

OPTIONS BOOKLET



I wish people
would smile
more everyday!

I wish to
fulfill my
dreams



Cabot
Learning
Federation



Ultimately we are:
**Deeply committed
to high standards and
striving for excellence**

Options Process

Making the right choices....

This booklet and Options Evening are designed to help you choose the right combination of subjects to study at Key Stage 4 (Year 10 and 11). The information contained in this booklet, along with assemblies and ongoing advice, will guide you in the right direction for your future career. There are a variety of different jobs featured in this booklet to make you aware of the many potential career opportunities available.

The Options Evening will allow you to fully understand the subject areas so that you make the correct choices.

The choices that you make need to be right for you. As well as listening to careers advice, your teachers and your parents, you should consider which subjects you enjoy studying.

DO

- Choose subjects that YOU want to do. You will be studying these subjects for two years. Completing a qualification needs commitment, so it is vital that you are happy with the subjects you choose.
- Consider subjects that you are good at. Completing a qualification is challenging, so choosing subjects you will be successful in is important.

DON'T

- Pick a subject because your friends have chosen it or because you like the teacher. Besides not being a good reason to choose a subject, there is no guarantee your friends will be in the same class as you, or that you will be taught by your favourite teacher.

IT IS IMPORTANT THAT YOU GET YOUR CHOICES RIGHT.

IT IS NOT POSSIBLE TO SWAP COURSES ONCE YOU HAVE STARTED.

Key Dates:

Thursday 6th February – Options Booklets given to students at Parents' Evening

Thursday 27th February – Options Evening 4.30pm-6.30pm

Friday 7th March - Deadline for submission of Options Forms

Term 5 – Separate science selection assessment

Term 6 – Confirmation of option subjects

Key points for picking your Options:

In addition to your option choices, you will be studying all of the following subjects:

- English Language
- English Literature
- Mathematics
- Combined/Separate Science *
- Core Physical Education
- PSHE

***Please note that some students will be guided to Separate (Triple) Science.**

The EBacc is awarded to students that achieve grades 9-5 in five areas. The EBacc includes the following subjects:

Subject	Qualification
Art	GCSE
ASDAN	
Business	GCSE
Computer Science	GCSE
Drama	GCSE
Engineering	Cambridge National
Food Prep and Nutrition	GCSE
French	GCSE
Geography	GCSE
Health and Social Care	BTEC
History	GCSE
IT	Cambridge National
Music	GCSE
PE	GCSE
Product Design	GCSE
Photography	GCSE
Religious Studies	GCSE
Spanish	GCSE
Sport	BTEC
Statistics	GCSE
Textiles	GCSE

- GCSE English
- GCSE Maths
- GCSE Science *** (combined or separate Science, Computer Science is also included)
- GCSE History or Geography
- GCSE Modern Foreign Language (French or Spanish)

The subjects in the EBacc ensure that those who study them have a broad curriculum for their future progression.

****It may not be possible to run an option if too few students choose it****

Art

Aims of the course

The GCSE Art and Design course has been designed to provide students with the opportunity to engage in the creative process of making art. The course allows students to develop their knowledge, skills and understanding of Art and Design, building on skills from Key Stage 3. It is suitable for students who wish to develop their skills and interest in Art and Design and lays the foundation for Post 16 studies.

Exam board

AQA Art and Design (Fine Art)

Skills required

- An enthusiasm for the subject.
- The capacity to explore, investigate and develop ideas.
- The ability to develop artistic skills in a range of materials and different techniques.
- Independence, self-motivation and resilience is important
- An interest in seeing works of art at first hand.
- The ability to draw, paint and make art.
- The literacy skills necessary to present written ideas, although we can support with this.



Coursework and examinations

All students work from a given theme, which will initially be explored together, working from observation, researching artists, exploring materials and new techniques. Students then develop their own ideas inspired by the theme, finishing in a refined piece or series of work. Over the course, two projects are completed. Year 10 begins with material-based workshops followed by a project on a theme. Year 11 begins with a mock exam project Sept- Dec, followed by their externally set assignment Jan- April. Hardworking, creative, enthusiastic, and open-minded students are welcomed onto this course.

Component 1: Portfolio:

- 60% of the overall grade, marked out of 96.
- Starts at the beginning of Year 10 until December of Year 11.
- Portfolio of work set and marked by the centre and moderated by AQA.

Component 2: Externally Set Assignment:

- 40% of the overall grade, marked out of 96.
- Question paper with 7 starting points given out in January. Students select a starting point and make work towards an outcome by exploring artists, techniques, and art materials.
- 10 hours practical exam- completed in the art classroom, students will produce a personal response following on from the work completed from the starting point.
- Work produced will be marked by the centre and moderated by AQA.



Throughout these assessment units, the following assessment objectives (AOs) will be examined:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Key Content

Students will be learning to use a range of materials and processes including- drawing, painting, photography, textiles, mixed media, ceramics, and print making.

Sketchbooks are used to record, analyse and to develop students' personal ideas which will inform a range of finalised outcomes across a range of materials.

We will use photography to make personal responses to the world around us and develop those photos into art pieces.

Why Art?

This course helps to build independence and encourages students to make choices about their art and design. Students will engage with the work of artists, craftspeople and designers and learn to form opinions and make choices based on what they like. This allows students to develop knowledge about themselves and the world around them.

Students will develop creative thinking skills to explore ideas, techniques, and ways of working. Students will learn to solve problems and develop practical and intuitive solutions, working with improvisation as well as careful planning.

Students will improve their art and design skills working with a range of materials, techniques, and processes. They will build fine motor skills and understand how to bring different elements and ideas together.

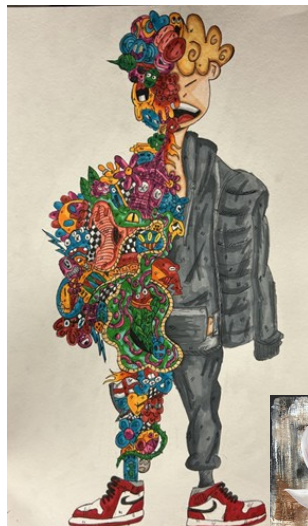
Future pathways

Many students go on to study A Level art, photography or BTEC art courses before completing an Art Foundation course followed by a degree in a specialist area.

Anyone wanting a career in fine art, fashion and textile design, graphic design, communications, architecture, product and industrial design, interior design, web and new media design, photography, illustration, merchandising, theatre, and film design would benefit from this course as a basic grounding in art and design. The creative industries in the U.K are rapidly growing. They contribute £92 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work.

Possible careers include:

- Set Designer
- Artist
- Curator
- Art Director
- Animator
- Textile design
- Product design
- Photography
- Graphic design
- Fashion
- Costume design
- Marketing/ Advertising



ASDAN: Personal and Social Development

The Personal and Social Development (PSD) qualifications offer imaginative ways of supporting young people in:

- becoming confident individuals who are physically, emotionally and socially healthy
- being responsible citizens who make a positive contribution to society and embrace change
- managing risk together with their own wellbeing

This qualification will also introduce students to new activities and personal challenges.

What you will learn:

The ASDAN Level 2 Award in Personal and Social Development embraces personal, social, health, citizenship and ICT, and enables candidates to develop skills that prepare them for independence and working life. It offers imaginative ways of supporting young people in becoming confident individuals who are physically, emotionally and socially healthy, being responsible citizens who make a positive contribution to society and embrace change, managing risk together with their own wellbeing, as well as introducing them to new activities and personal challenges.

The qualification offers a credit based qualification where students are required to achieve 8 credits to gain the award.


Below is the list of the units on offer for the award:

Title	Level	Unit reference	Credit rating (if applicable)
Community Action	L2	CA2	2
Environmental Awareness	L2	EA2	2
Food Safety in the Home and Community	L2	FSC2	2
Healthy Eating	L2	HE2	2
Healthy Living	L2	HL2	3
Identity and Cultural Diversity	L2	ICD2	2
Individual Rights and Responsibilities	L2	IRR2	1
Making the Most of Leisure Time	L2	MLT2	2
Managing own Money	L2	MOM2	2
Managing Social Relationships	L2	MSR2	2
Parenting Awareness	L2	PA2	3
Preparation for Work	L2	PW2	2
Your Money in the Future	L2	YMF2	2

Sample work

Why are good communication skills so important?

Starter:
Challenge: Dave's boss has just told him he has good 'communication skills'. What might he mean by this?



Dave doesn't keep going 'errrrmm...' between his words.

More challenging: For each point you have made, explain why it's important. E.g. saying 'errrrm' makes you look unprepared, like you're making up your points as you go along.

Mega challenge: Explain the difference between communication skills and interpersonal skills.

How can boosting our self-confidence boost our achievement?



I did well in Maths, but if I study it in college there will be so many people better at it than me...

I love cooking and I'm good at it, but could I really afford to live on trainee chef wages?

Kerry is under a lot of pressure to choose the correct career path or apply for further education.

My dream is to be an artist - I've found some great Uni courses, but I might miss my parents too much if I move away.

STARTER:
Challenge: Which of Kerry's thoughts are likely to help her in a positive way and which are more likely to be unhelpful?
More challenging: Why do you think this? Explain.
Mega challenge: Explain the meaning of Growth Mindset. How could you link this idea with self-confidence?

Assessment and moderation

Candidates complete a portfolio of evidence, generated from appropriate activities, which is internally assessed by centre assessors against the unit assessment criteria.

The work is then quality assured externally by ASDAN to ensure standards are being met.

Career opportunities/ Personal management

The personal development units completed on this course will give students key life skills which will help them to be successful in any career they decide to embark on. The qualification will also help students to become more independent as they enter the world of work and give them the confidence to start to manage their own lives.

Progression

There are clear progression opportunities :

ASDAN Level 2 Certificate in Personal and Social Development (if students achieve at Level 1)

ASDAN Award and Certificate of Personal Effectiveness Level 3

ASDAN Wider Key Skills Level 3

Business

Would you like....

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

What you will learn:

Course overview:

Topic 1 : Investigating small business (50%)

Students are introduced to business concepts and issues concerning the activities of a business.

They explore the purpose and role of a business from spotting an opportunity through to the putting a business idea into practice and making the business effective. They will also look at how external influences can impact on a business

Topic 2: Building a business (50%)

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash, and cash flow. They also explore how important people are through the human resources element.

Assessment

Internal assessment takes place after each topic work throughout the course, and in line with the school and department assessment policy.

