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# FUTURE PATHWAYS 2024

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Year 9 Options Booklet



# Dear Students...



In September 2024 you will commence the transition into the next step of your education. This brochure provides information about the courses offered in KS4.

Students will follow examination courses in English Language & Literature, Maths and Combined Science. Students will continue in a non-examined core PE curriculum to maintain a healthy lifestyle and build on their education in PSHE and RSE.



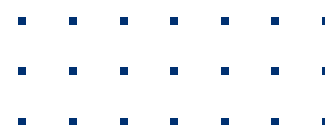
**Mrs L Baty**  
Assistant Head Teacher

In recent years we have witnessed significant changes in both the statutory curriculum offered and the way in which your performance as a student is measured. There has been an increase in the level of challenge and an increase in the content that needs to be taught for both higher and foundation tiers in the reformed GCSE's and equivalent qualifications. Our curriculum embraces these changes.

In addition to the traditional GCSE's, students will be given the opportunity to benefit from a range of rigorous Level 2 (GCSE equivalent) qualifications, including BTEC and Cambridge National Awards. These awards are broad, high quality qualifications that equip students with applied knowledge and associated practical skills not usually acquired through the GCSE route.

We want to offer every student a curriculum which is appropriate to their individual needs. With this in mind, you will follow a curriculum pathway which reflects these changes and is based upon your prior and current level of attainment. We are here to support you and your needs, as you embark on your future pathways.

# Information & Key Dates



## Informed Choices



Students will be guided by subject teachers to make informed choices for their future pathways. In addition to receiving this brochure outlining each subject, students will attend presentations where key information will be delivered.

Students will also have the opportunity to 'try out' a range of choices in our new 'Future Pathways Taster Sessions.' They will gain a flavour as to what the lessons will entail and the type of work expected to complete.

Parents/ carers are invited to attend (with your child) our Future Pathways Option Event where you can discuss choices with subject teachers, ask any questions and see first hand the curriculum offered to confirm the choices your child would like to make.

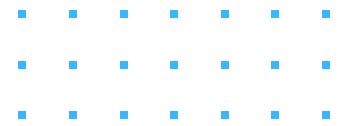
## Key Dates



Future Pathways Option Booklets	15th January
Future Pathways Option Assemblies	15th- 19th January
Future Pathways Taster Sessions	25th & 26th January
Future Pathways Online System Opens	26th January
Future Pathways Options Event	30th January
Online System Closes	2nd February

# Do's & Don'ts

From our Year 11 students...



Don't just choose what your friends are picking

Pick subjects that interest you and enjoy- that way you will be more focussed

Think- have you chosen all subjects with a lot of coursework?- is this right for you?

Look at courses you are interested in at college and see what subjects are required first

I suggest you do some research around the subjects before you choose- speak to your teachers or look at some work

If you have chose lots of academic subjects, then maybe choosing a vocational or a more practical subject could be a good balance

# Blue Pathway (EBACC)

The Blue Pathway is for students who would benefit from achieving the Ebacc Award. You will study the core subjects and **four** option choices. **Two** of the options will be made up of a language and a humanities subject. Students on this path will also select **two** additional options subjects from the option list.

In the future, the EBacc may be considered as an additional factor by some employers and Higher Education establishments and we have adapted our option system to reflect this national change.

All students will follow a bespoke programme of study in RSE & PSHE, designed to deliver the compulsory components

All students will receive Core PE lessons where students will tailor their own PE programme to encourage enjoyment and lifelong participation.

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# ENGLISH LANGUAGE & LITERATURE

Compulsory Subject

*“English is integral to every subject, every student and every lived experience.”*

## Brief Outline

The two GCSE subjects, English Language and English Literature, are taught in an integrated course, which develops the skills of reading, writing, speaking and listening.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- English Language:
- Exam 100%
- English Literature
- Exam 100%

## Further Information

- Miss A Champion

## Course Content

Students will explore how writers use language and structural devices to convey their meanings. They will also develop an analytical and critical approach when evaluating texts from pre and post 1914 and develop skills, enabling students to consolidate an understanding of how contextual factors impact on writers' works.

Students will continue to develop a deep and critical awareness of how writers use language and structural devices to convey their meanings. They will also begin to sharpen and polish analytical and critical approaches when evaluating texts from pre and post 1914. Whilst strengthening and perfecting their understanding of how contextual factors impact on writers' works

## Course Outline

Students will study the modern drama, 'An Inspector Calls,' by J.B. Priestley. They will read a modern play and develop a good understanding, making connections across other Literature texts. Plays will be read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. A literature fiction text is read in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Students will target narrative and descriptive skills in response to a written prompt, scenario or visual image. Additionally, students will study one cluster of poems taken from the AQA poetry anthology: Poems Past and Present. The titles of the two clusters are: 'Love and Relationships' and 'Power and Conflict.' Students will study a 19th century novel, 'The Strange Case of Doctor Jekyll and Mr Hyde' by Robert Louis Stevenson. This module encourages them to read a text from the 19th century, with a prepared spoken presentation on a specific topic. Students will conclude in reading a Shakespearean play, Macbeth. This module encourages students to read a Shakespearean play with clear understanding, and make connections across the reading with other Literature texts. Alongside, they will also study and develop their insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Students are expected to produce a written text developing their own perspective. Year 11 becomes a revision-intensive year once all content is covered.

## Progression Routes & Future Careers

A Levels/ BA English Literature/Language Degree. Careers include: journalism, teaching, law, marketing, publishing, writing/freelance writing, public relations (PR) and social media management





# MATHS

Compulsory Subject

*“In order to understand the universe you must know the language in which it is written and that language is mathematics.”*

## Brief Outline

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. Students who are functional in mathematics and are numerically and financially capable, are able to think independently in applied and abstract ways, can reason and solve problems and assess risk

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 100%

## Further Information

- Mr C Rutherford

## Course Content

Students will work on fluency with numeracy and calculations. They will develop algebraic thinking and learn to manipulate algebraic expressions. They will look at collecting and manipulating data and reasoning in geometry. Students go on to apply problems to various concepts and develop mathematical reasoning. The main areas of study will be Number; Ratio and Proportion; Algebra; Statistics and Probability; Geometry

## Course Outline

GCSE mathematics is compulsory to all students, some students will sit higher tier (grades 4 -9) and other foundation tier (grades 1 - 5).

