



Raising the bar achieving new heights

# Year 9 Options 2024

## Contents Page

Page 3	How to use this booklet
Page 4	Introduction – Aims of KS4 curriculum
Page 7	The curriculum - Raising the bar options
Page 8	Year 10 & 11 option choices
Page 9	GCSE English Language and Literature
Page 11	GCSE Mathematics
Page 12	GCSE Science
Page 13	GCSE Art and Design: Fine Art
Page 16	GCSE Business Studies
Page 18	GCSE Computer Science
Page 20	GCSE Design Technology
Page 22	GCSE Drama
Page 24	GCSE Food Preparation & Nutrition
Page 26	GCSE Geography
Page 27	GCSE History
Page 28	GCSE MFL Spanish
Page 30	GCSE Physical Education
Page 32	GCSE Religious Studies
Page 34	GCSE Sociology
Page 35	GCSE Statistics
Page 36	BTEC Music Tech Award
Page 38	Careers information, advice, and guidance
Page 39	Options form

# How to use this options booklet

## Step 1 Read page 7

This will outline the pathways on offer as well as The core curriculums to be studied  
This will also tell you what options are available to you

## Step 2 Read pages 8 – 37

These pages outline each course on offer in detail and will help you decide if that course is for you

## Step 3 Complete your options form (as appropriate)

The separate personalised option form will be provided and needs to be completed and returned to school signed by your parent or guardian

Please take the time to read the information in the following pages. You will find an outline of all the courses offered next year. Each course will give information about the type of qualification awarded, the assessment process and progression routes for this subject. All of these will be helpful and informative when considering which subjects to choose next year.

You should remember the following when selecting options:

### Do

- Do choose subjects which you like or enjoy.
- Do choose subjects at which you are successful.
- Do choose subjects which you may need for a career or further education.
- Do find out everything that you can about the subject before you choose it. Once you have started a subject, we expect you to stick with it for the full two years.
- Do talk to the people who know you best.
- Do listen to the advice your subject teachers give you.



### Don't

- Don't choose a subject just because your friend has chosen it, friendships may change with time but your GCSE grades will remain with you forever.
- Don't choose a subject just because you like, or dislike, a particular teacher. They may not end up teaching you!



## GCSE Grades

The guide below will help to remind you of the conversion between the old GCSE grades and the new number grade system.

New GCSE Grades									
U	1	2	3	4	5	6	7	8	9
U	G	F	E	D	C	B	A	A*	
Old GCSE Grades									

## Introduction

It is an exciting time in the life of a Year 9 youngster, and especially at Academy@Worden. This is a period of change, a period of choice, and a period which could well lead to a successful and prosperous career.

Much of what is taught at KS3 is seen in KS4, but there is now an opportunity to choose a personal direction. Some previously studied subjects are now no longer the same as they studied in KS3, and your son/daughter will have to make choices.

## THE KEY STAGE 4 CURRICULUM

### Aim

The Key Stage 4 curriculum prepares students to fulfil their potential in BTEC/ GCSE examinations and the outcomes should provide a stepping stone to the next phase of education or training.

### Lesson Structure

The National Curriculum provides the basic subject pattern for the timetable and therefore there is some flexibility when the school decides its structure. When developing the options, we try to develop the courses available to students so that they follow the most appropriate subjects to their needs.

### WHAT IS GCSE?

GCSE stands for the General Certificate of Secondary Education. It is the common examination taken by most students at the end of Year 11. Eight grades can be obtained at GCSE i.e. A\* to G. From 2017 onwards, pupils will leave school with a mixture of A\*- C and 1-9 grades. Eventually all GCSEs will be graded on the 1-9 scale with 9 being the equivalent of an A\* and 5 the equivalent of a grade C.

### What are the examinations like?

The examinations are set to reward positive achievement. Therefore, they allow candidates to show what they know, understand, and can do. This means that most students are able to take GCSE examinations.

### What do the GCSE examinations involve?

Most GCSEs are a combination of controlled assessments and final examinations, the proportion of which varies from subject to subject.

### What is controlled assessment or Non Examination Assessment (NEA)

Controlled Assessment or NEA includes any work that is carried out and assessed whilst the course is in progress. In some subjects, controlled assessment or NEA gives students the opportunity to demonstrate skills and techniques they would be unable to use in a terminal examination.

## **What demands does controlled assessment or NEA place upon students?**

Many students find controlled assessment or NEA tasks stressful as they are aware that the marks they gain will contribute to their final grade. It often involves working both at home and at school for an extended period. This means that time must be planned and managed carefully. Students who leave their work to 'the last minute' generally produce poor assessments for obvious reasons. It is also very important that deadlines are met. A controlled assessment/NEA calendar is produced to reduce the overlap in these from different subjects and also to help students manage their time more effectively.

## **BTEC/Cambridge Nationals Qualifications**

Cambridge Nationals and BTECs are vocational courses allowing learners to gain experiences of a chosen area of study. These courses allow progression from 14 to 19 at different levels and are fully accredited. These qualifications give learners the opportunity to acquire knowledge and understanding of a range of skills through a vocational experience of the field he or she has chosen. All BTEC/Cambridge National courses are assignment or project based with a small externally set exam.

## **What is the school doing to help students with their homework, controlled assessments/NEA and exams?**

A revision booklet is produced in the lead up to final examinations. This is used in conjunction with a mentoring system to ensure a sound preparation for all students. Mentoring involves students meeting mentors on a regular basis to identify progress and set targets.

# **HOW WE MONITOR STUDENT PROGRESS**

## **Adding Value**

Students are given a target grade during Year 9. This is the target grade that the student should achieve by making average progress at Key Stage 4. The grade is calculated by using the KS2/KS3 SATs/examination performance and progress graphs based upon the historical progress of thousands of students at KS4.

## **Key Points Given to KS4 Students**

- Your target is not a predicted grade.
- Your predicted grade should be at least one or two grades above the target.
- If your tests, classwork, and homework show you are working above your target, congratulations, value is being added to your progress.
- If your tests, classwork, and homework show you are working at your target, you are coasting, and more effort is required.
- If your tests, classwork, and homework show you are working below your target grades, you are underachieving. The school will be discussing your progress with you and your parents/carers.

Your chances of adding value to your progress are increased by:

- Spending appropriate time on homework
- Revising for tests and examinations
- Organising yourself and bringing the correct books and equipment to lessons
- Concentrating in class
- Revisiting notes and making summaries as brain trees, flow charts and on cards.

