



**Acle Academy**  
*Respect, Aspiration and Determination*

# OPTIONS BOOKLET 2026-2028

**Options Information Evening**  
**Thursday, 5<sup>th</sup> February 2026**

**Principal: Mrs Helen Watts**

Part of the  
**WENSUM**TRUST  
Acle Academy



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## Introduction to Year 9 Options 2026

Dear Parents/Carers

This booklet aims to describe the elements of the curriculum which students who are currently in Year 9 will continue to study during Years 10 and 11 (September 2026 - July 2028).

Whilst a large part of the curriculum is compulsory for all students, there is an element of choice. In Year 9 students select four subjects to study over 2 years during Year 10 and Year 11. GCSE and BTEC qualifications are available, and the style of these courses is very different. Please spend some time reading this information to help your child make the best choices.

The Year 9 Options process is already underway in the academy. Year 9 students have been surveyed to establish their interest in different subjects and they have had the opportunity to sit through assembly presentations from teachers giving them an insight into the subjects on offer. The options process continues with tonight's Options Evening.

During the remainder of the Spring and Summer Term the school will work very hard to make student choices possible. At Acle Academy we are keen to ensure the decision making process is as straight forward as possible and make sure that the right decisions are made.

When your child eventually sits their GCSEs, all subjects will be examined at the end of Year 11. The modular exam system no longer exists. BTECs now contain a certain amount of external assessment and will no longer be wholly coursework based, and most subjects will also carry a number of marks for spelling, punctuation and grammar.

Whatever course is eventually followed, the staff here, working with parents/carers will support and encourage each student to achieve his or her best, with academic excellence and clear progression routes into Sixth Form, Further Education or training being the ultimate aim.

Yours sincerely



Mr S Newstead (Vice Principal)

We are part of...

**WENSUMTRUST**  


FOR CHILDREN, FAMILIES AND COMMUNITIES

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# Introduction to Qualifications

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Key Stage 4 is the name given to the period of education covering Years 10 and 11. A range of qualifications are available to ensure students achieve the best possible grades to match their individual levels of ability and aptitude.

## QUALIFICATIONS IN KEY STAGE 4

- ◆ **General Certificate of Secondary Education (GCSE)** Key Stage 4 of the National Curriculum is usually addressed in terms of GCSEs. GCSEs are linear, which means that students are assessed through controlled assessment tasks and a terminal examination taken at the end of the course. The majority of courses offered will be of this type.
- ◆ **British Technology and Education Council (BTEC)** These are Level 2 qualifications, which means that they are equivalent to GCSE at grade 5 or above and they offer ongoing assessment of academic achievement. These courses are examined through assignments at regular intervals with a small examination at the end of the course. They are more vocational in nature. A BTEC 'Pass' is equivalent to ONE GCSE at grade 5, a "Distinction" is equivalent to ONE GCSE at grade 7.
- ◆ **Cambridge Nationals** These are Level 2 qualifications, which means that they are equivalent to GCSE at grade 5 or above and they offer ongoing assessment of academic achievement. These courses are examined through assignments at regular intervals with a small examination at the end of the course. They are more vocational in nature. A Cambridge National 'Pass' is equivalent to ONE GCSE at grade 5, a "Distinction" is equivalent to ONE GCSE at grade 7.

## THE ENGLISH BACCALAUREATE

- ◆ The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where students have secured a grade 5 or better across five core academic subjects - English, Mathematics, History or Geography, the Sciences and a Language. The subjects included are designed to enable all students to have the opportunity to study a broad range of subjects ensuring that doors are not closed off to them in terms of future progression. These are the subjects most likely to be required or preferred for entry to degree courses.

## PROGRESS 8 AND ATTAINMENT 8 MEASURES

- ◆ Progress 8 and Attainment 8 are the new headline measures replacing the 5A\*-C (including English and Maths) grade as the Key Performance & Accountability Measure for all secondary schools. The "8" relates to the number and types of qualifications students must achieve at the end of Year 11. Two of the qualifications *must* be GCSE English and GCSE Maths. Three further qualifications *must* come from GCSEs in the Sciences (including Computer Science), MFL or Humanities. The final three other qualifications can come from any other GCSE (or approved BTEC/Cambridge National), for example Music or Art.
- ◆ **These new accountability requirements have necessitated that students must select a minimum of one subject from the following: Separate Science, Computer Science, History, Geography, German, French. Essentially, by selecting one of these subjects all our students will fulfil the Progress 8 and Attainment 8 subject requirements.**

## RAISING OF THE PARTICIPATION AGE

- ◆ Recent changes in government legislation mean that students must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until their 18th birthday.

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# Selecting Options in Year 9

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This booklet contains information about the Option choices for Year 9 students. We recommend this is used in conjunction with discussions at school and at home, consideration of future pathways, enjoyment and ability in differing subjects, to arrive at carefully considered choices.

Students should not make their choices based on what friends are doing, as they will have differing strengths and interests. Neither should they think about which teachers they would prefer to be taught by, as their teacher could be different next year. They should make the Option choices which will allow them to be successful in the future.

## All students will study the Core subjects:

English
Mathematics
Combined Science
Character and Culture
Physical Education

- ◆ This will lead to GCSEs in English Language, English Literature, Mathematics and Combined Science (counted as 2 GCSEs).
- ◆ Students will then study 4 further subjects one coming from each Block (A, B, C and D) on the options form. This will lead to 4 further GCSEs or equivalent.

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# Information about Core Subjects

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**English Language**

**English Literature**

**Mathematics**

**Combined Science**

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# ENGLISH LANGUAGE

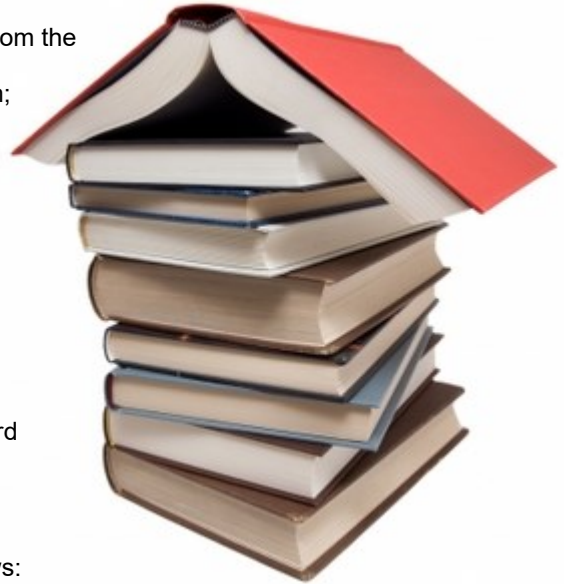
## GCSE - AQA

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### Content of the Course

In this course you will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. You will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. The course will develop your ability to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writings such as reviews and journalism;
- read and evaluate texts critically and draw comparisons;
- summarise and synthesise information or ideas from texts;
- use knowledge gained from wide reading to inform and improve your own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly and punctuate and spell accurately;
- acquire and apply a wide vocabulary;
- listen to and understand spoken language and use spoken Standard English effectively.



Student grades in English Language are now based on 100% terminal examinations. There are two equally weighted exams, which are as follows:

#### **Paper One: Explorations in Creative Reading and Writing**

This exam is **1 hour 45** minutes long, and tests both Reading and Writing. It carries a maximum of **80** marks, and is worth **50%** of the full GCSE.

**Section A** will ask students to respond to an unseen literature fiction text from either the 20th or 21st centuries by answering four questions in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

- There will be **one** short form question, worth **four marks**, **two** longer form questions, each worth **eight marks**, and **one** extended question worth **20 marks**. This section is worth **25%** of the full GCSE.
- It assesses **AO1** (*identify and interpret explicit and implicit information and ideas/select and synthesise evidence from different texts*), **AO2** (*explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views*) and **AO4** (*evaluate texts critically and support this with appropriate textual references*).

**Section B** will ask students to write their own creative text to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

- There will be one extended writing question worth **40 marks** (24 marks for content and 16 marks for technical accuracy). This section is also worth **25%** of the full GCSE.
- It assesses **AO5** (*communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences/organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts*) and **AO6** (*use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation*).

As preparation for this exam, across the course, students will be reading a wide range of prose fiction and practising a variety of types of creative writing.

