



2023

Year 9 Option Booklet



Why do I need this booklet?

You are about to make some very important decisions, and these will influence your future. This booklet is designed to support and guide you through the process of choosing some of the subjects you will take for the next two years. Some subjects are compulsory which means everyone must study them. However, some subjects are optional, and you can choose which ones you want to take.

We give students lots of advice and guidance about which subjects they might choose. This booklet is just one of the things to help you with the decisions you will make.

Please read this booklet carefully. It contains a lot of useful information about courses, the process of choosing your optional subjects and careers guidance.



What are the different types of qualifications?

GCSE

GCSE stands for 'General Certificate of Secondary Education'. These are academic qualifications that are recognised and valued by schools, colleges, and employers, so they will be useful for whatever you are planning to do in the future.

GCSEs involve studying the theory of a subject and usually include some investigation work. Some may also involve practical work. All GCSEs have examinations although some might have controlled assessments too; controlled assessments must be completed in class under the supervision of teaching staff.

When you take your final exams in 2025 GCSEs, they will be graded 9-1. Some qualifications have different examination papers for students working at different ability levels. These are called 'tiers': Higher and Foundation.

Vocational Qualifications

BTEC (Business & Technology Education Council) qualifications are work-related or 'technical (vocational)' courses suitable for a wide range of learners. Like GCSEs these are nationally recognised have been designed to meet the needs of employers and allow progression to further study. They provide a practical, real-world approach to learning. BTECs are assessed through coursework and examinations. These courses are suitable for students who might not show their full potential in courses assessed through only examinations. Our BTECs are 'Level 2' qualifications and are graded as Pass, Merit, Distinction and Distinction*.

Level 2 Qualifications

Level 2 Qualifications are assessed through coursework and examinations. These courses are suitable for students who might not show their full potential in courses assessed through lots of examinations. The NCFE and Cambridge National Level 2 Certificates are engaging qualifications which can provide a supportive progression route into further learning or employment. These qualifications are designed for learners who wish to develop skills and knowledge and is ideal for learners who excel at coursework. Learners who successfully achieve Level 2 will be awarded a pass, merit or distinction.

What is the English Baccalaureate ('EBacc')?

The EBacc is a set of subjects at GCSE level that keeps young people's options open for further study and future careers. It was introduced by the Government to measure how well students and schools do.

The EBacc is:

- ☐ An English GCSE
- ☐ Mathematics GCSE
- ☐ Either History and/or Geography GCSE
- ☐ At least two Science GCSEs, Computer Science is counted as a science for the EBacc
- ☐ A modern foreign language (MFL) GCSE, at Brownhills Ormiston Academy, the MFL is French.

Students' attainment is calculated as an average point score, meaning that all results at all grades count towards the EBacc.

The EBacc is made up of the subjects which the Russell Group says, at A Level, open more doors to more degrees. A recognised group of leading UK Universities, The Russell Group has published a guide to post-16 subject choices. You can find it on their website at

<https://www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf>

Why these subjects?

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education.

Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Math's.

It is important to study a broad and balanced curriculum; these subjects are included to give you the opportunity to study a core of diverse subjects, ensuring that doors are not closed to you in terms of future progression.



Careers information, advice and guidance

The websites below should be helpful in answering these two questions:

- Where can I find out more about different jobs and careers?
- Where can I find information about the qualifications and skills that I might need for the jobs and careers I am interested in?

[Home - CareersBox](#)



<https://nationalcareers.service.gov.uk/>



<https://amazingapprenticeships.com/>



<https://barclayslifeskills.com/>



<https://icould.com/explore>

What is the Core Curriculum?

Everyone will study core National Curriculum subjects. These include some 'non-qualification subjects' that do not have any exams and do not lead to a certificate. However, it is important that you study these courses as they will help develop you as a person and prepare you for your future.

The core subjects are:

- ☐ English GCSE
- ☐ Mathematics GCSE
- ☐ Combined Science GCSE or Separate Biology, Chemistry and Physics GCSEs
- ☐ Physical Education ('Core PE' is a non-qualification subject)
- ☐ PSHE (non-qualification subject; includes careers, sex and relationships education and key skills development)
- ☐ Religious Education



Where do I start?

Choosing your choices subjects It is important to have a selection of subjects which will keep all career paths open and will also provide variety. Universities and employers are looking to recruit people with a broad and balanced education. Brownhills Ormiston Academy's aim is to ensure that you engage in subjects in which you can achieve. Therefore, you should seek advice from your parents/carers, subject teachers, your form tutor, Head of Year and the Careers Department. They can help you by giving impartial and specific careers advice.

Things to think about when making your choices

- Which subjects do you enjoy?
- What are your learning strengths and skills, and which subjects do these go well with?
- Which qualifications might you need for a career or courses in higher education that will interest you?
- Does the content and style of learning interest you?
- Does the balance between coursework and examinations suit you?

Do not choose a subject because

- You like the teacher – they may not be teaching your class next year.
- Your friend is choosing it or wants you to choose it – you may end up in a different class to your friend.



Choosing your Option Subjects

Learn about the subjects you could choose at GCSE level.

Read the subject profiles in this booklet. Subjects at GCSE can be very different to what you have been used to in Year 9. Make sure that you know how they differ.

Discuss your ideas with your subject teachers, during your Options meeting and with your tutor.

Important things that you need to know:

- Choices are not allocated to people who submit their choices first so please take your time to consider the options available. However, if you do not complete your submission by the deadline then it may be difficult to accommodate your preferences.
- Please consider your choices carefully as often it is not possible to change courses later as many courses will be full.
- Sometimes it is not possible to allocate all first choices. This is usually because courses are timetabled at the same time. Every effort will be made to try to give you your first choices; however, if this is not possible, then you will have a conversation with Mrs Best who will explain why and then look with you at the other choices available.

PLEASE NOTE:

The subjects being offered, and the course descriptors are correct at the time of publishing; however, they are subject to change because of the ongoing government review of the curriculum. Please be aware that if there are insufficient numbers of students choosing a course, it may not run. In this case, the reserve subject(s) will be used.



Core Subjects Information

- ☐ GCSE English Language E
- ☐ GCSE English Literature E
- ☐ GCSE Mathematics E

GCSE Science:

- ☐ GCSE Combined Science E

or

Separate Science

- ☐ GCSE Biology E
- ☐ GCSE Chemistry E
- ☐ GCSE Physics E

E Indicates subjects that count towards the EBacc

All students will also study non-qualification National Curriculum subjects:

- ☐ Core Physical Education
- ☐ PSHE which includes statutory National Curriculum material.
- ☐ Religious Education

Information about each core subject follows in alphabetical order by subject name



Options timeline

25th January 2023: Year 9 option evening

Presentation tickets are available through Eventbrite

5:00pm-5:25pm	Option presentation LB/AL
5:30pm-5:45pm	Option 1 carousel
5:50pm-6:05pm	Option 2 carousel
6:10pm-6:25pm	Option 3 carousel
6:30pm-6:45pm	Option 4 carousel

Friday 3rd February 2023: Option choice deadline

Options can be made through the SIMS Parent App.

Animal care



Animal care

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	Pearson BTEC Level 1/Level 2 Tech Award
Course QAN	60370579
Subject Contact	Mrs L Best

Why take animal care?

The animal care sector is developing rapidly from a low-grade, largely manual sector into a service industry meeting the broad demands of the animal-owning and interested public. In 2019 the animal care sector is worth approximately £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care. The animals involved can be small or large, domesticated, or exotic, and the work can be in sub-sector areas such as animal welfare, business, science and wildlife conservation.

Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care (603/7057/9) is for learners who want to acquire sector-specific applied knowledge and practical skills through vocational contexts by studying animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, factors that affect animal behaviour, and how this impacts of handling and restraint; and what needs to be carried out to prepare, check and clean out animal accommodation as part of their Key Stage 4 learning. The qualification enables learners to develop their practical skills, such as using appropriate equipment and techniques to handle and restrain different animals, and to prepare and clean out animal accommodation ready for use using realistic vocational contexts. It will also develop personal skills, such as self-management and communication, through a practical and skills-based approach to learning and assessment.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will have the opportunity to develop knowledge and practical skills in the following areas:

- ☐ Animal health and welfare, including signs of good and ill health, causes, transmission, and treatment of common diseases in animals, the different health and monitoring checks, and the use of animals in society
- ☐ Factors affecting animal behaviour, the impact on handling and restraint, and when it is safe and unsafe to handle and restrain animals, and the practical application of safe handling and restraint techniques and equipment
- ☐ Features that need to be considered when selecting accommodation for animals to ensure it is appropriate and meets their needs, and the practical activities of preparing, checking and

cleaning out animal accommodation using the appropriate equipment. This Tech Award complements the learning in GCSE programmes such as GCSE Biology, GCSE Business and GCSE Mathematics

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- ☐ A Levels as preparation for entry to higher education in a range of subjects
- ☐ Other Level 2 vocational qualifications and related competence-based qualifications for the land-based sector
- ☐ Study of a vocational qualification at Level 3, such as a Pearson BTEC Level 3 National in Animal Management, which prepares learners to enter employment or apprenticeships.

Components

Pearson BTEC Level 1/Level 2 Tech Award in Animal Care				
Component number	Component title	GLH	Level	How assessed
1	Animal Handling	36	1/2	Internal
2	Animal Housing and Accommodation	36	1/2	Internal
3	Animal Health and Welfare	48	1/2	External Synoptic

Learners are required to complete and achieve all three components in the qualification. The three components focus on the assessment of applied knowledge, skills, and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components to achieve the qualification.

Internal assessment – externally moderated

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

Component	Description of Pearson-set Assignment
Component 1: Animal Handling	The Pearson-set Assignment will be completed in approximately 2 hours of monitored preparation and 6 hours of supervised assessment. 60 marks. Up to 15 pages of written work for combined tasks
Component 2: Animal Housing and Accommodation	The Pearson-set Assignment will be completed in 6 hours of supervised assessment. 60 marks.

External synoptic assessment Component 3

Animal Health and Welfare requires learners to know about signs of good and ill health in animals; the causes, transmission and treatment of common diseases in animals; the different health and monitoring checks that need to be carried out and why; the use of animals in society; and the related ethical and legal aspects. The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and effectively use an appropriate selection of techniques, concepts, theories, and knowledge from across the whole qualification in an integrated way.

Key skills

Literacy: Extended writing is a key element of components 1 and 2. **Extended pieces of written work** are required as part of the completion of each assignment. It is also essential that you are willing to handle chickens, rabbits, guinea pigs, bearded dragons, horses and invertebrates as this is an assessment requirement and you will not be able to opt out of any handling.

Art and Design



Art & Design

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Why take this subject?

Art and design is a practical subject where you are given the opportunity to create independent project work and are given the freedom to express your own ideas and interests. You will develop your skills in a creative and vibrant environment. You will create and experiment with lots of different media. You will look at inspiring artists and develop your ideas.

Who is the qualification for?

Anyone who is looking who is creative, interested in both historical and contemporary art and artists!
Anyone who enjoys practical lessons with exciting themes and materials!

What does this qualification cover?

In year 10 you will begin a project entitled 'Beach City Underground' then 'Culture' then 'Reflections'.

In year 11 you will create a project entitled 'Famous Faces Famous places. You will investigate these project titles independently, develop your ideas, experiment with materials, and create a final outcome.

What can the qualification lead to?

A-levels, BTEC nationals, and degrees in countless creative qualifications. Careers such as art curator, art teacher, set design, illustrator, games design, graphic design, visual effects artist, art therapist and much more!

Components.

- AO1 develop their ideas through investigations, informed by contextual and other sources, demonstrating analytical and cultural understanding.
- AO2 explore and refine their ideas through experimenting and selecting appropriate resources, media, techniques, and processes.
- AO3 record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- AO4 present a personal, informed, and meaningful response demonstrating analytical and critical understanding, realizing intentions and where appropriate making connections between visual and other elements.

Key skills.

You will advance your skills in a range of materials including paint, collage, print, 3D sculpture, drawing techniques and various mark making skills. You will develop your independent learning skills and creative thinking skills.

Biology (Separate Science GCSE)



Biology (Separate Science GCSE)

- ☒ **CORE COMPULSORY**
- ☐ **NON-QUALIFICATION**
- ☐ **OPTION**
- ☒ **EBACC SUBJECT**

Examination Board	AQA
Course QAN	60187529
Subject Contact	Mrs V Taylor

Why study Biology?

Biology is the study of life and living organisms.

Biology-based careers will be pivotal in the twenty-first century as we strive to continue to improve human health, whilst reducing the impact of humans on our planet.

Who is this qualification for?

Students who wish to continue studying a science related subject after GCSE. Studying 'Separate' rather than 'Combined' Sciences requires that you study about 33% more material in the same allocated time, but you come out with an extra GCSE as the three are examined separately.

What can the qualification lead to?

Possible career options include:

• Doctor • Nurse • Midwife • Molecular Geneticist • Nature Conservation Officer • Sports and Physiotherapist • Pharmacologist • Marine Biologist • Dentist • Dietitian

Main Subject Content

- Cell Biology
- Infection Organisation
- Bioenergetics
- Inheritance, Variation and Evolution
- Ecology

Assessment components

Two exam papers of 1 hour and 45 minutes

Exam 1: Cell Biology, Organisation; Infection and response; and Bioenergetics

Exam 2: Homeostasis and response; Inheritance, variation, and evolution; and Ecology

Key skills

Although there is no coursework for this subject, practical skills are embedded within the topics studied, and include required practicals that are compulsory, and which can be examined in the written papers.

Business Enterprise and Marketing



Business Enterprise and Marketing (OCR National)

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	OCR
Course QAN	60370932
Subject Contact	Mr J McGlynn

Why take Enterprise and Marketing?

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers. This qualification will allow students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing.

Who is this qualification for?

The OCR Cambridge National in Enterprise and Marketing equips students with the knowledge and skills to be successful in either further study or work. The course is a very practical course with a close focus on enterprise and entrepreneurship, as well as applied skills and scenarios from the real world. Students will develop and build upon practical business skills through the design of an original product which meets a specific business challenge. This includes market research, designing, scoping and costing products as they might in a real business.

What does this qualification cover

There are three units to cover over the two-year period. One of these is an external exam and the other two units are coursework.

Unit 1:

The first unit underpins the other learning in this qualification. Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.

Unit 2:

In unit 2, students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals. This unit will develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit 3:

In unit 3, students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review

their own performance and business proposal. This unit will develop the students' analysis and self-evaluative skills as well as those relating to self-presentation.

What can the qualification lead to?

The knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service. The range of taught content is applicable to real business and provides a knowledge base for students to continue in to A-Level, BTEC Level 3 , undertake apprenticeships or even start their own business.