## What is.....?

Anything written about school nowadays will include some words and phrases which may need making clear to parents. We have tried to explain some of them below.

**Aural** means a test where the questions are read out to the students, either by the teacher, or on a tape.

**Controlled Assessment or NEA** is work done during the two-year course which counts towards the final grade.

**Entry level courses** are designed for students who are not yet ready to take a GCSE in that area. They may lead on to GCSE or GNVQ later.

**Homework** is a vital part of all GCSE courses. Students must study at home as well as at school if they are to do well. As a minimum, students should have one hour's homework a week in each subject. Many students do much more.

**Moderation** is the process by which teachers check that they are awarding marks which are fair and in line with those awarded in other schools. Teachers mark each other's work first, and then a sample of work is sent away to be marked by the exam boards who can move all students' marks up or down. In some cases, like Art an examiner visits the school and checks the marking personally.

**The National Curriculum** is the subjects that the Government has ruled that students in schools must study. It has recently been changed to give students a bit more choice, but it still sets out what must be taught in all the main subjects.

**Tiers** mean levels of entry for exams. In most subjects there are 2 tiers; Higher and Foundation.

In some subjects the topics taught to students in different tiers are similar; in others they are different, and in these subjects, we often have to teach students in classes grouped according to which tier they will be entered for.

**External exams are set by the national exam boards and the dates cannot be varied.** Students who miss an exam because of a family holiday or other avoidable engagement, cannot receive any marks for the exam they miss.

Please consult the exam timetable for the relevant year, and avoid taking holidays at exam times, including times of modular tests. If in doubt, please contact Miss Powell Exam Officer.

## The Core Curriculum

All students follow the core curriculum and study the following subjects:

### Subjects studied (awarded GCSE accreditation)

- **GCSE English Language & English Literature**
- **GCSE Maths**
- **GCSE Science** (Some students will study separate Sciences; however, the majority will study Combined Science)

### Subjects studied (not awarded GCSE accreditation)

- **PE**
- **RE**
- **PSHE**

## The Option subjects in year 10 & 11

In year 10, pupils will continue to study the core curriculum (see above) as well as selecting 3 traditional GCSEs from the following. Pupils will complete the GCSE options by the end of year 11.

- |                                       |                          |
|---------------------------------------|--------------------------|
| • GCSE Sociology                      | • GCSE Computer Science  |
| • GCSE PE                             | • GCSE History           |
| • GCSE Food Preparation & Nutrition   | • GCSE Statistics        |
| • Cambridge National Creative I-Media | • GCSE Triple Science    |
| • GCSE Art                            | • GCSE French            |
| • GCSE Geography                      | • GCSE Religious Studies |
| • GCSE Design & Technology            | • GCSE Drama             |
| • BTEC Music Technology               |                          |

In total, pupils will achieve up to a maximum of 3 GCSEs from option subjects over the 2 years, giving them a maximum of 8 GCSEs at the end of KS4.

# KS4

# Core Curriculum & Option Subjects

**The following pages outline the core GCSE subjects and the GCSE subjects that you can choose to study in years 10 & 11**



# English Language and Literature

***“We aim to empower young people personally and academically. Our goal is to cultivate a strong sense of self-efficacy in our students, through their study of English, so they can leave school with optimism and a conviction that they can make a difference in the wider world.”***

While the studying of English is not optional, our curriculum provides our students with a rich and varied awareness of the world and of the people in it. As students move through the school our curriculum seeks to develop this awareness and provide them with an opportunity to question and engage with the society and environment around them.

For both Language & Literature, students will gain **two** GCSEs. Students will be awarded a grade from 1 to 9, with 9 being the highest. Students will get a U, where performance is below the minimum required to grade.

## Language:

For English Language, students will be required to sit two written exams in the summer term; **Component 1** and **Component 2**.

### **Component 1 (1 hour 45 minutes):**

#### **Section A: Reading (20%)**

Analysing one 20<sup>th</sup> Century Prose extract of fiction

*1 hour*

#### **Section B: Prose Writing (20%)**

One creative writing task from a choice of four titles

*45 minutes*

### **Component 2 (2 hours):**

#### **Section A: Reading (30%)**

Analysing two extracts of non-fiction  
One text from C21st, one from C19th

*1 hour*

#### **Section B: Prose Writing (30%)**

Two compulsory transactional/persuasive writing tasks

*1 hour*

Students will also be required to complete **Component 3: Speaking & Listening**. While this will not form a part of the overall mark for GCSE English Language, it is still required to be completed. This component will be completed in the summer term of Year 10.

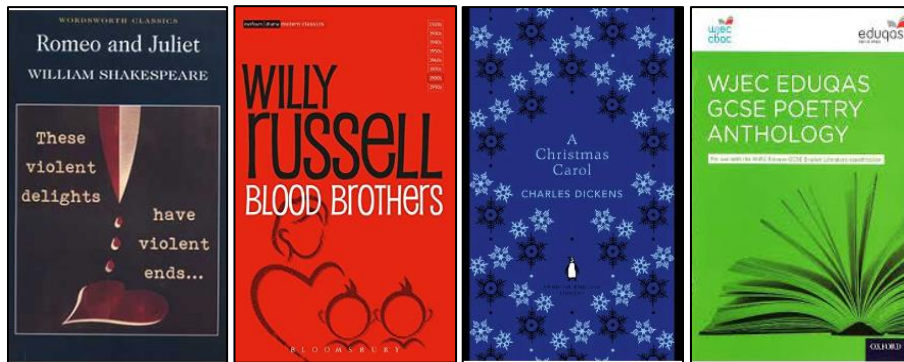
This component will consist of one ten-minute presentation. Students will be allowed the time to plan, craft and develop their presentation. Students will also be given the opportunity to complete it on a topic of their choice, allowing them to wonderfully express themselves and their passions.

**Literature:**

For English Literature, pupils will be required to sit two written exams in the summer term; **Component 1** and **Component 2**.