*Continued....*

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# ENGLISH LANGUAGE

## GCSE - AQA

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### Paper Two: Writers' Viewpoints and Perspectives

This exam is **1 hour 45** minutes long, and tests both Reading and Writing. It carries a maximum of **80** marks, and is worth **50%** of the full GCSE.

**Section A** will ask students to read two linked unseen non-fiction sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. The sources will be one non-fiction and one literary non-fiction text and might include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

- There will be **one** short form question, worth **four marks**, **two** longer form questions, one worth **eight marks**, one worth **12 marks**, and **one** extended question worth **16 marks**. This section is worth **25%** of the full GCSE.
- It assesses **AO1** and **AO2** as above, and also **AO3** (*compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts*)

**Section B** will ask students to complete a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

- There will be one extended writing question worth **40 marks** (24 marks for content and 16 marks for technical accuracy). This section is also worth **25%** of the full GCSE.
- It assesses **AO5** and **AO6** as above.

As preparation for this exam, across the course students will be reading a wide range of non-fiction and practising a variety of types of non-fiction writing.

### Non-Examination Assessment: Spoken Language

In addition to the above, there is a compulsory non-examination assessment of Spoken Language. This requires students to:

- give a presentation in a formal context
- respond appropriately to questions
- use spoken Standard English.

The assessment will be separately endorsed and will cover AO7, AO8 and AO9 for spoken language. It carries a 0% weighting of the GCSE.



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# ENGLISH LITERATURE

## GCSE - AQA

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### Content of the Course

The course will develop students' knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

#### **The course will develop students' ability to:**

- read a wide range of classic literature fluently and with good understanding, and make connections across reading;
- read in depth, critically and be evaluative, so that they are able to discuss and explain their understanding and ideas;
- develop the habit of reading widely and often appreciate the depth and power of the English literary heritage;
- write accurately, effectively and analytically about their reading, using Standard English;
- acquire and use a wide vocabulary, including the grammatical terminology and other literacy and linguistic terms needed to criticise and analyse what has been read.

Grades in English Literature are now based on 100% terminal examinations. There are two exams, both of which are closed text examinations (in other words, students will not be allowed a copy of the books in the exam) which are as follows:

#### **Paper One: Shakespeare and the 19th century novel**

This exam is **1 hour 45 minutes** long. It carries a maximum of **64** marks and is worth **40%** of the full GCSE.

**Section A: Shakespeare** will ask students to respond to one play by Shakespeare which will be selected from a list of six plays set by the exam board.

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

**Section B: The 19th century novel** will ask students to respond to one 19th century novel from the list of seven novels set by the exam board.

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

As preparation for this exam, across the course students will be studying a play by Shakespeare and a 19th century novel selected from the list of set texts.

#### **Paper Two: Modern Texts and Poetry**

This exam is **2 hours 15 minutes** long. It carries a maximum of **96** marks, and is worth **60%** of the full GCSE.

**Section A: Modern Texts** will ask you to respond to **either one** modern play **or one** modern novel.

*You will answer **one** question from a choice of two on your studied modern prose or drama text.*

**Section B: Poetry** will ask students to respond to a cluster of poems taken from an exam board anthology. They will be studying a total of 16 poems across the course.

*Students will answer a comparative question on one named poem printed on the paper and one other poem from their anthology cluster.*

**Section C: Unseen poetry** will ask students to respond to two unseen poems, and analyse and compare key features such as their content, theme, structure and use of language.

*Students will answer one question on each of two unseen poems and one comparative question.*

As preparation for this exam across the course you will be reading a wide range of poetry to develop the skills of critical analysis for the unseen, plus a modern play or novel selected from the list of 12 set texts provided by the exam board, plus a 16 poem cluster from the exam board anthology.



# MATHEMATICS

## GCSE - AQA

### Content of the Course

This specification is written for the new 9-1 GCSE for which first examinations took place in 2017. It follows on directly from key stage 3 courses studied. Our students start this course formally in year 10, but year 9 is seen as a pre-cursor for this despite being a Key Stage 3 year.

In comparison with the previous GCSE, there is additional content and an increased emphasis on reasoning, interpreting and communicating as well as non-routine problem solving.

Students study topics in number, algebra, ratio proportion and rates of change, geometry and measure and probability and statistics.

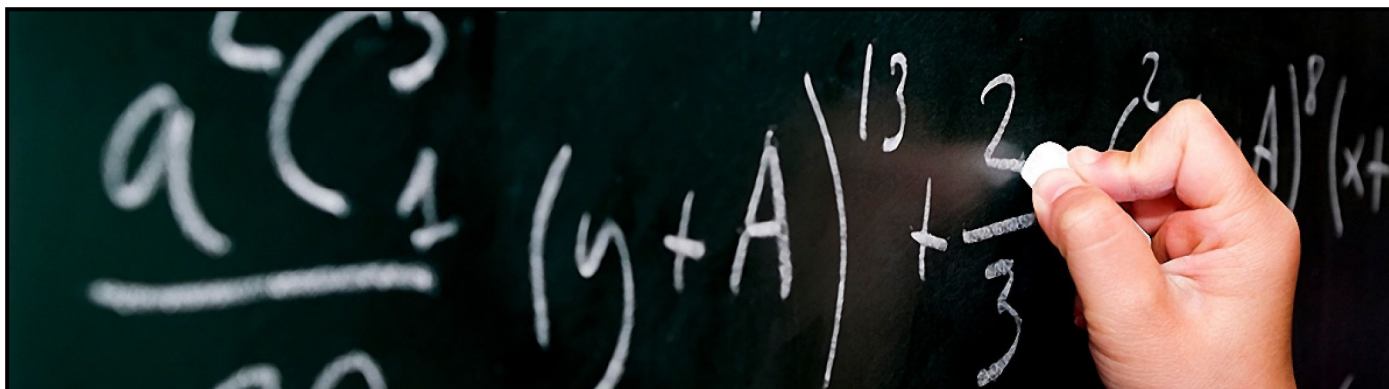
40-50% of the exam questions will be straightforward, knowledge based questions. 50-60% of them will test knowledge through a problem .



### Assessment

The course will be assessed at the end of Year 11. There will be three exam papers, each 1 hour 30 minutes long. Paper 1 will be non calculator, papers 2 and 3 will allow use of a calculator and there is no coursework.

Students will be entered at foundation or higher tier. Foundation tier offers grades 1 to 5 and higher tier grades 4 to 9.



### Further Study

Mathematics supports most avenues of further study, but has particular links to A levels in Maths, Further Maths, Physics, Chemistry, and supports many other A level courses. It may be a specific requirement to have a certain grade in Maths to study some other subjects at A level.

Top year 11 students may be offered a lunchtime course in Additional Mathematics with an opportunity to sit an exam and gain a further GCSE qualification.

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# COMBINED SCIENCE

## Double Award GCSE - AQA Trilogy

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### Content of the Course

Our Combined Science course allows students to explore and explain the world around them. In Combined Science, students will study a range of topics across Biology, Chemistry and Physics. They will learn about a variety of core principles. This will include (amongst many others):

	<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>	
	<ul style="list-style-type: none"><li>• Cell structure</li><li>• Control of body systems</li><li>• Health and disease</li><li>• Interactions with our environment</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure</li><li>• Bonding</li><li>• Chemical reactions</li><li>• Separation techniques</li><li>• Earth's atmosphere and resources</li></ul>	<ul style="list-style-type: none"><li>• Energy and energy resources</li><li>• Forces</li><li>• Speed and Motion</li><li>• Electricity</li><li>• Radiation</li></ul>	

### Skills Students Will Learn

In addition to the course content students will continue to develop skills in practical work including analysing and evaluating experiments as well as scientific research skills. During the course, students will learn to develop their skills of both analysing and interpreting data.

### Assessment

#### Examinations

This course will be assessed by two exams in each Science subject (Biology/Chemistry/Physics) at the end of Year 11. These will be 1 hour 15 minute exams and cover content across the whole of the course.

#### Practical Component

The development of practical skills is an important feature in GCSE Science. Over the two years students will undertake 21 required practical activities across the three Sciences. These practical activities will not be directly assessed. However 15% of exam marks will be an assessment of practical skills that students have worked to develop across the course.

In the remaining 85% of the marks, students' subject knowledge, understanding and skills will be assessed.

### What AS/A2 Level Courses or Equivalent Does This Lead To?

This course will provide students with the skills and knowledge which will support them to study any of the science subjects at A-level. It is also supports the study of other courses including: psychology, sports science, health and social care and sociology.