The course is examined entirely by examination at the end of Year 11. There are two papers, each equally weighted:

- **Topic 1 – Investigating small businesses, 90 marks. 1 hour 45 minutes**
- **Topic 2 – Building a business, 80 marks. 1 hour and 45 minutes.**

Each paper is made up of multiple choice, short response and extended answer questions linking to case studies. Further details about the course can be found at: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Career opportunities

Business Studies GCSE can be useful for absolutely every job. Business Studies is particularly relevant if you want work in the Human Resources, Marketing and Finance department of either a small or large business. It is also relevant if you want to work as a manager, accountant, stock broker, recruitment consultant or be an entrepreneur and set up your own business.

e.g Digital marketer promote brands, products and services through social media, websites and apps

Annual salary £20,000 - £50,000

Day to day tasks

As a digital marketer, you'll look after different digital products. Your day-to-day tasks will include:

- working with clients and other marketing professionals
- updating and creating content that is search engine optimised (SEO)
- looking at website data to discover ways for improving and tracking the success and failure of campaigns
- writing and posting content with images on social media platforms
- drafting and publishing content for online campaigns
- producing content for e-newsletters and other forms of communication
- working with web designers to create images and video content for campaigns

You can get into this job through:

- a university course
- a college course
- an apprenticeship
- working towards this role
- specialist courses run by private training organisations

Entry requirements

You may need:

- 2 or more GCSEs at grades 9 to 3 (A* to D), or equivalent, for a level 2 course
- 4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, for a level 3 course

Career portal link for further opportunities

<https://careerpilot.org.uk/job-sectors/subject/business-studies>

Computer Science

What you will learn:

In GCSE Computer Science you will learn about many aspects of computing. The course is designed to give you a broad experience of lots of different areas (System Architecture, Computer memory and storage, networks and security, algorithms, programming techniques as ethical and legal issues).

Computer systems will allow you to understand the different hardware components and the software applications and the need for these.

You will learn about types of networks, how they are used in the real world and the advantages and disadvantage of these, including aspects of cyber security and the internet.

Computational thinking will develop your problem-solving skills and you will get the opportunity to code solutions.

Data representation will give you an in depth of how computers process information such as text, images sound and video.


Assessment

This subject is 100% examination and you will sit two exams that are 90 mins long.



Sample of Work

```
)).on("hidden.bs.select", function() {
  n.parent().ub_filt
  setTimeout(function() {
    m.closest(".ub_select_el").ub_filter("closest")
  }, 0), console.log("hidden")
}).on("shown.bs.select", function() {
  setTimeout(function() {
    n.addClass("shown")
  }, 1), console.log("shown")
})
}).on("shown.bs.select", function() {
  console.log("shown")
});
var m = g.find("select");
f.log_container
ptions: function(f) {
  (this).first();
  log("Show", f.length) (
```


How sound is recorded – Links <https://bit.ly/2ErXPXk>
<https://bit.ly/2x5AGho>

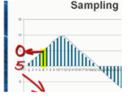
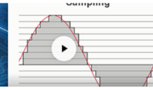
Air particles 

How is sound generated?

 This electrical signal is an analogue sound wave 

How does a microphone capture sound?

 How does the analogue sound turn into a digital sound ?

Sampling  





What is sampling?

How often are sounds sampled?

What is sample rate /bit rate? What is a typical value? What is it measured in and what does this mean?

Lossless audio files

Lossy audio files

Explain how the sample rate affects the quality and file size of a sound recording.

Career opportunities

e.g Cyber intelligence officer

Cyber intelligence officers gather information about where threats to information technology systems come from and how they work

Annual salary £31,500 to £50,000

Day to day tasks

In this role you'll often be:

- identifying common weaknesses in IT networks
- using digital resources to gather information and evidence
- using computer forensics to identify attackers, their motivations and techniques
- analysing threats to major security systems
- monitoring new and evolving threats and assessing their potential impact
- keeping databases of threats and hackers
- producing threat assessment reports with recommendations for protective action
- developing relationships with other organisations to safely share security knowledge
- updating your skills and knowledge

Education needed

You can get into this job through:

- a university course
- an apprenticeship
- working towards this role
- a graduate training scheme

Entry requirements

You'll usually need:

- 4 or 5 GCSEs at grades 9 to 4 (A* to C) and A levels, or equivalent, for a higher or degree apprenticeship

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/subject/computing>

Drama

What you will learn:

GCSE Drama – Edexcel exam board

The GCSE course is a respected qualification that follows the Edexcel exam board structure and is studied over a two year period. The course requires students to perform practically from scripts, to an invited audience using key physical and vocal skills, to study a set text play as a performer, director, designer to develop their analytical and evaluation writing skills on their own and professional performances and to work creatively in a group making an original piece of devised theatre.



Completed in Year 10

Component 1 (40%) – Creating and performing an original drama

Devised drama based on a contemporary stimulus of your choice.

Students will work in a group of their choosing.

Performance to an invited live audience of family and friends.

Practitioners studied include – Brecht and Stanislavski.

Contemporary theatre company techniques studied include – Frantic Assembly, National Theatre.

The devised practical is worth 15 marks.

Coursework essay required to accompany the creative practical. Students will write up a devising log as the coursework element about your creative ideas and rehearsal process. The coursework essay is 45 marks.

Completed in Year 11

Component 2 (20%) – Performance from scripts

This component is a practical assessment on a student's performance to an audience.

Acting from a script using a large range of contemporary plays.

Students will be cast in a play that plays to their strengths and challenges them as actors.

Scripted performance – Rehearsing in pairs or groups and performing to an invited live audience and a visiting examiner.

Technical theatre option – designing costume or the lighting design.

Component 3 (40%) – Written exam on a set text and a live theatre performance

Section A – We study the set text *An Inspector Calls* from the perspective of the performer, director and designer. This text is also studied in the English Literature exam which provides cross-curricular links.

Section A is worth 45 marks.

Section B – We study a Live Theatre evaluation which includes visits to the Bristol Old Vic, Hippodrome, Tobacco Factory and / or Wardrobe Theatre in Bristol. Students will receive a minimum of two theatre trips per year.

Students will study Theatre Design elements including – Lighting, Sound, Staging, Props and Stage Furniture, Costume and Set design.

Section B is worth 15 marks.

Live Theatre visits

Students will have the opportunity to go on a number of theatre trips throughout the course at some of the best theatres including The Bristol Old Vic, Bristol Hippodrome, and the Tobacco Factory. Watching live professional theatre is integral to the course and helps to develop students' understanding of design elements and analysing and evaluating skills.

Post 16 and career links

Drama GCSE is an excellent foundation for any further training in performing arts, including as a performer, designer (sound, lighting, set, costume) or director.

The creative industry is the third biggest in the UK and contributes over £100 billion to the UK economy per year. This includes; TV and film, theatre, video games, digital marketing, design, fashion, publishing, museums and galleries, live music events, social media, advertising and many more.

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

Drama is an excellent qualification and training that is valuable for many varied careers. Employers value a creative qualification and drama will help develop your personal and social skills, making you stand out from the crowd in interviews. A qualification in drama will help you in business, leadership roles, public speaking, management and many more.

Careers linked to GCSE Drama

Actor, producer, TV director, camera operator, lighting technician, sound designer, costume designer, stage manager, casting director, agent, sound engineer,. business manager, hospitality, retail, sales, lawyer, tourism, drama therapist, drama teacher, lecturer, event organiser, Film director, screen writer, entertainer, arts council, social media manager, tour manager, community arts worker, media researcher, digital marketing, advertising, TV presenter, voice over artist, radio presenter, comedian, vlogger... the list continues!

Why choose drama?

Drama will help you develop many transferable life skills such as your self-confidence, self-awareness, imagination and creativity. The subject develops empathy and collaboration with others. Drama is challenging but it is also fun, in an environment that is fast paced, exciting, playful and inclusive.

Career opportunities

There are many job opportunities within the arts that don't necessarily have anything to do with performing. Recording engineer, theatre technician, costume/lighting/sound designer, playwright/scriptwriter/radio engineer and many more.

e.g. Stage manager

Annual Salary £25,000 to £80,000

Day to day tasks

- make sure crew and performers are in the right place at the right time
- organise rehearsals
- work with staff to plan wardrobe, set design, scene changes, sound and lighting
- manage props and dress the set
- liaise with theatre managers and front-of-house staff
- supervise the 'get in' and 'get out' – the times when sets and equipment are set up and taken down
- give cues for the performers to go on stage
- cue sound and lighting effects

Engineering

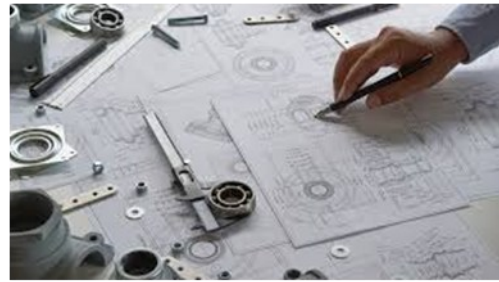
What you will learn:

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand.

We study the Cambridge National Award in Engineering. It is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying different concepts of Engineering Design including: the design process, types of drawings, influences on design, and the use of Computer Aided Design (CAD) as part of their Key Stage 4 learning.

The qualification comprises of three components:

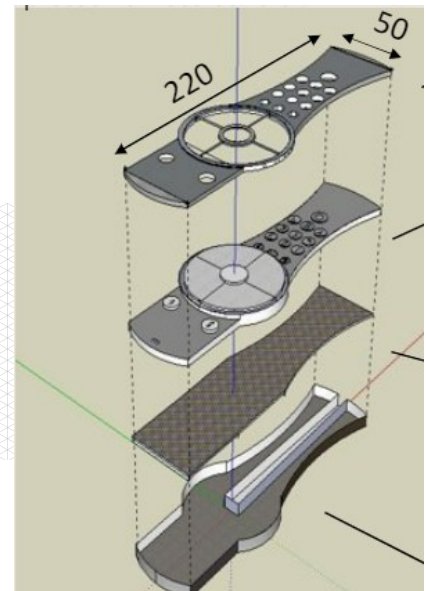
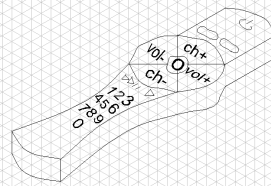
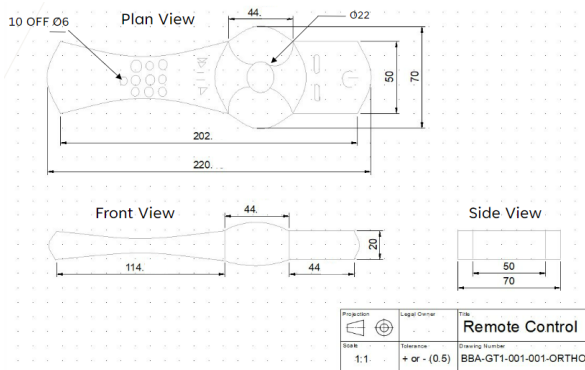
- R038—Learning about concepts and principles of engineering design, which is externally examined (40%)
- R039—A design project, e.g. a remote control, which is marked internally (30%)
- R040—A design and build prototypes project, e.g. a clock, which is marked internally (30%)



Sample of work

R039—Remote Control project

Students research remote control designs then develop and draw their own designs.