<p style="text-align: center;"><b><u>Component 1 (2 hours):</u></b></p> <p><b>Section A: Shakespeare - Romeo &amp; Juliet (20%)</b>          Extract analysis              - 20 minutes          Essay response              - 40 minutes  <b>Total: 1 hour</b></p> <p><b>Section B: Poetry Anthology (20%)</b>          Single poem analysis              - 20 minutes          Comparative essay              - 40 minutes  <b>Total: 1 hour</b></p>	<p style="text-align: center;"><b><u>Component 2 (2 hours, 45 minutes):</u></b></p> <p><b>Section A: Blood Brothers (20%)</b>          Essay response; based on a given extract and the play as a whole          45 minutes</p> <p><b>Section B: A Christmas Carol (20%)</b>          Essay response; based on a given extract and the novella as a whole          45 minutes</p> <p><b>Section C: Unseen Poetry (20%)</b>          Single unseen poem analysis          Comparative essay on single poem and a second unseen poem.          1 hour</p>
--	---

*"That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong."*  
**F. Scott Fitzgerald**



**Additional information:**

- Tiered examination papers have been removed from both English Language and English Literature.
- All written examinations will take place at the end of Year 11, in the summer term.
- There will be no coursework based internal assessment.
- The Speaking & Listening Component will be complete at the end of Year 10, in the summer term.
- Assessment will be through externally assessed examinations only. Your child's award will be in 2024.

## About the Qualification

Students at Worden will build on the Mathematical knowledge that they have acquired in Key Stage 3. It is hoped that they will then:

- Continue to have a positive attitude to Mathematics
- Consolidate basic skills but also meet new challenging work
- Apply their knowledge and skills to solve problems
- Think and communicate mathematically
- Appreciate the use of Mathematics in society
- Acquire a firm foundation should they wish to study the subject further.

We follow the Edexcel Mathematics (9-1) course. There are two tiers of entry at GCSE and the grades available for each tier are:

- Higher – 9, 8, 7, 6, 5, 4
- Foundation – 5, 4, 3, 2, 1

Mathematics is an important subject in its own right and many employers and colleges ask for a creditable grade at GCSE. It is also a service subject for many other areas of study at GCSE and beyond. In order for all students to realise their potential in this subject we believe that a rigorous attitude to studies is essential and it is important that a high level of attendance is maintained.

## How to achieve in Maths – the ABC of Maths

**A**ttend all lessons

**B**e involved in all lessons

**C**omplete all classwork and homework

## Brief Outline of Assessment

The formal assessment at both Higher and Foundation Level will take place after two years of studying GCSE Mathematics. Students will be expected to have confidence and competence with all mathematical content and be able to apply it flexibly to solve problems.

Three examination papers:

**Paper 1** -  $33\frac{1}{3}\%$  of final examination, non-calculator paper, covering topics from Number, Algebra, Ratio, Geometry, Probability and Statistics.

**Paper 2** –  $33\frac{1}{3}\%$  of final examination, calculator paper, covering topics from Number, Algebra, Ratio, Geometry, Probability and Statistics.

**Paper 3** -  $33\frac{1}{3}\%$  of final examination, calculator paper, Number, Algebra, Ratio, Geometry, Probability and Statistics.

**All papers must be taken at the same level.**

There is no controlled assessment in GCSE mathematics.

All students are expected to be equipped with the necessary equipment for this subject, that includes: protractor, compass, scientific calculator, pencil and ruler.

In Science we aim to give pupils the skills to live in this technological world and have some understanding of how things work and how the people that produce them work.

For this reason, Science is a Core subject, and all pupils will study it. There are two options, combined science – this is worth 2 GCSE's, and three separate sciences (previously known as triple science) worth 3 GCSE's

	<b>GCSE Biology</b>	<b>GCSE Chemistry</b>	<b>GCSE Physics</b>
<b>GCSE Combined Science</b>	33%	33%	33%
<b>GCSE Separate Sciences</b>	100%	100%	100%

The majority of pupils will be sitting the AQA Combined Science where pupils sit a total of 6 external exams. These are all 1hour 15 minutes long and are taken at the end of year 11. This GCSE leads onto A Level Science and Science related courses, it is needed for Science related jobs and degree level qualifications.

## **AQA Separate Science GCSE**

By opting to take AQA separate Science, pupils will study chemistry, biology and physics. At the end of the course, pupils will gain three separate Science GCSEs. Pupils will have to sit 6 separate 1hour 45 minute exams all at the end of year 11. This course prepares pupils for higher level study.

For both these courses, pupils need to be highly motivated, have a good work rate and be extremely focussed in order to achieve and succeed. There will be opportunities to attend enrichment sessions and extra revision classes, during and after school.

GCSE Art and Design provides an immersive environment for students to express themselves creatively and harness their interest in fine art. Students are taught a comprehensive artistic curriculum to equip them with a thorough knowledge and skills of using different media, materials, techniques, and processes to use as a foundation for building upon when competing and succeeding in further education and creative industries.

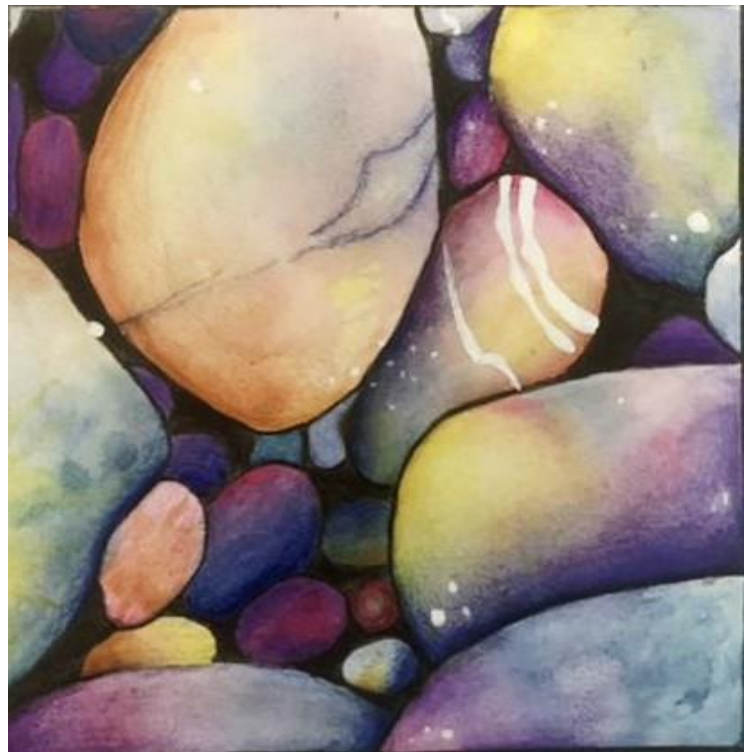
## The AQA Art & Design course focuses on:

- Developing observational and investigative skills, through the research of both traditional and modern artists, designers, crafters, and architects.
- Producing work using a selection of media: three - dimensional design, textiles, graphics, drawing, sculpture, printmaking, photography, painting & computer aided design.
- Showing an ability to develop individual ideas to create pieces of work based on your investigation and experimentation.
- Responding to project titles in a personal way and presenting your work through exhibition.