### Careers Related to this Subject

GCSE science feeds into a large number of careers including: Medicine, Engineering, Environmental Science, Electronics, Nursing, Pharmacy, Ecology, Zoology, Biotechnology and Sports Science



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# Information about Option Subjects

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**Art & Design**

**Computer Science**

**Construction**

**Design and Technology**

**Product Design**

**Textiles**

**Drama**

**Geography**

**History**

**Hospitality and Catering**

**Music**

**Modern Foreign Languages**

**French**

**German**

**Physical Education**

**Sports Studies**

**Separate Sciences**

# ART & DESIGN

## GCSE - Edexcel

### Content of the Course

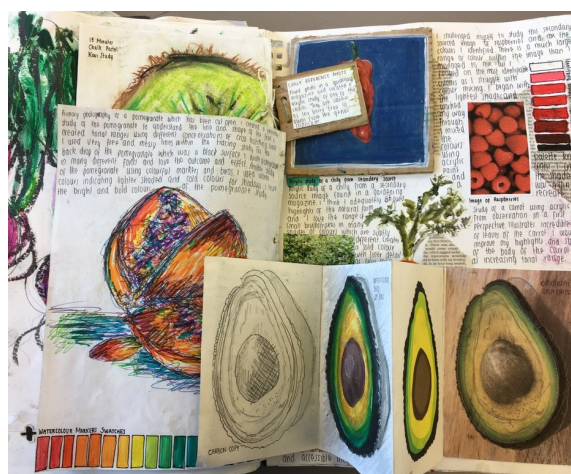
Art GCSE offers a wide range of skills and knowledge over the two years of study. The pupils are guided through techniques, which support them to build skills such as, independent learning and creative approaches to their studies.

Throughout the course, pupils are encouraged to use creative problem solving. This is a value skillset, which is in demand by many employers, in a number professions.

Over the two years of the course, the pupils will produce a personal and detailed portfolio of artwork. The course consists of;

Four themed projects, which consist of sketchbooks and final piece/s. Such as: Identity, Natural forms, Structure and Edible.

In Year 11 there will be a practical mock of 5hrs in December, this is in preparation for the externally set assignment (practical exam) of 10 hours. practical exam in April/May.



## Assessment

### **Personal Portfolio 60%**

Develop ideas, artist research, primary research, experiment with media, techniques and processes, present a personal response (final piece of artwork).

Component 1:

72 marks

(18 marks for four Assessment Objectives)

Year 10 & Year 11 (term one only)

### **Externally Set Assignment 40%**

Develop and explore ideas, artist research, primary research, experiment with media, techniques and processes, present a personal response ( to the externally set theme).

Component 2, Practical Exam:

72 marks

(18 marks for four Assessment Objectives)

Year 11 (term 2 & 3)

### What AS/A2 Level Courses Does This Lead

AS/A2 Art and Design, Photography, Textiles, Graphics and many other creative subjects at all levels. (Students applying for Photography need to have studied GCSE Art and Design).

### Careers Related to This Subject

Film/television and photography, web design, floristry and hairdressing, landscape gardening, theatre and stage design, product design, furniture design, interior design, architecture, illustration, graphic design, textile and fashion design, teaching/lecturing, Fine Art: sculptor/ painter/ printmaker, museums and gallery work.

### Inspiring Events Include:

- Trip to the Sainsbury Centre, UEA, Norwich
- Norwich Castle and Museum, Norwich.
- Norfolk & Norwich Open Studios Event– students work will be exhibited at Acle Academy for public viewing.



# COMPUTER SCIENCE

## GCSE - AQA

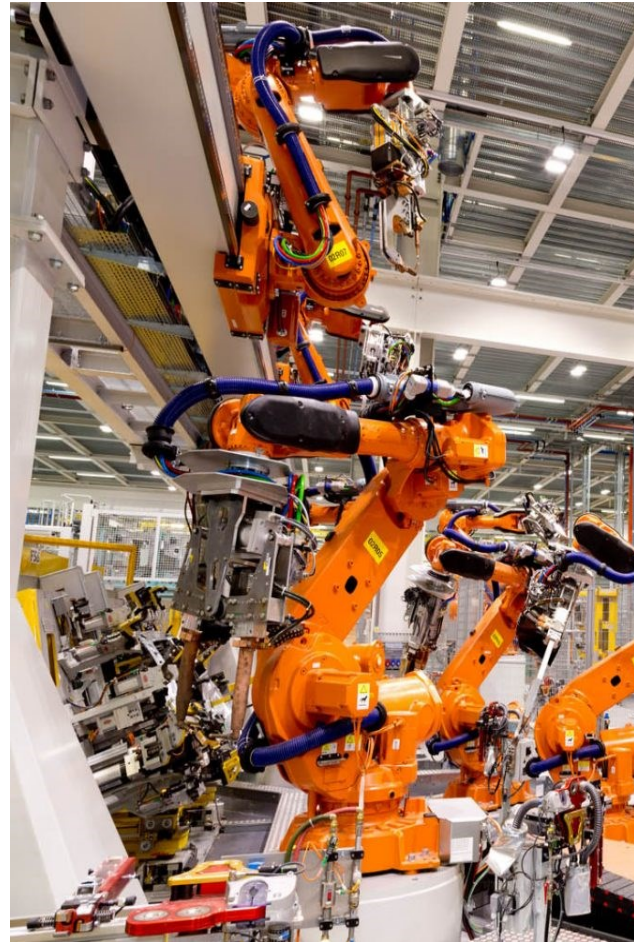
### Why choose GCSE Computer Science?

Technology is constantly evolving and Computer Science equips all students with the tools and understanding to navigate technological change. In 2014 the government switched ICT to a new Computing curriculum that goes way beyond machines and focuses on ideas and principles of computers. The GCSE will give students the opportunity to learn about the inner workings of a computer system through to the language humans use to operate computers which are in turn instruct machines.

Automation such as the ABB robot (pictured to the right) are in industry now. The future jobs market will be affected one way or another by automation in the future so if you want to ensure you have the skills and knowledge to access these jobs Computer Science is for you.

### The course will develop:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems



## Assessment

### Paper 1

Computational thinking, problem solving, code tracing.

Written Exam:

80 marks

1 hour 30 minutes

### Paper 2

Data representation, Computer Systems Computer Networks, Cyber Security

Written Exam:

80 marks

1 hour 30 minutes

## Year 10

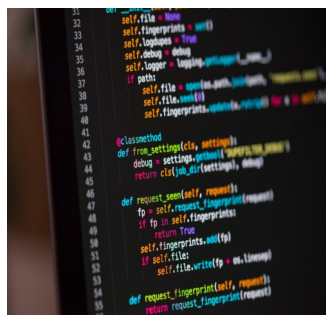
Computer Systems  
Data Representation

Networks  
Cyber Security

Software Development  
Ethical, Legal and Environmental impacts

Programming  
Algorithms

**Python**



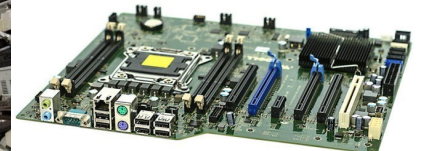
Programming Project

Programming Project



## Year 11

**Python**



# CONSTRUCTION

## BTEC Level 2 - Pearson

### Why choose the Tech Award — Construction

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 billion of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management and surveying. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

### The course will develop:

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the construction and built environment sector, specialist skills such as interpreting and designing a low-rise construction to a brief, construction of a practical outcome to specification and ensuring quality of outcome 2.

# LOVELL HOMES



## Assessment

### Unit 1

#### Construction Technology

Exam-External Assessment

1.5 hours

**60 Marks**

1: Demonstrate knowledge of work of the construction industry and the different technology used in low rise construction projects

2: Demonstrate understanding of work of the construction industry and the different technology used in low-rise construction projects

3: Be able to make connections between different construction technologies to ensure appropriateness of low-rise construction projects in

### Unit 2

#### Construction in Practice

Non-Exam Internal Assessment

Pearson-set Assignment

8 hours supervised assessment

**60 marks**

1: Be able to understand hazards and risk for safe production of a practical construction outcome

2: Be able to produce a practical construction outcome.

