



# **OPTIONS 2023-25**

Name:

Tutor Group:

It should be noted that all of the information about different subjects was correct at the time of printing, but this is always subject to change.



Dear Member of Year 9

You are about to start out on a new stage in your education.

So far, most of the decisions about the curriculum you have followed have been made for you, by the school. Now you have the chance to choose some of the subjects you will study in Years 10 and 11.

The choices you make now can potentially influence your academic and career opportunities in the future. It is essential therefore, that you take the time to make the correct decisions having considered all of the information and advice available to you.

You need to start by reading this booklet very carefully. Show it to your parents/carers too, so that they can help you in your decision-making. You will want to refer to it several times over the next few weeks so it would be a good idea to keep it with you.

If there is any further information that you need, do not hesitate to ask your tutor, your subject teachers or any other member of staff you know well. We are all available and keen to help you make the choices which will make your next three years as enjoyable and successful as possible.

Yours sincerely

Mr R Gilpin  
Headteacher

## The Year 9 Options Process 2023

**Thursday 12<sup>th</sup> January 2023**

Introduction to Options Assembly.

**Monday 16<sup>th</sup> January 2022 at 5pm**

Introduction to Options Process (Remote Presentation via Microsoft Teams). All parents/carers are invited to attend this presentation, led by Mrs Pitt, which outlines the key information that underpins the options process.

The remote presentation can be accessed via the link below and will be recorded for any parents unable to join us live.

**Monday 16<sup>th</sup> January 2023:**

- The Year 9 Options booklet and options form published on the school website, a paper copy will be issued to all students
- Pre-recorded presentations for each subject area will be published on the school website. These provide subject specific information designed to support students in making informed options choices.

**Week beginning Monday 16<sup>th</sup> January 2023**

A schedule of live Question and Answer sessions with

Introduction	Monday 16 <sup>th</sup> January	5.00pm	<a href="#">Year 9 Options Introduction</a>
GCSE Food Preparation & Nutrition	Tuesday 17 <sup>th</sup> January	5.00pm	<a href="#">GCSE Food &amp; Nutrition</a>
GCSE Design Technology		5.30pm	<a href="#">GCSE DT</a>
GCSE Art/Textiles		6.00pm	<a href="#">GCSE Art &amp; GCSE Textiles</a>
BTEC Health and Social Care	Wednesday 18 <sup>th</sup> January	5.00pm	<a href="#">BTEC Health &amp; Social Care</a>
GCSE/BTEC PE		5.30pm	<a href="#">GCSE &amp; BTEC PE</a>
GCSE Business Studies		6.00pm	<a href="#">GCSE Business Studies</a>
GCSE Film Studies	Thursday 19 <sup>th</sup> January	5.00pm	<a href="#">GCSE Film Studies</a>
GCSE Religious Education		5.30pm	<a href="#">GCSE RE</a>
GCSE Modern Foreign Languages (French & Spanish)		6.00pm	<a href="#">GCSE Spanish &amp; GCSE French</a>
GCSE History	Friday 20 <sup>th</sup> January	5.00pm	<a href="#">GCSE History</a>
GCSE Geography		5.30pm	<a href="#">GCSE Geography</a>
Vocational Award ICT		6.00pm	<a href="#">Vocational Award ICT</a>
GCSE Music	Monday 23 <sup>rd</sup> January	5.00pm	<a href="#">GCSE Music</a>
GCSE Drama		5.30pm	<a href="#">GCSE Drama</a>
GCSE Dance		6.00pm	<a href="#">GCSE Dance</a>

curriculum leaders will be held to address any queries that students and parents/carers may have following their watching of the pre-recorded presentations.

**Thursday 2<sup>nd</sup> February 2023**

**DEADLINE FOR ALL OPTIONS FORMS TO BE COMPLETED.** All options forms must have been signed by a parent/carer and handed back to tutors by Thursday 2<sup>nd</sup> February at the latest. Where forms are returned after this date, students increase the risk of not getting the options they want.

**May 2023**

All students to be notified of confirmed options choices.

## Option Pathways

The following "Core" curriculum will be studied by all students across Years 10 and 11:

English Language	<ul style="list-style-type: none"> <li>These subjects will be sat as a GCSE qualification.</li> <li>Combined Science is a double award qualification and can lead on to A level studies in any of the three individual sciences: Biology, Chemistry or Physics</li> </ul>	
English Literature		
Mathematics		
Combined Science		
PE (Core)	No Exam	Physical Education and Healthy lifestyle information
Religious Studies (Core)		Statutory curriculum coverage
RSHE	No Exam	Includes both statutory content and careers education
Relationship, Sex and Health Education		

In addition to the core curriculum, at Pittville School we provide four pathways. These are designed to provide access to appropriate subjects and levels of support, increasing the chances of achieving the best overall outcomes at the end of year 11. Whilst these are our recommendations, they are not set in stone and there will be opportunities to discuss this if you have any concerns regarding the pathway we have recommended. We want all students to choose a broad and balanced overall package that is tailored to support individual strengths, preferred learning style and future career aspirations.

Letters indicating the curriculum pathway which is best suited to each students individual learning needs have been sent out via Edulink. This decision has been made based on discussion with the SENDCo and curriculum leaders and current progress data.

Curriculum Pathway: 1 (Blue Option Form)		
Humanities Subject	<ul style="list-style-type: none"> <li>Students <b>must</b> select at least one humanities subject (History or Geography) in at least one of the option blocks</li> <li>Students should seriously consider choosing a language (French and/or Spanish), in addition to a humanities subject</li> <li>Students select <b>four</b> options subjects, which <b>must</b> include geography and/or history and should also have given serious consideration to either Spanish and/or French in addition to the core subjects outlined above</li> </ul>	
MFL Subject		
Students will study a total of <b>NINE</b> Level 2 qualifications		

Curriculum Pathway: 2 (Green Option Form)		
Humanities Subject	<ul style="list-style-type: none"> <li>Students <b>must</b> select at least one humanities subject (History or Geography) in at least one of the option blocks</li> <li>We would not recommend students choosing a language in addition to their humanities option but would be very happy to discuss this further for any students that have a passion and strong desire to continue to study a language</li> <li>Students select <b>four</b> options subjects, which <b>must</b> include geography and/or history</li> </ul>	
MFL Subject		
Students will study a total of <b>NINE</b> Level 2 qualifications		



<b>Curriculum Pathway: 3 (Yellow Option Form)</b>	
Humanities Subject	<ul style="list-style-type: none"> <li>We would recommend students choosing geography as their humanities subject, but would be very happy to discuss this further for any students that have a passion and strong desire to continue to study history</li> </ul>
MFL Subject	<ul style="list-style-type: none"> <li>We would not recommend students choosing a language in addition to their humanities option but would be very happy to discuss this further for any students that have a passion and strong desire to continue to study a language</li> </ul>
Personal Development Programme	<ul style="list-style-type: none"> <li>For those students who are currently following the PDP curriculum in year 9, we would strongly recommended that they continue with this curriculum by choosing the PSE course in option block C.</li> <li>This course is <b>NOT</b> available for students in pathway 3 who are not currently following the PDP curriculum</li> </ul>
Students will study a total of <b>EIGHT or NINE</b> Level 1 / 2 qualifications	<ul style="list-style-type: none"> <li>Students should consider including at least one BTEC/Vocational/practically based subject within their choices. This will allow for a balance of examined and non-examined assessment across the duration of Key Stage 4.</li> </ul>
Parents of students currently following the PDP curriculum will be contacted by a member of the Student Support Team to discuss the most appropriate curriculum provision for each individual student.	

<b>Curriculum Pathway: 4 (Pink Option Form)</b>	
Humanities Subject MFL Subject	<ul style="list-style-type: none"> <li>There is no requirement for students on this pathway to select a humanities or an MFL subject</li> </ul>
Personal Development Programme	<ul style="list-style-type: none"> <li>Students on this pathway will continue to have some 1:1 supported curriculum time to further progress along the PDP curriculum as well as additional support for their option subjects</li> </ul>
Students will study a total of <b>EIGHT</b> Level 1 / 2 qualifications	<ul style="list-style-type: none"> <li>Students should consider including at least one BTEC/Vocational/practically based subject within their choices. This will allow for a balance of examined and non-examined assessment across the duration of Key Stage 4.</li> </ul>
Parents of students currently following pathway 4 will be contacted by a member of the Student Support Team to discuss the most appropriate curriculum provision for each individual student.	