Components

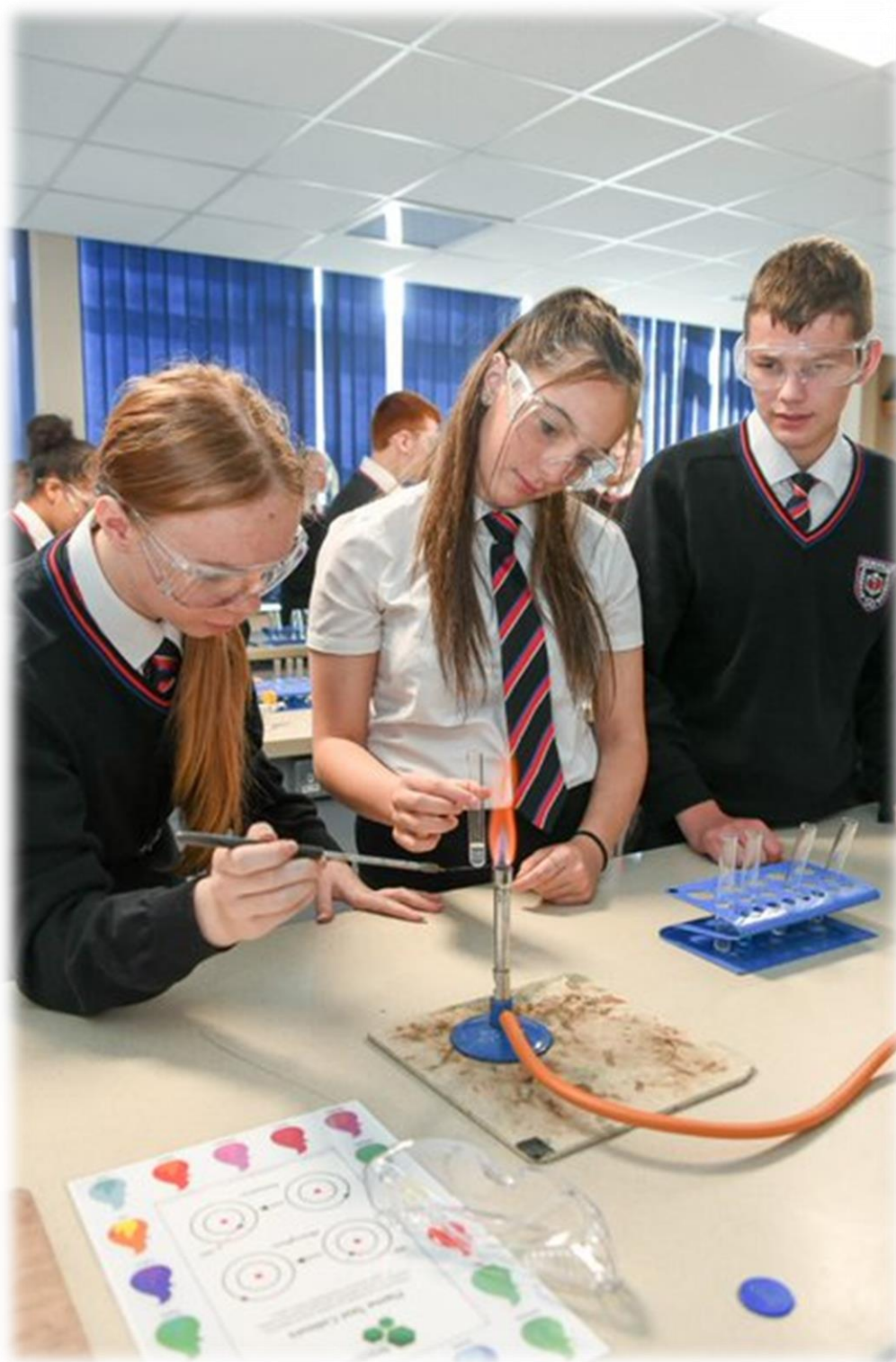
R067 Enterprise and marketing concepts. This unit is externally assessed through an OCR set and marked 1 hour 15 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions.

R068 Design a business proposal and R069 Market and pitch a business proposal. Both units are assessed through an OCR-set assignment that is teacher marked and OCR moderated. The emphasis is on learners doing practical activities, showing how they can put their learning to use.

Key skills

The qualification contains practical activities that build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills such as: verbal communication/presentation, research, analytical skills and digital presentation.

Chemistry (Separate Science GCSE)



Chemistry (Separate Science GCSE)

- ☒ **CORE COMPULSORY**
- ☐ NON-QUALIFICATION
- ☐ OPTION
- ☒ EBACC SUBJECT

Examination Board	AQA
Course QAN	60187578
Subject Contact	Mrs V Taylor

Why study Chemistry?

Chemistry is the study of the matter that makes up everything. We investigate and describe the properties and reactions of substances and look at how we use this knowledge to make new substances. We examine how this knowledge enables us to understand industry, our environment, our atmosphere, pollution and global warming and consider how chemists might solve some of these big problems.

Main Subject Content

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

Who is this qualification for?

Students who wish to continue studying a science related subject after GCSE. Studying 'Separate' rather than 'Combined' Sciences requires that you study about 33% more material in the same allocated time, but you come out with an extra GCSE as the three are examined separately.

What can the qualification lead to?

Possible career options include:

- Doctor ● Nurse ● Midwife ● Materials Scientist ● Environmental Officer ● Sports and Physiotherapist
- Pharmacologist ● Chemical Engineer ● Dentist ● Dietitian

Assessment Components

Two exam papers of 1 hour 45 minutes:

Exam 1: Atomic structure and the periodic table; Bonding, structure, the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Exam 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources

Childcare



Childcare

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	OCR
Course QAN	60175370
Subject Contact	Mrs M Moore

Who is this qualification for?

The Level 1/Level 2 Cambridge National in Child Development is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Childcare sector. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as: preparing a feed or meal for a child, choosing suitable equipment to use in a childcare setting, planning suitable play activities, helping to prevent accidents in a childcare setting. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: research skills (students will need to complete research for equipment to help make decisions on which to choose and explain why) and communication skills (make recommendations to the nursery on how accidents can be prevented).

What will you study as part of the qualification?

This qualification has three mandatory units:

Unit R057: Health and well-being for child development. This is assessed by an exam. In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years. This is assessed by a set assignment. In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

- ☐ Creating a safe environment in a childcare setting
- ☐ Choosing suitable equipment for a childcare setting
- ☐ Nutritional needs of children from birth to five years.

Unit R059: Understand the development of a child from one to five years This is assessed by a set assignment. In this unit you will learn the physical, intellectual and social developmental norms for

children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

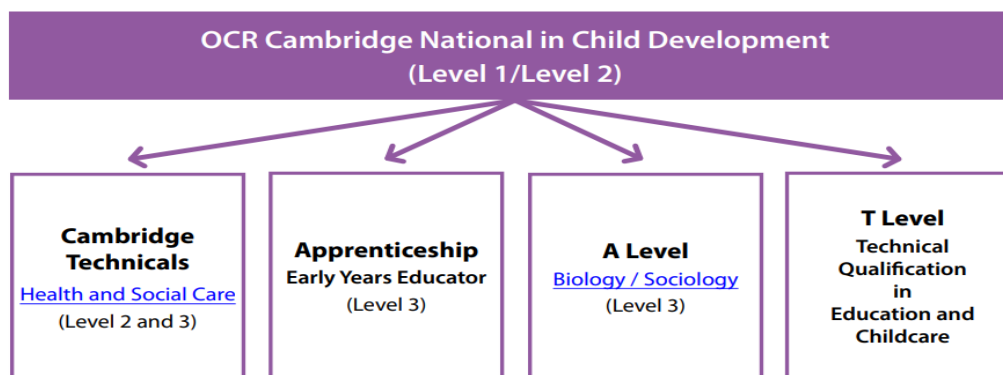
Topics include:

- ☐ Physical, intellectual and social developmental norms from one to five years
- ☐ Stages and types of play and how play benefits development
- ☐ Observe the development of a child aged one to five years
- ☐ Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?

Following the completion of this course, you may want to go onto further study through vocational qualifications, such as the Level 2 or Level 3 OCR Cambridge Technical in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship. The qualification also helps to develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations.

Progression routes for further study:



Which subjects will complement this course?

The broad content of this course supports progression onto healthcare as well as childcare routes. Other qualifications which could complement this course or support progression are: Btec Tech Award in Health and Social Care

Combined Science (Trilogy)



Combined Science (Trilogy)

- ☒ **CORE COMPULSORY**
- ☐ **NON-QUALIFICATION**
- ☐ **OPTION**
- ☒ **EBACC SUBJECT**

Examination Board	AQA
Course QAN	6018758X
Subject Contact	Mrs V Taylor

Why study Combined Science?

Science is a set of ideas about the material world that goes into absolutely every sphere of society. STEM related careers will be pivotal in the twenty-first century as we strive to continue to vastly improve human health, reducing the impact of humans on our planet and sustain the beauty and harmony of the natural world. It will enable us to make new material discoveries and revolutionise our technological future. Combined science sets up the foundation for this exciting, cutting-edge STEM focused learning that will drive all our future lives.

Who is this qualification for?

All students, as the subject of science is absolutely vital for embedding analytical, procedural and evaluative skills which are a core requirement for critical thinking and decision making. Skills that are necessary for every child's future. The subject of science promotes curiosity and encourages research also, all essential traits necessary for success in all future careers. Science based careers are, in particular, some of the best paid careers in the world.

What can the qualification lead to?