### Unit 3

#### Construction in Design

Non-Exam Internal Assessment

Pearson-set Assignment

8 hours supervised assessment

**60 marks**

1: Understand the needs of a client and the constraints on design when designing a low-rise building

2: Be able to graphically communicate the design of a low-rise building.

3: For each component new assignments are released twice a year through the secure area of our website.

DESIGN & TECHNOLOGY

# PRODUCT DESIGN

## GCSE - AQA

### Why choose GCSE Design & Technology?

Great Britain's Engineering, Manufacturing and Creative industry sectors are worth 500 Billion pounds to the UK economy equating to 29% overall. The creative sectors have grown by 10% in 2019, three times more than the wider UK economy. These figures give a great opportunity to students to access the current skills shortage the country is facing.

Design & Technology will prepare students to participate confidently and successfully in an increasingly technological world.

### The course will develop:

- Understanding that all design and technological activity take place within contexts that influence the outcomes of design practice.
- Realistic proposals as a result of exploring design opportunities and users' needs, wants and values.
- Imagination and experimentation when creating design ideas.
- Skills to critique and refine their ideas whilst designing and making.
- Communication of ideas using different media and techniques.
- Decision making skills, including the planning and organisation of time and resources when managing their own project work.
- Design proposals which avoid stereotypical responses.
- Skills to consider the costs, commercial viability and marketing of products.
- Safe working practices in design and technology.



## Where will your career path take you?

### Design

- Robotics
- Automotive
- Interior Design
- Advertising
- Product Design
- Industrial
- Packaging
- Digital Media

### Textiles

- Aerospace
- Sportswear
- Clothing
- Accessories
- Hosiery
- Footwear
- Furniture
- Interior Design

### Acle Academy

The Wensum Trust has invested heavily within the Design Technology department to ensure that all students that attend Acle Academy have the tools and equipment to access these potential career. The Design Technology department boasts a dedicated CAD-CAM suite to enable students access to computer software such as 2D Design, Google Sketch Up and Fusion 360. This enables students to produce industry standard work through means of a 3D printer, Laser cutter, Vinyl cutter or Embroidery machines.

### Electronics

- Computing
- Digital Media
- Transport
- Robotics
- Security
- Services
- Automotive

### Engineering

- Civil
- Construction
- Mechanical
- Electronic
- Infrastructure
- Automotive
- Armed Forces

### Food

- Dairy
- Meat
- Seafood
- Brewing
- Baking
- Hospitality
- Armed Forces
- Horticulture

Both Product Design and Textiles have also had their teaching environments improved to ensure that students have an efficient learning space in which to learn. Both subjects are based around the main workshop to enable all KS4 students practical access to embed subject knowledge.



At Acle Academy we will be offering the following 2 courses:

- AQA GCSE Design and Technology (Product Design)
- Edexcel GCSE Design and Technology (Textiles)



# DESIGN & TECHNOLOGY

# PRODUCT DESIGN

## GCSE - AQA

### Content of the Course

#### Year 10

This year will be a focus on three main material types within the subject. Timbers, Polymers and Metals knowledge is essential in the assembly of many products and the ability to use these materials is essential. The first design and make challenge is a children's chair which incorporates both Timbers and Polymers. The second term is a mirror incorporating the use of Metals and Polymers. These short projects will allow pupils the chance to experience each material area in a practical way to gain knowledge for the exam.

#### Year 11

This year you are to create an evidenced based A3 portfolio. This portfolio is to show how you have worked through the design process to achieve your final outcome. To achieve well within the NEA you will have to select a client to work with throughout the design and make process. 2020 NEA design challenge briefs are below.

**Brief 1:** Providing a safe and comfortable home

**Brief 2:** Working towards a sustainable future

**Brief 3:** A high-profile activity or occasion

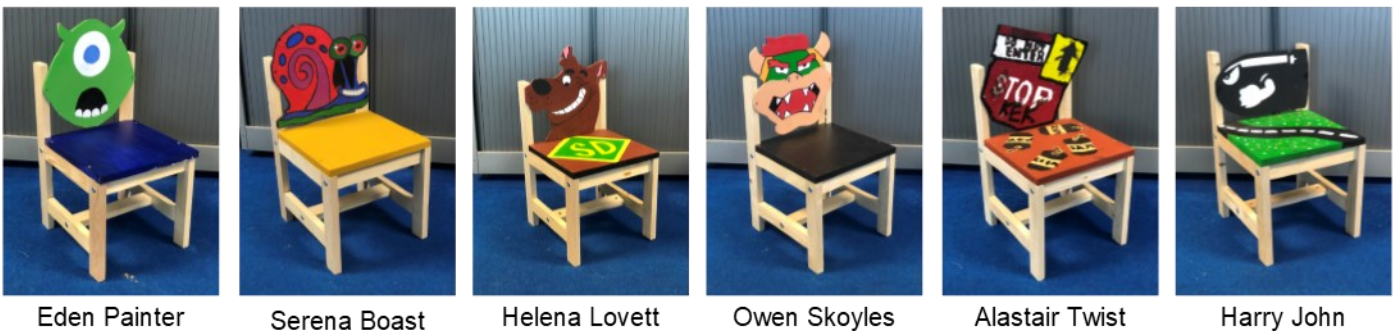
### Assessment:

Written exam 50%  
 Non Examined Assessment (NEA) 50%

### Percentages for the Written Exam:

**Section A – Core technical principles (20 marks)**  
**Section B – Specialist technical principles (30 marks)**  
**Section C – Designing and making principles (50 marks)**

### Year 10:



Eden Painter

Serena Boast

Helena Lovett

Owen Skoyles

Alastair Twist

Harry John

### Year 11:

Non Examined Assessment (NEA) 50%  
 Externally moderated 35 Hours

**DESIGN IDEAS**

**MODEL 1 EVALUATION AND CLIENT FEEDBACK**

# TEXTILES

## GCSE - Edexcel

### What will you learn?

You will learn about the world of materials and design; including fabrics, plastics, wood, metals, electronics and smart materials. You will develop your awareness of the design industry and learn much more about the role of the designer in product development. Assuming the role of the designer you will continue to extend your problem solving skills and express your ideas creatively and artistically whilst expanding your portfolio of practical techniques.

### Who is the course aimed at?

Are you passionate about designing and making? Do you enjoy problem solving? Do you enjoy being creative whilst learning new techniques and skills? Do you want to try out your own ideas and perhaps follow a path in Design or Textiles? Then this course is an ideal choice for GCSE. It is important to note that this is a rigorous, academic GCSE, with written communication, research and problem solving featuring in this course.

Do you enjoy....

**Thinking creatively?**

**Problem solving?**

**Making products?**

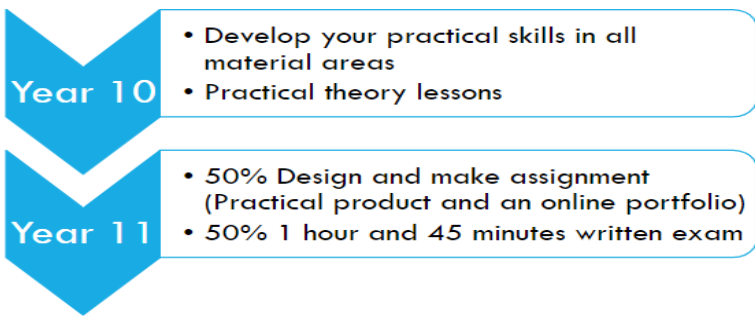
**Hands on learning?**

**Working with materials?**

If so, then this is an ideal option for you!

### What can I do with GCSE Design and Technology?

The diversity of the course means it can lead towards a career in *Fashion Design, Product Design, Medical Textiles, Interior Designer, Seamstress, Tailor, Fashion Buyer, Costume Designer, Sportswear designer and Surface Print Designer* to name a few. Further education and employers value GCSE Design and Technology qualifications as it develops creative, technical and transferable skills.



### How will my final grade be decided?

**Year 10:** During Year 10 you will develop your practical skills in lessons in all material areas, to gain knowledge for the exam. For example, past projects include: making a bag constructed from fusing plastics and PVC (plastics), a fabric and wood appliqué clock (mechanicals), newspaper garments (paper and board), 'Be safe be seen' product (Smart and modern materials) and designing and making a fashion garment (textiles). The theory content will be covered during practical and theory lessons and through several home learning research projects.