Career opportunities

e.g. Civil engineer

Civil engineers design and manage construction projects from bridge and buildings to transport links and sports stadiums

Annual salary £24,000 - £80,000

Day to day tasks

Depending on your specialism, you could be:

- planning with the client
- analysing surveys, testing and mapping data using computer modelling software
- creating blueprints using computer aided design (CAD)
- judging if projects are worth doing by looking at costs, time and labour
- checking risks and the effects on the environment
- preparing bids for tenders, and reporting to clients and government agencies
- managing and checking progress at each stage
- making sure sites follow health and safety rules

University: You can do a foundation degree, higher national diploma or degree in civil engineering.

Many universities specialise in particular areas of civil engineering, like:

- structural engineering
- environmental engineering
- coastal engineering

Entry requirements

You'll usually need:

- 2 or 3 A levels, or equivalent, including maths and a science for a degree
- a degree in a relevant subject for postgraduate study

Apprenticeship

You could complete a civil engineer degree apprenticeship. Apprenticeships can be started at 16 or 18.

Entry requirements

You'll usually need:

- 4 or 5 GCSEs at grades 9 to 4 (A* to C) and A levels, or equivalent, for a higher or degree apprenticeship

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/design-planning/job-profile/civil-engineer>

English Language

What you will learn:

You will read, understand and respond to a range of literary texts, from Shakespeare and Dickens to modern plays and poetry.

Within your English Language course you will cover, amongst other skills:

- Reading and responding to texts
- Writing effective description
- Writing to advise and inform
- Summarisation skills
- Analysis of the effects of language

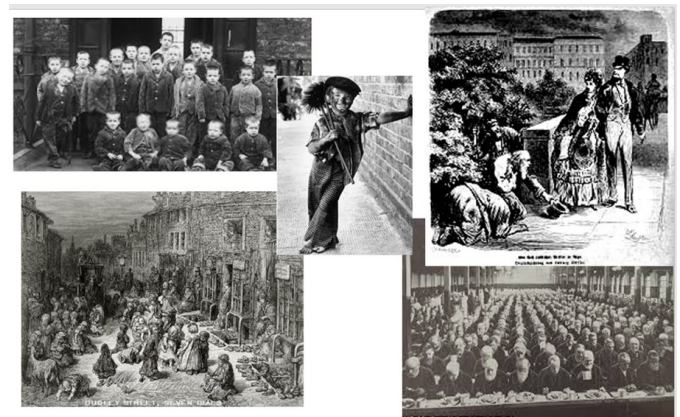
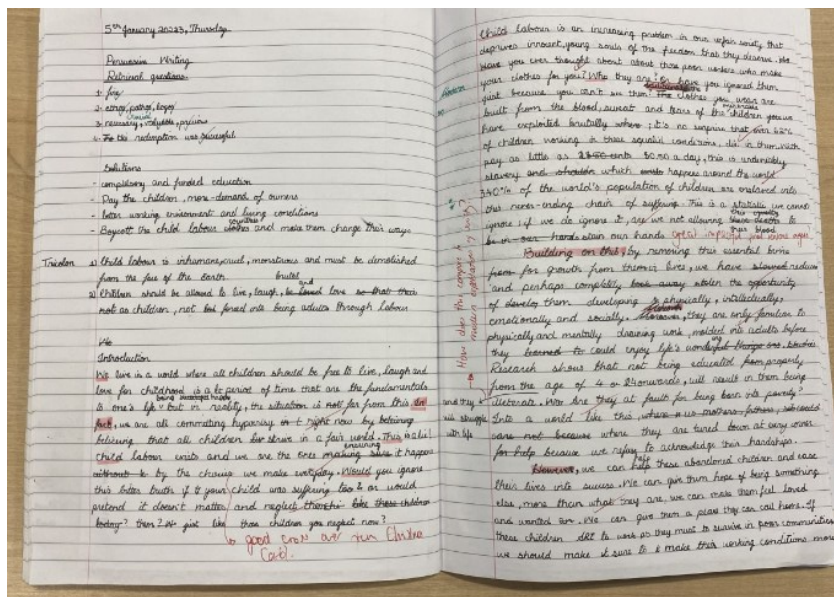
How you will be assessed:

Language Paper 1 (the fiction paper). A single exam with five questions; four reading questions, asking the student to analyse a piece of fiction. Question 5 is a creative writing task; student produces either a descriptive piece or a part of a story. Worth 50% of the GCSE.

Language Paper 2 (the non-fiction paper). A single exam with five questions; four reading questions, asking the student to analyse a piece of non-fiction: a newspaper article, speech, diary, letter etc. Question 5 is a creative writing task where the student is asked to produce their own speech, letter etc. on a given topic. Worth 50% of the GCSE.

Speaking and Listening Award – Student delivers a short presentation on their chosen topic to a teacher. An additional certification, not counted toward to the GCSE.

Sample of work



Task One: List any facts you can remember about life for the poor in Victorian England.

English Literature

What you will learn:

Reading and responding to range of texts: considering major themes within them, the writer's individual context and intentions, the writer's techniques, and our own personal responses.

We follow the AQA specification, which requires study of the following:

- 19th Century text (*A Christmas Carol*)
- A Shakespeare play (*Macbeth*)
- A modern play (*An Inspector Calls*)
- The 'Power and Conflict' cluster of poems
- Unseen poetry

How you will be assessed:

Literature Paper 1: A single closed-book exam (1 hr 45 mins). Students complete one essay on the 19th Century text, and one essay on their Shakespeare play. Worth 40% of the GCSE.

Literature Paper 2: A single closed-book exam (2 hr 15 mins). Students complete one essay on the modern play, one comparative poetry essay, two questions on unseen poetry. Worth 60% of the GCSE .



Career opportunities

Having strong communication and written English skills are top priorities in many job sectors; for example, within the worlds of media and publishing (see copywriter job below).

Some other careers that require strong English skills:

- ⇒ *Lawyer* *Publisher* *Civil servant/ policy maker* *Marketing/ advertising roles*
- ⇒ *Lecturing or teaching* *Teaching abroad*

An example career with an English degree:

Copywriter

Copywriters check text before it's published in books, journals and websites. An excellent job if you are good at spotting mistakes in your own or others work!

WORKING HOURS

37 to 39 a week. You may work evenings occasionally.

Education needed

You can get into this job through:

- a university course
- an apprenticeship
- working towards this role
- specialist training courses with professional bodies
- a graduate training scheme

University

Many copywriters have a degree. Most subjects are accepted.

A degree in publishing, media, English or a related subject may improve your chances of finding work.

To work in a specialist area, employers will prefer you to have a subject-related degree.

Entry requirements

You'll usually need:

- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English
- 2 to 3 A levels, or equivalent, for a degree

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/subject/english#link-1>

Food Preparation and Nutrition

What you will learn:

Studying OCR GCSE in Food Preparation and Nutrition will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

It will encourage you to cook and will enable you to make informed decisions about food and nutrition and will allow you to acquire knowledge and understanding required in order to be able to feed yourselves and others affordably and nutritiously, now and later in life.

Areas of study:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Assessment:

- Written examination 1 hour 30 minutes 50% of final grade.
- 2 X NEA coursework's worth 50%.

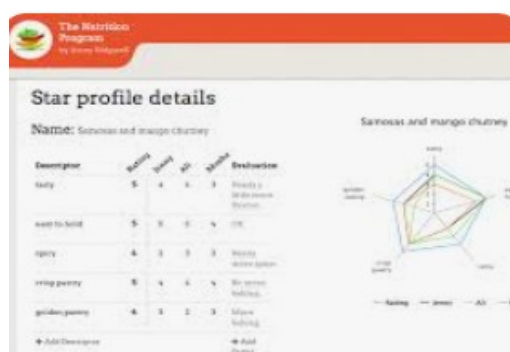
NEA 1- Food science investigation

SUGAR experiment record sheet

Name of Sugar: *Granulated*
Heating method: *oven/dry*
Extra ingredients added: *ac.cel*

Baking 1.53mm x 4 before control

Time	Temperature	Sugar blob	Time	Temperature	Sugar blob	Time	Temperature	Sugar blob
5mins	105°C		12	118				
6mins			13	126				
7mins	92		14	140				
8mins	105		15	153				
	107		16	177				
	110		17					
	113		18					



NEA 2- Research, select, plan, make and evaluate



Career opportunities

There are the more obvious ones like becoming a professional cook or chef, other careers train to become a dietitian, personal trainer or lifestyle coach and events organiser.

e.g. Dietitians diagnose and treat people with nutrition problems, and help people make healthy lifestyle and dietary decisions.

Annual Salary £24,907 - £37,890

Day to day tasks

In a hospital, you could:

- specialise in an area like children's health, renal dietetics or cancer care
- run clinics for people with diabetes or eating disorders, like anorexia or bulimia
- work with catering services to create menus for patients with a range of dietary needs

In the community, you may:

- raise awareness of the importance of healthy eating
- run health promotion workshops
- advise people who lack confidence, are experiencing mental ill health, or are on a low income

You can get into this job through:

- a university course
- an apprenticeship
- working towards this role

University

You'll need a degree or postgraduate qualification in dietetics or human nutrition, accredited by the **British Dietetic Association**.

You may be able to take a postgraduate course if you already have a degree with an acceptable level of human physiology and biochemistry.