### Access Arrangements and Additional Support including EAL support

We know that students at Pittville School can and will achieve great things during their time with us. Young people at the school with identified special educational needs will largely follow a full suite of GCSE and vocational courses with support from teachers and members of the Student Support Team to access and achieve in their chosen subjects. We believe firmly in having high expectations for all of our students as well as the importance of fair access to the curriculum.

We will liaise with all curriculum leaders to ensure that students with SEND are aware of the choices that they are making and how these might connect with their intentions post 16. We will also support curriculum leaders with regards to grouping and accessibility.

A young person with special educational needs may have support through quality first teaching in the classroom, a Teaching Assistant, intervention support and through agreed access arrangements. Pittville School identifies students who may require access arrangements throughout Year 9 and will formally assess these students at the end of Year 9 / beginning of Year 10. Examples of arrangements might be a reader or use of a word processor for their exams.

We recognise that following a wide range of GCSE and vocational courses may be challenging for some of our students in light of their learning needs. We aim to be responsive to each cohort of students that come through the school. In response to the current Year 9 cohort, we will continue to offer a personal alternative curriculum through the PSE course for a selected number of young people with SEND. This programme will support skills development for individuals. This will be discussed individually with parents/carers in conjunction with the options process.

Lastly, where students have English as an additional language, we offer support for revision and intervention through our specialist EAL provision and may be able to support students to sit the appropriate GCSE qualification in their Home language (dependent upon the specific language).

If you have any queries regarding support, access arrangements or the PSE course, please do not hesitate to contact our SENDCo, Emily Bottell.

### Making the Right Choice

Making the right decision is vitally important because the subjects students choose could influence future academic progression and career possibilities. During the next few weeks students are encouraged to:

- Look at their strengths and weaknesses and discuss these with tutors and subject teachers.
- Choose subjects which they enjoy and in which they have the commitment required to be successful. Once students start on a course this cannot easily be changed; it is therefore vital that they take the time to make the right choices first time.
- Conduct research into the careers and courses that might be of interest when leaving in Year 11. Students are encouraged to find out which subjects / entry requirements would be needed to access these courses.
- NOT choose subjects because friends are doing them or preferring a particular teacher. There is no guarantee that students will be in the same group or with that particular teacher.

**And remember....** all subjects will be **HARD WORK**. There is no such thing as an 'easy' subject. Regardless of prior attainment, a **growth mind-set** and a passion for the subject are essential to success at all levels in every subject.

## The new GCSEs

Students will be taking the new GCSEs at the end of Year 11. These will be graded from 9 (highest) down to 1 (lowest). In many subjects coursework has been removed, so for the majority of subjects - the assessment will be 100% exam at the end of Year 11. Practical subjects such as textiles, design technology, food & nutrition, drama, art, music and PE will still include practical elements, but expect more of the course to be examined than in the past.

## BTEC Technical Awards / Vocational Awards

BTEC and vocational qualifications are nationally recognised by employers and colleges and are offered by many schools in addition to traditional GCSE courses. This year we will be offering BTEC Health & Social Care, BTEC Sport and a Vocational Award in ICT.

BTEC and vocational courses are now assessed through two formal assignments which are completed under exam conditions with the support of notes completed during lessons and independent study and one unit which is externally examined in the same way as a GCSE exam. They are equivalent to one GCSE and are graded as Level 1 pass (GCSE grade 1), merit (GCSE grade 2), distinction (GCSE grade 3) and Level 2 pass (GCSE grade 4), merit (GCSE grade 5/6), distinction (GCSE grade 7) & and distinction \* (GCSE grade 8/9).

They are an appropriate alternative for students who struggle with very academic courses which require high levels of literacy and are assessed by examination only. It is important you are aware that in general, level 2 BTEC courses will lead on to level 3 BTEC courses rather than A levels. This needs to be considered carefully if students are intending to go on to study a suite of academic A Levels. Level 3 BTECs are equivalent to one A level and can lead to foundation degrees or higher vocational qualifications.

Very high levels of attendance are critical for BTEC and vocational subjects. Since lessons notes can be taken into some of the assessments, students put themselves at a very significant disadvantage if they regularly miss lessons and have gaps in their knowledge. Missed notes cannot be copied from another student or textbooks, all notes taken into assessments **MUST** be written in the students own words or they risk disqualifications.

## Attendance

Missing school can seriously affect students' chances of being successful in their studies. If students are not in class, teachers cannot teach, help, support and guide them through their courses. 90% attendance might sound very good, but... 90% attendance means missing half a day of school every week. This equates to four weeks of school a year. 80% attendance means missing one day of school per week. This means eight weeks per year.

Research shows that a Year 11 student, who misses 17 days during the year, making their attendance 91%, will get **ONE GRADE LESS AT GCSE** than they would do with full attendance.

FULL attendance is critical in every subject whether it is a GCSE, BTEC or vocational. BTEC and Vocational courses require tasks to be completed by set dates. Failure to complete any one part of any one task may result in the whole course being failed. Similarly in GCSE courses, it is a requirement that each component of the course is completed. It is therefore **ESSENTIAL** that students attend **ALL** lessons, keep up to date and complete **ALL** assignments by the deadlines given. If an absence is unavoidable, students must make sure that they catch up any missing work and speak to their teachers if they do not understand the work.

## Independent Study

To achieve success in any subject, it is important to understand that the work completed in the classroom **IS NOT ENOUGH**. Students should expect to do between one and two hours of **INDEPENDENT STUDY** each evening. This could be tasks set by subject teachers, independent research, reading through notes or practising skills learnt in lessons. In some subjects, students will need to prepare for or complete coursework. There will be lots of support sessions available to help and students may be required to attend these regularly to ensure the highest level of success.

**It is essential that students take responsibility for their own success.** This ownership of their own learning will equip students with the skillset needed to succeed at sixth form where the study load will increase again. Where students are completing vocational qualifications or an apprenticeship, they will still be required to complete assignments and portfolios outside of their working or college hours. This will be much easier if they have already established good study habits.



## **Option Subjects**

The rest of this booklet explains the subjects that students can choose from. You can see below that there is a wide choice, some subjects you will be familiar with, others will be new due to them not forming part of the national curriculum at KS3. We have worked to provide a broad and balanced curriculum offer that ensures appropriate progression to KS4 study for all students whatever their prior attainment, interests or future educational and career plans.

ALL students, on pathways 1, 2 and 3, **MUST** choose a humanities subject (either geography and/or history) There is no requirement for students on pathway 4 to follow a humanities subject.

Some subjects are available for specific pathways only, or have very specific subject requirements. The subjects chosen last year as part of the year 8 options process can be selected for study through to GCSE. Subjects not currently being followed as an option in year 9, cannot be selected for GCSE - **these are indicated in red below** and include French, Spanish, DT, ICT, Food & Nutrition, Textiles and Music. Students cannot choose both art and textiles. Please check the subject requirements section on each of the subject pages that follow carefully. We aim to ensure that everyone gets a personalised curriculum that is ideally suited to them. In order to get a balanced curriculum, students are advised to consider the merits of choosing a range of subjects from different curriculum areas.

All subjects currently have five lessons across a fortnight.

### **EBACC Subjects**

GCSE History  
GCSE Geography  
**GCSE French**  
**GCSE Spanish**

### **Expressive Arts Subjects**

GCSE Art  
GCSE Dance  
GCSE Drama  
**GCSE Music**  
**GCSE Textiles**

### **Other GCSE Subjects**

GCSE Business Studies  
GCSE Film Studies  
GCSE RE  
**GCSE Food Preparation & Nutrition**  
**GCSE Design Technology**  
GCSE PE

### **BTEC/Vocational Awards**

Health & Social Care  
Sport  
**ICT**

### **Personal Development Programme (Selected student on Pathway 3 only) -**

PSE course

**Please note:** Although we start by offering all of these courses, they will only run if there is sufficient demand

Please choose one subject in each block ensuring that geography and/or history is chosen from at least one option block. In addition, it is recommended that students on

- pathway one seriously consider choosing a language (Spanish or French)
- pathway three consider choosing geography as their humanities subject and for those currently following the PDP programme seriously consider developing this further through the PSE course

In addition, ALL students must choose two reserve subjects. It is vital that the reserve choices are considered carefully, as there is highly likely that some students will be allocated at least one of them. Failing to provide reserve choices will not change whether a particular combination will fit and will not guarantee students a place in their first four choices.

Teaching staff will also be consulted about choices and may offer additional advice about the suitability of the course for individual students.