**Year 11:** In Year 11 you will complete a design and make assignment in class (NEA-Non Examined Assessment), selected from a set of Exam Board approved tasks. You will showcase your skills and understanding to produce a product/prototype and a portfolio of evidence of 20—30 pages using google slides.

Final GCSE:

- Non Examined Assessment (NEA) 50% (100 marks)
- 1 hour 45 minutes written examination 50% (100 marks)



Paper

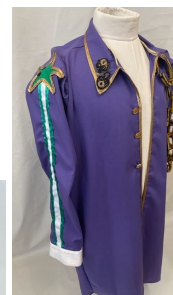
Electronics

Plastic



Timbers

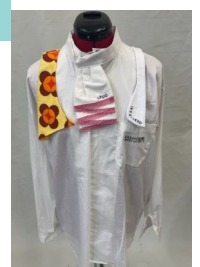
Fabric



Year 11 Final Products



Year 10 Hoodies



# DRAMA

## GCSE - AQA

GCSE Drama is an exciting practical exploration of performance, literature and communication skills. Students are able to work collaboratively to develop their own theatre as well as studying the work of prominent theatre practitioners.

	<b>Component 1: Understanding Drama</b>	<b>Component 2: Devising Drama (practical)</b>	<b>Component 3: Texts in Practice (practical)</b>
<b>What's involved?</b>	This component is a written exam in which students are assessed on their knowledge and understanding of theatre roles and terminology, understanding of a set text and their ability to analyse and evaluate the live theatre work of others.	This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.	This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.  This is assessed by an external examiner.
<b>What's assessed?</b>	Knowledge and understanding of drama and theatre Study of one set play from a choice of six Analysis and evaluation of the work of live theatre makers	Process of creating devised drama Performance of devised drama Analysis and evaluation of own work	Performance of two extracts from one play <i>Free choice of play but it must contrast with the set play chosen for Component 1</i>
<b>How it's assessed?</b>	Written exam: 1 hour and 45 minutes Open book 80 marks 40% of GCSE	Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE	Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total 20% of GCSE

### As a performer you will:

- **learn** how to **commit dialogue to memory** for devised performances and/or learn text they are performing for text-based performances
- **develop** the **ability to interpret and/or create** and perform a **character** as appropriate to the demands of the performance
- **develop** a **range of vocal skills and techniques** e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking
- **develop** a **range of physical skills and techniques** e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement
- **develop** an **appropriate performer/audience relationship** and ensure sustained engagement throughout the performance

### Transferable skills

You learn to collaborate with others, think analytically and evaluate effectively. You gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

### What the students say

*'There is a good balance between written and practical work.'*

*'You get the chance to be creative and to develop some really valuable skills'*

*'GCSE Drama isn't just a qualification; it helps build your confidence for your future!'*

### Need more information

Speak to your drama teacher.

**YouTube:** *The Importance of Drama: Transferable Skills*

**AQA Website:**  
<http://www.aqa.org.uk/subjects/drama/gcse>

# FURTHER MATHEMATICS

## GCSE - AQA

### Content of the Course

AQA Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving mathematicians who:

- either already have, or are expected to achieve the top grades in GCSE Mathematics
- are likely to progress to A-level study in Mathematics and possibly Further Mathematics.

It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly algebraic reasoning. It builds on the Key Stage 4 curriculum and is intended as an additional qualification to GCSE Mathematics, rather than as a replacement. It doesn't infringe upon AS Level Maths but does help

There are 6 units of study: Number, Algebra, Coordinate Geometry, Calculus, Matrix Transformations, Geometry.

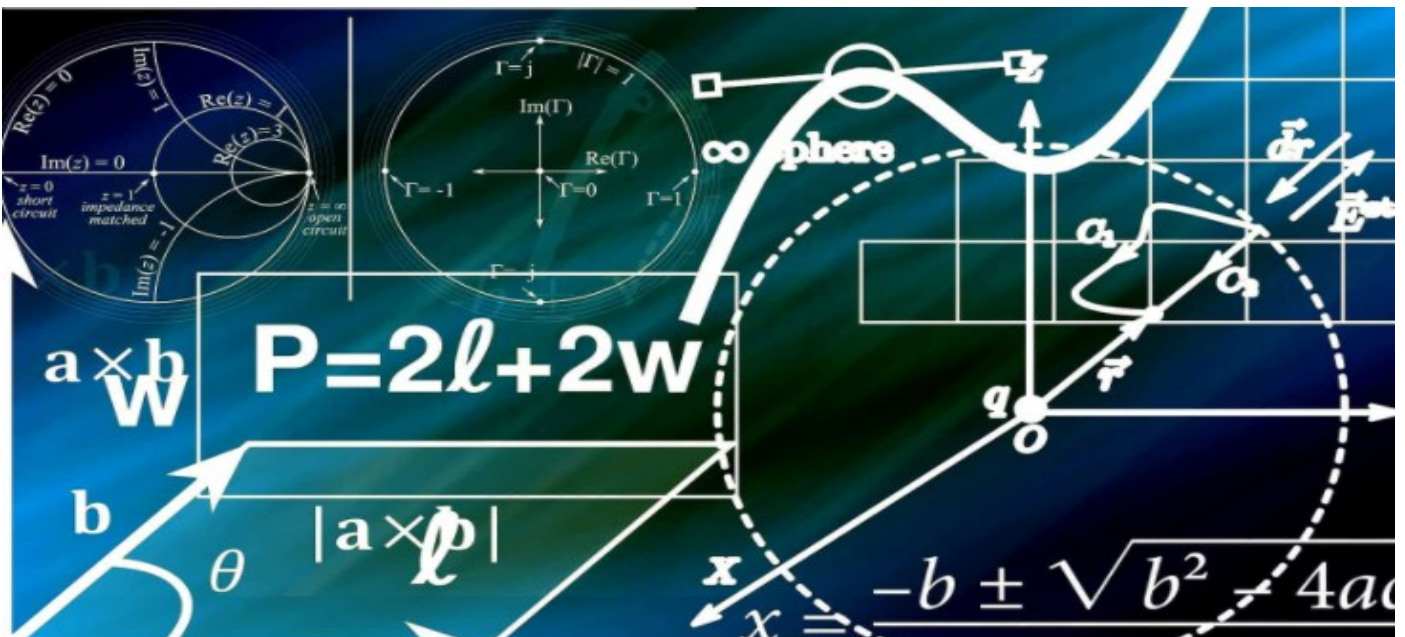
### Assessment

The course is fully assessed by exam at the end of Year 11.

There are 2 papers each worth 50% and each cover any of the content studied; Questions are a mix of question styles from short single mark questions to multi-step problems, Paper1 is Non Calculator, Paper 2 Calculator allowed. Each 80 marks. Each 1 hour 45 minutes.

### Further Study

This course offers a challenging extension to standard GCSE maths, ideal for students with a strong interest in Mathematics or those considering advanced studies. Both within Mathematics or STEM.



# GEOGRAPHY

## GCSE - AQA

### Content of the Course

#### Unit 1: Living With The Physical Environment

- Section A** The Challenge of Natural Hazards
- Section B** The Living World
- Section C** The Physical Landscape in the UK

#### Unit 2: Challenges in the Human Environment

- Section A** Urban Issues & Challenges
- Section B** The Changing Economic World
- Section C** The Challenge of Resource Management



#### Unit 3: Geographical Application & Skills

Issue Evaluation, Fieldwork & Geographical Skills.



### Skills Students Will Learn

Students will travel the world from their classroom, exploring case studies in Malaysia, Svalbard, Nigeria, Nepal, Chile and many more locations! Topics of study are divided into human and physical, including: climate change, poverty, global shifts in economic power, sustainable resource use, natural hazards, weather and biomes, and physical landscapes in the UK. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

In geography students will develop critical thinking skills, independent learning, and the ability to evaluate and construct informed judgments. Unit 3 of the course allows students to develop their fieldwork skills by participating in two field trips to collect data. The course prepares students with a range of transferable skills, and will aid students to become more globally and environmentally informed.

### Assessment

Unit 1	1hr 30 mins	35% of the qualification. Multiple choice, short and longer answers.
Unit 2	1 hr 30 mins	35% of the qualification. Multiple choice, short and longer answers.
Unit 3	1hr 30 mins	30% of the qualification. Students will be given a resource booklet prior to the exam and will use their knowledge and skills to answer questions on the geographical issue it contains. some of which will be on the fieldwork we undertake.

