



2025

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 also have a non-examined element (coursework).

When you take your final exams in 2027, the GCSEs 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 & Technical Qualifications

BTEC (Business & Technology Education Council) and other technical qualifications are work-related 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. These courses are assessed through examination and/or coursework depending on the chosen course. These courses are suitable for students who might not show their full potential in courses assessed only through examinations.

The grades for these courses can be awarded at a level 1 or a level 2, this depends on the standard reached in the assessed elements. Each level can be either a Pass, Merit or Distinction at level 2 you can also achieve a distinction star.

Careers information, advice and guidance

Please speak to one of the careers team if you want personalised guidance, you can find them in room 46 on a Monday lunchtime, you can speak to Mrs Adams or you can email careers@brownhillsoa.co.uk

Students should use the online careers platform Unifrog to support their option and career decisions, here they will find a wealth of information and guidance on how to choose their Level 2 qualification.

You can access the website at www.unifrog.org

Parents can have their own Unifrog account should they wish, please contact jadams@brownhillsoa.co.uk to request an account.

The websites below may also be helpful:

[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
- Science GCSE
- Core PE
- PSHE
- Ethics & Morality

You will find information on the core curriculum examined subjects from page 48 onwards



Where do I start?

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.
- Use the option assembly sessions to find out more about each of the courses.
- 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 and with your personal 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 it is not possible to change courses later.
- 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, we will look at your reserve choices.

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.



Options Timeline:

Launch assembly: Friday 10th January

Option assemblies: 13th – 24th February

Option evening: **30th January 2025**

This will take place on the **4pm – 6pm.**

It is essential that you attend this evening as your option requests will be submitted on this evening.

The evening will be as follows.

4pm: Option presentation

4.20pm: Option presentations with teaching staff

5.35pm: Option form submission

Mrs Adams will be available all evening to discuss careers.

Option information

Please read the following information carefully. If you have any questions, please speak to the Head of Department who will be able to answer your queries about the course content and how it is assessed.

All pupils will study TWO courses from the following.

Put 1 by your first choice, 2 by your second choice and 3 by your third choice

GCSE courses			
	Fine Art		Music
	Graphic Art		Geography
	History		Religious Education
	French		Computer Science

Vocational/Level 2 courses	
	BTEC Technical Award in Sport
	WJEC Technical Award in Hospitality & Catering
	BTEC Technical Award in Performing Arts
	BTEC Technical Award in Digital Information Technology
	BTEC Technical Award in Health and Social Care

Art and Design



**PLEASE NOTE YOU CAN ONLY CHOOSE ONE OF
THE ART AND DESIGN DISCIPLINES.**

This includes:

- Fine Art
- Graphic Art

Art & Design: Fine Art - GCSE

Examination Board	OCR -J171
Course QAN	60180869
Subject Contact	Mrs L Drake

OPTION

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 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.

Art & Design: Graphic Communication - GCSE

Examination Board	OCR -J172
Course QAN	60180869
Subject Contact	Mrs L Drake

OPTION

Why take this subject?

Graphic Communication is a practical subject where you are given the opportunity to create independent project work and are given the chance to explore your ideas through both digital and traditional art methods. You will develop your skills in a creative way and develop your own graphic communication style. You will experiment with a variety of media. You will look at inspiring and influential graphic designers and artists to help you expand your ideas.

Who is the qualification for?

This qualification is for any creative students that are interested in traditional art and learning new digital art skills. Graphic communication is also perfect for any student that loves producing innovative ideas and enjoys practical lessons with exciting themes and materials.

What does this qualification cover?

In Year 10 you will do a variety of workshop lessons where you will learn new graphics & art skills. You will also have a selection of projects where you will then present your newly learned skills.

In Year 11 you will independently continue to use these skills to create a portfolio where you will develop and present your ideas and produce a final outcome.

What can the qualification lead to?

A-levels, BTEC nationals, degrees in countless creative qualifications. Careers such as graphic designer, product designer, illustrator, games design, art teacher, photographer and many 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 and methods such as drawing, paint, print, photoshop, digital art making, typography, product design, photography and communicating ideas.

Computer Science



Computer Science – GCSE

Examination Board	OCR -J277
Course QAN	6018355X
Subject Contact	Mr P Patel

OPTION

What is Computer Science?

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

Why choose Computer Science? Choosing Computer Science will provide numerous opportunities to develop your analytical and evaluative skills. You will also develop problem solving skills, learn through exploration and hopefully change the world using programming.

The course structure

Computer Science is a challenging, yet extremely rewarding GCSE. The course is 100% exam based, in other words there is no coursework element. There are 2 exams, both are worth 50% each.