GCSE mathematics is divided into 3 assessment objectives:

AO1: Using and applying standard techniques- recall facts and carry out routine procedures

AO2: Reason, communicate and interpret mathematically- draw mathematical inferences and conclusions,, present arguments and proofs.

AO3: Solve problems with mathematics in various contexts.

The aim is to develop mathematical thinking and develop skills that are important to all members of society. To learn the skills that are vital to the economy and to understand science, technology, engineering and business.

## Progression Routes & Future Careers

After GCSE students may wish to take A levels in Maths and Further Maths. Students may wish to continue to do Maths or Statistics at University or branch out into Engineering, Physics or computing. Studying mathematics opens up a vast array of possible career paths including Finance and banking, engineering, computer programming, Risk analyst, statistician, data analyst, accountant, actuary, equities trader, game design as well as working in the NHS or becoming a teacher.



# COMBINED SCIENCE

Compulsory Subject

*“Don’t listen to the person who has the answers; listen to the person who has the questions.”*

## Brief Outline

This qualification ensures that all students are provided with a broad, balanced and ambitious curriculum, rich in scientific skills and knowledge. The Combined Science course allows students to develop an awareness of how science in the real-world impacts on their everyday life

## Qualification Type

- GCSE AQA
- Double Award (2 GCSE's)
- Grade 9-1

## Assessment

- Exam 100%
- Biology/ Chemistry/ Physics

## Further Information

- Mrs S Graham

## Course Content

This qualification allows students to gain 2 GCSEs in science. Students study biology, chemistry and physics disciplines. They will develop an understanding of essential science topics such as how medicines work and are developed and electrical safety. They will also develop their ability to think critically about data, to make predictions based on what they already know about how the world works and to evaluate experiments.

## Course Outline

Students will learn about Natural Selection and Evolution, Health and disease, chemical changes, extracting metals and equilibrium as well as radioactivity and how forces are used to do work. Students will develop their scientific skills including planning and carrying out fair tests, presenting their data and drawing conclusions and evaluating experiments.

Students will continue to build on their knowledge in rates of reaction, fuels and Earth science, ecosystems and material cycles and animal coordination and control. Students will also develop their understanding of forces and their effects, electricity and the particle model.

## Progression Routes & Future Careers

Science matters! Science is an essential qualification, which all students must sit. A GCSE in Combined Science will open many progression routes such as AS and A-levels in biology, chemistry or physics. It is also a strong foundation for Level 3 BTEC qualifications in a range of subjects including Sports Science, Applied Science, Pharmaceutical Science, Forensic and Criminal Investigation.



# DIGITAL IT

Compulsory Subject

*“Any sufficiently advanced technology is the equivalent to magic.”*

## Brief Outline

Digital IT is an excellent qualification for students who are interested in taking a hands-on course that will offer them an insight into what it is like to work in the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy.

## Qualification Type

- BTEC Technical Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mr M Jopling

## Course Content

Students will develop knowledge in a range of key areas required to work in the IT sector. They will learn a range of topics including; social media influencing, social media applications, ethical hacking, cyber security, user interfaces and cloud technologies. The skills are transferable- travel anywhere in the world and pursue a career in Digital IT. Every business requires IT support to ensure digital products, services and systems work effectively.

## Course Outline

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2 - Collecting, Presenting and Interpreting Data

Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Component 3 - Effective Digital Working Practices

Students will explore how organisations use digital systems and the wider implications associated with their use.

## Progression Routes & Future Careers

Studying Digital IT will provide students with the ability to understand logic and processes and advance in the way they think and relate to the world. By studying Digital IT, see below the various types of jobs available with an IT qualification.

Social Media Influencer / App Developer / Games Developer / Web Developer / Cyber Security / Video Game Designer



# FRENCH

## Choice 1: Optional Subject

*"The limits of my language are the limits of my universe"*

### Brief Outline

The study of French at GCSE offers students an exciting opportunity to develop their thinking skills, to learn about the French-speaking world, to improve their understanding of how languages are connected and to clearly organise and express their own ideas and opinions

### Qualification Type

- GCSE AQA
- Grade 9-1

### Assessment

- Exam 100%
- Speaking/ Listening/ Reading and Writing each 25%

### Further Information

- Miss E Parker

### Course Content

Students work towards competency in 4 skill areas: listening, reading, speaking and writing. They are examined in all four skills at the end of the course. (25% each). We follow the AQA French language course which is delivered in 3 themes.

### Course Outline

Theme 1: Identity and Culture.

This theme covers relationships with family and friends; the pros and cons of social media; leisure activities and customs and festivals both in the UK and abroad.

Theme 2: Local, national, international and global areas of interest. Here we learn to describe our home and local area; we detail past, present and future holidays; explain how to stay fit and healthy including the bad habits to avoid; discuss social issues such as poverty and homelessness and issues surrounding the environment and climate change.

Theme 3: Current and future study and employment.

In this theme we discuss our school subjects and express our preferences; we describe the school itself and we talk about wider school issues such as rules and stress. We compare school life in France and Britain and decide which system we prefer. We also study future options which enables the students to describe their next steps and future career ambitions.

### Progression Routes & Future Careers

With a good command of the language, students can take advantage of the many cultural, culinary and recreational offerings available across the continent.

Students may wish to study a language at A Level and then later on at university. Many modern language degrees offer a year studying or working abroad.

Students with the ability to speak a foreign language will increase their chances of work abroad. Back home, plenty of employers are keen for candidates who can speak foreign languages, especially when dealing with customers or clients abroad. For example Google has 70 offices all over the world so being able to speak a second language could increase the chances of getting hired and moving up within a company.