## The course consists of:

**Sustained topic and supporting work - 60%:** *Students are taught and guided through this part of the course.* You will create sustained projects in response to given titles through this section of the course. You will explore your theme by creating a range of different artworks culminating in a final art work, documenting your research, development and experimentation as your progress. Past project themes include: Fantastic and Strange, Identity, Food, Natural Forms and Crowds.

**Externally set assignment - 40%:** *Students work independently to complete this part of the course.* This is a non-examination assessment; this means that you work independently using the skills and knowledge learnt during your sustained topic to develop a personal response to a theme set by the exam board. Two periods of 5 hours of supervised time concludes this section of the course. These are held over two consecutive days during which students create a final response to their theme.

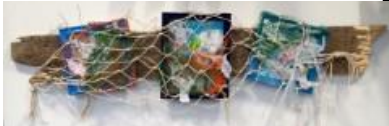


In this age, communication relies heavily on the visual image. Art and Design is an innovative subject, transforming our economy in this 21st century just as science and technology did in the last century.

An Art and Design qualification at GCSE gives students the opportunity to further study this subject as an A-level or as a BTEC. It also supports the study of other vocational courses leading into a career in the creative industries such as: web design, computer games design, graphic design, product design, animation, fashion design, illustration, architecture, advertising, film and television, textiles, hairdressing or as an artist in your own right!

**“I’m not particularly creative or good at drawing...”** Art and Design is a GCSE option worth considering as many jobs rely on the skills developed in Art and Design. Skills such as the ability to use facts as well as think outside the box, to communicate ideas, to bring about concepts, to connect theory and practise. These abilities are key to development and innovation within so many careers. It is worth considering taking this course because it has so much to offer now and will allow versatility in the future.

## GCSE Art, Craft & Design



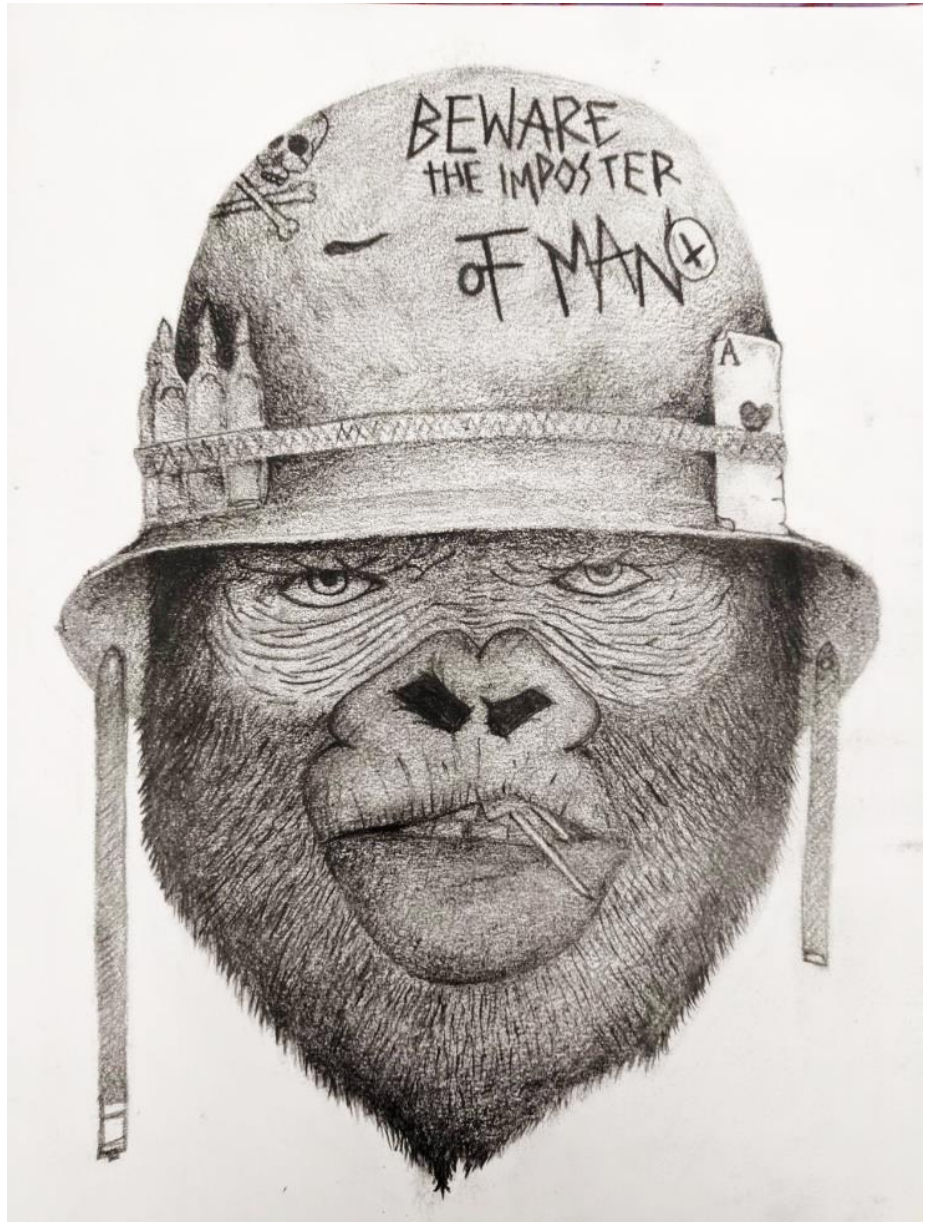
## ART & DESIGN: Supporting our students

We expect students who take Art & Design to be organised and punctual with a good track record of completing homework on time. Your Art & Design GCSE relies completely on coursework – everything you create from your first lesson in year 10 through to your last in year 11 goes towards the mark you get for your GCSE in this subject.