The grid below explains how each of the three topics will be assessed in the GCSE over the course of the 2 years.

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

FAQ's

How is Computer Science different to Digital Information Technology, is it the same?

It is important to understand that Computer Science is very different to Digital Information Technology, also known as ICT. At Brownhills we offer both Digital Information Technology and Computer Science as options for GCSE. The fundamental differences between the two courses are that Computer Science is largely programming based, therefore you will do lots of programming on the computers to build your programming skills. Unlike DIT, which does not have a programming element, therefore no programming is taught when choosing DIT. Another major difference is the grading structure for the course; DIT is coursework based (60% is coursework, 40% exam), whereas Computer Science is 100% exam based.

Will I be using the computer every lesson when choosing Computer Science?

Like with many other GCSE's there are practical and non-practical elements, this is identical for Computer Science. Pupils will have varied lessons based on the modules that are being taught, for theory-based topics there will be more emphasis on exam practice, for programming-based topics the utilisation of computers will be more prominent.

Is GCSE Computer Science difficult?

There will be topics which you may find challenging, however we will support you with this. Computer Science is an extremely valuable and rewarding GCSE to have. You will be expected to complete weekly tasks to aid your knowledge of the subject. If you ask questions, work hard and stay on top of your work, you will be fine!

Careers in Computer Science?

Computer Science opens many doors, some of the careers include:

Software Developer, Software Engineer, Programmer, Cyber Security Analyst, Web Developer, Business Analyst, Games Developer, Database Administrator, Software Tester, Games Tester, Data Scientist, Forensic Computer Analyst...

Digital Information Technology (DIT)- Level 1/2 Technical BTEC Award



Digital Information Technology (DIT)

- Level 1/2 Technical BTEC Award

Examination Board	Pearson
Course QAN	60370506
Subject Contact	Mr P Patel

OPTION

What is Digital Information Technology? (DIT)

In recent years, ICT has been referred to as Digital Information Technology. Digital Information Technology is for learners who want to acquire business/organisation sector-specific applied knowledge and skills. Content covered in the course includes studying project planning techniques, data management, data interpretation, data presentation and data protection methods.

Practical elements of the course mean that learners will be creating a user interface using Microsoft PowerPoint as well as a complex spreadsheet using Microsoft Excel. Learners will also study effective digital working practices.

Why choose Digital Information Technology (DIT)? Choosing DIT will provide numerous opportunities to practice and develop skills using Microsoft PowerPoint and Microsoft Excel, skills that are highly sought in the job market. Learners can continue their computing-based course to pursue further IT related qualifications in other sectors after successful completion of the course.

The course structure

Learners will study 3 components over the 2 years (Year 10 and Year 11)

- Component 1 – Exploring User Interface Design Principles and Project Planning Techniques- **30% coursework based**
- Component 2- Collecting, Presenting and Interpreting Data- **30 % coursework based**
- Component 3- Effective Digital Working Practices- **40% exam based**

FAQ's

How is DIT different to Computer Science, is it the same?

It is important to understand that DIT is very different to Computer Science. At Brownhills we offer both DIT and Computer Science as options for GCSE. The fundamental differences between the two courses are that DIT does not contain any programming, it focuses on creating a user interface with PowerPoint and creating highly functional spreadsheets using Excel. DIT has a non-examined assessment worth 60% of the final grade and an exam worth 40% of the final grade.

Will I be using the computer every lesson when choosing DIT?

There are practical and theory elements to this course. Pupils will have varied lessons based on the modules that are being taught, for theory-based topics there will not be a need to use the computers.

Is DIT difficult?

There is a substantial coursework element to the course as well as a written exam both need to be approached with equal enthusiasm. It is essential that learners are organised and stick to deadlines as many elements of the course are time dependent and require a commitment to work independently on PowerPoint and spreadsheet skills. There will be topics which you may find challenging, however, we will support you with this. If you ask questions, work hard and stay on top of your work, you will be fine!

Careers in DIT?

DIT opens many doors, some of the career paths include:

Information Analyst, Digital Designer, Digital Architect, Data Analyst, IT Support, IT Systems Admin, Games Designer, IT Project Management, Cyber Security Advisor, Banking systems maintainer.....

French



French – GCSE

Examination Board	Edexcel
Course QAN	60187086
Subject Contact	Mrs. N Stanley

OPTION

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 favourably 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**

Examination Board	AQA
Course QAN	60184103
Subject Contact	Miss Greenhough

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 - Level 1/2 Technical BTEC Award



Health and Social - Level 1/2 Technical BTEC Award

OPTION

Examination Board	Edexcel
Course QAN	60370476
Subject Contact	Mrs 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? 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?