Examples of other jobs include teaching, journalism, translating, lawyer or being a linguist.



# SPANISH

Choice 1: Optional Subject

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”*

## Brief Outline

The study of Spanish at GCSE offers students an exciting opportunity to develop their thinking skills, to learn about the Spanish-speaking world, to improve their understanding of how languages are connected and to clearly organise and express their own ideas and opinions.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 100%
- Speaking/ Listening/ Reading and Writing each 25%

## Further Information

- Mr L Hannah

## Course Content

Students work towards competency in 4 skill areas: listening, reading, speaking and writing. They are examined in all four skills at the end of the course. (25% each). We follow the AQA Spanish language course which is delivered in 3 themes.

## Course Outline

Theme 1: People and lifestyle

This theme covers identity and relationships with others, healthy living and lifestyle and education and work.

Theme 2: Popular culture

Theme 2 covers free-time activities, customs, festivals and celebrations and celebrity culture.

Theme 3: Communication and the world around us

In Theme 3 students cover travel and tourism, including places of interest, media and technology and the environment and where people live.

## Progression Routes & Future Careers

One of the primary benefits of achieving a high grade in GCSE French is the ability to travel in Spain and other Spanish-speaking countries, such as Brazil, Cuba and Mexico. With a good command of the language, students can take advantage of the many cultural, culinary and recreational offerings available across the continent.

Students may wish to study a language at A Level and then later on at university. Many modern language degrees offer a year studying or working abroad.

If you are able to speak a foreign language, it will increase your chances of finding work abroad, whatever job you want to do. Back home, plenty of employers are keen to track down candidates who can speak foreign languages, especially if you are dealing with customers or clients abroad. For example Google has 70 offices all over the world so being able to speak a second language could increase your chances of getting hired and moving up within a company, even if it's not the main part of the job.

Examples of other jobs include teaching, journalism, translating, lawyer or being a linguist.



# HISTORY

Choice 2: Optional Subject

*“History is the record of everything that has ever happened to anyone, everywhere, its never ending and forever changing”*

## Brief Outline

Knowledge of the past is essential in understanding and trying to make sense of the world now! GCSE History helps us to do both, through studying key events and individuals from the past and the ways in which they have shaped our present.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 100%
- Paper 1: Understanding the Modern World
- Paper 2: Shaping the Nation

## Further Information

- Miss S Mercer

## Course Content

GCSE History is a writing-based subject, requiring a range of critical thinking skills including analysis, evaluation, and interpretation. This option provides students with an understanding of both British and wider world history. Students will learn depth and breadth units which will allow them to understand some of the key features of modern-day society. The GCSE course will allow pupils to develop useful skills for the future such as examining source material and developing an argument.

## Course Outline

**Conflict and Tension: The First World War, 1894 – 1918-** role of key individuals and groups in order to understand how they influenced international relations. Examine the gruesome consequences of particular battles on the war.

**America, 1920 -1973: Opportunity and inequality-** key events including the rise of gangsters in the 1920s, Great Depression and its impact, as well as the Civil Rights Movement and the actions of figures such as Martin Luther King

**Norman England 1066 – 1100-** 1066 and the arrival of the Normans in England. Key events such as the Battle of Hastings and the building of castles across England.

**Health and the People (1100 – Present day)-** history of medicine and health throughout time and in particular how factors such as science and technology, government, chance and the role of the individual all played a part in its development. Diseases such as the Black Death and smallpox as well as how certain diseases were treated through the work of individuals such as Edward Jenner.

## Progression Routes & Future Careers

Students who have completed a GCSE qualification in History can go on to study many topics at A Level which are closely linked. For example, students may wish to take an A Level in History, Ancient History, Philosophy, Politics and many more. Beyond A Level, the study of History can lead to university degrees in a wide variety of subjects due to the many transferable skills the study of History equips you with.

Students who have a qualification in History can go on to enjoy career paths in many sectors, including: journalism, law, business, politics, archaeology, marketing, teaching.



# GEOGRAPHY

Choice 2: Optional Subject

*“Geography is about understanding the world’s people, places and environments. It illuminates the past, explains the present and prepares us for the future.”*

## Brief Outline

Geography literally means ‘writing about the Earth’. It is the study of places and the relationships between people and their environments.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 100%
- Paper 1: Living in The Physical Environment
- Paper 2: Challenges in the Human Environment
- Paper 3: Geographical Applications

## Further Information

- Mr A Wallace

## Course Content

Students will continue to develop their knowledge and understanding of physical and human geography and the links between.

The GCSE provides an emphasis on the application of geographical knowledge and an understanding and application of a vast array of practical and transferable skills that will prove useful; skills such as data collection, presentation, analysis and map work

## Course Outline

**Unit 1 – Living with the Physical Environment.** This covers Natural Hazards (tectonic hazards, weather hazards, climate change), Ecosystems (including tropical rainforests and hot deserts) and Coasts & Rivers.

**Unit 2 – Challenges in the Human Environment.** This covers Urban Issues and Challenges, Changing Economic World and Resource Management (including food, energy and water).

**Unit 3 – Geographical Applications.** This includes fieldwork enquiries and an Issue Evaluation, based around a decision making exercise using a pre-release resources booklet made available 12 weeks before the Unit 3 exam.

## Progression Routes & Future Careers

With a qualification in Geography, students will be able to access a wide range of opportunities. Geography was rated as the “must have A-level” (The Guardian, 2015) and is one of the top facilitating subjects that Russell Group universities look for.

Some students are still unaware as to what they would like to do in their future, studying Geography enables them to keep their options open. The following career paths are examples of the wide range of potential jobs open to Geography students: Oceanography, Business Management, Cartography, Nature conservation, Environmental Consultant, Land Surveying, Town Planning; Travel Writer and Broadcaster, or Meteorology.