# Y9 OPTIONS FORM 2023-2025

Name:

TutorGroup:

Pathway:

- You must choose **history, geography or both**. It is also recommended that students on pathway 1 also choose either French or Spanish
- You must choose **ONE** subject from each of the four blocks
- You **CANNOT** choose the same subject twice, even as a reserve
- You **CANNOT** choose both Art and Textiles (unless by prior agreement)
- You must currently be studying the subjects shown in red to select them as an option or reserve option
- You must choose **TWO RESERVE SUBJECTS** which can come from any block. These should be listed in priority order
- Please refer to the recommendations for subject choices on each pathway, remembering that some subjects are restricted to specific pathways
- Look carefully at the information you have been given about the subjects and make sure you have chosen the right subjects for you.

**ONCE YOU HAVE MADE YOUR CHOICES AND STARTED ON YOUR NEW COURSES, IT IS VERY DIFFICULT TO CHANGE – TAKE YOUR TIME, SEEK ADVICE, RESEARCH THE REQUIREMENTS FOR FUTURE COURSES AND CAREERS CAREFULLY.**

OPTION BLOCK A	OPTION BLOCK B	OPTION BLOCK C	OPTION BLOCK D
Geography French Textiles Food & Nutrition Health & Social Care RE Drama	Geography Spanish ICT DT Art Business Studies BTEC PE GCSE PE	History Spanish French DT Food & Nutrition ICT Music Art	History Art Business Studies Dance Film Health & Social Care RE

OPTION BLOCK A CHOICE:		1 <sup>st</sup> RESERVE CHOICE	
OPTION BLOCK B CHOICE:		2 <sup>nd</sup> RESERVE CHOICE	
OPTION BLOCK C CHOICE:		If GCSE PE does not run, BTEC PE will automatically be allocated instead, it should not be put as a reserve choice	
OPTION BLOCK D CHOICE:			

Is there a combination of subjects that you would like to do but cannot? Do you have any other queries with your recommended options pathway?

I have read the information about each of the subjects carefully and have picked one subject and reserve from each block. I understand it may not be possible for me to study all of my first four choices and am therefore happy to study **any** of my reserve choices.

Signed ..... (Student)

Signed ..... (Parent/Carer) Date .....

## SUBJECT INFORMATION

- Core subjects - **Compulsory for all students**
- EBACC Subjects – Humanities and MFL
- Other GCSE subjects
- BTEC/Vocational subjects
- Students following Pathway 1 are recommended to choose a language as well as a humanities option
- Students following Pathway 3 are recommended to choose geography as their humanities option. Those currently following the PDP curriculum, should seriously consider extending this further through the PSE course

## CORE SUBJECTS

These subjects are compulsory for **all** students on **all** pathways



## The Non-Examined Core Curriculum

### **RSHE (Relationship, Sex and Health Education)**

Currently, students have one lesson per fortnight of RSHE which is delivered by their Tutor or relevant outside agency. RSHE is a statutory offer to all young people, although parents or carers are able to request that their child is withdrawn from sex education. This information and opportunity is shared at key points during the academic year. Within these lessons, students explore the knowledge, skills and attributes that they need to keep themselves healthy, safe and prepared for life and work. RSHE education empowers them to make sound decisions when facing risks, challenges and complex contexts. In addition to supporting young people to develop resilience, it also offers support in knowing how and when to ask for help, and to know where to access support.

### Core RE

Students will be studying a range of issues from Human experiences in the world today. These will include: Religion and conflict, Prejudice and Discrimination, Religion and poverty, Religion and the environment, Religion and empire, Pagan traditions, Religion and science.

### Core PE

Year 10 and 11 students have two hours of physical education a week. This will be in addition to GCSE PE or BTEC sport should it be chosen as an option.

It is our aim as a department that in KS4 all students continue to find enjoyment through physical activity and experience a wide range of sport and physical exercise, finding something that they will continue to participate in after they leave Pittville School. We offer an 'options' approach at the beginning of each half term. Students are given a choice of activities to take part in for that half term.

GCSE PE students will be advised to select an option that improves their GCSE practical grades.

GCSE ENGLISH LANGUAGE (Core)	
Exam Board	AQA
Outline of course	<p><b>Paper 1 - Explorations in Creative Reading and Writing</b> The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> <li>in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers</li> <li>in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.</li> </ul> <p><b>Paper 2 – Writers’ Viewpoints and Perspectives</b> The aim of this paper is to develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> <li>in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader</li> <li>in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</li> </ul> <p><b>Non-exam assessment</b> The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:</p> <ul style="list-style-type: none"> <li>giving a presentation in a formal context</li> <li>responding appropriately to questions and to feedback, asking questions themselves to elicit clarification</li> <li>using spoken Standard English.</li> </ul>
Method(s) of Assessment	<p><b>100% of the overall assessment</b></p> <p>Paper 1: 1¼ hours 50%</p> <p>Paper 2: 1¼ hours 50%</p>
Choose this subject if	<b>This is a core subject, compulsory for <u>all</u> students.</b>
Possible careers / future pathways	Teaching, journalism, law, advertising, marketing, broadcasting journalism, author and editor
Subject Requirements	

GCSE ENGLISH LITERATURE (core)	
Exam Board	AQA
Outline of course	<p>This course encourages students to develop knowledge and skills in reading, writing and critical thinking.</p> <p>Studying English Literature encourages students to read widely for pleasure.</p> <p><b>Paper 1 – Shakespeare and the 19<sup>th</sup> Century novel</b> Students will be required to write in detail about an extract from a Shakespeare play that they have studied, and then write about a 19<sup>th</sup> Century novel in the same way.</p> <p><b>Paper 2 – Modern texts and Poetry</b> Students will answer one essay question from a choice of two on a modern prose or drama text that they have previously studied in class. They will answer a comparative question based on two poems from an anthology. They will then answer a question on two unseen poems, comparing the similarities and differences between them.</p> <p><b>Students are not allowed to take any of their set books into the examination.</b></p>
Method(s) of Assessment	<p><b>100% Final exam</b></p> <p>Paper 1: 1¼ hours 40%</p> <p>Paper 2: 2¼ hours 60%</p>
Choose this subject if	<b>This is a core subject, compulsory for <u>all</u> students.</b>
Possible careers / future pathways	Teaching, journalism, law, advertising, marketing, broadcasting journalist, author and editor
Subject Requirements	

GCSE Mathematics (Core)	
Exam Board	Edexcel
Outline of course	<p>The aims and objectives of GCSE Mathematics are to enable students to:</p> <ul style="list-style-type: none"> <li>● develop fluent knowledge, skills and understanding of mathematical methods and concepts</li> <li>● acquire, select and apply mathematical techniques to solve problems</li> <li>● reason mathematically, make deductions and inferences, and draw conclusions</li> <li>● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul>
Method(s) of Assessment  <b>Two tiers of Entry:</b> Higher Grades 9-4 Foundation Grades 5-1	<b>100% Final Exam</b>  Paper 1: 1½hrs non-calculator    33.3% Paper 2: 1½hrs calculator         33.3% Paper 3: 1½hrs calculator         33.3%
Choose this subject if ...	<b>This is a core subject, compulsory for <u>all</u> students.</b>
Possible careers / future pathways	Accounting, aerospace, criminology, data analysis, engineering, finance, insurance, meteorology, science and software development.
Subject Requirements	<b>This is a core subject, compulsory for <u>all</u> students.</b>  A scientific calculator is required, these are available in each classroom and so remains optional, but it is useful to have to complete work at home and prepare well.



GCSE Combined Science (Core)	
Exam Board	AQA
Outline of course	<p><b>Combined Science consists of studying topics in Biology, Chemistry and Physics.</b></p> <p>This course will allow you to achieve two GCSE grades in Science.</p> <p>In Biology, you will learn a range of topics, covering concepts in cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, and ecology.</p> <p>Chemistry covers concepts in atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, and using resources.</p> <p>Physics covers concepts in forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, and atomic structure.</p>
<p>Method(s) of Assessment</p> <p>Higher tier graded 9-9 to 4-4 Foundation tier graded 5-4 to 1-1.</p>	<p><b>100% final exam</b></p> <p>2 x Biology 1½ hrs 33.3% 2 x Chemistry 1½ hrs 33.3% 2 x Physics 1½ hrs 33.3%</p> <p>The final grades will be based on the total marks from the exams on a ladder from 1-1, 2-1, up to 9-9. Students are expected to complete required practicals during lessons and will be examined on these in the exam papers.</p>
Choose this subject if	<b>This is a core subject, compulsory for <u>all</u> students.</b>
Possible careers / future pathways	<p>Studying Science beyond GCSE gives you access to a wide variety of career opportunities, both in science industries and in scientific research in areas including medicine, dentistry, physiotherapy, chemical engineering, forensics, environmental science, food and textiles sciences, genetics, pharmacy, biochemistry, biotechnology, engineering, biomedicine, astronomy, electronics, environmental health, meteorology, nursing and education.</p> <p>Science graduates are also extremely attractive to employers in non-science fields because of their high levels of analytical skills, excellent problem solving and decision making.</p> <p>If you do not intend studying science beyond GCSE, you will still find that college entry requirements for most A Level courses include a good qualification in Combined Science.</p>
Subject Requirements	