### Careers Related to This Subject

As a subject, Geography sits with Sciences, Humanities, Maths and Social Sciences. It is a very broad subject. A key strength is that someone with Geography in their qualifications portfolio can say "I have a huge range of skills and a good understanding of how the world works".

This course prepares students for **A Level Geography**, which can be selected in combination with a whole range of subjects and is a facilitating subject for Russel Group Universities.

# HEALTH & SOCIAL CARE

## BTEC Level 2 - Pearson

### Why choose the BTEC in Health and Social Care



Are you interested in how people grow and develop? Do you want to understand how the healthcare system works and how to support people in your community? This course offers a practical look into a sector that employs over 3 million people in the UK.

- **A Growing Sector:** Healthcare is one of the fastest-growing industries. Studying this subject opens doors to careers in nursing, social work, midwifery, and mental health support.
- **Hands-on Learning:** Unlike traditional GCSEs that are heavily exam-focused, this BTEC allows you to apply what you learn to real-life scenarios through practical tasks and case studies.
- **Develop Empathy:** You will gain a deeper understanding of the challenges people face at different stages of life, from infancy to old age.
- **Complement Your GCSEs:** This course pairs perfectly with GCSE Biology, Psychology, or Sociology by providing a vocational context to the science and theory you learn elsewhere.



## Assessment

### Component 1

#### Human Lifespan Development

Non-Exam Internal Assessment  
30% of total Qualification

- T1 - Discover the (PIES) Physical, intellectual, emotional and social, factors that contribute to each of the key **6** major life milestones (*infancy, early childhood, adolescence etc*).
- T2 - Understand factors that influence the developmental stages
- T3a - Consider major life events & their ability to impact the 6 developmental stages
- T3b - Learn methods to cope with life events and their impact.

### Component 2

#### Health and Social Care Services and Values

Non-Exam Internal Assessment  
30% of total Qualification

- T1 - Learn & understand a range of core **health conditions** and the primary, secondary & tertiary level care providers that support said conditions.
- T2 - Like above but for a range of core **social care services**
- T3 - Understand some of the potential barriers to accessing health & social care.
- T4 - Key skills & values expected in the health care sectors (*the 6 C's*).
- T5 - Realities of the difficulties the individuals experience when accessing healthcare.

### Component 3

#### Health and Wellbeing

60 mark written exam (2 hours)  
40% of total Qualification

- Learn how to **support an individual's health and wellbeing**
- Understand:
- Physical and mental health
  - Lifestyle factors (diet, exercise, substance use)
  - How to design a **health and wellbeing improvement plan**



# HISTORY

## GCSE Edexcel

### Content of the Course

#### **Paper 1: British Thematic Study with Historic Environment**

Medicine in Britain, c1250-present and The British Sector of the Western Front, 1914-18: injuries, treatment and trenches. Learning about the evolution of medicine; ideas about the causes of diseases and the many different ways in which disease was prevented and treated.

#### **Paper 2: British Depth Study and Period Study**

Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941-91.

The early reign of Elizabeth I - the political intrigue and religious turmoil of the first thirty years of her reign. The Cold War between the USA and the USSR; the flashpoints and nuclear tensions that shaped global politics throughout the twentieth century and the impact this still has today.

#### **Paper 3: Modern Depth Study**

Weimar and Nazi Germany 1918-39. Exploring the impact and aftermath of WWI on Germany and how it recovered. Examining the establishment of democracy under the Weimar Republic, the rise of the Nazi Party and impact of the Nazi regime on the lives of ordinary Germans throughout the Third Reich.

### Skills Students Will Learn

Students will expand their knowledge and understanding of key periods and developments in both national and international history. They will develop skills in independent learning as well as critical and reflective thinking. Students will learn to ask relevant questions about the past and investigate them critically using a range of sources and interpretations within their historical context. They will be able to organise and communicate their historical knowledge and understanding to reach substantiated judgements about the past. Moreover, studying history will encourage recognition that their historical knowledge, understanding and skills can help them understand the world around them and provide them with a basis for their role as responsible citizens in society. GCSE History will provide students with an eclectic mix of transferrable skills which will thoroughly prepare them for further and higher education.

### Assessment: 3 exams

Paper 1: 30% Medicine in Britain c1250-present and the British Sector of the Western Front 1914-18

Paper 2: 40% Early Elizabethan England 1558-88 and Superpower Relations and the Cold War, 1941-91

Paper 3: 30% Weimar and Nazi Germany 1918-39

### What AS/A2 Level Courses or Equivalent Does This Lead To?

History, Politics, Law; Archaeology; Philosophy etc.

### Careers Related to This Subject

The most competitive universities value history students for their varied set of transferable skills and history graduates build careers in a range of occupations, including: Law, the media, commerce, industry, the civil service, teaching, museum work, archive work and tourism to name just a few!



# HOSPITALITY & CATERING

## WJEC Level 1/2 Award

### Content of the Course

During this vocational course students will gain an understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Students will be expected to cook on a regular basis and will need to be organised with ingredients and dishes where needed.

#### Year 10

The focus for the year will be to learn new practical skills in preparation for Unit 2 and learn about the hospitality and catering industry –Unit 1. Students will cook regularly throughout the course. Students are expected to work with a full range of ingredients.

#### Year 11

The main focus this year is preparation for and completion of Unit 2(coursework), including practical work. Then time will be spent to prepare for the Unit 1, the written exam.

### Assessment:

**Unit 1 - The hospitality and catering industry (external)**  
90 marks (40% of qualification)

**Unit 2 - Hospitality and catering in action (internal)**  
(60% of qualification)

Learners develop:

- Considerable career prospects, both locally and further afield.
- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation



### Content Of The Course Modules

**Unit 1:** The hospitality and catering industry will be externally assessed.

This will be a 90 minute written paper.

Learners apply their knowledge by considering all aspects of the vocational sector.

- The hospitality & catering environment
- Understanding how H&C environments operate
- Health & safety in H&C environment
- How food can cause ill health
- Opening new outlets

**Unit 2:** Hospitality and catering in action will be internally assessed.

Learners will apply their learning to

- Understand the importance of nutrition when planning menus
- Understand menu planning
- Plan production of dishes for a menu
- Be able to safely cook dishes using a range of ingredients, preparation techniques and cooking methods,
- Complete dishes using presentation techniques

### Career prospects

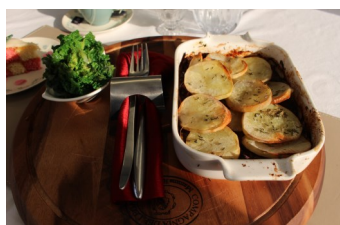
*There is a vast list of career possibilities such as: chef, product developer, food critic, nutritionist, restaurant manager, food safety manager and many more.*

### Further courses

*WJEC applied certificate/diploma in Food, Science and Nutrition*

*Level 3 diploma in Hospitality and Tourism Management/Hospitality, Supervision & Leadership Principles*

*Level 3 certificate in Hospitality and Catering Principles (Professional Cooking)*



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# MUSIC

## BTEC Level 1/2 Tech Award

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### Why study a BTEC in Music?

BTEC Music is creative, practical and gives learners the opportunity to apply knowledge and skills in a practical way through the exploration and development of techniques and styles.

### Content of the course:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production, and performance to respond to a music brief.
- Attitudes that are considered most important in the music sector, including personal management.



### Knowledge students will learn

**Exploring music products and styles.** The development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief.

**Music skills development.** The development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes.

**Responding to a music brief.** Reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product.

### How you will be assessed:

**30%** - Exploring music products and styles. (Practical/coursework—externally moderated).

**30%** - Music skills development. (Practical/coursework—externally moderated).

**40%** - Responding to a music brief. Reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product. (Synoptic unit. Practical/coursework—externally assessed).

### Where can the BTEC Tech Award in Music Practice take me?

Studying BTEC Music equips you with a wide range of transferable skills which are useful for any career path.

Further education to study music, for example, vocational level 3 studies such as a BTEC National in Music or Music Technology.

Careers in music are wide ranging and include working in radio, music production, teaching, composing and sound engineering, for example.

Studying Music can also lead to careers involving other arts and media.