Entry requirements

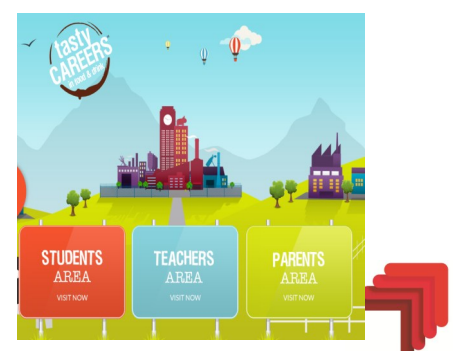
You'll usually need:

- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science
- 2 or 3 A levels, or equivalent, including biology or chemistry
- a degree in a relevant subject for postgraduate study

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/medical/job-profile/dietitian>

<https://tastycareers.org.uk>



French

What you will learn:

In GCSE French, you will learn the following topics:

Theme 1 - People and lifestyle:

Types of family, relationships, healthy and unhealthy living, your studies, life at school, jobs, careers and ambitions.

Theme 2 - Popular Culture:

Music, cinema and TV, food, sport, customs and celebrations, celebrity culture.

Theme 3 - Communication and the world around us:

Travel and tourism, where you live, media and technology, the environment.

For each topic there will be a focus on listening, speaking, reading, writing and translation skills.



Assessment:

There are 4 exams equally weighted 25% each. Listening, reading, writing and speaking.

- 1 J'habite dans le sud-est, près des montagnes, dans la troisième plus grande ville de la France.
- 2 C'est une grande ville célèbre pour le vin dans le sud-ouest, au bord de la mer.
- 3 Nous habitons dans le nord de la France, près de la Belgique.
- 4 C'est une ville qui se trouve en Bretagne, dans le nord-ouest.
- 5 Je vis dans le centre du pays, à l'ouest de Lyon.
- 6 Mon frère habite dans le nord-est, dans une ville au sud-est de Lille.
- 7 Dans le sud-est de la France, il y a une grande ville où on joue au foot.
- 8 C'est dans le sud-ouest, au sud de Bordeaux.



Sample of work

Career opportunities

France is the fifth biggest economy and one of the top three locations for foreign investments. Learning French opens doors to French companies in not only France, but other French-speaking parts of the world such as Canada, Switzerland, Belgium and parts of North Africa.

Translator/interpreter

Translators and interpreters are fluent in at least two languages. Translators convert recorded or written materials into another language whereas interpreters do the same with live conversations, helping people who don't share a language to understand one other.

Translators and interpreters are needed everywhere, from politics to business, healthcare, media and careers in social services.

Annual salary from £18,000 - £40,000

Education needed

You can get into this job through:

- a university course
- applying directly
- a qualification with a professional body

University

Translators and interpreters usually need a degree or postgraduate qualification in translation.

Relevant degrees include:

- languages – courses which specialise in linguistics or translation may give you an advantage but are not essential
- combined degrees which include a subject like law or science with languages

You could also do a postgraduate course like a master's in translation or translation studies.

Entry requirements

You'll usually need:

- 2 to 3 A levels, or equivalent, for a degree
- a degree in a relevant subject for postgraduate study

The **Institute of Translation and Interpreting** also has details of organisations offering training in translation.

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/wellbeing/job-profile/translator>

Geography

What you will learn:

You will study a range of human and physical geography units which are assessed in **3 exams** at the end of Year 11. We follow the GCSE **AQA specification**.

These units are:

Paper One – Living with the Physical Environment

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

Paper Two – Challenges in the Human Environment

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

Paper Three – Geographical Applications

- **Section A** – Issue evaluation
- **Section B** – Fieldwork

There is no coursework – **HOWEVER**, you do need to go on two trips:

Trip one – *Physical Geography* – Investigating how rivers change downstream from Hazel Brook by Blaise Castle to Sea Mills.

Trip Two – *Human Geography* – How has Bristol Harbourside changed?



- Why do people choose to live at risk from natural hazards?
- How do the effects and responses to natural hazards vary between



- How does geological structure and rock type influence coastal landforms?
- How can we save our coastlines and coastal communities from the impact of coastal erosion and flooding?



- Which strategies are there to help us to reduce the global development gap?
- How can tourism help reduce the development gap?



- Why are our tropical rainforests under threat?
- What are the impacts of deforestation?
- How can we sustainably manage our tropical rainforests?

- How has urban growth created opportunities and challenges for those living in LICs or NEE's?



- Which areas in the world are in areas of food surplus (security) and which are in food deficit (insecurity)?
- What is the impact of food insecurity?



Career opportunities

e.g. Geoscientist

Geoscientist study the Earth's structure and formation, and analyse rocks to explore its natural mineral and energy resources.

Annual salary £22,000 - £75,000

Day to day tasks

Your day-to-day duties may include:

- assessing the ground for building suitability on engineering projects like dam or tunnel building
- advising on suitable sites for landfill or storage of nuclear waste
- searching for energy resources and minerals, like gas and oil
- designing projects to search for new water supplies
- studying volcanic and seismic activity to develop early warning systems for communities living close to earthquake zones

• University

To work as a professional geoscientist you'll need a degree in a relevant subject. Courses often combine theory with fieldwork and practical training. Degree subjects include:

- geology
- geoscience
- geophysics
- Earth science

It's becoming more common for new entrants to hold or be working towards postgraduate qualifications like an MSc or PhD.

Integrated postgraduate master's qualifications like a MGeol or MSci can be studied at university. These courses include more independent research and are designed to lead directly onto further study like a PhD.

Entry requirements

You'll usually need:

- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science
- 2 or 3 A levels, or equivalent, including a science, for a degree
- a degree in a relevant subject for postgraduate study

Career portal link for further opportunities - geography

<https://www.careerpilot.org.uk/job-sectors/science/job-profile/geoscientist>

Health & Social Care

What you will learn:

Sample of what you will study:



Component 1 – Human Lifespan Development (30%)

In this component you will learn about how we grow and develop over our lifetime. We will investigate different life events and how they can impact individuals.

You will be assessed by **four** written controlled assessments in exam conditions:

- Assignment 1- Life stages and comparisons across different life stages
- Assignment 2 - How different factors can affect growth and development on individuals
- Assignment 3- The impact of a life event on growth and development on individuals
- Assignment 3a - How sources of support and character traits affect an individual from a case study scenario.

Component 2 – Health and Social Care Services and Values (30%)

In this component you will learn about the different types of health and social care services. You will learn about some of the barriers to these services and will demonstrate care values.

You will be assessed by **five** written controlled assessments in exam conditions:

- Assignment 1 - How different health care services work together to meet the needs of a specific individual
- Assignment 2 - How different social care services work together to meet the needs of a specific Individual
- Assignment 3 - Barriers an individual might face in accessing the NHS and how these could be minimised
- Assignment 4 - How different skills, values and attributes might be demonstrated when supporting individuals
- Assignment 5 - How different skills, values and attributes can help an individual to overcome an obstacle

Component 3 – Health and wellbeing (40%)

In this component you will learn about all the factors that may affect an individual's health and wellbeing. You will learn how to interpret health indicators and the ways that health professionals could support individuals improve their health and wellbeing. This component is assessed by a written exam. Within this exam there will be a variety of different questions including longer 6 mark questions as well as 1 mark multiple choice questions.

Career opportunities

E.g. Nurse

Nurses care for adults who are sick, injured or have physical disabilities.

Annual salary: £24,907 to £37,389

Working hours: 37-42 hours (variable). This may include evenings, weekends and bank holidays.

Education needed

You can get into this job through:

- a higher education/degree level course
- an apprenticeship – vocational qualification

Entry requirements

You'll need:

- GCSEs in English, maths and science will help get you into this sector.
- A minimum of 5 **GCSEs** at grade C or above to include English, maths, and a science (biology / human biology) 2 A-levels or equivalent level 3 qualifications
- Entry requirements for nursing degree courses vary because each university sets its own entry criteria, but you are likely to need at least two (usually three) A-levels or equivalent qualifications at level 3, plus supporting GCSEs including English, maths and a science (usually biology or human biology). Contact universities directly to find out whether qualifications equivalent to A-levels or GCSEs are acceptable.
- Courses often specify preferred or essential A-level or equivalent subjects, such as one science (for example biology) or social science (for example psychology). Some universities offer courses with a foundation year for those without the necessary entry qualifications.

Career portal link for further opportunities - medical

<https://www.careerpilot.org.uk/job-sectors/medical/job-profiles>

<https://www.healthcareers.nhs.uk/>

History

What you will learn:

You will study **4 units** which are assessed in **3 exams** at the end of Year 11.

The units are:

Crime and Punishment through time (with a case study of the Whitechapel murders)

Early Elizabethan England

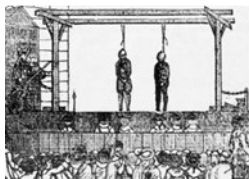
Superpower relations in the Cold War

The USA, 1954–75: conflict at home and abroad (Civil Rights and the Vietnam War)

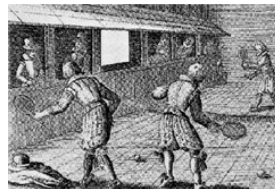
There is no coursework.

We follow the GCSE Edexcel course.

Which 'big questions' will we be investigating?



Sample of work



- When and why was the death penalty abolished?
- Why did we introduce a police force?
- What have been the changes to crime through history?

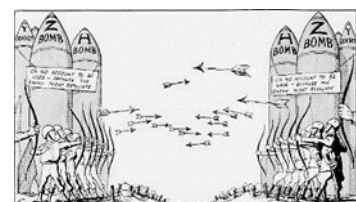
- Why did Elizabeth face so many problems?
- How did she survive the attacks against her?
- What was it like in Elizabethan England?



- How did people protest for their Civil Rights in America?
- How and why did America become involved in the Vietnam War?
- Why was there so much opposition to the war?



- How did the Cold War begin?
- What was the significance of a wall dividing Berlin?



Career opportunities

e.g. Solicitor

Solicitors advise clients about the law and act on their behalf in legal matters.

Annual salary £28,000 – £68,000

In this role you could be:

- advise and represent clients in court
- instruct barristers or advocates to act for clients
- draft confidential letters, contracts and legal documents
- use plain English to explain complex legal matters to clients
- keep up to date with changes in the law

Career portal link for further opportunities – solicitor

<https://www.careerpilot.org.uk/job-sectors/property-management/job-profile/solicitor>

e.g. Public relations officer

Public relations (PR) officers manage an organisation's public image and reputation.