Possible exciting career options include:

• Molecular Geneticist • Nature Conservation Officer • Physiotherapist • Pharmacologist • Marine Biologist • Nurse • Midwife • Dietitian • Virologist • Pathologist • Biotechnologist • Material and Polymer Science • Materials Engineering • Engineering • Astronomer • Nanotechnologist • Radiation protection practitioner

Main Subject Content

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry

- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
- Energy
- Electricity
- Particle model of matter
- Atomic structure (radiation)
- Forces
- Waves
- Magnetism and electromagnetism

Assessment components

Six exam papers, 75 minutes each:

1. Bio Paper 1: Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
2. Bio Paper 2: Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology
3. Chem Paper 1: Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
4. Chem Paper 2: Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources
5. Physics Paper 1: Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure (radiation).
6. Physics Paper 2: Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

Key skills

Although there is no coursework for this subject, practical skills are embedded within the topics studied, include required practicals that are compulsory which will be examined in the written papers. Further skills include:

- Mathematical skills
- Working scientifically (experimental) skills
- Analytical and evaluative skills

Computer Science



Computer Science

- ☐ CORE COMPULSORY
- ☒ **OPTION**
- ☐ NON-QUALIFICATION
- ☒ EBACC SUBJECT

Examination Board	OCR
Course QAN	6018355X
Subject Contact	TBA

Why study Computer Science?

In Computer Science, students will learn about the fundamental computing principles and concepts, such as logic and algorithm design. They will learn to analyse problems in computational terms by solving real problems and will design, code and debug their own programs. Students will also learn how to think creatively and analytically. Students will do this by learning about how digital systems like computers and smart phones work and communicate with one another. Finally, they will study the impacts of digital technology on individuals and the wider society.

The course in Computer Science has three main topics:

- 1: Computer Systems
- 2: Computational Thinking, Algorithms and Programming
- 3: Practical Programming

The grid below explains how each of the three topics will be assessed

Component Number	Component Name	Mark	Duration	Weighting
J277/01	Computer Systems	80	1.5 hours	50% of total GCSE
J277/02	Computational Thinking, Algorithms and Programming	80	1.5 hours	50% of total GCSE

Component Number	Component Name	Mark	Duration	Weighting
J277/01	Computer Systems	80	1.5 hours	50% of total GCSE
J277/02	Computational Thinking, Algorithms and Programming	80	1.5 hours	50% of total GCSE

What are the topics in each component?

Computer systems

• Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Moral, legal, cultural and environmental concerns

Computational Thinking, Algorithms and Programming • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation

Practical Programming

All students must be given the opportunity to undertake programming tasks to solve a problem during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Career opportunities - The advantage of learning computer science is that computers are used in every sector of the job market. It is nearly impossible to find a job where a computer is not used. As a result, businesses will always need software, and will always need someone to write it and maintain it. The following are some career opportunities that can lead on from studying computer science:

- **Web developer.** Web developers plan, create and code web pages, using both non-technical and technical skills to produce websites that fit the customer's requirements. They are involved in the technical and graphical aspects of pages, producing not just the look of the website, but determining how it works as well.
- **Game designer.** Working in games design you'll be involved in the creation and production of games for personal computers, games consoles, social/online games, arcade games, tablets, mobile phones and other hand-held devices. Your work will usually be concerned with either design (including art and animation) or programming.
- **Software Architect.** Software architects apply their knowledge of computer science, engineering, and mathematics to design and develop computer programs and applications. They may create new software or modify existing software with the goal of producing an efficient, reliable, and easy-to-maintain product.

Engineering (Level 1/ 2 Technical Award)



Engineering (Level 1/ 2 Technical Award)

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	WJEC
Course QAN	60370191
Subject Contact	Mrs. A Giles

Why take Engineering?

The WJEC Level 1/2 Vocational Award in Engineering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The course looks at the engineering sector in depth and focuses on the key skills students would need to know in order to gain roles in the industry.

Who is this qualification for?

The ideal candidate for this qualification would be a student who takes an interest in the world around them; considers how things are made and the materials they are made from. It would suit students with an inquisitive mind and an eye for detail. There are mathematical and scientific elements to the course so a commitment to these areas is also needed. The course is a mix of practical workshop-based tasks, computer work and classroom theory lessons. All areas of the course should be approached with equal enthusiasm. It is essential that students are organised and stick to deadlines as many elements of the course are time dependent and require independent study.

What does this qualification cover?

This structure of the course is designed to develop in learners the knowledge and understanding of:

- Engineering drawings – interpreting and completing them
- Engineering tools and manufacturing processes
- Existing products and their design
- Testing functionality of products
- How engineering impacts the world around us

What can the qualification lead to?

This qualification is a great foundation and stepping stone into further study in the engineering sector and combined with other qualifications such as GCSEs in English and Maths and Science, learners will be able to access Level 3 qualifications relevant to the engineering.

Careers in engineering are varied, highly skilled and often highly paid. They include: Aerospace engineer, Biomedical engineer, Civil/structural engineer, Computer engineer, Electrical engineer Environmental engineer, Mechanical engineer and many more.

Components

There course is taught through three units of study.

Unit 1	Manufacturing Engineering Products	Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering
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	Controlled assessment: 20 hours 40% of qualification	products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.
Unit 2	Designing Engineering Products Controlled assessment: 10 hours 20% of qualification	Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.
Unit 3	Solving Engineering Problems Written examination: time of exam - 1 hour 30 minutes 40% of qualification	Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

Key skills

You will develop a range of skills which are attractive to employers, colleges and universities including: communication, critical thinking, learning independently, research, taking on responsibility, time management

English



English Language

- ☒ **CORE COMPULSORY**
- ☐ NON-QUALIFICATION
- ☐ OPTION
- ☒ **EBACC SUBJECT**

Examination Board	AQA
Course QAN	60142923
Subject Contact	Mrs. A Baker

Who is this qualification for?

English Language GCSE provides students with the opportunity to show their viewpoints and opinions on a variety of different topics and events from history and today. Students also get to be creative in writing forms of texts such as descriptions of images, stories, speeches, articles and letters. Another element of the GCSE is a spoken language exam, which gets students to write and deliver a speech on a topic of their choice. This provides an opportunity to really showcase something that you are passionate about!

What else can the qualification lead to?

Further study:

- Studying A Level English Language
- Studying English Language at University

Careers:

Teaching Lecturer Tutoring Journalism Writer Translator Social Media Manager
 Editorial Assistant Publisher Administrator Advertising Marketing

Components

Paper 1: Explorations in Creative Reading and Writing	Section A: Reading One literature fiction text
Written Exam – 1 hour and 45 minutes 80 marks – 50% of GCSE	Section B: Writing Descriptive or Narrative Writing

Paper 2: Writer's Viewpoints and Perspectives	Section A: Reading One non-fiction text and one literary non-fiction text
Written Exam – 1 hour and 45 minutes 80 marks – 50% of GCSE	Section B: Writing Writing to present a viewpoint

Spoken Language	What is assessed: <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English
Graded: Pass, Merit, Distinction	Marked by teacher

Key skills taught throughout:

- 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 writing such as reviews and journalism
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively

English Literature

- ☒ **CORE COMPULSORY**
- ☐ NON-QUALIFICATION
- ☐ OPTION
- ☒ **EBACC SUBJECT**

Examination Board	Edexcel
Course QAN	60147891
Subject Contact	Mrs A Baker

English Literature GCSE explores texts over different time periods and in different forms.

First, we study the well-known story A Christmas Carol, by Charles Dickens about Ebenezer Scrooge, an old man, who is well-known for his miserly ways. On Christmas Eve, Scrooge is visited by a series of ghosts, starting with his old business partner, Jacob Marley. As the story unfolds, we see what the other spirits must show Scrooge for him to save himself and celebrate Christmas.

We then move on to Shakespeare's Macbeth, Macbeth is a play of contradiction and ambition. Driven to becoming King, Macbeth will kill all and any that get in his way. He puts his faith in the words and prophecies of three witches. But was this the right thing to do?

The last text is An Inspector Calls, a modern play by J B Priestley. It is a play that revolves around the apparent suicide of a young woman called Eva Smith. In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole, who wants to delve into the circumstances of Eva's death.