# EBACC SUBJECTS

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(In alphabetical order)

- All Students on pathway 1, 2 & 3 must choose geography and/or history
- Students on pathway 1 are recommended to choose a language as well as their humanities option
- There is no requirement for students on pathway 4 to choose an EBACC subject

GCSE French (Recommended for Pathway 1)	
Exam Board	AQA
Outline of course	<p>You will develop your language skills in a variety of contexts and will be able to communicate your ideas on the following topics:</p> <p><b>Theme 1</b> Identity and culture, me, my family and friends, technology in everyday life, free time activities, customs and festivals in French speaking countries.</p> <p><b>Theme 2</b> Local, national, international and global areas of interest, hometown, neighbourhood and region, social issues e.g. healthy living, global issues e.g. the environment, travel and tourism.</p> <p><b>Theme 3</b> Current and future study and employment, my studies, life at school/college, education post-16, jobs, career choices and ambitions.</p>
Method(s) of Assessment  <b>Two tiers of Entry:</b> Higher Grades 9-4 Foundation Grade 5-1	<p><b>100% final exam, divided equally between four skills:</b></p> <p><b>Paper 1: Listening 25%</b> Higher tier 45 mins. Foundation tier 35 mins. Section A all questions and answers in English and Section B all questions and answers in French. Most questions are multiple choice but some require a longer written response.</p> <p><b>Paper 2: Speaking 25%</b> Higher tier 10-12 mins. Foundation tier 7-9 mins both plus 12-minute preparation time. Oral exam includes a role-play, a photo-card discussion and general conversation. All questions and answers are in French.</p> <p><b>Paper 3: Reading 25%</b> Higher tier 60 mins. Foundation tier 45 mins. Section A all questions and answers in English and Section B all questions and answers in French. Most questions are multiple choice but some require a longer written response. There is also a translation task from French into English.</p> <p><b>Paper 4 Writing 25%</b> Higher tier 75 mins. Foundation tier 60 mins. All questions and answers are in French and there is a translation task from English into French.</p>
Choose this subject if ...	You enjoy French and learning about different cultures. You are interested broadening your horizons and increasing your confidence. You would like to achieve the English Baccalaureate which is highly regarded when going on to further study.
Possible careers / future pathways	Languages are great for a wide variety of careers especially those involving communication with people from different countries. This can include careers in tourism, government, politics, media, publishing and journalism. You can also work in education, fashion or law. <i>'One language sets you in a corridor for life. Two languages open every door along the way.'</i> Frank Smith
Subject Requirements	You must have studied this language in Years 7, 8 and 9.

GCSE Geography	
Exam Board	AQA
Outline of course	<p><b>Paper 1: Living with the physical environment</b>  Section A: The challenge of natural hazards  Section B: Physical landscapes in the UK  Section C: The living world</p> <p><b>Paper 2: Challenges in the human environment</b>  Section A: Urban issues and challenges  Section B: The changing economic world  Section C: The challenge of resource management</p> <p><b>Paper 3: Geographical applications</b>  Section A: Issue evaluation  Section B: Fieldwork</p> <p>Geographical Skills is assessed throughout all three papers.</p>
Method(s) of Assessment	<p><b>Paper 1 &amp; 2:</b> written exam 1½hrs 88 marks (inc 3 marks for SPGST) 35%</p> <p><b>Paper 3:</b> written exam 1hr 76 marks (inc 6 marks for SPGST) 30%</p> <p>Pre-release resources made available from 15 March in the year of the exam.</p>
Choose this subject if	You are interested in the world around you, want to learn about issues which will affect your life in the future and have the ability to develop different skills then Geography is for you.
Possible careers / future pathways	Geography is one of the most adaptable subjects and is often one that works well with both art and science subjects. Geographers are one of the most employable people due to their ability to adapt their skills and interpret it for a human focused audience. Therefore you will find Geographers in all walks of life from lawyers and politicians to public service workers and film.
Subject Requirements	Students are required to participate in two fieldwork trips.



GCSE History	
Exam Board	AQA
Outline of course	<p><b>Paper 1 Section A (Option B):</b> Germany, 1890 -1945 Democracy and Dictatorship</p> <p><b>Paper 1 Section B (Option D):</b> Conflict and Tension in Asia 1950 – 1975</p> <p><b>Paper 2 Section A (Option A):</b> Health and the people C1000 to the present day</p> <p><b>Paper 2 Section B (Option C):</b> Elizabeth England C1568 – 1603</p>
Method(s) of Assessment	<p><b>100% Final Exam</b></p> <p>Paper 1: 2 hrs 50%</p> <p>Paper 2: 2 hrs 50%</p>
Choose this subject if ...	<p>History is a very popular choice at GCSE and A Level. It gives students a valuable understanding of the world that they live in. It also trains them to use, evaluate and analyse a wide variety of pieces of evidence.</p> <p>History is highly regarded as a rigorous subject by employers and universities. Most importantly History is a fascinating, engaging and enjoyable subject.</p>
Possible careers / future pathways	<p>GCSE History prepares students for further study at A Level and beyond.</p> <p>Careers where a history qualification is regarded as valuable include law, teaching, business and accountancy.</p>
Subject Requirements	<p>GCSE History is a heavily literacy based course. To achieve higher grades, a good level of literacy is needed. Students with a lower level of literacy should have a real passion for the subject and be prepared to complete <b>a lot of written work.</b></p>

GCSE Spanish (Recommended for Pathway 1)	
Exam Board	AQA
Outline of course	<p>You will develop your language skills in a variety of contexts and will be able to communicate your ideas on the following topics:</p> <p><b>Theme 1</b> Identity and culture, me, my family and friends, technology in everyday life, free time activities, customs and festivals in French speaking countries.</p> <p><b>Theme 2</b> Local, national, international and global areas of interest, hometown, neighbourhood and region, social issues e.g. healthy living, global issues e.g. the environment, travel and tourism.</p> <p><b>Theme 3</b> Current and future study and employment, my studies, life at school/college, education post-16, jobs, career choices and ambitions.</p>
Method(s) of Assessment  <b>Two tiers of Entry:</b> Higher Grades 9-4 Foundation Grade 5-1	<p><b>100% final exam, divided equally between four skills:</b></p> <p><b>Paper 1: Listening 25%</b> Higher tier 45 mins. Foundation tier 35 mins. Section A all questions and answers in English and Section B all questions and answers in Spanish. Most questions are multiple choice but some require a longer written response.</p> <p><b>Paper 2: Speaking 25%</b> Higher tier 10-12 mins. Foundation tier 7-9 mins both plus 12-minute preparation time. Oral exam includes a role-play, a photo-card discussion and general conversation. All questions and answers are in Spanish.</p> <p><b>Paper 3: Reading 25%</b> Higher tier 60 mins. Foundation tier 45 mins. Section A all questions and answers in English and Section B all questions and answers in Spanish. Most questions are multiple choice but some require a longer written response. There is also a translation task from French into English.</p> <p><b>Paper 4 Writing 25%</b> Higher tier 75 mins. Foundation tier 60 mins All questions and answers are in Spanish and there is a translation task from English into Spanish.</p>
Choose this subject if ...	You enjoy Spanish and learning about different cultures. You are interested broadening your horizons and increasing your confidence. You would like to achieve the English Baccalaureate which is highly regarded when going on to further study.
Possible careers / future pathways	Languages are great for a wide variety of careers especially those involving communication with people from different countries. This can include careers in business, tourism, government, politics, media, publishing and journalism. You can also work in education, fashion or law. <i><b>'One language sets you in a corridor for life. Two languages open every door along the way.'</b></i> Frank Smith
Subject Requirements	You must have studied this language in Years 7, 8 and 9.