Annual salary £18,000 – £90,000

Day to day tasks

In this role you could be:

- planning PR campaigns and strategies based on research
- monitoring and reacting to the public and media's opinion of your client or employer
- writing and editing press releases, speeches, newsletters, leaflets, brochures and websites
- creating content on social media and responding quickly to user comments
- arranging photoshoots and production of promotional videos

Career portal link for further opportunities – PR officer

<https://www.careerpilot.org.uk/job-sectors/sales-marketing/job-profile/public-relations-officer>

Other careers with strong links to history

- Archivist
- Archaeologist
- Teacher
- Politician
- Civil servant
- Marketing executive
- Heritage manager

Cambridge National in IT

What you will learn:

Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI) and augmented reality.

Students will understand, apply and use IT appropriately and effectively for the purpose and audience. They will develop learning and practical skills that can be applied to real life contexts and work situations. It will encourage students to think creatively, innovatively, analytically, logically, and critically.

The qualification consists of 3 units:

- **IT in the digital world**— In this unit students will learn about:
 - design tools for applications
 - human computer interfaces used in every day life
 - hardware and software for particular purposes
 - how data is used and stored in businesses
 - cyber-security threats and prevention, and legislation
 - how businesses use digital communications
- **Data manipulation using spreadsheets**—In this unit students will learn the skills to plan and design a spreadsheet solution to meet the needs of a client. They will then evaluate their solution based on the user requirements.
- **Using augmented reality to present information** - In this unit students will learn the basics of augmented reality (AR) including the purpose, use and types of AR in different contexts and how they are used on different digital devices. They will develop a model prototype product to showcase how it can be used appropriately to present information for a defined target audience.

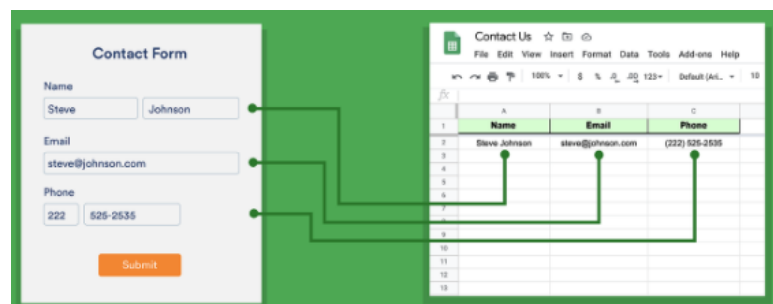
Assessment

IT in the digital world—External exam worth 40%

Data manipulation using spreadsheets—Controlled assessment element worth 30%

Using augmented reality to present information —Controlled assessment element worth 30%

Sample of Work



Career opportunities

There are many job roles that are linked to this qualification as the course covers a broad range of areas of IT .

e.g .Human Computer Interface Designer

A Human Computer Interface Designer observes the ways in which people interact with computers and then design technologies to help them use computers more efficiently .

Annual salary

£30,000 to £50,000

You can specialise in some of these areas:

1. In graphical user interfaces (GUIs)—Users interact with visual representations on digital control panels. A computer’s desktop is a GUI.
2. Voice-controlled interfaces (VUIs)—Users interact with these through their voices. Most smart assistants—e.g., Siri on iPhone and Alexa on Amazon devices—are VUIs.
3. Gesture-based interfaces—Users engage with 3D design spaces through bodily motions: e.g., in virtual reality (VR) games.

Education needed

Routes into this job include:

- a university course
- an apprenticeship
- working towards this role
- a graduate training scheme

Entry requirements

You'll usually need:

- 4 or 5 GCSEs at grades 9 to 4 and A levels, or equivalent, for a higher or degree apprenticeship

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/software-systems>

Maths

What you will learn:

You will continue studying maths in line with the national curriculum, which you have been doing since you started school.

The maths curriculum is categorised into these content areas:

- Number
- Algebra
- Ratio and proportion
- Shape, space and measure
- Probability
- Statistics and data handling

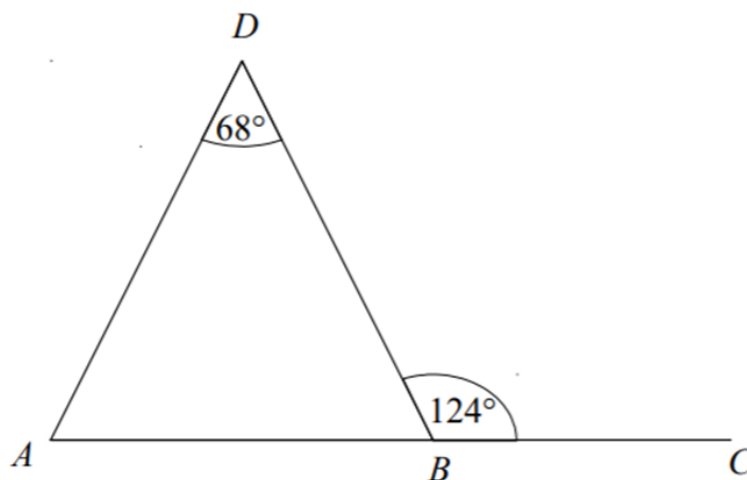
These are used interchangeably and many maths questions require use of multiple areas.

Maths questions are categorised according to the following assessment objectives

- Fluency
- Reasoning
- Problem solving

Maths is examined at the end of Year 11 via three 90 minute, eighty-mark exams. Students are entered on either the higher (grades 3-9) or foundation (grades 1-5) based on where they are most likely to be successful. This decision is finalised late in Year 11.

ABC is a straight line.



Show that ABD is an isosceles triangle

Solve $24 = 4(2x - 5)$

Music - GCSE

Music Option 1 Qualification Title: GCSE Music

Awarding Body and Website: AQA <http://www.aqa.org.uk/subjects/music/gcse>

Main Teacher Contact: Mr Salida

Course Content

You will study a wide range of music in detail, including western classical music, pop, rock, musical theatre, and film pieces. The course will develop your skills in 3 areas - Understanding Music, Composing Music and Performing Music.

Understanding Music 40%

Listen to and learn about music of different styles and study 2 set pieces of music in detail. This will be assessed in an exam at the end of the two year course.

Composing Music 30%

Free composition – create a piece of your own choice (eg. song, instrumental piece).

Composition to a brief – create a piece using a ‘starting point’ such as a film clip or a story.



Performing Music 30%

1 Solo performance on instrument/voice/DJ

1 Group performance on instrument/voice/DJ

Am I suited to Music GCSE?

You will need to be able to play an instrument or sing and be willing to develop your skills and perform with others

You will need to be open minded to listen to and learn about music of different styles

You will need to have an understanding of how to read music. This is what you will have learnt in Years 7 to 9 and you need to be willing to build on this.

Why should I take GCSE Music?

You enjoy listening to and performing music/you like creating your own music

You want to improve your musical skills/you want to learn about the history of music

You would like to study music beyond school

Career opportunities

Composer / session musician / performer / producer / sound engineer / music journalist / school teacher / instrumental teacher / workshop leader / outreach worker

Careers in music vary considerably! Some jobs involve a contract with guaranteed work and income whereas others (like session musician and composer) will be much more ad-hoc in terms of work, hours and pay. Some of these jobs are very well paid and highly competitive as a result!

Education needed

You can get into jobs in music through:

- A university course
- Experience of performing and composing
- Building an online or local following
- Specialist training courses with professional bodies

University

Music is offered as a course at many universities and specialist colleges. It is worth considering a joint honours degree (music with another subject) to keep your options of employment more open!

Entry requirements

You'll usually need:

- 5 GCSEs at grades 9 to 4, or equivalent, including English
- 3 A levels, or equivalent, for a degree

Work

It's easier than ever before to build a musical presence and generate interest in your work with minimal financial cost. Get out and get yourself known through gigs and events. Put some of your work on social media, say yes to performance opportunities, start building a bank of your compositions and performances.

Other routes

Bristol is a great city for The Arts. If A levels aren't for you, there are several further education establishments that offer vocational music and arts courses, often working in conjunction with people in the music industry.

Career portal link for further opportunities - music

<https://www.careerpilot.org.uk/job-sectors/subject/music>

GCSE PE

What you will learn:

OCR GCSE PE is divided into two sections:

1. Developing Knowledge in Physical Education – areas covered include:

Applied Anatomy and Physiology	Physical Training
Socio Cultural Influences	Sport Psychology
Health, Fitness and Well-being	

2. Practical Performance and Developing Fitness – includes 3 practical performances, which must be a mix of team and individual sports.

How will I be assessed?

Physical Education, key concepts and processes:

- 2 external exams (1 hour each) - 60% of the final grade.

Practical Performance and Coursework

- Your performance in three sports will be assessed—30% of the final grade.
- You will also be required to create and complete a 6 week personal exercise programme (PEP), designed to meet your specific sport related fitness needs - 10% of your final grade.

Is this the right course for me?

The GCSE PE course encourages you to develop and maintain an active and healthy lifestyle, which can help you with your creativity and decision making skills in PE and your future. Both GCSE PE and BTEC Sport courses are only suitable to those who attend regular sports clubs outside school and are heavily involved in multiple extra curricular activities within the PE Department. There is a minimum expectation that pupils who choose these courses are involved in competitive school activities.

Please note that you will need to opt for 'PE/Sport' on your options form. If allocated, you will then complete a generic 4-week course in September which will include written coursework, written exam, practical assessments and independent study. Following this, staff will advise students of the course which best matches their strengths and will give them the greatest opportunity for academic success.

Career opportunities

e.g. Personal trainer

Personal trainers work with clients to improve their health and fitness.

Annual salary: £14,000 – £22,000

Working hours: 32 – 34 hours (variable). This may include evenings, weekends and bank holidays.

Education required

You can get into this job through:

- a college course
- an apprenticeship
- applying directly

College

You could take a college course to help you get into this career. Courses include:

- Level 2 Diploma in Instructing Exercise and Fitness
- Level 3 Certificate in Personal Training

Entry requirements

You'll need:

2 or more GCSEs at grades 9 to 3 (A* to D), or equivalent, for a level 2 course

4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, for a level 3 course

Apprenticeship

You could do a personal trainer advanced apprenticeship.

Entry requirements

You'll usually need:

5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, for an advanced apprenticeship

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/sports>

Pearson BTEC Sport Tech Award Level 1/2

What you will learn:

Pearson BTEC Sport Tech Award Level 1/2 is divided into 3 components:

Component 1: Preparing participants to take part in sport and physical activity

Component 2: Taking part and improving other participants' sporting performance

Component 3: Developing fitness to improve other participants' performance in sport and physical activity

How will I be assessed?