Finally, we study poems all about relationships: romantic relationships, family relationships, friendships, and how all relationships are different. We also explore how the same relationship can be seen differently from the person's involved points of view.

What can the qualification lead to?

Further study:

- Studying A Level English Literature
- Studying English Literature at University

Careers:

Teaching Lecturer Tutoring Journalism Writer Translator Social Media Manager
Editorial Assistant Publisher Administrator Academic Librarian

Components

The exams cover the following assessment objectives:

AO1 Read, understand and respond to texts

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

AO3 Show understanding of the relationships between texts and the contexts in which they were written

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Paper 1: Shakespeare and Post-1914 Literature Texts: Macbeth and Inspector Calls	Paper 2: 19 th Century Novel and Poetry since 1789 Texts: A Christmas Carol and Relationships Poetry Anthology
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Written Exam – 1 hour and 45 minutes 80 marks – 50% of GCSE	Written Exam – 2 hours and 15 minutes 80 marks – 50% of GCSE
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Key skills

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, 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 grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

French



French

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☒ **EBACC SUBJECT**

Examination Board	AQA
Course QAN	60181576
Subject Contact	Mrs. A Lloyd

Why study French?

Language skills are amongst the top 8 desired skills for *all* occupations and bilingual employees are paid more money than others on average. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. Learning a second language can also open opportunities for working and studying abroad. So why would you *not* choose to study another language?

Main Subject Content

- Identity and Culture
- Local, national, international, and global areas of interest
- Current and future study and employment

Who is this qualification for?

Students who wish to continue their language learning journey. Students could be thinking about taking French at A Level or thinking about a future career path or simply using it for when they go on holiday. Remember, universities and employers look more favorably at students who have studied other languages because of the skills that you acquire whilst learning a language.

What can the qualification lead to?

Possible career options include:

Armed forces • Hospitality and Catering • Travel Industry • Diplomatic Service • Translating and Interpreting • Teaching • Journalism • Sales • Sports Industry • Media

Assessment Components

Each skill is examined and has equal weighting (25%) and all skills are examined at Foundation Tier or Higher Tier

- Paper 1 – Listening and Reading Exam
- Paper 2 – Speaking Exam
- Paper 3 – Writing Exam

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
What's assessed Understanding and responding to different types of spoken language
How it's assessed

- ☐ Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- ☐ 40 marks (Foundation Tier), 50 marks (Higher Tier)
- ☐ 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

- ☐ Section A – questions in English, to be answered in English or non-verbally
- ☐ Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- ☐ Non-exam assessment
- ☐ 7–9 minutes (Foundation Tier) + preparation time
- ☐ 10–12 minutes (Higher Tier) + preparation time
- ☐ 60 marks (for each of Foundation Tier and Higher Tier)
- ☐ 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- ☐ Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- ☐ Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- ☐ General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- ☐ Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- ☐ 60 marks (for each of Foundation Tier and Higher Tier)
- ☐ 25% of GCSE

Questions

Foundation Tier and Higher Tier

- ☐ Section A – questions in English, to be answered in English or non-verbally
- ☐ Section B – questions in French, to be answered in French or non-verbally
- ☐ Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- ☐ Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- ☐ 50 marks at Foundation Tier and 60 marks at Higher Tier
- ☐ 25% of GCSE

Questions

Foundation Tier

- ☐ Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- ☐ Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- ☐ Question 3 – translation from English into French (minimum 35 words) – 10 marks
- ☐ Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- ☐ Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- ☐ Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- ☐ Question 3 – translation from English into French (minimum 50 words) – 12 marks

Key Skills

Studying French will improve your literacy, your understanding of another culture, your confidence and your critical thinking skills. Lessons will cover all four skill areas (Listening, Speaking, Reading and Writing) and each lesson you must be ready to participate in all of these areas fully.

Geography



Geography

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☒ **EBACC SUBJECT**

Examination Board	AQA
Course QAN	60181576
Subject Contact	Miss R Sheldon

Why take Geography?

Students who study Geography are very employable; with the skills, knowledge and understanding gained during their study being held in high regard by employers. Geography is important for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, education, law and business world also love the practical research skills that geographers develop. Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too. This diverse subject leads to a range of opportunities due to the transferable skills as well as subject specific skills learnt throughout the course.

Who is this qualification for?

The AQA GCSE Geography course is for learners who want to cover a mix of topics such as urban issues, world development, extreme environments, rivers, and hazards – to name but a few. The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic, and physical forces and processes which shape and change our world. GCSE geography is designed to allow many topics to be studied and to provide an insight into a variety of the most important and relevant geographical issues. This diversity also allows all students to find topics they are interested and engaged in. The qualification enables learners to develop their It is very practical, with opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork is an important part of Geography; you will receive two opportunities to experience some of the concepts you have learnt about in class.

What does the qualification cover?

This qualification gives learners the opportunity to develop their knowledge and understanding of physical and human geography as well as geographical skills including fieldwork.

- ☐ The Earth is 4.5 billion years old, but it is still a highly dynamic body continually undergoing changes. In the physical geography section of this course learners will gain an understanding of natural hazards, the living world including rainforests and extreme environments as well as the UK and its landscape.
- ☐ Cities and urban areas are some of the most dynamic regions of the world. For the first time, most of the global population now lives in towns and cities, with the UN predicting this will increase to

75% by 2050 - highlighting the importance of studying these settlements. The human geography section of the course will look at urban issues and challenges, our changing economic world and resource management.

- ☐ Fieldwork is an enjoyable opportunity to explore new environments, improving your understanding of topics as they come to life. Fieldwork provides you with useful skills in collecting, understanding, and later communicating data to different audiences.

What can the qualification lead to?

Studying geography provides you with a huge range of valuable skills and a firm base for life-long learning. Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners may consider using their Geography GCSE for the following:

- ☐ A Levels as preparation for entry to higher education in a range of subjects
- ☐ Study of a vocational qualification at Level 3, such as a BTEC Travel and Tourism

Components

Learners are required to complete and achieve all three components in the qualification. The three components focus living with the physical environment, challenges in the human environment and geographical applications.

Assessment

Paper 1: Living with the physical environment	What's assessed: 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills
	How it's assessed: Written exam: 1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) 35% of GCSE
Paper 2: Challenges in the human environment	What's assessed: 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills
	How it's assessed: Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPaG) 35% of GCSE
Paper 3: Geographical applications	What's assessed: 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
	How it's assessed: Written exam: 1 hour 15 minutes 76 marks (including 6 marks for SPaG) 30% of GCSE Pre-release resources booklet made available 12 weeks before Paper 3 exam

Key skills

Literacy: Extended writing is a key element in all three papers, **Extended pieces of written work** are required as part of the examination processes. Data presentation and **numeracy** is also a key part of the course, using supporting figures throughout all three sections of the course.

Health and Social



Health and Social

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	Edexcel
Course QAN	60370476
Subject Contact	Mrs M Moore

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge, and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What will I study?

There are three mandatory units to study (two coursework and one exam unit).

Component 1: Human Lifespan Development

This component is about human growth and development across the life stages and the factors that affect it.

In this component you will:

- explore how people grow and develop physically, intellectually, emotionally, and socially throughout their lifespan (PIES is the acronym used to represent physical, intellectual, emotional, and social growth and development)
- investigate the specific milestones of development and key changes that occur in the life stages of infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood
- explore issues that affect human growth and development such as lifestyle choices, relationships, and life events
- learn about how people adapt to life events with support from others and how their personality traits influence how they cope How will I be assessed?

How will I be assessed? This component is internally assessed by a Pearson Set Assignment (**coursework**) which includes four tasks. Once the assignment has been explained and the tasks have been set, you will have to work on your own to complete the work

Component 2: Health and Social Care Services and Values

This component is about the different types of health and social care services and the skills, attributes and values required to give care.

In this component you will:

- develop knowledge and understanding of the different services available within the health and social care sector and ways that people who work within these service help to support the individuals
- investigate barriers which prevent service users accessing care and how those barriers can be overcome
- learn about the skills, attributes and values that are required of the people who work within health and social care organisations, to ensure that the highest quality care is provided for service users

How will I be assessed?