To help support students to complete their artwork outside of the classroom, it is beneficial to have a range of art materials and equipment available for them at home. Art offer a basic art pack for students to purchase at the beginning of year 10, we strongly recommend students purchase this to enable effective experimentation and artwork to be created outside of school and in students' own time.

The equipment pack contains the following\*:

- A2 transparent art polyholdall
- 1 x A4 sketchbook
- Graded graphite pencils (set of 6)
- Set of watercolour paints
- Paintbrush
- Eraser
- 30cm ruler
- Masking tape



Unit	Assessment
Exam 1 – Investigating businesses	1 written examination 50%
Exam 2 – Building a business	1 written examination 50%

## Course Information

### **Business Activity & Influences**

You will think about how businesses operate around the world and the different factors that impact business performance. You will also take a look at a number of successful and unsuccessful businesses and unpick their successes or failings.



### **Operations & Human Resources**

You will review the different hierarchal structures within businesses and consider how the organisation operates using different departments and specialisms. You will also gain an insight into a challenging area of business known as 'HR'. This area considers employees and their role within the business.

### **Finance & Marketing**

Finance is often a critical area within any organisation and it is crucial to ensure that profit and loss is scrutinised. This is generally a significant KPI (Key Performance Indicator). In addition, organisations often have to market products. It is crucial that this is also done effectively as this can often be used to help sell products.





## Why Choose Business?

It is the foundation of your future career. You will be either working for a business or have aspirations to start your own business. The knowledge and skills equipped will help you to understand how businesses run and the challenges they face.

No matter your job role, you will need to have a knowledge of business functions. You may enter a management role and will need to have a deep understanding of general business operations.

Countless careers are underpinned by the course content of Business. There are so many skills that complement future careers.

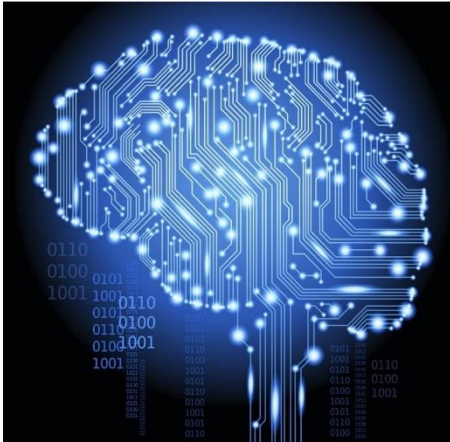
### Possible careers

- HR Manager
- Retail Management
- Entrepreneur
- Business Consultant
- Market Researcher
- Financial Adviser
- Social Media Manager
- Accountant
- Bank Manager
- Estate Agent
- Customer Services Manager



# GCSE Computer Science

Could you invent technology or software to make everyday tasks simpler? What new App would you invent? How would you create and build technology to save lives? Would you like to design a new video game and develop it? Then this is the course for you!



Computer Scientists learn how the engine works, not how to drive the car. You learn how to program a computer and that teaches you how to think. During this course you will develop and understand the fundamental principles and concepts of Computer Science, including abstraction, decomposition, and algorithms. You will learn how to analyse problems through practical experience including designing, writing, and debugging programs. Become a creator and an innovator. Think analytically, logically, critically and apply mathematical skills to support the process of programming.

Course Overview	
Unit 1 - Computer Systems	Each is a written exam out of 80 marks, sat over 1 hour 30 minutes. Both exams are each worth 50% of the total GCSE qualification
Unit 2 - Computational thinking, algorithms and programming	
Practical Programming	Design, write, test and refine programs using a high-level programming language.

## Unit Information

### Computer Systems

- Systems Architecture
- Memory & Storage
- Computer Networks
- Network Security
- System software
- Ethical, legal, cultural and environmental concerns.

### Computational thinking, algorithms, and programming

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

### Practical Programming

You will be given the opportunity to undertake a programming task(s) during your course of study which allows you to develop your skills to design, write, test, and refine programs using a high-level programming language. You will be assessed on these skills during the written examinations, in particular component 02 (section B).

### Job Prospects

For many companies and employers, programming is important. It shows that you can think logically and creatively. It develops your resistance to 'giving up' when things go wrong. Being able to identify solutions to problems, build/create those solutions and then make sure those solutions work.

Programming is an important skill in many jobs such as Cyber Security, Robotics and Artificial Intelligence. You are building skills for the future!

### Possible careers

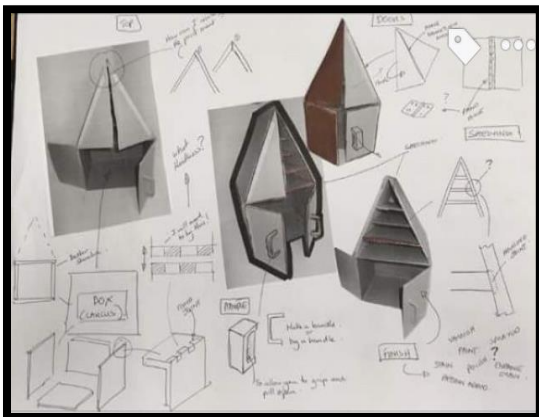
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Data analyst</li> <li>• Database administrator</li> <li>• Games developer</li> <li>• Information systems manager</li> <li>• IT consultant</li> <li>• Network manager</li> </ul> | <ul style="list-style-type: none"> <li>• Multimedia programmer</li> <li>• Software engineer</li> <li>• Systems analyst</li> <li>• Web designer</li> <li>• Web developer</li> <li>• Digital Forensic Investigator</li> </ul> |
|--|---|

**GCSE Design Technology** is an exciting option where pupils will enjoy learning new skills and knowledge, take pride in their work and apply the concept of iterative design. The curriculum provides opportunities for pupils to solve real problems by designing and making prototypes. Pupils become aware of and learn from wider influences of design technology, focussing on historical, social/cultural, environmental and economic influences. Learning is practically driven and pupils build confidence, skills and enthusiasm for this area within the computer suite and well-equipped workshop.

Building on prior knowledge from KS3 of a range of materials including; textiles, paper, board, polymers, timber, metals and electronics, pupils will learn to develop exciting and innovative product designs and prototypes.

Pupils will develop competent design skills using a range of design strategies and CAD programs to support their development of innovative product designs including; 2D Design and Sketch Up. Students will be encouraged to build on KS3 skills and use hand, machine, and ICT skills in all design projects to develop expertise ready for Year 11. Each project covers a mixture of theory knowledge and practical skills. Students learn to develop ideas from a given contextual challenge and design for real

client's needs.