You will be assessed in two different ways. Components 1 and 2 are assessed through internal assessment. This means that your teacher will give you a Pearson-set assignment and indicate to you the deadline for completing it. The assignment will cover what you have been learning about and will be an opportunity to apply your knowledge and skills. Your teacher will mark your assignment and award you with a grade. Your assessment for component 3 will be an external assessment. This will be an external assessment that is set and marked by Pearson. You will have a set time in which to complete this external assessment. The external assessment will be an opportunity to bring together what you have learned in components 1, 2 and 3

Is this the right course for me?

The BTEC Sport courses are only suitable to those who attend regular sports clubs outside school and are heavily involved in multiple extra-curricular activities within the PE Department. There is a minimum expectation that pupils who choose these courses are involved in competitive school activities.

Please note that you will need to opt for 'PE/Sport' on your options form. This course will provide you with access to further your sporting journeys into Post 16 settings. Following this, staff will advise students of the course which best matches their strengths and will give them the greatest opportunity for academic success.

Career opportunities

e.g. Personal trainer

Personal trainers work with clients to improve their health and fitness.

Annual salary: £14,000 – £22,000

Working hours: 32 – 34 hours (variable). This may include evenings, weekends and bank holidays.

Education Needed

You can get into this job through:

- a college course
- an apprenticeship
- applying directly

College

You could take a college course to help you get into this career. Courses include:

- Level 2 Diploma in Instructing Exercise and Fitness
- Level 3 Certificate in Personal Training

Entry requirements

You'll need:

2 or more GCSEs at grades 9 to 3 (A* to D), or equivalent, for a level 2 course

4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, for a level 3 course

Apprenticeship

You could do a personal trainer advanced apprenticeship.

Entry requirements

You'll usually need:

5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, for an advanced apprenticeship

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/sports>

PHOTOGRAPHY GCSE

Aims of the course

The GCSE Photography course has been designed to provide students with the opportunity to develop their knowledge, skills and understanding of Photography, building on design skills from Key Stage 3. It is suitable for students who wish to develop their skills and interest in photography and lays the foundation for Post 16 studies.

Exam board

AQA Art and Design Photography, this qualification is listed within the Art, Craft and Design Specification but has a separate code to art GCSE.

Skills required

- An enthusiasm for the subject.
- The capacity to explore, investigate and develop ideas.
- The ability to develop photography skills.
- Independence and self-motivation is vital
- An interest in taking photographs and exploring photographic techniques
- The ability to meet deadlines and manage time effectively.
- The literacy skills necessary to present written ideas, although we can support with this.



Students would typically enjoy taking photographs and editing photos in their spare time.

Coursework and examinations

All students work from a given theme, which will initially be explored together, researching photographers, exploring processes and new techniques. Students then develop their own ideas inspired by the theme, finalising in a refined piece or series of work. Over the course, two projects are completed. Year 10 begins with techniques and knowledge-based workshops followed by a project on a theme. Year 11 begins with a mock exam project Sept- Dec, followed by their externally set assignment Jan- April.

Component 1: Portfolio:

- 60% of the overall grade, marked out of 96.
- Starts at the beginning of Year 10 until December of Year 11.
- Portfolio of work set and marked by the centre and moderated by AQA.



Component 2: Externally Set Assignment:

- 40% of the overall grade, Marked out of 96.
- Question paper with 7 starting points given out in January. Students select a starting point and make work towards an outcome by exploring artists/photographers, techniques, and processes.
- 10 hours practical exam- completed in the art classroom, students will produce a personal response following on from the work completed from the starting point.
- Work produced will be marked by the centre and moderated by AQA.

Throughout these assessment units, the following assessment objectives (AOs) will be examined:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Key Content

Students will be working within digital photography using DSLR cameras. They will explore different areas of photography including portraiture, location photography, studio photography, experimental imagery, documentary photography and moving image.

Students will explore a range of editing techniques using software such as Photoshop. This will develop their digital design skills throughout the course to help the students realise their intentions.

Students will gain knowledge about the use of lighting, viewpoint, aperture, depth of field and shutter speed. This will include digital and manual techniques as well as exploring the use of camera less photography.

Why Photography?

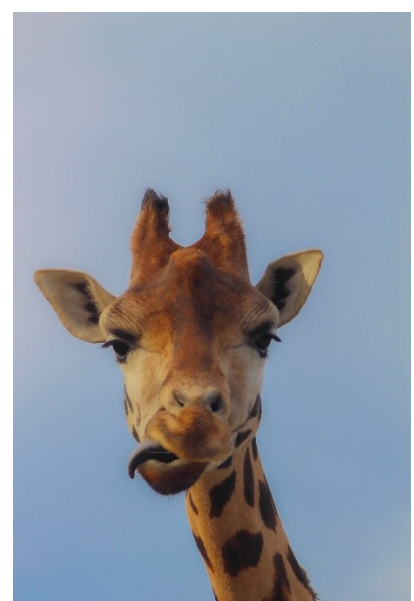
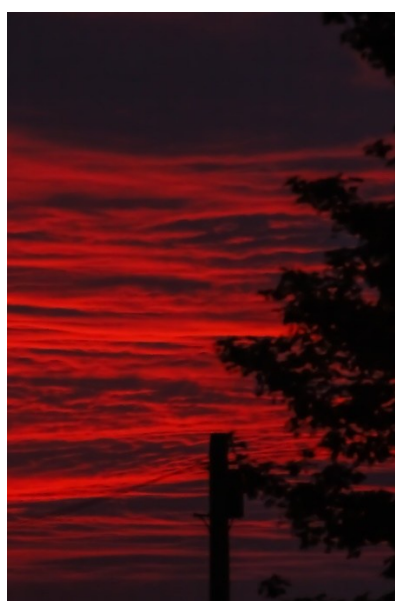
Through photography, students will significantly improve their digital skills, working with computers and software used in industry. This will support the students in understanding how design-based programs work which will support in a range of careers.

Students will develop problem solving and planning skills, this will support them in understanding how to work within a team and take on different roles. Students will solve practical problems throughout the course and plan elements within their work which will support with project management skills in the future.

Students will be encouraged to think creatively about their ideas, makes connections with different sources, reflect on their work and learn from mistakes. Skills which will support careers in any practical based career, whether that be engineering, web/ graphics design, games design, carpentry, photography, product design etc.

Future Pathways

Many students go on to study A level Photography or BTEC Photography/ digital Courses before completing an Art Foundation course followed by a degree in a specialist area.



Product Design

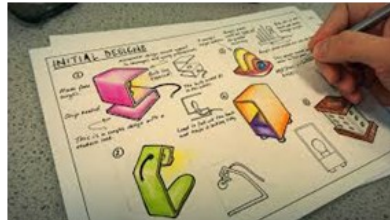
What you will learn:

This amazing subject allows you to be extremely creative, practical and solve a range of problems that relate to the real world. GCSE Product Design covers all aspects of the design and manufacturing process, looking at a wide variety of materials, their properties and aspects of why they are used. You will produce a colourful, informative and eye-catching portfolio and a final, fully functional product which can be manufactured using a range of materials including wood, metal, plastic, fabric and smart materials. This popular subject enables you to build on both your design and manufacturing skills and can open a lot of doors for your future.



Sample of work

Portfolio work:



Practical work:



Career opportunities

e.g. Product designer

Product designer create new products and improve existing ones

Annual Salary £19,000 to £50,000

Day to day tasks

In your day-to-day duties you could:

- discuss what your client wants
- investigate how existing products work or how services are used
- develop ideas and make initial sketches or outline plans
- decide on suitable materials or resources
- use computer design software to produce detailed blueprints
- make samples or working models, known as prototypes
- test and refine designs

You can get into this job through:

- a university course
- an apprenticeship

University

- Design
- Product design
- Industrial product design
- Engineering

Entry requirements

You'll usually need:

- 1 or 2 A levels, or equivalent, for a foundation degree or higher national diploma
- 2 to 3 A levels, or equivalent, for a degree

You'll usually need:

- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, for an advanced apprenticeship
- 4 or 5 GCSEs at grades 9 to 4 (A* to C) and A levels, or equivalent, for a degree apprenticeship

Career portal link for further opportunities -

<https://www.careerpilot.org.uk/job-sectors/design/job-profile/product-designer>

Religious Studies

What you will learn:

You will study 6 units which will be assessed in 3 exams at the end of Year 11.

The GCSE units are:

- Issues of Good and Evil
- Issues of Human Rights
- Issues of Relationships
- Issues of Life and Death
- Christian beliefs and practices (short, built on learning at KS3)
- Muslim beliefs and practices (short, built on learning at KS3)

There is no coursework.

We follow the Eduqas GCSE Route A course.

Sample of work

Why should humans have rights?

Does sexuality matter?

Does gender matter?

Should abortion be allowed?

Is human life sacred?

What happens when we die?

Can science and religion both be right?

What makes an action wrong or right?

Do we have free will?

If God exists, why is there suffering in the world?

Does God exist?



Why is there suffering in the world?



This text means Allah in Arabic. To worship anything other than Allah is to commit the sin of shirk.



The gates of heaven and hell



The Big Bang is the idea that about 13,700 million years ago all the matter in the universe was concentrated at a single point. A huge explosion – a Big Bang – sent this spiralling outwards, eventually creating the universe as we know it today. Scientists believe they have found evidence for the Big Bang, including that the universe is still expanding due to the force of the explosion and that the energy from the explosion can still be detected.



Muslim believe that God will weigh up our good and bad deeds and this will determine what happens to us after death

Career opportunities

e.g. Charity fundraiser

Charity fundraisers organise events and activities to encourage people to donate to causes and organisations.

Annual salary – £20,000-£60,000

Day to day tasks

- researching, developing and planning fundraising ideas
- recruiting and training volunteers
- keeping records and reporting performance
- controlling budgets and meeting targets
- giving talks about your charity to the public
- writing reports and press releases

Career portal link for further opportunities – charity fundraiser

<https://www.careerpilot.org.uk/job-sectors/events/job-profile/charity-fundraiser>

E.g. Newspaper journalist

Newspaper journalists investigate and write up stories for local, regional and national newspapers.