# FINE ART

## (ART & DESIGN)\*

Choice 3 & 4: Optional Subject

*“Art speaks where words are unable to explain”*

### Brief Outline

Vibrant and dynamic, this course will give students the freedom to develop their Art and Design skills using painting, drawing and printmaking as mediums to inspire and bring out the best in their artwork. Fine art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

### Qualification Type

- GCSE AQA
- Grade 9-1

### Assessment

- Exam 40%
- Coursework 60%

### Further Information

- Mrs A McIvor-Cross

\*Please Note: Only ONE Art & Design course can be chosen

### Course Content

We will provide students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design. It will challenge and encourage them to be ambitious and a risk taker, to facilitate them creating highly personal and independent student responses.

Students are required to work in one or more area(s) of fine art for example, drawing/ painting/ sculpture/ installation/ lens-/light-based media/ photography and the moving image/ printmaking/ mixed media

### Course Outline

#### Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken.

The portfolio must include both a sustained project developed in response to a subject, theme, task or brief evidencing the journey developed. Plus a selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits or work placements.

Work should be presented in an appropriate, wide range of formats.

#### Component 2: Externally set assignment

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

### Progression Routes & Future Careers

This course providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification. Possible careers: art gallery manager, community arts worker, exhibition designer, fine artist, graphic designer, teacher, art therapist, curator, stylist.





# PHOTOGRAPHY

## (ART & DESIGN)\*

Choice 3 & 4: Optional Subject

*“You don’t take a photograph – you make it”*

### Brief Outline

Vibrant and dynamic, this course will give students the freedom to develop their Art and Design skills using Photography as a medium to inspire and bring out the best in their artwork. Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images

### Qualification Type

- GCSE AQA
- Grade 9-1

### Assessment

- Exam 40%
- Coursework 60%

### Further Information

- Mrs A McIvor-Cross

\*Please Note: Only ONE Art & Design course can be chosen

### Course Content

We will provide students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design .It will challenge and encourage them to be ambitious and a risk taker, to facilitate creating highly personal and independent student responses.

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as: portraiture/ location photography/ studio photography/ experimental imagery/ installation/ documentary photography/ photo-journalism/ moving image: film, video and animation/ fashion photography

### Course Outline

#### Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken.

The portfolio must include both a sustained project developed in response to a subject, theme, task or brief evidencing the journey developed. Plus a selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits or work placements.

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The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

### Progression Routes & Future Careers

This course providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification. Possible careers: Graphic designer, magazine features editor, medical illustrator, photographer, television camera operator, digital marketing, film director, stylist, VFX artist.



# TEXTILES

## (ART & DESIGN)\*

Choice 3 & 4: Optional Subject

*“All who are creative are doing something very important to the well being of the world“*

### Brief Outline

Vibrant and dynamic, this course will give students the freedom to develop their Art and Design skills using Textiles as a medium to inspire and bring out the best in their artwork. Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

### Qualification Type

- GCSE AQA
- Grade 9-1

### Assessment

- Exam 40%
- Coursework 60%

### Further Information

- Miss S Cairns

\*Please Note: Only ONE Art & Design course can be chosen

### Course Content

We will provide students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design textiles. It will challenge and encourage them to be ambitious and a risk taker, to facilitate creating highly personal and independent student responses.

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as: art textiles/ fashion design and illustration/ costume design/ constructed textiles/ printed and dyed textiles/ surface pattern/ stitched and/or embellished textiles/ digital textiles/ installed textiles

### Course Outline

#### Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken.

The portfolio must include both a sustained project developed in response to a subject, theme, task or brief evidencing the journey developed. Plus a selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits or work placements.

Work should be presented in an appropriate, wide range of formats.

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The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

### Progression Routes & Future Careers

This course providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification. Possible careers: Art Gallery manager, community arts worker, fashion designer, textiles designer, print maker, Colour technologist, retail buyer.



# BUSINESS & ENTERPRISE

Choice 3 & 4: Optional Subject

*“What is innovation? How are some people more successful than others? Do you have an aptitude for success?”*

## Brief Outline

Business & Enterprise gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Dragons Den style competition allows our students to design a fun school enterprise business. Students run corporate style business meetings to discuss world events that are impacting our local business.

## Qualification Type

- BTEC Technical Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mrs I Moir

## Course Content

Students will develop knowledge in a range of key areas in the creative and digital sector. Students will study the various units learning about design and developing digital products for social media / marketing. They will learn a range of techniques on how to develop professional products, about gaming technologies, digital video, digital graphics, digital sound and web design. They will learn how to develop interactive media products which are used in the digital and creative sector.

## Course Outline

### Component 1 - Exploring Media Products

Students will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

### Component 2 - Developing Digital Media Production Skills

Students will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

### Component 3 - Create a Media Product in Response to a Brief

Students will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

## Progression Routes & Future Careers

People with media and digital technology skills are now required more than ever in the UK and internationally, there is a major skills gap for digital jobs. A creative media qualification will provide students with the platform to choose the next step to take on their journey and career in the digital sector. Available options include, an apprenticeship, college, sixth form or full time employment.

See below the type of jobs opportunities with a digital media qualification;

Social Media Influencer / Mobile App Developer / Games Developer / Web Design / Animation industry / TV / Film industry / Digital Media industry / Music industry



# CHILD DEVELOPMENT

Choice 3 & 4: Optional Subject

*“A child needs encouragement like a flower needs water. It is essential to healthy growth and development”*

## Brief Outline

Child Development is an engaging qualification where students will use their learning in practical, real-life situations, like preparing a bottle feed, choose equipment for a childcare setting including play activities and learn how to prevent accidents.