# FRENCH

## GCSE - EDEXCEL - BRAND NEW GCSE!

### Content of the Course:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism



### Skills Students Will Learn:

Learning a foreign language develops the following skills:

- Communication skills
- Interpersonal and presentation skills
- Problem solving
- Team Working
- Organisational skills
- Independence



### Assessment:

**Exams at the end of 2 years of study. Each exam is worth 25%**

Speaking exam	Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks
Listening exam	Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks
Reading Exam	Foundation tier: 45 minutes, 50 marks Higher tier: 60 minutes, 50 marks
Written Exam	Foundation tier: 1 hour 15 minutes; 50 marks. Higher tier: 1 hour 20 minutes; 50 marks.

### What AS/A2 Level Courses (or equivalent) Does This Lead To?:

AS/A2 French

### Careers Related to This Subject:

Banking, engineering, marketing, selling, tourism, business, journalism, the media, insurance, manufacturing, importing and exporting, teaching, translating, interpreting - amongst many others.

### Other Information:

People with language skills are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. GCSE French will add an extra dimension to a skills profile and always looks positive on a CV. Students will be in a stronger position to get a job in a company with international links, and this improves employability for those who would like to work abroad.

See also;

<https://www.pearson.com/uk/educators/schools/subject-area/modern-languages/why-languages-matter.html>

# GERMAN

## GCSE - EDEXCEL - BRAND NEW GCSE!

### Thematic Content:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism



### Skills Students Will Learn:

**Learning a foreign language develops the following skills:**

- Communication skills
- Interpersonal and presentation skills
- Problem solving
- Team working
- Organisational skills
- Independence

### Assessment:

**Exams at the end of 2 years of study. Each exam is worth 25%**

Speaking exam	Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks
Listening exam	Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks
Reading Exam	Foundation tier: 45 minutes, 50 marks Higher tier: 60 minutes, 50 marks
Written Exam	Foundation tier: 1 hour 15 minutes; 50 marks. Higher tier: 1 hour 20 minutes; 50 marks.

### What AS/A2 Level Courses or Equivalent Does This Lead Into:

AS/A2 German

### Careers Related to This Subject:

Banking, engineering, marketing, selling, tourism, business, journalism, the media, insurance, manufacturing, importing and exporting, teaching, translating, interpreting - the list goes on and on.

### Other Information:

People with language skills are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. GCSE German will add an extra dimension to a skills profile and always looks positive on a CV. Students will be in a stronger position to get a job in a company with international links, and this improves employability for those who would like to work abroad. See also [www.pearson.com/uk/educators/schools/subject-area/modern-languages/why-languages-matter.html](http://www.pearson.com/uk/educators/schools/subject-area/modern-languages/why-languages-matter.html)

<https://www.pearson.com/uk/educators/schools/subject-area/modern-languages/why-languages-matter.html>



# PHILOSOPHY & ETHICS (Religious Studies)

GCSE - AQA

## Hinduism, Christianity, and Themes B, D, E and F

GCSE Religious Studies explores big questions about life, belief, society, and morality. You do not need to be religious to take this course. It is also a brilliant subject for students who may wish to go to university, as it develops strong skills in analysis, evaluation, and extended writing that are valued across many degree courses.

### The Religions - Year 10

#### Hinduism

Students explore topics such as:

- What do Hindus believe about the soul?
- What do the stories of the Hindu Gods/Goddesses teach us?
- What do Hindus believe about multiverses and evolution?

#### Christianity

Students explore topics such as:

- Are miracles real and can people come back from the dead?
- If there is a heaven or hell, what are they actually like?
- Are we all naturally evil?

### The Themes - Year 11

- **Theme B: Religion and Life** Questions about life, the environment, animals, and life after death.
- **Theme D: Religion, Peace and Conflict** Religious views on war, peace, forgiveness, and reconciliation.
- **Theme E: Religion, Crime and Punishment** Ideas about right and wrong, punishment, and forgiveness.
- **Theme F: Religion, Human Rights and Social Justice** Issues of equality, human rights prejudice
- 

### The Exams

GCSE Religious Studies is assessed through **two written exams**, at the end of the course:

**Paper 1: Study of Religions** Hinduism and Christianity 1 hour 45 minutes, 50% of final grade

**Paper 2: Thematic Studies** Themes B, D, E and F 1 hour 45 minutes, 50% of the final grade



# SPORT STUDIES

## OCR Cambridge National

### Introduction

The need for people to lead healthy and active lifestyles is increasingly prominent in respect of government initiatives and this is reflected in schools, where physical education and sport remains core. This qualification offers learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned through Sports Studies and utilised in many other educational and employment settings.



The qualification has been designed with practical and engaging ways of teaching in mind and enable learners to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop their ability to apply theoretical knowledge to practical situations.
- Gain a better understanding of the complexity of different areas of sport and the sports

### Content of the Course:

Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

### Knowledge Students Will Learn

There are two compulsory units that learners must complete:

- R184: Contemporary issues in sport
- R185: Performance and leadership in sports activities

In addition, learners will study the optional unit below as selected by the PE Department:

- R187: Outdoor and adventurous activities

### How You Will be Assessed:

- R184: Contemporary issues in sport - 1 hour 15 minutes written exam in June of year 11 worth 70 marks and externally assessed.
- R185: Students are assessed on either two individual activities, two team activities or one individual and one team activity. Students are also assessed on planning, delivering and evaluating a coaching session to a small group of younger students. This module is worth 80 marks and is internally assessed for the practical elements with coursework sent off for moderation.
- R187: This unit is coursework based, with a trip out to participate in an outdoor adventurous activity. It is worth 40 marks and is sent off for moderation.

### Where Can Sport Studies Take Me?

- Sport Studies can lead onto further education or university degrees in sport science, sports management, health care, or exercise and health.
- It is a great course if you are looking for a coaching, leadership or management role within the sport and physical activity sector.
- Sport-related courses are desired qualifications for roles in the armed forces or public services such as policing and provides the basis for working in the sport and leisure industry.



# SEPARATE SCIENCE

(Biology 8461, Chemistry 8462 & Physics 8463)

GCSE - AQA

## Content of the Course

This course examines the scientific world in far greater detail and allows you to explore the world around you. It will lead to students gaining three separate science GCSEs - one in each of Biology, Chemistry and Physics. This is a course suitable for students with a passion and enthusiasm for Science. This course is ideal for students who may wish to pursue one or more of the sciences at A-level as it covers the content of Combined Science and then delves further into each area.



## Skills Students Will Learn

In addition to the subject knowledge, students will develop their skills in working methodically during practical work to explore hypotheses. In addition, students will develop their skills of how to critically analyse and interpret data.

## Assessment

### Examinations

This course will be assessed by two exams in each Science subject (Biology/Chemistry/Physics) at the end of Year 11. These will be 1 hour 45 minute exams and covers content across the whole of the course.

### Practical Component

The development of practical skills is an important feature in GCSE Science. Over the two years students will undertake 28 required practical activities across the three Science. These practical activities will not be directly assessed. However 15% of exam marks will be an assessment of practical skills that students have worked to develop across the course.

In the remaining 85% of the marks, students' subject knowledge, understanding and skills will be assessed.

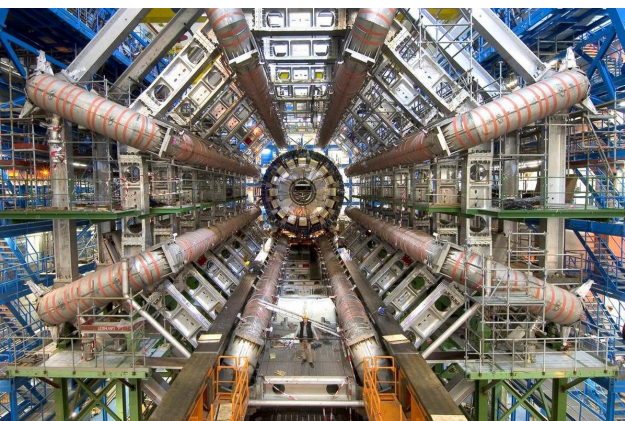
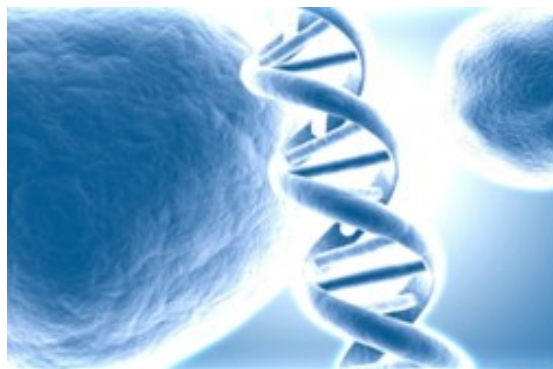
## What AS/A2 level courses or equivalent does this lead into?