## Course structure

**Y10** – Pupils learn two main specialist material areas in depth; Textiles and Timber. They will then choose their preferred material area specialism to be their focus of the NEA assessment and Section B of their written exam. Through a variety of focused practical tasks and projects students will develop design and practical skills and the ability to develop a contextual challenge for a specific client. They will learn to work with a range of materials, processes, tools and equipment safely and competently along with learning the theory to support their learning and preparation for their final written exam.

**Y11** - The final assessment of the GCSE in made up of two components detailed below:

### **Component 1**

50% Written Examination

- 2-hour exam
- Core Principles
- Design and Making Principles
- In depth knowledge of either Timber or Textiles

### **Component 2**

50% NEA (Non-Examination Assessment)

- Approx. 35 Hour task.
- Research, Design, Make and Evaluate
- Pupil led project developed from one of three contextual challenge options published by the exam board.

### **GCSE Expectation**

**Equipment-** Students will need basic stationery including a pencil, black fine liner, a scale ruler, a sketch book. A copy of 2D Design software can be provided so pupils can practice using it at home. Google Sketch up can be downloaded for free and would be good to have at home to practice.

**High presentation and quality work-** All homework and class work are to be completed to target level using paper and electronic resources provided. Students will be encouraged to refine and improve work and understand the need to be resilient and respond to feedback constructively to make progress.

**Deadlines-** Students will be expected to meet project and homework deadlines. They will be expected to use additional time offered to complete their work to a high standard. Students will be expected to attend extra sessions offered after school where appropriate.

### **Assessment**

All projects are assessed, and strengths/ weaker areas are addressed in each project.

Written Examination – 2-hour exam that is worth 50%

Non-exam assessment – approx. 35 hours that is worth 50%

**Further study opportunities:** A-level or BTEC qualifications, Product Design, Art, Art and Design, Joinery, Engineering, Architecture, Games Design, Sports Design, Graphic Design, Fashion and Textiles.

**Career path opportunities:** Graphic Designer, Architect, Engineer, Product Designer, Textile Analyst, Textile Designer, Fashion Designer, Interior Designer, Mac Operator, Journalism, Advertising, Animator, Artist, Marketing, Web Designer, Illustrator, Medical Illustrator, Theatre Scenery and Set Creator.

**Colleges that offer follow on courses:** Runshaw College, Preston College, Cardinal Newman,

## Because performance is paramount

GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

We have built in as much opportunity as possible for students to do what they like best – participate in performance. Students taking this course can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons

All students devise drama.

All students explore texts practically and work on two text-based performances. One of these texts is also studied in GCSE English.

Trips to theatres and other performing arts venues are part of the course and independent research forms a large chunk of the work carried out.



## Employers value employees who are able to communicate



Throughout the GCSE Drama programme, students are encouraged to collaborate with others, engaging in stimulating and creative activities with confidence. These fundamental cooperative, collaborative and social skills are useful across all kinds of disciplines, careers, and life experiences in general.

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy and education.

## Specification at a glance:

### Component 1 – Understanding drama.

In this unit you will gain knowledge and understanding of drama and theatre. You will study one set text and analysis and evaluate work of live theatre makers.

- **Written exam**
- **1 hour and 45 minutes**
- **80 marks**
- **40% of GCSE**

### Component 2 – Devising drama (practical).

In this unit you will take part in the process of creating devised drama.

- **Devising log (60 marks)**
- **Devised performance (20 marks)**
- **80 marks in total**
- **40% of GCSE**

### Component 3 – Texts in practice (practical).

In this unit you will perform two extracts from one play.

- Performance extract 1 (20 marks)
- Performance extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

#### OUR EXPECTATIONS

- You must always have, and bring, full equipment to every lesson.
- You must always meet homework and/or coursework deadlines with maximum effort!
- You must demonstrate excellent attendance in lessons.
- You must attend as many extra-curricular clubs as possible.
- You need to be highly motivated, have a high work rate and be extremely focussed in order to achieve and succeed.
- You must be self-motivated and organised.

#### WHAT WE NEED FROM YOU

- Full equipment purchased before each activity.
- To bring all equipment to every lesson.
- Hand in homework and coursework on time.
- Be extremely organised.
- Turn up to every lesson (excellent attendance).
- Attend as many extra-curricular P.A clubs available to you!
- Show respect to everyone's learning.

**Drama is one of those subjects where students are thankful for the break from sitting at a desk with their heads in a textbook. NO two lessons are ever the same. One minute you could be acting out a script from a play, the next you could be having lively discussions about a production you went to see with the rest of the class the night before. That said - drama brings people together, that one person you never talk to in class could suddenly become your best friend!**



The GCSE's subject of Food and Nutrition is ideal for anyone who is interested in Food Nutrition, learning what foods do for our bodies, how to improve our diets and also gaining practical skills for life, and most of all if you enjoy cooking.

Are you a budding chef? Are you interested in a career in Food Nutrition, Catering, Leisure and Tourism, or Food Manufacture? Personal trainer? Working in Early Years? Food Development chef? Even if you don't want to peruse a career in catering and simply enjoy a practical subject and want to learn to cook new and exciting dishes, then this course is for you.



## The course

- GCSE Food and Nutrition – This course content is split between theory and practical lessons. You must want to understand how food Nutrition works, what foods are good for our bodies and which nutrients are supplied by which foods. You will need to analyse foods and dishes to identify how much they cost, how healthy or bad for our bodies they are. You also need to understand the science of different ingredients and what they do in recipes. You will also have to work independently to prepare, cook and present dishes in this subject.

## GCSE Expectation

**Theory –** This subject does not just contain Practical lessons. In year 10 we concentrate on theory and the elements of Food Nutrition and cover the topics 1-6, (see below) this course does involve writing in 1-2 lessons per week and our practical lessons are supported with our Practical Booklets as you have completed in years 7-9. The coursework is written components (NEAs) are completed in year 11 and it is important you attend and catch-up lessons missed at lunch clubs or after school.

**Equipment –** Bringing into school your ingredients is the most important aspect of the course, to enable you to gain new practical skills on a weekly basis. Without this you will not have the skills to work independently for your exam.