## Qualification Type

- BTEC Cambridge National
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Miss I Mills

## Course Content

Students will understand and apply the fundamental principles and concepts of Child Development including health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years

- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

## Course Outline

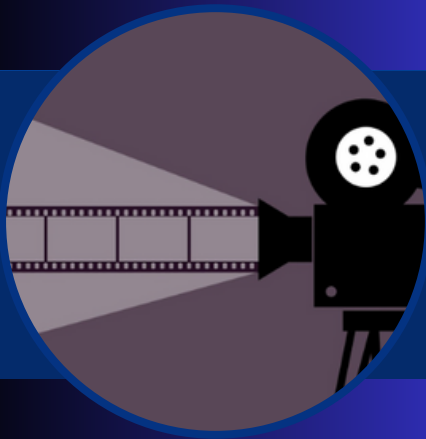
Unit R057: Health and well-being for child development- pre-conception health and reproduction, antenatal care and preparation for birth. Students will study postnatal care and the conditions in which a child can thrive.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years- create a safe environment for children from birth to five years in childcare settings. Students will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Unit R059: Understand the development of a child from one to five years- physical, intellectual and social developmental norms for children from one to five years. Students will understand the importance of creating plans and providing different play activities to support children in their development.

## Progression Routes & Future Careers

The knowledge and skills developed will help students to progress onto further study in the care sector- vocational qualifications, Level 3 OCR Cambridge Technical in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship. Future careers in a nursery setting, teaching, psychology, paediatrics ward of a hospital or the fundamentals of being a parent.



# CREATIVE MEDIA

Choice 3 & 4: Optional Subject

*“Media allows our students to express their creative interests in a digital society.”*

## Brief Outline

Creative Media is a media focused course preparing students for a digital world. They will study social media, mobile apps, gaming, graphics, television, animation and film. This will prepare students when leaving school to a world dominated by media and technology. By 2024 in the United Kingdom, there will be more jobs available in media and digital technology than any other industry.

## Qualification Type

- BTEC Technical Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mr N Burrell

## Course Content

The main focus is on the knowledge, understanding and skills required to research, setup, run, review and monitor an enterprise which includes:

- development of key skills that prove learners' aptitude in planning and carrying out an enterprise activity including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs
- attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers

## Course Outline

Component 1: Exploring Enterprises- develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning for and Running an Enterprise- generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation.

Component 3: Promotion and Finance for Enterprise- explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Complete financial documents and statements and explore how to use them to monitor and improve the performance.

## Progression Routes & Future Careers

Study of Enterprise can lead students to many business-related roles. The thorough knowledge and skills that will be gained from the course would be useful in any career. Roles that would be very applicable to students of Enterprise include: Accountant / Business Adviser / Consultant / Corporate Investment Banker / Data Scientist/ Stock Market Analyst



# DANCE

Choice 3 & 4: Optional Subject

*“Dance is an art, paint your dream and follow it.”*

## Brief Outline

Students will study professional work and processes applied, the skills and techniques used in different dance roles eg performer/ choreographer. They will learn how to contribute to the creation of a performance and be able to review their work.

## Qualification Type

- Pearson BTEC Tech Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mrs L Baty

## Course Content

The Tech Award allows students the opportunity to develop dance knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in dance, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in dance, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in dance, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in dance, such as roles, responsibilities, performance disciplines and styles.

## Course Outline

**Component 1:** Exploring the Performing Arts (Dance)

Learners will explore three dance pieces in three different styles:

A: Investigate how professional performance work is created

B: Demonstrate understanding of skills, techniques and approaches used by professionals to create performance work.

**Component 2:** Developing Skills and Techniques in the Performing Arts (Dance)

Learners will train in one dance style performing a piece of chosen professional repertoire, evaluating their progress and performance.

The three learning aims for component 2:

A - Use rehearsal or production/design processes

B - Apply skills and techniques in performance or realisation

C - Review own development and application of performance or design skills

**Component 3:** Responding to a brief

Learners create and perform a group piece with 3-7 dancers lasting 7-15 minutes that responds to a brief.

## Progression Routes & Future Careers

A Levels as preparation for entry to higher education in a range of subjects or study of a vocational qualification at Level 3, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying to degree level.

Students develop creativity and confidence throughout this course which provides a wealth of experience for further careers in a range of avenues including within theatre- dancer/ director/ choreography/ creative director/ teaching/ designer



# DESIGN & TECHNOLOGY

Choice 3 & 4: Optional Subject

*“Design is a way of life, a point of view. It involves the whole complex of visual communication: talent, creative ability, manual skill, and technical knowledge.”*

## Brief Outline

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Miss B O'Neill

## Course Content

Students study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

## Course Outline

This course is a combination of practical and theoretical work around the following concepts:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties
- Specialist technical principles - timber based materials · metal based materials · polymers
- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes
- Designing and making principles
- Investigation, primary and secondary data
- The work of others designers
- Design strategies
- Communication of design ideas
- Prototype development
- Specialist tools and equipment

## Progression Routes & Future Careers

This course provides a strong foundation for further study at A-level as well as vocational pathways.

Possible careers: CAD technician, Furniture design, Interior design, product designer, purchasing manager, materials engineer, all engineering sectors.



# ENGINEERING

Choice 3 & 4: Optional Subject

*“Art without engineering is dreaming. Engineering without art is calculating.”*

## Brief Outline

The course offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in engineering that have many of the characteristics of real work.

## Qualification Type

- WJEC Vocational Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Miss M Hawronskyj

## Course Content

The course provides students with the opportunity to interpret different types of engineering information in order to plan how to produce engineering products. They will explore how an engineered product is adapted and improved over time, and it offers students the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome. Students investigate a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

## Course Outline

Unit 1- students interpret different types of engineering information in order to plan how to produce engineered products. Students will develop the skills needed to work safely with a range of engineering processes, equipment and tools. They will acquire knowledge of a range of engineered processes that are fit for purpose for producing an end product. Understanding engineering drawings/ Planning operations/ Using engineering tools and equipment/ Implementing engineering processes

Unit 2- students will gain an understanding of how an engineered product is adapted and improved over time. Understanding function and meeting requirements / Proposing design solutions / Communicating an engineered design solution/ Solving applied engineering problems

Unit 3- students will understand how engineering design is impacted by a range of external considerations such as the properties of materials, both traditional and smart developing materials, as well as methods of manufacturing in both the traditional and new and emerging technologies. The unit also gives the students the opportunity to explore how engineering achievements have had an impact on modern day life at home, work and in society in general engineering problems

## Progression Routes & Future Careers

This course provides a strong foundation for further study at A-level as well as vocational pathways.