## OTHER GCSE SUBJECTS

(In alphabetical order)

GCSE Art (option)	
Exam Board	AQA
Outline of course	<p>If you choose to study Art at GCSE level, you will be introduced to a wide variety of artistic experiences. The course is suitable for students who have lots of their own ideas and enjoy working independently to develop them. Students will be taught a range of skills, techniques and processes in the areas of; drawing and painting, printmaking, photography, textiles and mixed-media work.</p> <p>This two-year GCSE course is project based, you will complete two or more projects inspired by different themes. In addition to developing your knowledge of artistic skills and experiences, you will also research and learn about significant and relevant art movements and artists in order to help you develop your own ideas further.</p> <p><b>Component 1 Portfolio of work</b> You will work on producing a portfolio of coursework throughout the two-year course. The portfolio will be made up of two or three major projects.</p> <p><b>Component 2 Externally set task</b> During the final year of the course, you will complete an externally set task which is set by the exam board AQA. You will select a question from the paper produced by the exam board and will then complete a project of work in response to this question. You will produce a final piece of work as a personal response to your chosen theme within a ten-hour formal exam.</p>
Method(s) of Assessment	<p><b>Portfolio:</b> Sketchbooks and final pieces produced 60%</p> <p><b>Externally set Assignment:</b> Sketchbook prepared before exam and final piece produced in 10-hour practical exam 40%</p>
Choose this subject if	<p>This course is suitable for students who are passionate about Art and are willing to be creative and imaginative. Students need to be prepared to develop their confidence when drawing freehand and are encouraged to practise outside of lesson time. Students should also have an interest in using a wide range of media such as paint, mixed media and photography. Students are encouraged to be experimental, to work from observation and should be able to work independently.</p>
Possible careers / future pathways	<p>GCSE Art can lead onto taking A levels in Art, Photography and Textiles at Sixth Form. There are also a whole range of Art related courses available at a variety of colleges from full time courses to receive a diploma, to short courses in more specialist areas such as Ceramics and Floristry.</p> <p>Taking GCSE Art can help you work towards a career in a whole range of creative fields including Photography, Textiles, Fine Art, Architecture, Hair &amp; Beauty, Illustration, Graphic Design and many more.</p>
Subject Requirements	<p>The Art GCSE course is a demanding course. Producing artwork takes time and dedication. It is an expectation that you will regularly take coursework home and attend afterschool coursework sessions. You will need to be able to work to deadlines throughout the course.</p>



GCSE Business Studies (option)	
Exam Board	EDUQAS
Outline of course	<p><b>Business Activity:</b> understanding the nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit. Exploring enterprise and entrepreneurial attributes that lead to great business leaders.</p> <p><b>Influences on Business:</b> looking at real business situations and explore the factors that influence their ability to be successful for example competition, tax, interest rates, exchange rates. You will also explore the impact of business decisions on stakeholders (customer, employees, local residents, shareholders etc.)</p> <p><b>Business operations:</b> investigating different business organisations from sole traders to PLCs; large to small; those selling product and those selling services. You will also examine how different business structures affect decision making.</p> <p><b>Finance:</b> understanding the role of the finance department including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance.</p> <p><b>Marketing:</b> exploring the role of marketing within a competitive, global market place. Examining the four Ps price/product/place/promotion.</p> <p><b>Human Resources:</b> exploring the role of human resource management in terms of recruitment, training, organisation, retention, development and motivation of employees.</p>
Method(s) of Assessment	<p><b>100% final exam</b></p> <p>Paper 1: 2 hrs (62.5%)</p> <p>Paper 2: 1½ hrs (37.5%)</p>
Choose this subject if ...	<p>You have a real interest in the world around you. (Do you watch Dragon's Den or The Apprentice? Does a family member own a business? Have you started your own business during lockdown? Do you have an interest in starting your own business?) You are willing to work hard in developing your writing and numerical skills.</p>
Possible careers / future pathways	<p>Anyone hoping to study business/economics related subjects in the future.</p> <p>Any job in retail, law, leisure and tourism, business and marketing.</p>
Subject Requirements	<p>Students will be expected to use a range of mathematical skills and make justifiable decisions using both quantitative and qualitative methods applied in the context of GCSE Business.</p>

GCSE Dance (Option)	
The intention is that the course will run as a GCSE, however this will be cohort driven and should we feel the BTEC is more appropriate for the majority, it will be changed to BTEC dance.	
Exam Board	AQA
Outline of course	GCSE Dance will develop your skills, knowledge and understanding of dance as a choreographer, performer and viewer. You will perform a solo dance to test your technical, physical and expressive skills and you will perform in a group dance to show sensitivity to other dancers and correct spatial awareness. You will develop an understanding of a variety of dances and different dance styles. Finally, you will develop choreographic skills and devices to produce an original piece of dance created by yourself.
Method(s) of Assessment	<p><b>NEA (Non Examined Assessment) Performance - 30%</b> Set phrases through a solo performance (approximately one minute in duration). Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration).</p> <p><b>NEA (Non Examined Assessment) Choreography - 30%</b> Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).</p> <p><b>Written Paper - Dance Appreciation Paper 1 - 40%</b> Knowledge and understanding of choreographic processes and performing skills. Critical appreciation of own work. Critical appreciation of professional works.</p>
Choose this subject if ...	You are self-motivated and full of energy and love to dance two or three times a week. You will need to be enthusiastic to learn new skills and styles and be prepared to learn new things and work with other students. You will need to perform in front of others, in your class, in professional performances in the theatre or with professional dance companies.
Possible careers / future pathways	<p>Dancer/performer, dance teacher, choreographer, theatre, dance school, costume/set designer, dance film maker, dance producer, Pilates/yoga instructor.</p> <p><b>NB: Should the course change to BTEC, this will still allow progress onto a level 3 BTEC course and/or A Level dance course.</b></p>
Subject Requirements	You <b>MUST</b> have the confidence to dance on your own as it is a requirement for the assessment. Must be happy to be filmed dancing regularly.

GCSE Design and Technology (option)	
Exam Board	AQA
Outline of course	<p>This course is aimed at creative students who may be interested in a career in designing and making products.</p> <p><b>During this course, you will learn about:</b></p> <p>The GCSE allows students to 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.</p> <p>The new GCSE places greater emphasis on understanding and applying repeated rounds of analysis in the design process. Students will use their creativity and imagination to design and make a prototype that solve real and relevant problems, considering their own and others' needs, wants and values.</p>
Method(s) of Assessment	<p><b>NEA (non-exam assessment) 50% - Design &amp; making portfolio</b> Approximately 30-35 hrs - around 25 pages of A3 sheets that starts at the end of Year 10 along with a prototype product.</p> <p><b>External Assessment 50%</b> Written exam 2 hrs – split in three sections with a specialist area</p>
Choose this subject if	<p>You have patience, perseverance and have a desire to solve problems.</p> <p>This is a part practical course with key design elements, so if you enjoy making using a range of different materials, you are already ahead of the game.</p>
Possible careers / future pathways	Product design or product manufacture, engineering roles, architecture, mechanical or civil engineering, practical apprenticeships and A level Product Design.
Subject Requirements	First and foremost an interest in designing and making. A good level of maths and English will be an advantage when solving problems and presenting assignments. Must have good time management skills to complete coursework on deadlines.



GCSE Drama (option)	
Exam Board	AQA
Outline of course	<p>You will learn to create, perform and respond to theatre.</p> <p>You will explore set works of key theatre practitioners and be able to analyse and evaluate their work.</p> <p>You will devise your own work using a stimulus and following a theatrical style.</p> <p>You will also rehearse and perform a professionally commissioned work for your scripted exam.</p> <p>You will look at acting as well as technical theatre for a rounded understanding of the theatre and theatre-making.</p>
Method(s) of Assessment	<p>Externally assessed script exam 20%</p> <p>Devised performance 10%</p> <p>Devising log book 30%</p> <p>Written examination (1¼ hours) 40%</p>
Choose this subject if ...	<p>You love performing, creating, and analysing theatre.</p> <p>You have an interest in theatre, character, and storytelling.</p> <p>You enjoy collaborating with others.</p> <p>You like challenging yourself</p> <p>You wish to expand your creative thinking skills.</p>
Possible careers / future pathways	<p>Acting</p> <p>Teaching</p> <p>Directing</p> <p>Design (costume, set, props, make-up)</p> <p>Writing</p> <p>Media</p> <p>Performance</p>
Subject Requirements	<p>You must be available and committed to attend after school rehearsals.</p> <p>You must be able to work with others, creating and collaborating work.</p> <p>You must also have a basic understanding of what theatre is, how to create a character and what skills are used in performance. You must attend extra-curricular activities including clubs/trips and have the confidence to perform on your own and in groups in front of others as it is a requirement for the assessment.</p> <p><b>It is a requirement of the exam board that every student on the course sees at least one professional live show in year 10 or year 11.</b></p>



GCSE Film Studies (option)	
Exam Board	WJEC EDUQAS
Outline of course	<p><b>Component 1 (exam) - Key developments in US film</b>  US film Comparative study  Key developments in film and film technology  US Independent film</p> <p><b>Component 2 (exam) - Global Film</b>  Narrative, Representation and Film Style  This component assesses knowledge and understanding of three global films outside the US</p> <p><b>Component 3 (non examination assessment)</b>  Students produce one genre based film extract plus an evaluation of their own film or screenplay</p>
Method(s) of Assessment	Paper 1 1½ hours 35% Paper 2 1½ hours 35% Non examination assessment 30%
Choose this subject if	You are particularly good at analysing texts in English lessons and you have an excitement and passion for films. If you are interested in the history of film and film technology and you understand how films are constructed, this course is for you.
Possible careers / future pathways	Performers (acting and casting), movie development, film sound, camera operators, film music, film finance, movie production designer, screen writer, photographer, project management.
Subject Requirements	You need to have a real passion for film and excellent communication skills, and a clear understanding of how to analyse a moving text. You also need an understanding of how films reflect the social, cultural and political contexts in which they are made.