This component is internally assessed by a Pearson Set Assignment (coursework), which includes five tasks

Component 3: Health and Wellbeing

This component is about the factors that affect health and wellbeing, physiological and lifestyle indicators and person-centred recommendations to improve health and wellbeing. Once the assignment has been explained and the tasks have been set, you will have to work on your own to complete the work

In this component you will:

- apply your knowledge of health and wellbeing developed over the course, to various scenarios • learn to assess different factors that might influence an individual's health and wellbeing
 - interpret data about an individual's physical health
 - make person-centred recommendations to improve the health and wellbeing of individuals
 - evaluate the potential challenges the person may face in implementing health improvements
- How will I be assessed?

How will I be assessed?

This component is externally assessed (exam) in the summer of year 11

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

History



History

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☒ **EBACC SUBJECT**

Examination Board	Edexcel
Course QAN	60180924
Subject Contact	Mrs E Ashman

Why study History and what skills will I gain?

History is all about exploring the past and how you interpret the events that have happened in the past which shaped the modern world that we live in.

You will develop and extend your knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience. You will also.

- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

What will I study?

Paper 1: Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and inner city

Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Assessment overview Section A: historic environment Students answer a question that assesses knowledge plus a two-part question based on two provided sources. Section B: Thematic Study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two

Paper 2: Elizabethan Era 1558-88 and Superpower relations and the Cold War, 1941–91

Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Assessment overview Booklet Period Study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts. Booklet B British depth study Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.

Paper 3: Weimar and Nazi Germany, 1918-39

Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks

Assessment overview Section A Students answer a question based on a provided source and a question that assesses their knowledge and understanding. Section B Students answer a single four-part question, based on two provided sources and two provided interpretations.

What skills will I develop?

Research skills - Looking at situations/events from differing viewpoints - Investigation skills - Extended writing - Extraction of information from sources of evidence

What can I do with a history GCSE?

You can carry on and study A levels or attend a college course. Many people go into careers such as politics, public administration, journalism, law, and education. History is a subject that will open many doors for you in the future.

What career can I go into with a history qualification?

There are many careers that you can also go into with a history qualification such as recruitment and human resources, Journalism, banking and finance, museum or gallery management, writer or a business manager, archaeologists and a historian.

Hospitality and Catering (Level 1/ 2 Technical Award)



Hospitality and Catering (Level 1/ 2 Technical Award)

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☒ **EBACC SUBJECT**

Examination Board	WJEC
Course QAN	60370221
Subject Contact	Mrs A Giles

Why take Hospitality and Catering?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The course looks at the hospitality and catering sector in depth and focuses on the key skills students would need to know in order to gain roles in the industry.

Who is this qualification for?

The ideal candidate for this qualification would be a student who has a passion for food and cooking but is also motivated to learn about how the food industry operates. While a desire to cook is great, there is a substantial coursework element to the course as well as a written exam so this would need to be approached with equal enthusiasm. It is essential that students are organised and stick to deadlines as many elements of the course are time dependent and require a commitment to work independently to practice skills.

What does this qualification cover?

This structure of the course is designed to develop in learners the knowledge and understanding of:

- Types of hospitality and catering providers
- How they operate and what they have to take into account to be successful.
- Nutrition and food safety
- A wide variety of food preparation and cooking skills

What can the qualification lead too?

This qualification is a great foundation and steppingstone into further study in the hospitality and catering sector.

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners will be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as WJEC Level 3 Food, Science and Nutrition (certificate and diploma), Level 3 NVQ Diploma in Advanced Professional Cookery and Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Components

There course is taught through two main units of study.

Unit 1	The hospitality and catering industry Written exam 40% of qualification	This unit explores how the hospitality and catering industry operates and what factors need to be considered to make sure establishments are successful. This unit also covers a breath of employment roles and their responsibilities.
Unit 2	Hospitality and catering in action NEA (coursework) 60% of qualification	This unit enables students to explore nutrition and customers in more depth. Students are given a hospitality and catering brief and in response to this students must research, plan and cook appropriate dishes which also demonstrate their cooking skills.

Key skills

An essential element of the course is developing transferable skills of problem solving, organisation, time management, planning and communication. Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

ICT (Level 1/2 Technical Award)



Level 1/ 2 Vocational Award ICT (Technical Award)

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	WJEC
Course QAN	6037018X
Subject Contact	Mr. N James

Why take Level 1/ 2 Vocational Award ICT?

Are you passionate about technology? Do you like solving problems? Are you curious about all digital things, and want to learn some fantastic new skills? If so, it's time to uncover your potential.

☐ Who is this qualification for?

The ideal candidate for this qualification would be a student who has a passion for information technology but is also motivated to learn about the digital world around us. While a desire to use the computer is great, there is a substantial coursework element to the course as well as a written exam so this would need to be approached with equal enthusiasm. It is essential that students are organised and stick to deadlines as many elements of the course are time dependent and require a commitment to work independently on database and spreadsheet skills.

What does this qualification cover

Unit 1: ICT in Society. This unit explores the wide range of uses of hardware, application and specialist software in society Investigate how information technology is used in a range of contexts, including business and organisations, education, and homes.

Unit 2: ICT in Context. This unit students gain a working knowledge of databases, spreadsheets, automated documents, and images Learn to apply your knowledge and understanding to solve problems in vocational settings

What can the qualification lead too?

This qualification is a great foundation and steppingstone into further study in the ICT and digital sector. For example, progressing onto a Level 3 ICT course or an A Level course in ICT. The ICT industry offers a wide range of exciting opportunities which include Data analyst, Digital content producer, Systems engineer and Web marketing manager.

Components

Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake several tasks.

Key skills

You will develop several skills which are attractive to employer, colleges and universities including:

Communication, coping with rapid changes in technology, critical thinking, designing, programming, testing and evaluating software systems, learning independently, numeracy and data handling, problem solving, research, taking on responsibility and time management.

Maths



Maths

- ☒ **CORE COMPULSORY**
- ☐ NON-QUALIFICATION
- ☐ OPTION
- ☒ **EBACC SUBJECT**

Examination Board	Edexcel
Course QAN	60147003
Subject Contact	Mrs J Huskisson

Who is this qualification for?

All students study the Edexcel Maths GCSE course. Over the two-year course the aims are that students:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select, and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context

What can the qualification lead to?

The Maths qualification is the foundation of many career choices and post-16 pathways. A number of institutions require a pass at GCSE Maths to access courses without a specific maths focus. Post-16 study options include A level Mathematics or a level 3 Core Maths qualification.

Careers with a heavy maths focus include Actuary, Accounting, Statistician, Data analyst, Risk management, Economist, Business development manager, STEM careers (Science, technology, engineering and Maths) and many, many more.

Components

The course has two tiers of entry, foundation and higher. All students study the same 6 components.

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

Key skills

The Maths GCSE not only provides students with mathematical knowledge but also supports the development of a wider skill set. These include: Non routing problem solving, critical thinking, communication, adaptability, self-management and self-development.

Music



Music

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	Eduqas
Course QAN	6018131X
Subject Contact	Mr J Pierce

Why study Music?

Music is not only a challenging and exciting subject in the classroom, that will offer you a highly practical approach to achieving a very rewarding qualification, but it is also a lifelong and highly desirable skill that will unlock opportunities in education, the world of work and in the wider world. Musicians are statistically some of the most employable people in the world. Musicians make great communicators, problem solvers and have proof of their dedication, by showing they can meet the demands of developing their skills on an instrument or their voice. At Brownhills, music students are statistically very successful, achieving excellent grades and thoroughly enjoying the highly focused and high energy learning environment we share with our students. Being a music student at Brownhills is about much more than what we do in the classroom; with it comes the opportunity for more responsibility, independence, leadership pathways, the chance to be genuinely creative and personal development to enrich your current curriculum and your future.

Main Subject Content

- Western Classical Tradition – *Baroque, Classical & Romantic Music*
- Music for Ensemble – *Musical Theatre, Jazz & Chamber Music*
- Film Music – *Themes & underscore from famous films, TV shows and video games*
- Popular Music – *Pop, Dance Music, Rock & Music Technology*

Who is this qualification for?

Music students should be students who enjoy playing an instrument or singing. Music students should enjoy listening to new music and being a critical listener to music they have not heard before. Music students should enjoy rehearsing with large or smaller groups to put performances together. Music students should be creative and offer ideas to compose their own music. Music students should be ambitious, hard-working and resilient.