Possible careers: Various Engineering sectors, Automotive, Mechanical, Nuclear, Transport, Computer, Electrical and Electronic, Chemical, Architectural.





# FASHION & RETAIL

Choice 3 & 4: Optional Subject

*“You walk into a retail store and there is a sense of entertainment and excitement- you want to be there “*

## Brief Outline

The retail and fashion industry is vital to the UK economy; in 2019 it generated £366 billion worth of retail sales and employed 2.9 million people. Fashion & Retail is a course that will develop skills and knowledge in this area to a high level.

## Qualification Type

- WJEC Vocational Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mr M Jopling

## Course Content

The retail industry offers a wide range of jobs seeking individuals with a range of skills and knowledge of how the whole retail industry works and is impacted by external factors. This course explores the base knowledge of these issues and will allow individuals seeking a career in retail to understand the demands and rewards of working in such a dynamic and competitive industry.

## Course Outline

Unit 1 - Introduces students to the business of retail and provides them with the opportunity to explore the dynamic and competitive nature of the retail industry. They will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry.

Unit 2 - Allows students to develop knowledge and understanding of the principles of customer service for retail business and offers the opportunity for learners to develop skills in investigating the customer service experience across retail organisations.

Unit 3 - Provides students with the opportunity to develop their understanding of the importance of merchandising and marketing retail products, and how retail businesses use merchandising and marketing to achieve their aims. They will also apply their knowledge and understanding to develop skills in designing visual merchandising installations and promotional materials that achieve specific aims.

## Progression Routes & Future Careers

This course provides an insight into the principles and processes of working in retail and has been designed to support transition into employment for those seeking to work in a retail role. For example as a shop assistant, visual merchandiser, store manager, shop window dresser or management. Students who achieve this qualification could progress into further learning, apprenticeships or employment within the retail sector.



# HAIR & BEAUTY

Choice 3 & 4: Optional Subject

*“Everything has beauty, but not everyone sees it “*

## Brief Outline

Hair and Beauty is aimed at students who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, cosmetic science, business studies, manufacturing and other personal care services.

## Qualification Type

- VTCT Technical Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mrs K Pennick

## Course Content

In our fully working hair and beauty salon students will develop knowledge in a range of key areas required to work in the hair and beauty sector. Students will learn a range of practical skills including; health and safety, consultation, shampoo and conditioning, styling, manicures, facials and makeup artistry alongside 3 theory units designed to expand your knowledge of a wide range of topic areas.

## Course Outline

This qualification consists of three mandatory units.

UCO90 – Business and entrepreneurship in the hair and beauty sector

This unit will enable students to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

UCO91 – Anatomy, physiology and cosmetic science

This unit will enable students to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

UCO92 – Design in the hair and beauty sector

This unit will enable students to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

## Progression Routes & Future Careers

Specifically the qualification will prepare students to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; however, students may also progress onto broader areas of study. The qualification may also be useful to those seeking to progress to qualifications in the following sectors/industries:

- Complementary and alternative therapies
- Spa therapy / Fashion and photography
- Retail – cosmetic and fashion / Theatre and media



# HEALTH & SOCIAL CARE

Choice 3 & 4: Optional Subject

*“Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”*

## Brief Outline

During this course learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

## Qualification Type

- BTEC Technical Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mrs A Jones

## Course Content

Students will learn how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. Care, compassion, competence, communication, courage and commitment. Focus on the core principles of health and social care. This course is ideal if you like working with others and want to make a difference in society.

## Course Outline

### Component 1: Human Lifespan Development

Students will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

### Component 2: Health and Social Care Services and Values

Students will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care

### Component 3: Health and Wellbeing

Students will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

## Progression Routes & Future Careers

There are many careers which complement a Health and Social Care qualification. Being successful on this course would lead students into paramedics, nursing, health care practice, diet and nutrition, occupational therapy, psychology, mental health care, childcare, social work and many more.



# HOSPITALITY & CATERING

Choice 3 & 4: Optional Subject

*"It has been, and continues to be, our responsibility to fill the earth with the light and warmth of hospitality.."*

## Brief Outline

Hospitality and Catering at Boldon School will allow students to develop the knowledge, understanding and skills required for them to embark upon a career in an ever evolving job sector. The course will encourage students to have knowledge of issues related to nutrition and food safety. They will also be able to connect how these affect successful hospitality and catering operations

## Qualification Type

- WJEC Vocational Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Miss K Martin

## Course Content

This course will appeal to budding chefs, and also those who want to work in a wide range of other hospitality roles. Students will be able to see working kitchens in action, and also speak to guest speakers about the industry. The course covers a wide range of content, giving students both the practical and theory skills that they will need for a career in the world of hospitality and catering.

## Course Outline

**Unit 1** - students will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

**Unit 2** - students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:

- the operation of the front and back of house
- hospitality and catering provision to meet specific requirements
- health and safety in hospitality and catering provision
- food safety
- preventative control measures of food-induced ill health.

## Progression Routes & Future Careers

Students can successfully progress on to an A Level course or a Level 3 vocational programme of study in this subject area. They may also choose to begin an apprenticeship or go directly into employment within the industry. Many students choose to travel to other parts of the country or even abroad in order to develop and master their craft.

Specific jobs in this field include chef, hotel manager, children's entertainer, holiday representative, wedding / events planner and catering manager among many others.



# MUSIC

## Choice 3 & 4: Optional Subject

*"What we play is life."*

### Brief Outline

The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.

### Qualification Type

- BTEC Technical Award
- Level 1 & Level 2

### Assessment

- Exam 40%
- Coursework 60%

### Further Information

- Miss M Hawronskyj

### Course Content

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

### Course Outline

Component 1- Exploring Music Products and Styles- students will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music.

Component 2 - Music Skills Development- as a performer, producer or creator in the music industry, there is a need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, students will participate in workshops and classes where they will develop technical, practical, personal and professional skills.