GCSE Food Preparation and Nutrition (option)	
Exam Board	Eduqas
Outline of course	<p>You will learn about:</p> <ul style="list-style-type: none"> <li>• Food commodities</li> <li>• Principles of Nutrition</li> <li>• Diet and good health</li> <li>• The science of food</li> <li>• Food Provenance</li> <li>• Cooking and food preparation</li> </ul> <p>In year 9 and 10 you will develop your understanding of these topics and cooking skills through a variety of theory, practical cookery and food science investigations.</p>
Method(s) of Assessment	<p><b>NEA 1 (non examination assessment) 15%</b> Food Science Investigation</p> <p><b>NEA 2 (Food preparation assessment) 35%</b></p> <p><b>Written exam 50%</b></p>
Choose this subject if ...	<p>You are enthusiastic about food preparation and cooking. If you interested in the science of cooking and where our food comes from. You enjoy practical food preparation. If you are studying PE or triple science as they go well together.</p>
Possible careers / future pathways	<p>Food technologist, chef, nutritionist, dietician, product developer, sports science, home economist, buyer, health promotion, food retail</p>
Subject Requirements	<p><b>£30 contribution a year for ingredients.</b></p> <p>Commitment to complete homework and on occasions use break time to complete or set up for a practical lesson. Good understanding of cooking, science and nutrition. Open minded to cooking a whole range of dishes and trying foods that are new to you.</p>

GCSE Music (Option)	
Exam Board	EDUQAS
Outline of course	<p>Whilst studying the course you will focus on performing, composing and appraising music. Through each component of the course you will learn about four different areas of study:</p> <ul style="list-style-type: none"> <li>Musical forms and devices</li> <li>Music for ensemble</li> <li>Film music</li> <li>Popular music</li> </ul>
Method(s) of Assessment	<p><b>NEA (Non Exam Assessment) Component 1: Performing - 30%</b>  You must perform at least two pieces lasting between four and six minutes. At least one of these pieces must be an ensemble piece lasting at least one minute. You must provide a score for each piece you perform. At least one piece must link to an area of study.</p> <p><b>NEA (Non Exam Assessment) Component 2: Composing - 30%</b>  You must compose two pieces of music, lasting between three and six minutes. One of these compositions must be in response to a brief set by the exam board. The other composition can be free, which you must write your own brief.</p> <p><b>Written Exam Component 3: Appraising - 40%</b>  This component is assessed by a listening exam of 1¼ hours. There will be eight questions, two on each of the four areas of study. Two of these questions will be based on set works, in which you will study in detail.</p>
Choose this subject if ...	<ul style="list-style-type: none"> <li>You enjoy listening to music and performing music both as an individual and in an ensemble.</li> <li>You are creative and willing to explore various techniques to write your own music.</li> <li>You enjoy learning about a wide range of music genres and you are innovative and dedicated, whilst working as part of a team.</li> <li>You are interested in exploring music using music technology and software.</li> <li>You want to develop your skills for writing your own music.</li> <li>You wish to build your confidence in musical performance.</li> </ul>
Possible careers / future pathways	<p>GCSE Music will show employers you have a wide range of interests and skills, as well as demonstrating that you have shown dedication and commitment to learning a musical instrument and to studying music. This could lead on to becoming a performer, composer, arranger, studio engineer, producer, teacher, theatre technician, or music therapist.</p>
Subject Requirements	<p><b>You must be currently studying DT in year 9 to opt for this course.</b></p> <p>Attend at least one extra-curricular music ensemble on a weekly basis. You can already play an instrument reaching grade 3 by the end of Year 11 OR are prepared to learn an instrument/singing as part of the course.</p>



GCSE PE (option)	
Exam Board	AQA
Outline of course	<p>The course is divided into four components:</p> <ol style="list-style-type: none"> <li>1. Applied anatomy and physiology; movement analysis; physical training and use of data.</li> <li>2. Sports psychology; socio-cultural influences; health, fitness &amp; well-being and use of data</li> <li>3. Coursework - analysis &amp; evaluation of performance</li> <li>4. Practical ability in three sports (team and individual sports two of one, one of the other)</li> </ol>
Method(s) of Assessment	<p><b>Paper 1</b> Applied anatomy &amp; physiology; movement analysis; physical training and use of data 1 ¼ hrs 30%</p> <p><b>Paper 2</b> Sports psychology; socio-cultural influences; health, fitness &amp; well-being and use of data 1 ¼ hrs 30%</p> <p><b>Coursework</b> Analysis &amp; evaluation of performance 10%</p> <p><b>Practical</b> Practical ability in three sports 30%</p> <p>Students are required to be assessed on their skills in progressive drills (Part 1) and in the full context (Part 2) for each of the three activities they are graded in.</p>
Choose this subject if ...	<p>You have a genuine interest in the theoretical aspects of sport; anatomy &amp; physiology, sports psychology and health, fitness &amp; well-being. Also if you play a variety of sports to a competitive level in or outside of school (minimum 3).</p>
Possible careers / future pathways	<p>Provides a firm grounding for A level PE and BTEC Level 3 Sport and Science courses in Sixth Form and/or College establishments.</p> <p>Sports specific careers include coaching, leisure management, sports nutrition, physiotherapy, nutritionist, sports analyst, sports psychology and teaching.</p>
Subject Requirements	<p>You must participate in at least one sport outside of school and collect video evidence of yourself playing the sport(s). It will also be beneficial for you to have a good level of understanding in science to support the theory element.</p>



GCSE RE (option)	
Exam Board	AQA
Outline of course	<p>The AQA RE GCSE (Option A) is a humanities course that allows you to use skills you have gained in your previous study of History, Geography and RE to study Christian and Muslim faith and practice and apply these religions to important themes in society.</p> <p>The course is designed to help you understand how and why religion influences individuals and groups in today's society, as well as applying those beliefs to big issues such as Human Rights, War and Peace, Crime and Punishment and Human Relationships.</p>
Method(s) of Assessment	<p><b>100% Final Exam</b></p> <p>Paper 1: Christian and Muslim beliefs and practices. (1.45 hours, 50% of GCSE, mixture of short and long written questions)</p> <p>Paper 2: Themes: Theme A: Relationships and families; Theme D: Religion, peace and conflict; Theme E: Religion, crime and punishment and Theme F: Religion and Human Rights. (1.45 hours, 50% of GCSE, mixture of short and long written questions)</p>
Choose this subject if	<p>You enjoy reading and writing – RE is a literacy heavy subject! You enjoy forming academic arguments and using evidence to support and argument. You want to learn about and have greater tolerance for other faiths, and have more knowledge of the world around us, and how British society works.</p>
Possible careers / future pathways	<ul style="list-style-type: none"> <li>• <b>Law</b></li> <li>• <b>Business</b></li> <li>• <b>Politics</b></li> <li>• <b>Publishing and writing, journalism</b></li> <li>• <b>Education and public services</b></li> <li>• <b>Council work/community work, charity work</b></li> <li>• <b>Higher education</b></li> </ul>
Subject Requirements	<p>There are no previous learning requirements for this specification, although the course is very literacy based there are no tiered exam papers. This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Religious Studies at either AS or A level.</p>