What can the qualification lead to?

Further & Higher Education Opportunities:

- A Levels – Music/Music Technology
- BTEC (Level 3) Music/Music Performance/Music Technology
- BTEC (Level 3) Performing Arts
- University – Degree in Music/Popular Music/Performance/Composition/Music Technology
- Conservatoire – Studying as a specialist instrumentalist or composer
- Drama School – Studying a degree in musical theatre/acting.
- Instrument/Voice Grades – Up to Grade 8 & Diplomas on specific instruments or voice.

Possible career options include:

- Musician
- Music producer
- Music therapist
- Private music teacher
- Secondary school teacher
- Sound designer
- Sound engineer
- Sound technician, broadcasting/film/video
- Special effects technician

Other careers:

There are lots of doctors, nurses, lawyers and teachers of lots of different subjects that are also musicians. Many universities look very fondly on students who have GCSE & A Level Music or can prove they can play an instrument or sing to a good level through music qualifications. In some cases, universities will even lower the entry requirements to courses if you are particularly skilled as a singer or instrumentalist.

Assessment Components

Music is assessed in three different ways at GCSE and the qualification is split in the following ways:

- Performance (30%) - *Perform two songs as a singer or on your instrument. One as a solo and the other with an ensemble.*
- Composition (30%) - *Write two pieces of music. One in any style of your choice and the other in response to a brief.*
- Listening (40%) - *An exam paper at the end of Year 11 with questions based on a variety of different genres of music. Two of these pieces you will have studied in detail in lessons and the other six will be pieces you have not heard before.*

Key Skills

Studying music will make you a more confident performer, a stronger leader, a more creative thinker and a more critical listener. You will learn how to work as an ensemble, how to pick out musical features in songs you are listening to and use them in your own performance and composition and how to read and interpret music. You will become a better singer and/or instrumentalist and gain a set of skills that you can carry through the rest of your life, either in your career or simply for the enjoyment of performing, writing and listening to music.

PE (BTEC level1/level 2 First Award Sport)



PE (BTEC level1/level 2 Tech Award Sport)

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	Edexcel
Course QAN	60370683
Subject Contact	Mrs P Moore

Why take?

The annual contribution of the sport sector to the UK economy is over £8 billion. This sector has more than 36,000 employers creating work for more than 600,000 full-time and part-time employees and 5 million plus volunteers. A significant proportion of the total volunteer workforce is volunteering in sport, with most of them involved in coaching or activity leadership.

The BTEC Tech Award in Sport seeks to provide students with a formal qualification that provides an insight into the various progression and occupational routes within the sector. It gives students the opportunity to achieve a nationally recognised Level 2 (GCSE equivalent) giving them the opportunity to enter employment in the sporting sector or to progress onto higher education

The BTEC Tech Award provides students with an understanding of the essential skills needed when looking to build a career in the sports sector. Students will gain an understanding in topics such as sports leadership which covers improving sports performance and understanding how to officiate in sport. Other areas covered are how to increase participation in sport and the barriers of provision both locally and nationally. Students will also learn how to develop fitness to help improve sports performance.

Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

What does this qualification cover

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

Finally, the BTEC offers leadership and teaching in sport, which is not approached directly by the GCSE.

What can the qualification lead to?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Components

Learners are required to complete and achieve all three components in the qualification.

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

Key skills

This course will have an element of practical and theory as part of the qualification. Students will build on their leadership attributes and will learn how to lead a small group of students for developing skills or officiating a sports competition.

Students will be expected to participate consistently in sport for both school sports teams and external clubs. You will develop sport specific techniques, strategies and skills within your lesson and will analyse how your performance compares to peers and other sports performance.

The BTEC Tech award is a qualification which requires all learners to develop their extending writing practice through set assignments and will you will be expected to learn how to assess an assignment brief or scenario and apply your understanding through different types of assessments independently.

Performing Arts (BTEC level1/level 2 Technical award)



Performing Arts (BTEC level1/level 2 Technical award)

- ☐ CORE COMPULSORY
- ☐ NON-QUALIFICATION
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	Edexcel
Course QAN	60370543
Subject Contact	Mr J Pierce

Why study Performing Arts?

The BTEC Performing Arts course at Brownhills is an acting course. This course allows you to experience a drama qualification that is highly practical and focused on exploring theatre on the stage with a script in hand. We focus on performance skills that allow students to take a text from page to stage quickly and effectively. We aim to develop confidence and independence to allow students to interpret plays, poems and stories in their own way and craft characters that are realistic and exciting to watch. We aim to create young story tellers that love being on the stage and sharing their art with audiences, as well as young theatregoers who appreciate high quality performance and can recognise different stylistic features from a variety of genres of theatre. At Brownhills, performing arts students are successful and ambitious, statistically achieving excellent grades consistently and going on to study related qualifications in further and higher education. Furthermore, drama builds confidence, develops public speaking skills and the ability to lead and be part of a team; skills that are highly beneficial in any job interview or career.

Main Subject Content

- Naturalistic Plays – *e.g. DNA by Dennis Kelly*
- Epic Theatre – *e.g. Teechers by John Godber*
- Comedy Theatre – *e.g. The Play That Goes Wrong by Lewis, Sayer & Shields*
- Physical Theatre – *e.g. Curious Incident of the Dog in the Nighttime by Simon Stephens*
- Musical Theatre – *e.g. Come From Away by Irene Sankoff & David Hein*
- Verbatim Theatre – *e.g. Too Much Punch For Judy by Mark Wheeler*
- Classical Theatre – *e.g. Macbeth by William Shakespeare*

Who is this qualification for?

Performing arts students should want to perform and be keen to work practically on stage. Performing arts students should be interested in theatre and want to learn more about how plays and shows are put together. Performing arts students should enjoy group work and be ready to work in teams on performance projects. Performing arts students should be ready to explore lots of different plays and be prepared to write their own material to engage, entertain and challenge audience about important issues through drama.

What can the qualification lead to?

Further & Higher Education Opportunities:

- A Levels – Drama/Theatre Studies
- BTEC (Level 3) Performing Arts
- University – Degree in Drama/Theatre Studies
- Drama School – Studying a degree in musical theatre/acting

- LAMDA Grades – Up to Grade 8 & Diplomas in acting

Possible career options include:

- Actor
- Community arts worker
- Director
- Drama teacher
- Choreographer
- Dancer
- Dramatherapist

Other careers:

The skills learned in performing arts are directly linked to many skills that compliment a multitude of career paths. In any job that requires communication skills, public speaking skills, interpretive skills, interpersonal skills and teamwork skills, a performing arts qualification is supporting your ability to do these jobs successfully. Doctors, nurses, teachers, lawyers, shopworkers, pharmacists, engineers, bank managers and many other professionals all have to possess these skills in order to succeed in their jobs and a performing arts course can help you to harness and develop those skills to support you in any careers like these.

Assessment Components

Performing arts is assessed through three different assessments across the two year course.

- Component 1: Exploring the Performing Arts (30%) - *Studying and practically exploring three pieces of theatre through drama workshops to understand how a play goes from page to stage.*
- Component 2: Developing Skills & Techniques in the Performing Arts (30%) - *Rehearsing and performing a play in small groups.*
- Component 3: Responding To A Brief (40%) - *Devising (writing) your own plays in response to a brief or stimulus.*

Key Skills

Studying drama in the way we do at Brownhills empowers young learners to lead, communicate and perform confidently and effectively. Our course is highly practical and gives lots of opportunities for personal exploration of theatre and performance skills to allow students to take their learning and the course in their own direction and fuel their own passion for theatre. Students will learn to speak clearly, create and develop characters and tell stories in an engaging way. Through this, students will learn the skill of using theatre to entertain, provoke and educate audiences and gain a lifelong love of theatre that will allow them to see plays and shows in a new light.

Physics (Separate Science GCSE)



Physics (Separate Science GCSE)

- ☒ **CORE COMPULSORY**
- ☐ NON-QUALIFICATION
- ☐ OPTION
- ☒ **EBACC SUBJECT**

Examination Board	AQA
Course QAN	60187517
Subject Contact	Mrs V Taylor

Why study Physics?