Component 3: Responding to a Music Brief- students will begin by exploring the brief and investigating possible responses and ideas. Students will develop and present an original creation. They will present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.

### Progression Routes & Future Careers

This course providing a strong foundation for further study at AS and A-level as well as vocational pathways.

Possible careers: Music therapist, musician, private music teacher, sound technician, events manager, radio producer, theatre stage manager, sound engineer, community arts worker.



# PERFORMING ARTS

Choice 3 & 4: Optional Subject

*“Acting is not about being famous, it’s about exploring the human soul.”*

## Brief Outline

Studying performing arts will allow students to develop their confidence whilst introducing them to the incredible world of creativity and culture. They will learn elements of dance, drama and singing which will provide them with the skills needed to devise exciting performances.

## Qualification Type

- WJEC Vocational Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Miss K Martin

## Course Content

This course is delivered through various approaches and students will have the opportunity to discover their specific interests. Some students may decide that they prefer certain disciplines and they can focus on these throughout the three units. They will develop their individual working skills whilst also learning how to work competently in a group.

## Course Outline

Unit 1 -students will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.

This unit can be completed through Drama or Musical Theatre

Unit 2- student will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing Arts.

This unit can be completed through devised drama/ choreography/ composition

Unit 3- students to areas of the performing arts that need to be considered when responding to an industry commission. Students will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work

## Progression Routes & Future Careers

The course provides progression routes into work, apprenticeship or further study at level 3 or A Level. The course will give learners the opportunity to develop a range of skills in the performing and production arts sector and support progression on to further study. These opinions can provide a route into Higher Education on a Performing Arts programme or specialist performance degree such as Drama and Theatre Arts, any music related course or they can progress into employment in the performing arts industry either through a Technical Theatre apprenticeship or directly into work. Specific jobs in this field include actor/actress, choreographer, producer, presenter, teacher and stage manager among many others.



# PHYSICAL EDUCATION\*

Choice 3 & 4: Optional Subject

*“Everything negative-pressure, challenges- are all an opportunity for me to rise. Sport is my opportunity.”*

## Brief Outline

Studying GCSE Physical Education will provide opportunities in the amazing world of sports performance. Not only will students have the chance to perform in three different sports through the non exam assessment component, but will also develop wide ranging knowledge into the how and why of Physical activity and sport.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 60%
- Practical Performance 40%

## Further Information

- Mr D Palmer

\*Please Note: Only ONE Examination PE course can be chosen either GCSE Physical Education OR Cambridge Nationals Sport Studies

## Course Content

GCSE Physical Education is learned through a range of different contexts and the impact it has on both ours and others everyday lives. Students will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

## Course Outline

The following units will be studied and assessed:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing
8. Practical performance in physical activity and sport

## Progression Routes & Future Careers

GCSE Physical Education is not just an excellent base for an A Level in Physical Education, it can go much further. For students fascinated by the human mind, why not carry on to Psychology? For people into the why of the human race this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

Beyond A Level, the study of Physical Education can lead to university degrees in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.



# RELIGIOUS EDUCATION

Choice 3 & 4: Optional Subject

*“Before you call yourself a Christian, Buddhist, Muslim, Hindu or any other theology, learn to be human first.”*

## Brief Outline

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

## Qualification Type

- GCSE AQA
- Grade 9-1

## Assessment

- Exam 100%
- Practical Performance 40%

## Further Information

- Mrs A Jones

## Course Content

Religious studies is an integral part of the curriculum and students will follow the GCSE course set by the AQA examination board. This new specification provides students with the opportunity to learn about the beliefs and practices of two major world religions, alongside a variety of moral and ethical issues that impact the world today.

## Course Outline

All students will study Christianity and Buddhism. For each religion students will learn about the key beliefs, teachings and practices. The course also includes 4 thematic studies. These look at major issues in the world we live in from different faith perspectives.

- Relationships and families, which includes topics such as marriage, divorce, cohabitation, starting a family and gender roles and equality
- Religion and life, which includes topics such as the origins and values of the universe, the origins and values of human life
- Religion, peace and conflict, which includes topics such as the reasons for war, peace, reconciliation and forgiveness, Holy and 'Just' war rules, terrorism and the work of peacemakers
- Religion, crime and punishment, which includes topics such as the causes and impacts of crime, aims and forms of punishment, including arguments for and against corporal punishment and the death penalty. This unit also looks at the concept of forgiveness and how prisoners can be reformed and rehabilitated.

## Progression Routes & Future Careers

The study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully, analyse and evaluate and write clearly—all skills that will be of great use no matter what they go on to do in life. It will also help to better live and work in our increasingly diverse society and global world.





# SPORTS STUDIES

Choice 3 & 4: Optional Subject

*“Everything negative- pressure, challenges- are all an opportunity for me to rise. Sport is my opportunity”.*

## Brief Outline

OCR Cambridge National Sport Studies will be offered to some students. Each unit is assessed through centre-assessed coursework, with one externally assessed through an OCR set and marked 1 hour exam. Units are a mixture of practical and theoretical elements. Students will be practically assessed in two sports and as a sports leader. They will develop their practical ability and plan then deliver a sports session.

## Qualification Type

- BTEC Cambridge National
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mr D Palmer

\*Please Note: Only ONE Examination PE course can be chosen either GCSE Physical Education OR Cambridge Nationals Sport Studies

## Course Content

Sport Studies is a qualification where students will gain a greater understanding of contemporary issues in sport and how they impact on different sporting activities. Students will have opportunities to develop and apply skills as both a performer and as a leader. Students will learn how to be a sports leader, through using initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations. Students will focus on sport and the media, applying this to real life examples.

## Course Outline

**Contemporary issues in sport (40%):** This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies.

### **Performance and Leadership in Sports Activities (40%)**

Students will learn how to develop skills as both a performer, in two different sporting activities, and as a leader in one activity. Students will plan, lead and review safe and effective sporting activity sessions.