Annual salary – £15,000-£50,000

Day to day tasks

- investigating a story as soon as it breaks
- following up potential leads and developing new contacts
- interviewing people face-to-face and over the phone
- coming up with ideas for stories and features
- writing up articles in a style that will appeal to the reader
- sub-editing other reporters' articles for publication

Career portal link for further opportunities – newspaper journalist

<https://careerpilot.org.uk/job-sectors/social-media/job-profile/newspaper-journalist>

Other careers with strong links to religious studies:

- Counsellor
- Activist
- Researcher
- Writer
- Legal Aide
- Child and Youth Worker

Separate Science

Separate Science is a course that we provide for students who are excelling in science. The lessons are delivered at a faster pace, there is extra content in biology, chemistry and physics, it really helps to bridge the gap between GCSE and A levels and students are awarded three science GCSEs, as opposed to two. Due to the demands of the course, there is an entrance exam to identify whether a student would be suitable for the course. Students start to study the separate science GCSE content from the start of Y10. Science allows us to understand the world around us, improve our practical skills, learn how to critically analyse data, build an inquisitive mind and write in a clear and concise fashion.

Assessment:

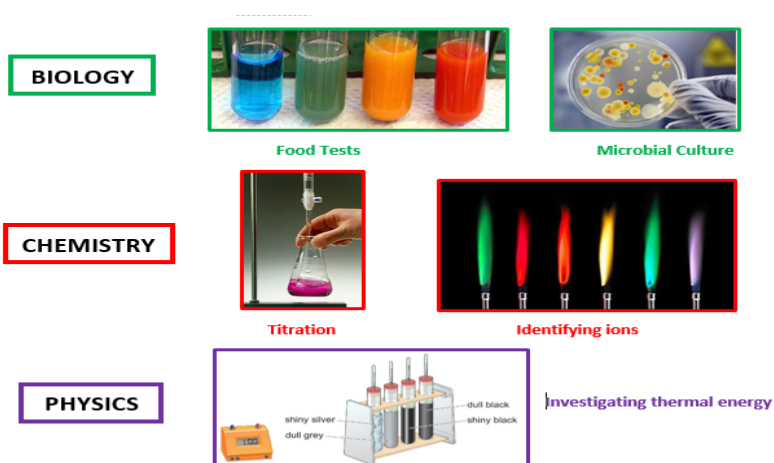
- 100% of the marks available for Separate Science are from summer exams at the end of Y11
- There are six exams (two biology exams, two chemistry exams and two physics exams)
- Each exam is 1h45 in duration
- At the end of Y11, each student is awarded three GCSEs. GCSE Biology, GCSE Chemistry and GCSE Physics

The six papers are B1, C1, P1, B2, C2 and P2.

- B1 – Key concepts in biology, cells & control, genetics, natural selection and health & disease
- C1 – Key concepts in chemistry, states of matter, chemical changes, extracting metals and separate chemistry 1
- P1 – Motion, forces & conservation of energy, waves & the electromagnetic spectrum and radioactivity & astronomy
- B2 – Plant structures & their functions, animal coordination & homeostasis, exchange & transport in animals and ecosystems & material cycles
- C2 – Groups in the periodic table, rates of reaction & energy changes, fuels & earth science and separate chemistry 2
- P2 – Forces & energy, electricity & circuits, electric & magnetic fields and matter

Core Practicals:

Practical work is an essential part of science. Throughout the course, students have the opportunity to complete a range of core practical activities and improve their scientific investigation skills in biology, chemistry and physics. Here are some images of just a few core practicals that are specific to the separate science course.



Career opportunities

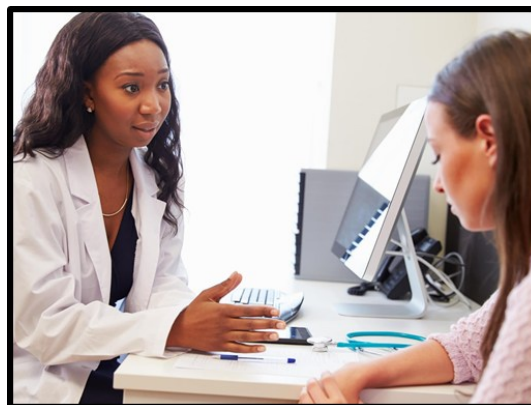
There are thousands of different careers available in science. Some of these include: astronomer, botanist, chemical engineer, chemist, climate scientist, doctor, ecologist, food scientist, forensic scientist, geneticist, geoscientist, laboratory technician, meteorologist, midwife, nuclear engineer, nurse, pharmacologist, research scientist, science teacher, sports scientist, vet and zoologist.

Example job: GP, doctor

Average salary: £58,808-£88,744

Day to day duties:

- speak to patients face to face, on the phone or online
- diagnose patients' symptoms
- prescribe medicines or recommend treatments
- carry out minor surgery
- give general health advice
- refer patients to specialist consultants for tests and further diagnosis
- work with other healthcare professionals in your practice
- make improvements to healthcare by doing research
- organise and lead clinics for specific groups of patients or medical conditions
- help to train junior doctors and other healthcare professionals



You can get into this job through:

- a 5-year degree in medicine, recognised by the General Medical Council
- a 2-year foundation course of general training
- a 3-year specialist training course in general practice

Normal entry requirements:

- at least 5 GCSEs grades 9 to 7 (A* or A), including English, maths and sciences
- 3 A levels, or equivalent, including biology and chemistry

Education needed

Here are the most common science-related Post 16 opportunities and entry grades:

- A level Biology (grade 6 entry)
- A level Chemistry (grade 6 entry)
- A level Physics (grade 6 entry)
- L3 BTEC Applied Science (grade 5 entry)
- L3 BTEC Applied Biology (grade 5 entry)

Career portal link for further opportunities:

<https://nationalcareers.service.gov.uk/job-categories/science-and-research>

Combined Science

What you will learn:

Science is a core subject at GCSE. Each student studies the science GCSE content for 3 years (from Y9-Y11). Science allows us to understand the world around us, improve our practical skills, learn how to critically analyse data and information, build an inquisitive mind and write in a clear and concise fashion.

Assessment:

- 100% of the marks available for Combined Science are from summer exams at the end of Y11.
- There are six exams (two biology exams, two chemistry exams and two physics exams)
- Each exam is 1h10 in duration
- Students are selected to sit foundation tier or higher tier exam papers
- At the end of Y11, each student is awarded two GCSEs for combined science

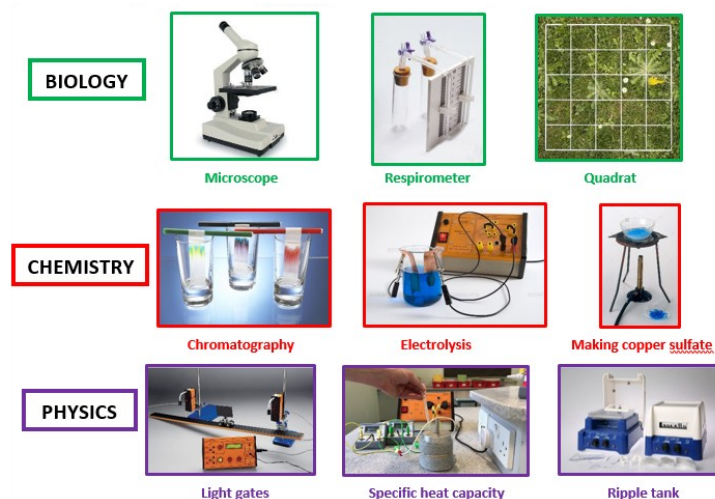
What you will learn:

The six topics are **B1, C1, P1, B2, C2 and P2.**

- **B1** – Key concepts in biology, cells & control, genetics, natural selection and health & disease
- **C1** – Key concepts in chemistry, states of matter, chemical changes and extracting metals
- **P1** – Motion, forces & conservation of energy, waves & the electromagnetic spectrum and radioactivity
- **B2** – Plant structures & their functions, animal coordination & homeostasis, exchange & transport in animals and ecosystems & material cycles
- **C2** – Groups in the periodic table, rates of reaction & energy changes and fuels & earth science
- **P2** – Forces & energy, electricity & circuits, magnetic fields and matter

Core Practicals:

Practical work is an essential part of science. Throughout the course, students have the opportunity to complete a range of core practical activities and improve their scientific investigation skills in biology, chemistry and physics. Here are some images of just a few core practicals within the GCSE course.



Career opportunities

There are thousands of different careers available in science. Some of these include: astronomer, botanist, chemical engineer, chemist, climate scientist, doctor, ecologist, food scientist, forensic scientist, geneticist, geoscientist, laboratory technician, meteorologist, midwife, nuclear engineer, nurse, pharmacologist, research scientist, science teacher, sports scientist, vet and zoologist.

Example job: Forensic scientist

Average salary: £20,000-£45,000

In this role you could be:

- blood grouping and DNA profiling
- analysing fluid and tissue samples for traces of drugs and poisons
- examining splash patterns and the distribution of particles
- analysing handwriting, signatures, ink and paper
- providing expert advice on explosives, firearms and ballistics
- researching and developing new technologies
- recovering data from computers, mobile phones and other electronic equipment
- attending crime scenes, like a murder or fire
- giving impartial, scientific evidence in court

You can get into this job through:

- a university course
- an apprenticeship
- applying directly

You can do a degree or postgraduate qualification in:

- forensic science
- a related subject like chemistry, biological science, physics or medical sciences

Normal entry requirements:

- 2 or 3 A levels, or equivalent, including chemistry
- a degree in a relevant subject for postgraduate study

Education needed Here are the most common science-related Post 16 opportunities and entry grades:

- A level Biology (grade 6 entry)
- A level Chemistry (grade 6 entry)
- A level Physics (grade 6 entry)
- L3 BTEC Applied Science (grade 5 entry)
- L3 BTEC Applied Biology (grade 5 entry)

career portal link for further opportunities

<https://nationalcareers.service.gov.uk/job-categories/science-and-research>

Spanish

What you will learn:

In GCSE Spanish, you will learn the following topics:

Theme 1 - People and lifestyle:

Types of family, relationships, healthy and unhealthy living, your studies, life at school, jobs, careers and ambitions.

Theme 2 - Popular Culture:

Music, cinema and TV, food, sport, customs and celebrations, celebrity culture.


Theme 3 - Communication and the world around us:

Travel and tourism, where you live, media and technology, the environment.

For each topic there will be a focus on listening, speaking, reading, writing and translation skills.

Assessment:

There are 4 exams equally weighted 25% each—listening, reading, writing and speaking.

 Listen to four friends ordering food from the menu on the right. Complete the grid. Include what they order to drink.

