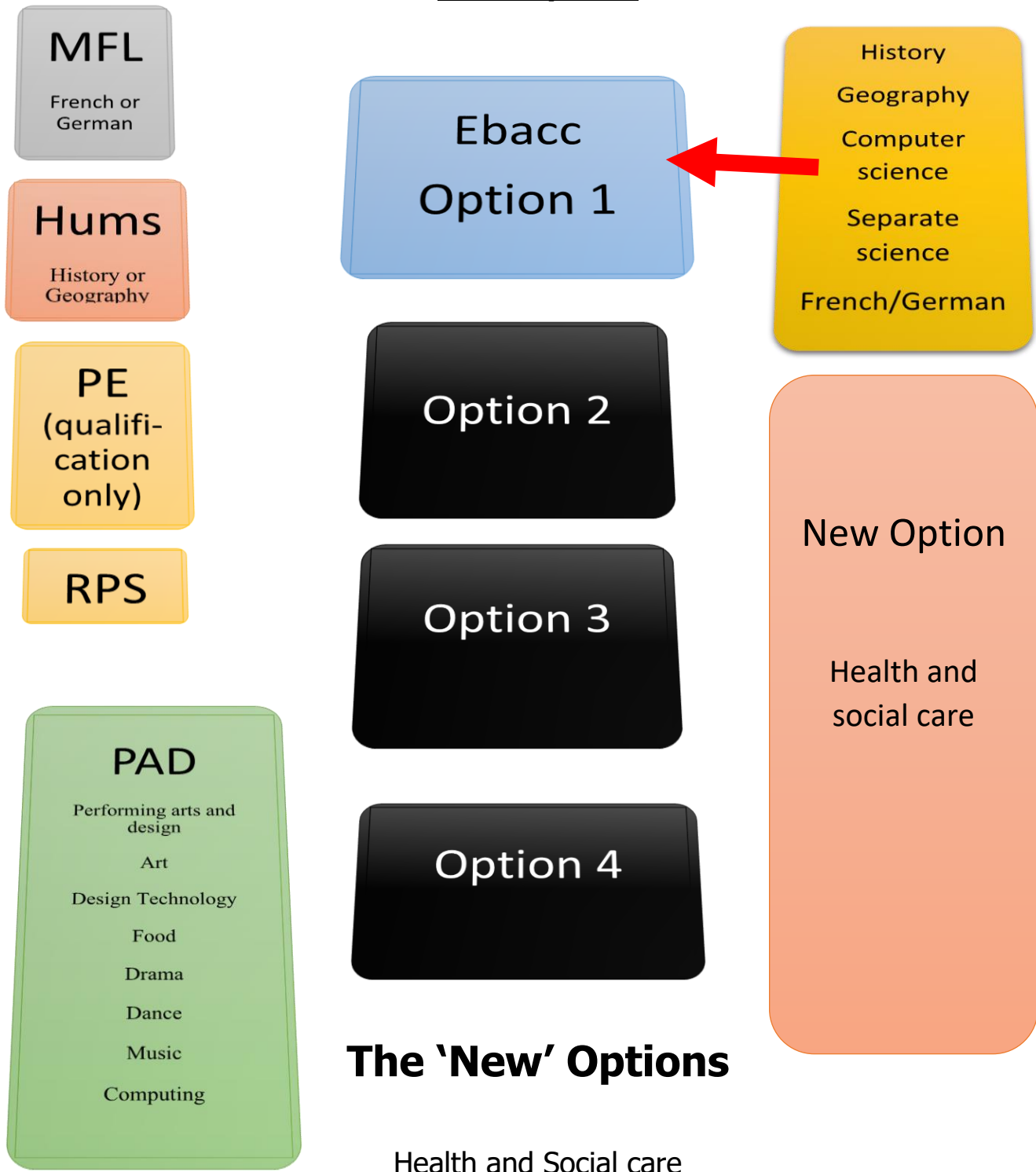
### YOU WILL BE ASSESSED BY:

**R184: Contemporary issues in sport (1hr 15min exam)** Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

**R185: Performance in sport activities leadership.** Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

**R186: Sport and the media (x4 Assignments)** Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

## Extra Options



- You only have two years to complete.
- You will need to demonstrate that this is a 'positive' choice.
- You will need to complete a short statement about why you want to study this subject on your options application form.
- You may be asked to attend an interview.

## Health and Social Care- Level 1 and 2 (equivalent to 1 GCSE)

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK.

SUBJECT LEADER:

C/O Mrs. Lane

EXAMINATION BOARD:

OCR (Cambridge National)

### YOU WILL LEARN ABOUT:

BTEC Tech Award in Health and Social Care is the new and exciting award that gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover: skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing. Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practice applying them. Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development.

### OTHER INFORMATION:

Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. This award prepares learners post 16 to enter A levels; a BTEC level 3 or even apprenticeships which can then lead them to move on to higher education by studying a degree in aspects of health or social care. Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.

### YOU WILL BE ASSESSED BY:

Human Lifespan Development 30% Course - Health and Social Care Services and Values 30% Course - Health and wellbeing 40% Course – Externally assessed.

OTHER INFORMATION: Most of the work will be completed in lesson time. However, some research will be necessary and carried out in your own time.