**Sport and the media (20%):** Students will develop their knowledge of how sport is covered in the media, as well as the positive and negative impacts that media can have on sport. They complete a series of coursework based tasks.

## Progression Routes & Future Careers

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.



# TRAVEL & TOURISM

Choice 3 & 4: Optional Subject

*“A journey of a thousand miles begins with a single step”*

## Brief Outline

The tourism industry is about people traveling for business or pleasure purposes, staying at their destination for at least one night, and returning. By contrast, the travel industry has a wider scope, covering more travel purposes and durations. Many of the businesses and services that cater to tourists also cater to travelers - it is a rapidly growing employment sector in the UK and worldwide.

## Qualification Type

- BTEC Technical Award
- Level 1 & Level 2

## Assessment

- Exam 40%
- Coursework 60%

## Further Information

- Mr S Grant

## Course Content

The BTEC Level 2 Tech Award in Travel and Tourism is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, and making decisions and judgements.

## Course Outline

Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

## Progression Routes & Future Careers

Tourism is one of the fastest growing sectors in the UK in employment terms, employing nearly 3 million people.

Learners might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships,

Jobs: travel agencies, air travel and cruising, hospitality, working in hotels and restaurants, visitor attractions, museums and theme parks and interpretation.



# COMPUTER SCIENCE

Choice 3 & 4 Blue Pathway ONLY: Optional Subject

*“Computer Science prepares our students to be the digital leaders of the future”*

## Brief Outline

This option will allow students to further enter into the world of technology and allow them to develop a true understanding of how computers are made and able to function to improve our everyday life.

## Qualification Type

- GCSE OCR
- Grade 9-1

## Assessment

- Exam 100%
- Component 1 50%
- Component 2 50%

## Further Information

- Mr N Burrell

## Course Content

Computer Science will encourage students to: understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

## Course Outline

Students will study two compulsory units in a range of practical and theoretical lessons based in the IT suites.

### Component 1 - Computer systems

This component will assess:

- 1.1 Systems architecture / 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols / 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology.

### Component 2 - Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms / 2.2 Programming fundamentals
- 2.3 Producing robust programs / 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments.

## Progression Routes & Future Careers

The GCSE Computer Science qualification provides a good foundation for students in Post - 16 education, this includes any computer course at Level 3 such as A-Levels / BTEC qualifications. The qualification can also lead onto any apprenticeships or careers in Computing.



# SEPARATE SCIENCE & STATISTICS\*

Choice 3 & 4 Blue Pathway ONLY: Optional Subject

*“Every problem has a solution, you just need to be creative enough to find it.”*

## Brief Outline

A unique opportunity to extend your science qualification to 3 separate GCSE's- one in biology/ chemistry/ physics. This will enhance the qualification offered in the core curriculum- 'combined science'. This also opens the door to a further maths qualification in Statistics

## Qualification Type

- GCSE AQA
- Science Triple Award (3 GCSE's)
- Statistics GCSE
- Grade 9-1

## Assessment

- Exam 100% both courses

## Further Information

- Mrs S Graham- Science
- Mr C Rutherford- Statistics

\*Please note: This is two separate GCSE subjects BUT ONLY uses ONE of your option choices

## Course Outline

This is a rare opportunity not offered by all secondary schools.

Students taking Separate Science gain three qualifications, one GCSE in Biology, one GCSE in Chemistry and one GCSE in Physics. Each grade is independent of the others. The separate science route offers students a more in depth knowledge of the three scientific disciplines and allows students to be better prepared should they study an AS or A level in a science subject. It provides students with the opportunity to develop an awareness of how science in the real-world impacts on their everyday life as well as preparing students for opportunities for science based careers within the local area and beyond. Students studying this qualification will develop a clear understanding of everyday scientific phenomena happening around them in the real world e.g. why do rainbows form, why does your hair stand on end when brushed? It is a highly sought after qualification, clearly demonstrating evidence of academic rigour and an excellent work ethic.

Alongside Separate Science, students can compliment this qualification with a GCSE in Statistics. This qualification gives students the opportunity to see how this important branch of mathematics is applied to the real world. There will be an opportunity to study economic and social statistics. This content is how to calculate and interpret index numbers, weighted index numbers and chain base numbers. Students will also look at probability, sample space diagrams, mutually exclusive events, independent events, tree diagrams.

Students will gain two additional qualifications by choosing the option of GCSE Separate Science and GCSE Statistics. At the end of both courses, students will have many valuable real world skills- being able to critically evaluate arguments, analysing evidence provided to see whether or not statements are actually backed up by the evidence provided.

## Progression Routes & Future Careers

There are many further qualifications at higher level and future careers including a data scientist, data analyst, research scientist, market researcher, statistician, pharmacist, marine biologist, economist as well as roles within the NHS

**IF you are unable to access Options Online, please fill in the Future Pathways Option Form below and hand in to Mrs L Baty.  
Deadline 2nd February 2024**

<b>Blue Pathway</b>	
English Language & Literature	<p>The Blue Pathway is for students who would benefit from achieving the EBACC Award. You will study the core subjects and four option choices. Two of the options will be made up of a language and a humanities subject. Students on this path will also select two additional options subjects from the option list.</p> <p align="center">*You MUST follow the language studied in Year 9</p>
Maths	
Combined Science	
Digital IT	
PE Core (non examined)	
Option 1- French or Spanish*	
Option 2- History or Geography	
Option 3- Free Choice	
Option 4- Free Choice	

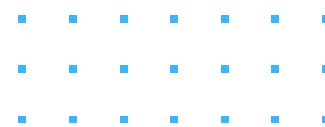
<b>Name:</b>	
Option 1- French or Spanish*	
Option 2- History or Geography	
Option 3- Free Choice	
Option 4- Free Choice	
Reserve Option	

Signed..... (Parent/ Guardian)





# Contact Information



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 [info@boldonschool.org.uk](mailto:info@boldonschool.org.uk)

 Mrs L Baty- Assistant Head Teacher

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