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

What can the qualification lead to?

Studying 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**

Examination Board	OCR
Course QAN	J411
Subject Contact	Miss G Taylor

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: Thematic Study and British Depth Study:

The People's Health c.1250-the Present Day and The Elizabethans, 1580-1603

Written examination: 1 hour and 45 minutes, 40% of the qualification, 80 marks (40 for each)

Assessment overview: The People's Health: Students will study how living conditions have affected people's health, how people have responded to epidemics and what attempts have been put in place to address the public's health. This will be split into four time periods for students to compare. They will answer a variety of short and more extended response questions which require them to show in depth knowledge of the topic and explain their reasoning and viewpoints. The Elizabethans will look at the reign of Elizabeth I and how key events shaped England. The exam will have some extended responses but also some source based questions for students to answer

Paper 2: History Around Us: Kenilworth Castle

Written examination: 1 hour 20% of the qualification 50 marks (40 + 10 SPaG)

Assessment overview: Students will study a local site (Kenilworth Castle) and be required to answer two questions (out of a choice of three) about how the castle has changed and developed over time and the reasons for this. Both questions will be an extended response.

Paper 3: The Making of America, 1789-1900 and Nazi Germany, 1933-1945

Written examination: 1 hour and 45 minutes, 40% of the qualification, 80 marks (40 for each)

Assessment overview: Students will study how America changed over a 200 year period and consider the impact of this on key groups of people. They will then look at Nazi Germany understanding how Hitler and the Nazis controlled their people and what the impact of World War Two was on

Germany. The Making of America section of the exam has the same style questions as The People's Health whereas Nazi Germany will focus on sources and 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, archologists and a historian.

Hospitality and Catering (Level 1/ 2 Technical Award)



Hospitality and Catering (Level 1/ 2 Technical Award)

- CORE COMPULSORY
- NON-QUALIFICATION
- OPTION**

Examination Board	WJEC
Course QAN	60370221
Subject Contact	Mrs S Penny

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. Whilst 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?

The 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.

Music



Music

- CORE COMPULSORY
- NON-QUALIFICATION
- OPTION**

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

Why study Music?

Music is not only a challenging and exciting subject 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 ambitious, hard-working and resilient. Music students should be students who enjoy playing an instrument or singing and are prepared to perform on their own. 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.

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.

Sport - Level 1/2 Technical BTEC Award





Sport - Level 1/2 Technical BTEC Award

- CORE COMPULSORY
- NON-QUALIFICATION
- OPTION**

Examination Board	Edexcel
Course QAN	60370683
Subject Contact	Mrs P Moore

Why study Sport?

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 participants and their needs 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 or a BTEC National in Sport and Exercise Science, 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 practicality 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 the school sports teams and encouraged to attend external clubs to further their understanding and practical ability of sport. 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 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 - Level 1/2 Technical BTEC Award



Performing Arts - Level 1/2 Technical BTEC Award

- CORE COMPULSORY
- NON-QUALIFICATION
- OPTION**

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 achieve 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.

Religious Education



Religious Education

OPTION

Examination Board	AQA
Course QAN	60184000
Subject Contact	Mr P Cartwright

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 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 to?

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 remarriage. • 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. <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.

The Core Compulsory Curriculum

- English
- Maths
- Science



English



English Language

- CORE COMPULSORY**
- NON-QUALIFICATION
- OPTION

Examination Board	OCR
Course QAN	60145754
Subject Contact	Mrs K. Brook

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: Communicating Information and Ideas	Section A: Reading Two literature non-fiction texts
Written Exam – 2 hours 80 marks – 50% of GCSE	Section B: Writing Writing to present a viewpoint

Paper 2: Exploring Effects and Impacts	Section A: Reading Two fiction texts
Written Exam – 2 hours 80 marks – 50% of GCSE	Section B: Writing Story or personal writing

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

Examination Board	Edexcel
Course QAN	60147891
Subject Contact	Mrs K Brook

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

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

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.

Maths



Maths

CORE COMPULSORY

Examination Board	Edexcel
Course QAN	60147003
Subject Contact	Miss A Gilbert

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.

Triple Science – 3 Separate GCSE's



Biology

CORE COMPULSORY

Examination Board	AQA
Course QAN	60187529
Subject Contact	Mrs R McGowan

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.

Chemistry

☑ **CORE COMPULSORY**

Examination Board	AQA
Course QAN	60187578
Subject Contact	Mrs R McGowan

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

Physics

CORE COMPULSORY

Examination Board	AQA
Course QAN	60187517
Subject Contact	Mrs R McGowan

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

Option Form



Please hand this in BEFORE you leave on the 3