The depth of this course will allow students to study any of the science subjects at A-level and would also be beneficial to if you are considering studying a number of other courses including: psychology, sports science and sociology.

## Careers related to this subject

GCSE Science feeds into a large number of careers including:

Medicine, Engineering, Environmental Science, Electronics, Nursing, Pharmacy, Ecology, Zoology, Biotechnology and Sports Science.



### Triple only topics include:

Space Physics, DNA structure and gene expression, Nanoparticles, More on polymers and organic chemistry, Nuclear fission and fusion and More on the Body inc. the brain, eyes and kidney!!

# TRAVEL & TOURISM

## BTEC Level 1/2 Tech Award

### Why study a BTEC in Travel and Tourism?

This dynamic course is designed for learners that are looking to step into the Travel and Tourism industry. Tourism is the UK's third largest employer, accounting for 9.5 percent of total employment. It is also one of the fastest-growing sectors in the country in terms of jobs, currently employing nearly 3 million people across the UK.

#### Content of the course:

##### Unit 1: **Travel and tourism organisations and destinations**

- UK Travel and tourism industry and organisations
- Popular visitor destinations in the UK and around the World

##### Unit 2: **Customer needs in travel and tourism**

- How organisations identify customer needs and trends
- Meeting the needs of travel and tourism customers

##### Unit 3: **Influences on global travel and tourism**

- Factors that influence travel and tourism
- Impact of travel and tourism and sustainability



### Knowledge students will learn

BTEC Travel and Tourism focuses on coursework-based learning, allowing students to be assessed through practical activities and projects rather than relying solely on exams. This approach helps reduce pressure compared to exam-only courses, while also giving students hands-on experience and a better understanding of the travel and tourism industry.

*This course teaches a wide variety of transferable skills e.g. research, discussion, critical evaluation, customer service, analysing, empathy, literacy and expression, clear & logical thinking, negotiating, organising, research, problem solving, planning, communication, data collection and presentation.*

### How you will be assessed:

**Unit 1:** Coursework - Internal assessment (non-exam) – 6 hours of supervision. Set assignments that are set by Pearson and moderated - 60 marks

**Unit 2:** Coursework - Internal assessment (non-exam) – 6 hours of supervision. Set assignments that are set by Pearson and moderated - 60 marks

**Unit 3:** Exam (2 hours)

### Where can the BTEC Tech Award in Travel & Tourism take me?

Studying BTEC Travel & Tourism equips you with a wide range of transferable skills which are useful for any career path.

If students achieve a Level 2 Pass/Merit/Distinction, they can progress to:

- BTEC National Level 3 Travel & Tourism and other BTEC level 3 courses, e.g. hospitality, business, events management etc.
- Extended Certificate / Diploma in Travel & Tourism
- T Level in Management and Administration (travel-related pathways)

A levels in some cases (Depending on specific course requirements) and Apprentices in business and tourism related areas.

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# KS4 Qualifications and University Entry Requirements

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Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) grade 8s or above.

GCSE English, or another standard level equivalent, is very often required at grade 5 or above. At many universities, this is a universal entry requirement for any course. Maths is only slightly less commonly asked for.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples.

**It is important to check university websites for detailed requirements before applying.**

- Applicants for Medicine are usually required to have very good GCSE results in Maths, Science and English.
- To study Teacher Training you are required to have a minimum grade 5 in GCSE Maths, Science & English, with some universities requiring a minimum of grade 6.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.
- For a Business degree, a grade 6 in GCSE Maths is often required.
- A grade 6 in Maths, and sometimes Science, is often required for a degree in Psychology.
- To study a science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at advanced level will often need to have achieved a grade 5 in Maths at GCSE

The above information is taken from 'Informed Choices' a Russell group guide to making decisions about post-16 education. Visit <http://www.russellgroup.ac.uk> to find out more.

The information below was given by the Admissions Department at the University of East Anglia (UEA):-

- "The minimum general entry requirement for all courses is 5 GCSE passes including 2 A Levels or equivalent.
- "We ask for 5 and above in Maths and English at GCSE although it is always best to contact the University of your choice and make sure if there is a special requirement for the course you wish to study"
- In general, vocational Key Stage 4 Level 2 courses e.g. BTEC lead to Level 3 courses at College or Sixth Form if available. To progress further into University students will need to attain the highest grade i.e. distinction in all units to be accepted onto a University course.

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## Frequently Asked Questions

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**Q Why take an English Baccalaureate Pathway?**

A The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression, for example, for students hoping to go to university.

**Q What is needed for the science element of the English Baccalaureate?**

A To get the science element of the English Baccalaureate you either need to get a Grade 5-5 or above in Combined Science or you must take all three single sciences in the Triple Science option and get a Grade 5 or above in two of them.

**Q Which language GCSEs count towards the English Baccalaureate?**

A GCSEs in any modern foreign language count (French and German are offered at Acle).

**Q As a student, what should I do if I am unsure what to choose?**

A Speak to your form tutor, subject teachers, KS3 progress leader or we can organise for you to speak to a Careers Advisor on requests. Consider what you enjoy, what you are good at, how that subject is assessed and what subjects will help you after completing Year 11. This could be to go to sixth form or college.

**Q Will all subjects on the options sheet be available for a student?**

A No, past experience has shown us that some subjects may not run if the number of students opting for it is too small.

**Q Who do students see for advice about careers or entry requirements for College or University?**

A Students should speak to either Mrs Jacotine who may then book them an appointment with the school careers advisor.

**Q What if my child does not enjoy a subject once he/she has started it?**

A If a student feels they have made the wrong choice, this must be dealt with as soon as possible. Please speak to the teacher of that subject to see if anything can be done to help, or inform Mr Newstead. We will always try to improve the situation within a subject before moving students.

**Q Can a student change subjects after September?**

A Only in exceptional circumstances. Every two weeks, each option subject will cover 2 hours of homework and five hours of teaching which makes it very difficult for students to catch up.

**Q Where can students go to complete coursework or homework?**

A This usually takes place at home, however Inspire is open and supervised from 8.45am to 4.30pm, Monday to Thursday, for students to quietly complete work. Also the school offers homework club which runs on a Tuesday and Thursday after school from 3:30-4:30pm, allowing pupils to get the late bus home.

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## Frequently Asked Questions (continued)

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**Q If a student needs additional help, where can they get it?**

A Every department, at some point throughout the course, offers lunchtime or after-school sessions for students to improve work with additional help from teachers.

**Q Are any subjects more important than others?**

A English and Maths are always a priority, considering that students will be restricted in their choices after Year 11 if they do not gain a good grade in these subjects. Students should ensure they complete all work in these subjects, on time, to ensure there is no negative impact on other subjects.

**Q Who should parents/carers contact if they are worried about progress?**

A Please contact the teacher of that subject, The Head of Department or the Assistant Principal for Progress and Achievement (Mr Sayce).

**Q Who should I contact if there is something outside school affecting a student's school work?**

A On occasion, there are unfortunately events outside school that effect a student's ability to complete work. Should this happen please notify your child's form tutor as soon as possible.

**Q How will students, parents/carers know how students are progressing?**

A Reporting takes place four time every year via tracking reports (using current working grades and target grades), parents' evenings. If you are concerned please contact the teacher, Head of Department or Assistant Principal for Progress and Achievement (Mr Sayce).

**Q How are target grades calculated?**

A Target grades are calculated and given to schools from The Department for Education (DfE) based on individual students performance in their SAT results in Year 6 and their end of Year 9 teacher assessment levels.

**Q Can target grades be changed?**

A If parents/carers feel the target grade is too high or too low they must contact Mr Newstead (Vice Principal) who will discuss the suggested changes with the student and teacher before making a decision to change the target grade.

**Q If a student wants to do A levels do they have to do GCSEs?**

A Yes. BTEC courses are vocational courses which can only lead to higher vocational courses taught at Sixth Form Centres/College.

**Q How many GCSEs or equivalents will a student study?**

A All students study at least six GCSEs (or equivalent qualifications) and most study nine GCSEs (or equivalent).