Physics is crucial to understanding the world around us, the world inside us and the world beyond us. The study of physics will help to develop critical thinking skills which will enable future physicists to: solve the energy crisis, combat climate change, explore deeper into the universe and under the sea, develop new medical procedures to save lives to name just a few. Physics is a very well respected subject and is a stepping stone into many fantastic careers.

Main Subject Content

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics

Who is this qualification for?

Students who wish to continue studying a science related subject after GCSE. Studying 'Separate' rather than 'Combined' Sciences requires that you study about 33% more material in the same allocated time, but you come out with an extra GCSE as the three are examined separately.

What can the qualification lead to?

Possible career options include:

- Doctor ● Nurse ● Midwife ● Scientist ● Environmental Officer ● Sports and Physiotherapist ● Pharmacologist ● Engineer ● Dentist ● Dietitian ● Astronaut ● Laser specialist ● Forensic scientist

Assessment Components

Two exam papers of 1 hour 45 minutes:

Exam 1: Energy, Electricity, Particle model of matter and atomic structure

Exam 2: Forces, waves, magnetism and electromagnetism, and space physics

PSHE



PSHE

- ☐ CORE COMPULSORY
- ☒ **NON-QUALIFICATION**
- ☐ OPTION
- ☐ EBACC SUBJECT

PSHE is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. As well as the one hour timetabled lessons each week, workshops and theatre groups are invited into school to work with pupils on relevant and current themes.

We aim to make the lessons as current and relevant as we can. Year 10 and 11 pupils receive a series of lessons throughout the two years focusing on 4 main themes; 1. Relationships, Sex and Health Education 2. Diversity 3. Drugs Education 4. Careers and Finance education

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Following the guidelines of the new 2020 SRE curriculum the topics we focus on particularly at KS4 are: different types of families, marriage, and civil partnerships; roles and responsibilities of parents and carers; healthy and unhealthy relationships; reasons to adopt or foster; fertility treatment; sexual health; basic first aid; mental health; addictions to games and gambling and internet safety and harms.

Religious Education



Religious Education

- ☐ CORE COMPULSORY
- ☒ **NON-QUALIFICATION**
- ☒ **OPTION**
- ☐ EBACC SUBJECT

Examination Board	AQA
Course QAN	60184000
Subject Contact	Mrs L Best

Why take Religious Education?

Taking a Religious Studies GCSE helps you learn about how religion, philosophy, and ethics form the basis of our culture. It also encourages students to develop a set of ethical and moral beliefs. It can also help students see 'the bigger picture or understand why some topics can be so highly policed and politicised. This understanding and curiosity about the world can open the door (and career path!) to other subjects such as sociology, political science, anthropology, language studies, classical studies, and history.

Who is this qualification for?

If you're stuck on deciding whether the Religious Studies GCSE is the right choice for you, know that throughout taking the GCSE you'll develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills. All these skills will help prepare them for further study.

What does this qualification cover?

Component one, Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will be made aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content.

Component two, Students will be taught different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students will also study religious, philosophical, and ethical arguments related to the issues raised, and their impact and influence on the modern world.

What can the qualification lead too?

Religious Studies can provide you with excellent transferable skills, from essay writing, developing confidence in debating, to developing the ability to appreciate other viewpoints. These skills can be incredibly helpful in a range of university degrees involving critical thinking and discussion e.g. Humanities, English, Psychology. Religious studies can be a useful subject for a wide range of jobs, especially those that require you to work with the public or involve helping people. Some of these include Chaplain, Teacher, Advice worker, Police officer, Youth worker, Counsellor, Community development worker, international aid/development worker, Mediator, Journalist and lawyer

Components

Component 1: The study of religions: beliefs, teachings, and practice

- Christianity
- Islam

Component 2: Four religious, philosophical, and ethical studies themes will be studied (see below)

Theme A: Relationship and families	Theme D: Religion, peace, and conflict.	Theme E: Religion, crime, and punishment.	Theme F: Religion, human rights and social justice.
<ul style="list-style-type: none"> • Sex, marriage, and divorce • Human sexuality including heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion <p>Families and gender equality</p> <ul style="list-style-type: none"> • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, • Contemporary family issues including: <ul style="list-style-type: none"> • same-sex parents • polygamy. • The roles of men and women. Gender equality. • Gender prejudice and discrimination, 	<ul style="list-style-type: none"> • Religion, violence, terrorism and war • The meaning and significance of: <ul style="list-style-type: none"> • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. <p>Religion and belief in 21st century</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals • influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. 	<ul style="list-style-type: none"> • Religion, crime, and the causes of crime. • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime • Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft, and murder. <p>Religion and punishment</p> <ul style="list-style-type: none"> • The aims of punishment, including: <ul style="list-style-type: none"> • retribution • deterrence • reformation. • The treatment of criminals, including: <ul style="list-style-type: none"> • prison • corporal punishment • community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life 	<ul style="list-style-type: none"> • Human rights, Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. • Social justice. • Racial prejudice and discrimination. • Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. <p>Wealth and poverty</p> <ul style="list-style-type: none"> • Wealth, including: <ul style="list-style-type: none"> • the right attitude to wealth • the uses of wealth. • The responsibilities of wealth, including the duty to tackle poverty and its causes. Exploitation of the poor including issues relating to:

How it's assessed

Paper1 and paper 2. Written exam: 1 hour 45 minutes (96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE

Key skills

GCSE Religious Studies is a highly engaging subject, and you can expect classes to involve a considerable amount of discussion and debate. To get the most out of the subject, you must be willing to participate in these discussions, both sharing your own ideas and listening and respecting the views of others. You will develop skills of critical evaluation and analysis, which you will practice within these discussions and in essay-writing.

Options choices

In years 10 and 11, students will study three options alongside their compulsory curriculum of English, Maths and Science.

By the end of the option process, you need to have selected three option subjects you would like to study next year. These should be ranked in order of preference.

All students should pick one option from Pool A

The subjects in **Purple** below are the **English Baccalaureate**. The EBacc is made up of the subjects which are considered essential to many degrees and open lots of doors. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

Pool A

- **Geography (EBacc)**
- **History (EBacc)**

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025. To achieve the full English Baccalaureate a language must be studied at GCSE. We offer French. If you would like to study French to achieve the full Ebacc please tick the box below.

☐ **I would like to study French as to achieve the full English Baccalaureate**

If you have selected French above you should pick a further **ONE** option and a **RESERVE** option from Pool B: Please indicate choice **1, R**

If you did not select French, you should pick a further **TWO** options and a **RESERVE** option from Pool B: Please indicate choices as **1, 2, R**.

We will try to ensure that everyone gets their top two choices, but this is not always possible. For that reason, everyone needs to be happy with the prospect of studying all the subjects they choose.

Compulsory GCSE's		GCSE qualifications	Pool B	Vocational qualifications
<input checked="" type="checkbox"/> GCSE Science		<input type="checkbox"/> GCSE Geography (EBacc)		<input type="checkbox"/> BTEC: Level 1/ 2 Technical Award Engineering
<input checked="" type="checkbox"/> GCSE Maths		<input type="checkbox"/> GCSE History (EBacc)		<input type="checkbox"/> BTEC: Level 1/ 2 Technical Award Hospitality & Catering
<input checked="" type="checkbox"/> GCSE English		<input type="checkbox"/> GCSE Music		<input type="checkbox"/> OCR National Child Development
<input checked="" type="checkbox"/> GCSE English Literature		<input type="checkbox"/> GCSE Religious Education		<input type="checkbox"/> BTEC: Level 1/ 2 Technical Award Health and Social Care
Compulsory Non qualification		<input type="checkbox"/> GCSE Art & Design (Textiles maybe studied as a medium as part of this qualification)		<input type="checkbox"/> Level 1/2 Technical Award ICT
<input checked="" type="checkbox"/> PSHE				<input type="checkbox"/> BTEC: Level 1/ 2 Technical Award Sport
The above subjects have been preselected for you.				<input type="checkbox"/> BTEC: Level 1/2 Technical Award in Performing Arts
				<input type="checkbox"/> BTEC: Level1/ 2 Technical Award Animal care
				<input type="checkbox"/> OCR National Enterprise and Marketing

Notes