**Homework-** This will be given out regularly during the course. For example, you may be asked to research Nutrients or seasonal products within dishes as this will help you understand what is being sold and produced on the market today and what we are eating. You might be asked to research the science or function of ingredients and what they do in our bodies and in dishes.

## Food Nutrition Examination

1 hr 45 minutes' hours written examination = 50% /100 marks  
Pupils will cover the following topics and complete an exam worth 50%

1. Food Commodities
2. Principles of Nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation





**Subject content – all theory is covered in year 10 and all assessments take place in year 11**

**Year 10**

We have 2 single lesson of theory each week and 1 single lessons for practical. (We sometimes cook over 2 days or add a practical element to the theory lesson, depending on the structure of the timetable )

In the practical lessons in year 10 we will cover a range of high skilled dishes and techniques. You will also complete mini practical assessments throughout the year.



**Year 11**

**Controlled assessments - All completed in Year 11**

**This written and practical element is worth 50 % of your overall grade (Sept- Feb)**

**NEA 1 – Science Investigation** (Theory and small practical experiments analysing ingredients and what they do in products by using the following criteria: investigate, produce, and Evaluate **(6 pages 2500 words)**)

**NEA 2** – Complete a study from a design brief given by the exam board (Theory) by research, planning, making, and Evaluating **(30 pages A4)**

As part of the NEA 2 – there is a Practical Exam, **During 3 hours you must, prepare and cook 3 dishes with accompaniments - (Practical)**

Spring Terms – Revision  
 Summer Term- May- June

Theory exam – **This is a written exam that is 50 % of your overall grade**



**Attendance**

This is vital. The pupils need the time to reinforce previous skills, gain knowledge for the written examination and learn new skills for the practical exams.

**Effort and attitude required**

Due to the large percentage of controlled assessments involved, they must be aware that this course contains written work as well as Practical's, pupils are required to be focussed on the tasks at all times both in theory lessons and fast paced Practical's to gain key skills which will be gained throughout the course. A large amount of the course is theory based; therefore, students need to be prepared for the large written content of the course.

The practical nature of the course means that Health and Safety regulations must be observed during all lessons. Ingredients must be brought in every week to allow practical skills to develop in preparation for independent practical assessments.

**Progression routes or careers:** Food Development, Food science, Catering NVQ, Hotel, Restaurant and Event Management BTEC National, Food Nutrition- Chef, Hospitality, Hotel management, Hotel function coordinator, Food Nutrition, Food analysis, Cruise ships, Jobs Abroad, Sports Nutrition and many more.

**Monitoring of pupils** - This will include interims, an annual written report, and parents' evenings.



*"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"* **Michael Palin 2007.**

## So why study Geography?

Geography provides students with a wide variety of essential skills, that are needed to examine the ever-changing interactions of humans within the natural environment. Geography strongly links with other GCSE subjects, such as Sociology, Biology and Statistics. As a result, Geography bridges the gap between the Arts and the Sciences. Geography is also classified as a social science; therefore, it is a valuable subject for any pupil that is interested in a science, medical or environmental career. Geography studied at University, is also one of the most employable degrees, as there are a wide variety of job opportunities available.

Assessment takes place at the end of year 11, in 3 separate exams. Therefore, pupils are expected to revise for every class test and to create revision materials throughout the 2-year course.

The main emphasis of the course is based on developing cross curricular skills through a range of fieldwork and other practical activities, whilst investigating geographical issues through detailed discussion and free thinking.

In recent years, the Geography course has increased significantly in popularity and we follow the AQA Specification.

Students will study the following topics

### Paper 1 (90 mins):

Accounts for 35% of final GCSE grade

1. **The challenge of natural hazards- earthquakes, hurricanes, and climate change.**
2. **The living world- tropical rainforests and cold environments.**
3. **Physical landscapes in the UK- rivers and glaciation.**

### Paper 2 (90 mins):

Accounts for 35% of final GCSE grade

1. **Urban issues and challenges- opportunities and challenges of a HIC and LIC/NEE city.**
2. **The changing economic world- the development gap and how an NEE reduce this gap.**
3. **The challenge of resource management- UK resources and food across the world.**

### Paper 3 (90 mins):

Accounts for 30% of final GCSE grade

1. **Issue evaluation** – A pre-release material booklet is given by the exam board 12 weeks before the exam for pupils to study.
2. **Fieldwork** – AQA require students to undertake two geographical enquiries. At Worden, our physical fieldwork is based on a day trip to the River Wyre. Here, we collect data on how rivers change from source to mouth. For our human fieldwork, we visit Manchester city centre. During our visit, we complete an environment quality survey, questionnaires and contrast areas of the city centre.

## Where can Geography take me?

**A keen interest in geography along with a good skill set could lead you to one of the exciting jobs below...**

- Environmental consultant.
- Town planner.
- Geographical information systems officer.
- Conservation officer.
- Teacher/lecturer.
- Teacher/lecturer.

***'We are not makers of history. We are made by history.' – Martin Luther King Jr.***

## Why should you choose History?

- History will help you understand how the world you live in was shaped, and make you consider today's society in a different way. It allows you to experience the changes and continuities of society and encourages you to determine your own history.
- History gives you a variety of transferable skills that will allow you to achieve a fulfilling career and contribute to society in a meaningful way. Employers and universities regard History qualifications very highly – GCSE History may just be your ticket to a better future...

## Outline of the course

- Edexcel Specification
- All 4 topics are exam-assessed at the end of the course – no coursework involved

Medicine in Britain, c1250–present with The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (Paper 1, **30% of GCSE**)

Superpower Relations and the Cold War 1941-1991  
Early Elizabethan England, 1558–88  
(Paper 2, **40% of GCSE**)

Weimar and Nazi Germany, 1918–39 (Paper 3, **30% of GCSE**)

## Where can History take you?

The beauty of studying History is that it gives you many transferable skills needed for a wide variety of jobs, even outside of the historical field! Written and verbal skills are essential for all jobs.