GCSE Textiles (option)	
Exam Board	AQA
Outline of course	<p>If you choose to study Textiles at GCSE level, you will be introduced to a wide variety of artistic experiences. The course is suitable for students who have lots of their own ideas and enjoy working independently to develop them. Students will be taught a range of skills, techniques, and processes in the areas of; drawing, designing, embroidery, fashion illustration, fabric painting, sublimation printing, photography, needle felting and a variety of fabric surface techniques.</p> <p>This two-year GCSE course is project based, you will complete two or more projects inspired by different themes. In addition to developing your knowledge of artistic skills and experiences, you will also research and learn about significant artists, fashion designers and fashion periods in history to help you develop your own ideas further.</p> <p><b>Component 1 Portfolio of work</b> You will work on producing a portfolio of coursework throughout the two-year course. The portfolio will be made up of two or three major projects.</p> <p><b>Component 2 Externally set task</b> During the final year of the course, you will complete an externally set task which is set by the exam board AQA. You will select a question from the paper produced by the exam board and will then complete a project of work in response to this question. You will produce a final piece of work as a personal response to your chosen theme within a ten-hour formal exam.</p>
Method(s) of Assessment	<p><b>Portfolio:</b> Sketchbooks produced alongside garments/product 60%</p> <p><b>Externally set Assignment:</b> Sketchbook prepared before exam and garment/product produced in 10-hour practical exam 40%</p>
Choose this subject if	<p>This course is suitable for students who are passionate about Textiles and enjoy being creative and imaginative. Students need to be prepared to develop their sewing skills outside of lessons by completing homework and attending afterschool sessions. Students should also have an interest in learning new practical skills, fashion and designing. Students are encouraged to work independently.</p>
Possible careers / future pathways	<p>GCSE Textiles can lead onto taking A levels in Textiles, Photography and Art at Sixth Form. There are also a whole range of Textiles related courses available at a variety of colleges from full time courses to receive a diploma, to short courses in more specialist Textiles areas such as Fashion Styling.</p> <p>Taking GCSE Textiles can help you work towards a career in a whole range of creative fields including fashion designer, costume &amp; set designer, fashion &amp; textiles buyer, visual merchandiser, fashion stylist, fashion illustrator, fashion blogger, interior designer and many more.</p>
Subject Requirements	<p>The Textiles GCSE course is a demanding course. Producing samples and final pieces takes time and dedication. It is an expectation that you will regularly take coursework home and attend afterschool coursework sessions. You will need to be able to work to deadlines throughout the course.</p>

# BTEC/VOCATIONAL SUBJECTS

(In alphabetical order)

- PSE course is only available for students on pathway 3 that are currently following the PDP curriculum

Btec Level1/Level 2 Tech Award in Health & Social Care (option)	
Exam Board	Edexcel
Outline of course	<p><b>Human Lifespan Development:</b> Understanding human growth and development across the six life stages, the factors that affect it and how individuals deal with expected and unexpected life events.</p> <p><b>Health &amp; Social Care Services and Values:</b> Understanding the different types of health and social care services and barriers to accessing them. Demonstrating care values in different scenarios and reviewing your own practice.</p> <p><b>Health &amp; Wellbeing:</b> Understanding factors that affect health and wellbeing, including physiological indicators of health such as blood pressure and pulse rate and writing health improvement plans for individuals.</p>
Method(s) of Assessment	<p>Internal Assessments that are externally moderated: 60% Human Lifespan Development and Health &amp; Social Care Services &amp; Values.</p> <p>External Assessment- Formal Exam: 40% (2hr written paper) Health &amp; Wellbeing.</p>
Choose this subject if ...	You have an interest in the health & social care industry, and you want to develop your independent learning and teamwork skills and empathy towards others. You will need to make contributions in lesson, do presentations in teams and write assignments within a set amount of time.
Possible careers / future pathways	Nurse, midwife, ambulance paramedic, care worker, childcare/nursery worker, nutritionist, physiotherapist and beauty therapist.
Subject Requirements	<p>Good organisational and time management skills are needed, as is the ability to make a comprehensive set of notes in your own words.</p> <p>Working independently and being self-motivated is critical to success.</p> <p>It would be beneficial for you to carry out your work experience in a Health &amp; Social Care setting. Any part time or voluntary experience will also help you apply your knowledge.</p>



Level 1/2 Vocational Award in ICT (Technical Award)	
Exam Board	EDUQAS
Outline of Course	<p>This qualification is made up of two units:</p> <p><b>Unit 1: ICT in Society (Examination worth 40% of the final grade)</b></p> <p>1.1 How IT can be used to fulfil the needs of organisations and individuals</p> <ul style="list-style-type: none"> <li>• Functionality of different hardware devices and software</li> <li>• Services provided by IT</li> </ul> <p>1.2 How data and information is used and transferred</p> <ul style="list-style-type: none"> <li>• Why data must be fit for purpose</li> <li>• How input data is checked for errors</li> <li>• How data transfers over different types of networks and connectivity</li> </ul> <p>1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity</p> <ul style="list-style-type: none"> <li>• Risks to information held on computers</li> <li>• The impact of data loss</li> <li>• Methods used to protect information</li> <li>• Legal, Moral and ethical issues</li> <li>• The cultural, personal and environmental impact of ICT</li> <li>• How a digital footprint can impact computer users</li> </ul> <p><b>Unit 2: ICT in Context (Controlled Assessment worth 60%)</b></p> <p>This work will be carried out in lesson time, under Controlled Assessment conditions. Students will be set a series of tasks to complete by the exam board, with preparation lessons teaching them the skills needed for the tasks set. Tasks include Databases, Spreadsheets, Automated documents and Graphic Design.</p>
Method(s) of Assessment	<p>40% Written examination (Unit 1)</p> <p>60% Controlled Assessment – carried out in lesson (Unit 2)</p>
Choose this subject if	<ul style="list-style-type: none"> <li>• Are you passionate about technology?</li> <li>• Do you like solving problems?</li> <li>• Do you like working with data and looking at how organisations manage their systems?</li> <li>• Are you curious about all things digital, and want to learn some fantastic new skills?</li> <li>• Do you like working on projects independently?</li> </ul> <p>If so, this could be the option for you!</p>
Possible careers/future pathways	<p>College courses in Level 3 ICT / related subjects (e.g. iMedia, games design, digital production, graphic design etc.)</p> <p>Careers in the digital sector, IT project management, systems engineer, web designer, marketing, business analyst and so on!</p>
Subject Requirements	<p><b>Students must be studying ICT in year 9 to opt for this course.</b></p> <p>Good organisational skills and time management skills to make sure all assignments are completed by the deadlines.</p> <p>Self-motivation and ability to research independently.</p> <p>Numeracy skills to access the spreadsheet and database calculations.</p>

PSE (Personal and Social Effectiveness – Level 1 & 2 (Selected Pathway 3 students only)	
Exam Board	Asdan
Outline of course	<p><b>**Please note that this course is only available for students with additional needs and with prior approval from our SENDCo</b></p> <p>The Personal and Social Effectiveness (PSE) qualifications are designed to support learners develop competencies in communication, collaboration and emotional intelligence. The qualifications contain a wide variety of flexible and engaging challenges, empowering young people to take control of their learning, discover themselves and build respectful and inclusive relationships.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop targeted skills, attributes and values as well as cumulatively developing learners' vocabulary stores, understanding and fluency</li> <li>• give learners regular opportunities to explore all elements of the curriculum and situate their learning in topics, activities and experiences that have meaning for them</li> <li>• provide a pedagogical focus on regular feedback to support the learning process</li> <li>• comprise streamlined course content that is intuitive to deliver and assess</li> <li>• contain competencies developed in a global context that represent the culture and heritage of young people in greatest need in the UK</li> </ul> <p><b>Units and topics</b></p> <p><b>Unit one: Developing myself and my performance</b></p> <ul style="list-style-type: none"> <li>• Health and wellbeing</li> <li>• International links</li> <li>• Digital communications</li> <li>• Beliefs and values</li> </ul> <p><b>Unit two: Working with others</b></p> <ul style="list-style-type: none"> <li>• Citizenship and community</li> <li>• Sport and leisure</li> <li>• Environment</li> <li>• Enterprise</li> <li>• Beliefs and values</li> </ul> <p><b>Unit three: Problem solving</b></p> <ul style="list-style-type: none"> <li>• Science and technology</li> <li>• Expressive arts</li> <li>• Independent living</li> </ul>

	<ul style="list-style-type: none"> <li>Vocational preparation</li> </ul> <p><b>Unit four: Delivering a project</b> (certificate only)</p> <ul style="list-style-type: none"> <li>Building on the knowledge, skills and attributes of the first three units, the learner chooses their project linked to one or more topics from units 1-3</li> </ul>
Method(s) of Assessment	<p>All assessment is completed internally and through the compilation of a portfolio of evidence.</p> <p>Each student will also be issued with a workbook for tracking their progress.</p>
Choose this subject if	<p>If you have taken PDP in Year 9 and/or this option has been discussed with you previously in response to your needs</p>
Possible careers / future pathways	<p>Post 16 courses related to the above modules.</p>
Subject Requirements	<p><b>You must be a student known to the SENDCo and have had these courses previous discussed with you. Some of you will have taken PDP in Year 9.</b></p>