	Starter	Main	Dessert
Ana			
Bea			
César			
David			

Sample of work



Placing emphasis on speaking and listening



Menu

Main

Tapas

BACALAO FRITO Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	7.00	GAMBAS AL AJILLO Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	6.00
ESCALIVADA Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	4.50	LENGUADO Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	12.00
PATATAS BRAVAS Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	6.00	POLLO AL HORNO Pellentesque nec nulla non urna faucibus maximus in tellus.	8.00
QUESO MANCHEGO Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	7.00	BACALAO FRITO Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	7.00
ENSALADA RUSA Pellentesque nec nulla non urna faucibus maximus in tellus.	6.00	LOMO DE SALMÓN Lorem ipsum dolor sit amet, sit audire recusabo complectitur eu.	11.50

Career opportunities

Spanish is seen as one of the top three most spoken languages in the world and knowing Spanish will help you reach over 500+ million people globally.

Translator/interpreter

Translators and interpreters are fluent in at least two languages. Translators convert recorded or written materials into another language whereas interpreters do the same with live conversations, helping people who don't share a language to understand one another.

Translators and interpreters are needed everywhere, from politics to business, healthcare, media and careers in social services.

Annual salary £18,000 - £40,000

Education needed

You can get into this job through:

- a university course
- applying directly
- a qualification with a professional body

University

Translators and interpreters usually need a degree or postgraduate qualification in translation.

Relevant degrees include:

- languages – courses which specialise in linguistics or translation may give you an advantage but are not essential
- combined degrees which include a subject like law or science with languages

You could also do a postgraduate course like a Master's in Translation or Translation Studies

Entry requirements

You'll usually need:

- 2 to 3 A levels, or equivalent, for a degree
- a degree in a relevant subject for postgraduate study

The **Institute of Translation and Interpreting** also has details of organisations offering training in translation.

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/wellbeing/job-profile/translator>

Statistics

What you will learn:

GCSE Statistics involves a lot of probability and interpreting data, both of which force you to make fast, logical decisions under time constraints.

How you will be assessed

This course is 100% exam based. There will be mock exams to give you a chance to prepare well for the final exams at the end of Year 11. As with GCSE Maths, there are 2 tiers, higher and foundation.

After the GCSE course, you will have covered several topics that are also covered in A level maths at Post 16. You may continue to study statistics at university.

What are the requirements?

To study statistics you would need to have D ('deepening') or O ('on track') from maths on your Y9 report. It would also be worth consulting your maths teacher, as they will be able to guide you on whether to study statistics or not

Why is it worth choosing statistics?

We have analysed the outcomes achieved by students who study statistics at BBA and compared them to students who don't. We found that statistics students at BBA make **an entire grade more progress in their maths GCSE** relative to students who don't study statistics. This means that students who study statistics are more likely to achieve well in their maths GCSE than students who don't.

You will find it useful if you want to take an A level in maths, chemistry, biology, physics, psychology and economics. Statistics at GCSE is also useful for students who are planning on taking A levels in geography or business studies and a number of level 3 courses because these subjects also require you to handle and interpret information.

1. The local council is planning to build a new swimming pool.

The councillors want to get the views of the local people.

Councillor Green wants to take a census of the population of the town.

- (a) (i) Give **one** advantage of taking a census.

.....

(1)

- (ii) Give **one** disadvantage of taking a census.

.....

(1)

Career opportunities

Top careers with average salaries involving statistics include: Actuary - £96,000

Data scientist - £101,000 Financial quantitative analyst - £65,000 Accountant - £53,000

Operations research analyst - £77,000 Stock Trader - £82,000 Statistician - £77,000

Market research data analyst

Market research data analysts study statistics and information collected through surveys.

Annual Salary £22,000 – £60,000 (Average UK salary in 2019 was £30,378)

Working hours: 37 to 39 hrs a week

Your day-to-day duties may include:

- speaking to clients to understand their needs
- writing proposals, describing how research will be carried out
- managing relationships with clients
- advising researchers about survey methods and design
- project-managing teams
- checking the quality of the data collected
- analysing the data using statistical software programs and techniques, spreadsheets and computer models
- presenting results in a useful way, through talks, written reports, graphs and tables
- explaining findings to market research executives

Education needed

You can get into this job through:

- a university course
- an apprenticeship
- working towards this role
- a graduate training scheme
- specialist courses run by professional bodies
- **Entry requirements**
- 2 or 3 A levels, or equivalent, including maths (which involves a significant amount of statistics)
- a degree in a relevant subject for postgraduate study

Apprenticeship

You may be able to start by doing an advanced apprenticeship in marketing or higher apprenticeship as a data analyst.

Entry requirements

You'll usually need:

- 5 GCSEs at grades 9 to 4, or equivalent, including English and maths, for an advanced apprenticeship
- 4 or 5 GCSEs at grades 9 to 4 and A levels, or equivalent, for a higher or degree apprenticeship

Career portal link for further opportunities

<https://www.careerpilot.org.uk/job-sectors/subject/maths>

Textiles—Design and Technology

What you will learn:

This amazing subject allows you to be extremely creative, practical and solve a range of problems that relate to the real world. GCSE Textiles equips students with practical skills in design, construction, and fabric manipulation, fostering creativity and problem-solving abilities crucial in various professions. You will produce a colourful, informative and eye-catching portfolio and a final, fully functional textiles product. This course provides a hands-on approach to learning, allowing students to develop a deep understanding of different fabrics, techniques, and technologies used in the textile industry, preparing them for further study or immediate entry into the workforce.

On this course you will:

- Learn how to successfully design and make several textile products, from interiors to fashion
- Work to a range of exciting briefs that will develop your practical skills and confidence when making products for different target markets
- Learn how products are made in industry, and will have an understanding of construction

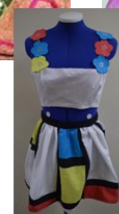
Who Is This Course For? (This Will Suit You If...)

- You enjoy being creative, solving problems and have a flair for design
- You have enjoyed making Textile products throughout school or at clubs/home
- You enjoy crafts and making products from fabric
- You are interested in a future career as a textile designer, interior designer or fashion designer, E- textiles
- If you like working to different project briefs to suit different clients
- You are skilled in practical work

Portfolio work:



Practical work:



Career opportunities

By studying Textiles at GCSE level, individuals can explore diverse career pathways including fashion design, interior design, textile engineering, and sustainable fashion, tapping into industries that are ever-evolving and in high demand. Textiles GCSE cultivates entrepreneurial spirit, encouraging students to experiment with their designs, explore market trends, and develop their own unique style, which can pave the way for establishing their own businesses or pursuing freelance opportunities.

Career Example—Fashion Designer

A Fashion Designer is responsible for creating original clothing, accessories, and footwear designs that reflect current fashion trends, market demands, and brand aesthetics. They conceptualize designs, develop sketches, select fabrics, and oversee the entire garment production process.

Annual salary £20,000 to £50,000

Working 40 to 42 hours a week usually 9am – 5pm

Day to day tasks

Your day-to-day duties may include:

- Design development
- Sketching and illustrations
- Fabric selection and sourcing
- Pattern making and prototyping
- Garment construction and production
- Trend forecasting and market analysis
- Collaboration and communication
- Presentation and portfolio development

University Entry requirements

You'll usually need:

- 4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science
- 2 to 3 A levels, or equivalent, for a degree
- a degree in a relevant subject for postgraduate study

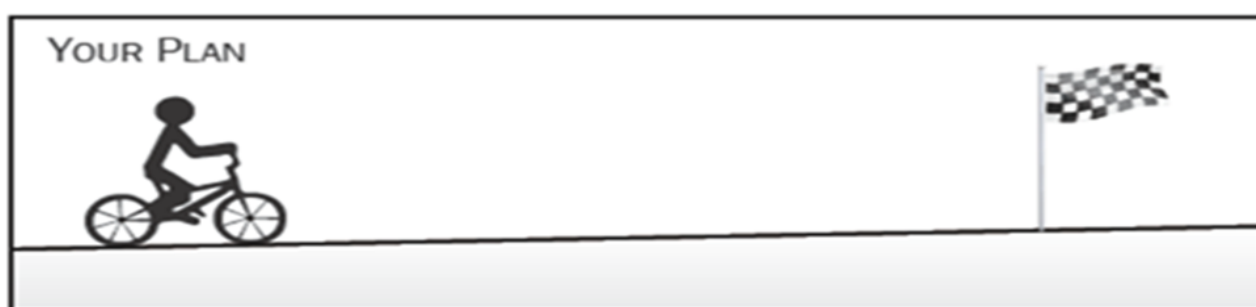
<https://www.careerpilot.org.uk/job-sectors/search?q=textiles>

Other Careers:

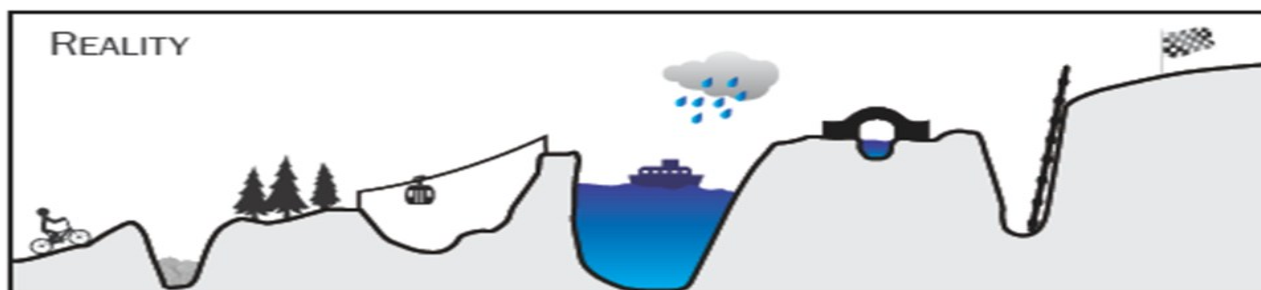
- Fashion designer
- Interior designer
- Costume designer for theatre/film/TV
- Footwear designer
- Fashion technologist
- Retail buyer/merchandiser
- Technical textiles

You are about to start a new part of your education journey. The next two years are important and will require your handwork and dedication.

It is worth realising that you will very much want your journey to look like this:



But in reality, your journey may be much more like this:



So, when you find yourself at the bottom of a big hill or at the bottom of that little sea in the picture, it is important to know that this is just part of your learning journey and certainly not the end. Keep going!

Make excellent choices Year 9

If you need any more help or need to ask any more questions you can speak to the Year team or email your teachers who will be very happy to help you.

Heather.milburn@clf.uk

Luke.green@clf.uk