BTEC Tech Award Sport Level 1/2 (option)	
Exam Board	Pearson Edexcel
Outline of course	<p>BTEC Tech Award Sport is a level 2 award and assessed with coursework and one exam paper over a two-year course.</p> <p><b>The course covers:</b></p> <p>Preparing participants to take part in sport and physical activity</p> <ul style="list-style-type: none"> <li>- Explore types and provision of sport and physical activity for different types of participant</li> <li>- Examine equipment and technology required for participants to use when taking part in sport and physical activity</li> <li>- Be able to prepare participants to take part in physical activity</li> </ul> <p>Taking part and improving other participants sporting performance</p> <ul style="list-style-type: none"> <li>- Understand how different components of fitness are used in different physical activities</li> <li>- Be able to participate in sport and understanding the roles and responsibilities of officials</li> <li>- Demonstrate ways to improve participants sporting techniques</li> </ul> <p>Developing fitness to improve other participants performance in sport and physical activity</p> <ul style="list-style-type: none"> <li>- Importance of fitness</li> <li>- Training principles</li> <li>- Fitness testing methods physical and skill-related</li> <li>- Interpretation of test results</li> <li>- Fitness training methods</li> <li>- Effects of long-term training on body systems</li> </ul>
Method(s) of Assessment	<p><b>Component 1 – coursework 30%</b> Preparing participants to take part in sport and physical activity (3 Tasks to be completed)</p> <p><b>Component 2 – coursework 30%</b> Taking part and improving other participants sporting performance (4 Tasks to be completed)</p> <p><b>Component 3 – exam (1hr30mins) 60 marks 40%</b> Developing fitness to improve other participants performance in sport and physical activity</p>
Choose this subject if ...	<p>You are a hardworking student who works exceptionally well on independent tasks, and you are interested and engaged in sports, sport technology, preparation for sport, how we can improve sports performance, body systems and fitness. Pick BTEC Sport if you are looking to go into further education to complete a BTEC Level 3 course in further education. BTEC Sport is 60% coursework so if coursework suits your learning this is the course for you.</p>



Possible careers / future pathways	<p>This course provides a firm grounding for A level PE and BTEC Level 3 Sport and Science courses in Sixth Form and/or College establishments.</p> <p>Sports specific careers include coaching, leisure management, sports nutrition, physiotherapy, nutritionist, sports analyst, sports psychology and teaching.</p>
Subject Requirements	<p>Students with a keen interest in sport, fitness and leadership but maybe do not necessarily participate regularly in sport outside of school.</p> <p><b>*YOU MUST BE PREPARED TO BE FILMED / RECORDED FOR ASSESSMENT PURPOSES</b></p>

# BEYOND YEAR 11

Further Education Options

## Beyond Year 11

At present, when students leave Pittville School at the end of Year 11, they **MUST** then enter further education or training. There are a number of options open. In most cases, students' choices at this stage are unlikely to restrict their options following the completion of their KS4 studies. However, where students have a particular career or further education course in mind, it is essential to find out if any particular GCSEs are required.

After Year 11, students could opt to continue their studies / employment-based training at one of the following options:

- A Sixth Form provider (e.g. All Saints, Balcarras, Bournside, Cleeve, Pates)
- A Further Education (FE) College (e.g. Cirencester, GlosCol, Hartpury, Stroud)
- An apprenticeship or training

There is a great variety of courses available at post-16, both in terms of the subjects available and the type of course students can study. These include:

- A levels
- Applied A levels
- BTECs
- Diplomas

To study A levels, students would need a minimum of 5 grade 9-5/4's including English and maths. Most sixth forms will have higher requirements and would expect at least a grade 6 in the subjects that students wish to study at A level.

For BTECs and diplomas, the grades achieved in Year 11 will determine which level of qualification students can study. Students should expect 5 grade 9-4's will be required as a minimum for a level 3 course.

Students also need to be aware that wherever they continue their academic studies / employment based training, where they have not achieved at least a grade 4 in English and maths, they will be required to retake those subjects. The school, college or training provider that students progress to will be required to make provision for them to do this.

## Sixth Form Contact Details & Entry Requirements 2023

*Please note – information correct at time of printing*

### **All Saints' Academy Sixth Form**

<https://www.allsaints.com>

Blaisdon Way  
Cheltenham  
Gloucestershire  
GL51 0WH

Tel: 01242 711200

email: [admin@asachelt.org](mailto:admin@asachelt.org)

#### **Entry Requirements:**

Dependent on chosen pathway of which there are four

### **Balcarras School Sixth Form**

<https://www.balcarras.gloucs.sch.uk>

East End Road,  
Charlton Kings  
Cheltenham  
Gloucestershire  
GL53 8QF

Tel: 01242 515881

email: [admin@balcarras.gloucs.sch.uk](mailto:admin@balcarras.gloucs.sch.uk)

**Entry Requirements:** For 2023 the minimum requirement for entry to the sixth form is 2 grade 6s and 3 grade 5s in full GCSE courses. These must include a grade 5 or above in both mathematics and English Language or Literature. In addition, many A level subjects will require a specific grade in that particular subject at GCSE. Details can be found on the relevant subject pages in the prospectus.

### **Bournside School Sixth Form**

<https://www.bournside.glouc.sch.uk>

Warden Hill Road  
Cheltenham  
Gloucestershire  
GL51 3EF

Tel: 01242 229511

email: [sixthform@bournside.gloucs.sch.uk](mailto:sixthform@bournside.gloucs.sch.uk)

#### **Entry Requirements:**

Dependent on chosen pathway of which there are four

### **Cirencester College**

<https://www.cirencester.ac.uk>

Cirencester College  
Stroud Road  
Cirencester  
Gloucestershire  
GL7 1XA

Tel: 01285 640994

email: [student.journeyteam@cirencester.ac.uk](mailto:student.journeyteam@cirencester.ac.uk)

#### **Entry Requirements:**

Dependant on chosen pathway



## Sixth Form Contact Details & Entry Requirements 2023

### **Cleeve School**

Two Hedges Road  
Bishops Cleeve  
Gloucestershire  
GL52 8AE

<https://www.cleeveschool.net>

Tel - 01242 672546

email: [office@cleeveschool.net](mailto:office@cleeveschool.net)

### **Entry Requirements:**

Dependent on subject and qualification choice

### **GlosCol** <http://www.gloscol.ac.uk/>

Cheltenham Campus  
Princess Elizabeth Way  
Cheltenham  
GL51 7SJ

### **GlosCol**

Gloucester Campus  
Llanthony Road  
Gloucester  
GL2 5JQ

E-mail - [info@gloscol.ac.uk](mailto:info@gloscol.ac.uk)

Tel - 0345 155 2020

### **Entry Requirements:**

Dependent on chosen course

### **Hartpury College**

Hartpury House  
Gloucester  
GL19 3BE

<http://www.hartpury.ac.uk/>

Tel – 01452 702345

email - [enquire@hartpury.ac.uk](mailto:enquire@hartpury.ac.uk)

### **Entry Requirements:**

Diplomas and Apprenticeship

Dependent on pathway chosen, ranging from A Levels, Level 2 & 3

### **Pate's Grammar School**

Princess Elizabeth Way  
Cheltenham  
Gloucestershire  
GL51 0HG

<http://www.patesgs.org/>

Tel – 01242 523169

email - [office@pates.gloucs.sch.uk](mailto:office@pates.gloucs.sch.uk)

We will look at the top eight predicted GCSE grades, using the following points system:

- Entry into Year 12 will require a minimum of 57 points from the top eight GCSEs
- 9-5 passes in both English & Maths

The expectation of a minimum GCSE grade (7-9) in subjects to be studied at A level, as specified in the Sixth Form Prospectus.

### **South Gloucestershire and Stroud College**

Stratford Road  
Stroud  
Glos  
GL5 4AH

<http://www.sgscol.ac.uk/>

01452 763424

### **Entry requirements:**

see prospectus

## Sixth Form Contact Details & Entry Requirements 2023

### **Forces**

R.A.F.

<https://www.raf.mod.uk/recruitment/>

Tel: 0345 605 5555

Career Army  
Address as above

<https://www.army.mod.uk/join/join.aspx>

Tel: 01452 524539

Royal Navy / Royal Marines

<https://www.royalnavy.mod.uk/Careers/How-To-Join/Recruitment-Process>

Tel: 01452 521676