- Historian
- Archaeology and Conservation
- Research and development
- Journalism and the media
- Teaching, including Lecturers
- Law
- Finance and business
- Marketing and PR.
- Government/Politics
- Curating (Museum)

## What skills can you gain from studying History?

- Forming opinions
- Critical thinking
- Communication skills
- The ability to challenge information
- Independent thought
- Self-discipline
- Teamwork
- Decision-making
- Research skills
- Resilience and reflective thought



# MFL: GCSE Spanish

***“Only 6% of the world’s population are native English speakers. 75% speak no English at all”***  
***“With close to half a billion native speakers, Spanish is the second most spoken language in the world. By 2050, it could be spoken by one in three US citizens”***

## **About the Qualification**

In a post-Brexit era, the need for qualified linguists has never been more important. It has been recognised that the lack of language skills is costing the nation an excess of 50 billion pounds annually, thus making language education a priority for the government. Learning Spanish is particularly relevant since Spain remains one of the most visited countries in the World. It is also an important trading partner.

GCSE Spanish offers a very practical course which teaches you to hold simple and more complex conversations and to deal with every day needs in addition to more challenging topics

. You will continue the work of Key Stage 3, revisiting and extending areas already learnt, practising phonics and pronunciation and adding new topics. Lessons will also offer many opportunities to discuss cultural facts about Spain and Latin America.

Since learning a foreign language depends on the acquisition of both skills and knowledge, we expect students to take responsibility for their own studies by regular attendance, consistent engagement, careful learning and keeping well organised records of work. The GCSE grade achieved depends on effort as much as ability, so students need to be motivated and committed.

## **Brief Outline of Content**

The course is divided into three broad contexts, each with its own topics:

- **Topic 1: Identity and relationships with others**
- **Topic 2: Healthy living and lifestyle**
- **Topic 3: Education and work**

<b>Assessment (new specifications)</b>			
	<b>Type of assessment</b>	<b>Duration</b>	<b>Weighting</b>
<b>Speaking</b>	Speaking using clear and comprehensible language to undertake a Role-play Carry out a Reading aloud task Talk about visual stimuli	7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time	25%
<b>Listening</b>	Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier Dictation of short, spoken extracts	35 min (Foundation) 45 minutes (Higher)	25%
<b>Reading</b>	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier Inferring plausible meanings of single words when they are embedded in written sentences Translating from Spanish into English	Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)	25%

<b>Writing</b>	Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli Translating from English into Spanish	Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)	25%
----------------	--	--	-----

**Career Progression**

***“You can buy in your own language, but you must sell in the language of your customer”***

Many jobs require an ability to speak and write one or more foreign language besides the more specific work of translators and interpreters. Some jobs need only a reasonable conversational ability while others need fluency including complicated legal or technical vocabulary. Entry requirements vary from good GCSE’s to degree level and professional qualifications.

Language skills confer an undeniable advantage in terms of employability and social mobility. Beyond the ability to converse in a foreign language, studying MFL endows students with essential communication skills which are **transferable** to many disciplines. Thus, MFL is one of the most versatile subjects, often chosen as a complementary qualification for career paths as varied as Journalism, Media and Politics. Offered in conjunction with qualifications such as Marketing, Languages can lead to very lucrative and fulfilling careers.

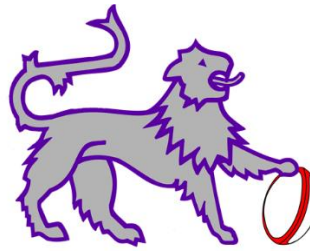
The study of a foreign language is regarded as one of the most effective ways to improve one’s literacy and **communication skills**, which is why it **combines** well with virtually any other subject for further study. Linguists are also regarded as possessing key attributes such as **resilience, independence, flexibility, openness** and good **organisation** skills– all skills that employers are looking for. Studies also show that possessing a Language makes graduates more employable, with around 80% of employers believing that a training in foreign languages gives their employees an advantage.

As the workplace becomes more global more people can expect to travel abroad as part of their job. Many UK companies have commercial links with Europe and beyond and many multinational firms have bases in Britain. If we want to sell our products and market our services to other countries, we are at a disadvantage if we cannot do business in their languages.

Because UK qualifications are becoming widely recognised throughout Europe, people can carry out their job or profession in other European countries. This will not just apply in areas like law, accountancy, engineering, teaching, nursing and so on: it will be the same for jobs requiring fewer qualifications – garage and factory work, hospital services, retail work, construction etc. So, if you want to try for jobs abroad which may well pay more than in Britain you need to speak other languages.

**Careers available**

Translators and interpreters- the biggest employer is the European Commission	Fashion and retail
Teaching	Travel and tourism (Spain is one of the most visited countries in the world)
Public sector work – GCHQ and MI5, the Ministry of Defence, the Diplomatic Service	Industry and commerce –Competence in languages is valued in industry and commerce for building up overseas contacts and trade.
Immigration and Customs and Excise. Also, the police and Citizens Advice Bureau.	Hospitality and catering – hotel management, hotel reception work and catering
Bilingual secretarial work	Politics and diplomacy
International law, insurance, accountancy	Media – website design, journalism



## GCSE Physical Education

### WHAT IS IT ALL ABOUT?

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study, learn how to improve your performance through application of the theory.

The Full Course in Physical Education is made up of three key aspects which include undertaking a range of practical activities, theoretical studies and an “Analysis of Performance” (coursework) in a practical area of your choice.

### Practical Aspect...

You will cover the following sports on the course, basketball, handball, netball, rugby, trampolining and athletics. You will perform three of these sports in a final practical exam, this makes up **30%** of the overall mark. If pupils compete to a high level in any sports outside school these can be considered if they are on the list of approved activities (see PE staff).

### What does the coursework entail?

The coursework accounts for **10%** of the overall mark and is completed in essay format. You will be asked to evaluate your performance in a particular sport, then analyse the performance by highlighting the following:

- Strengths in performance
- Areas to improve
- A practical plan to improve these areas

### AND WHAT ABOUT EXAMS?

#### You are asked to sit two exam papers.....

The written examination papers are worth **60%** of the overall mark and consist of two 1-hour exams. The two papers cover the following:

**Paper 1;** Anatomy and physiology; Location of major bones, functions of the skeleton, roles of muscles in movement, roles of joint components, lever systems, planes of movement, axis of rotation, heart, lungs and the short/long term effects of exercise, types of training, injury prevention

**Paper 2;** Sport psychology and Sociology; Mental Preparation, goal setting, guidance, participation, commercialisation, ethics in sport, drugs, violence, health fitness and wellbeing, diet, and nutrition.

The emphasis throughout the course is introducing the above concepts and relating these to performance whilst developing your knowledge, competence, and confidence in a wide variety of skills that will enable you to confidently move forward in life.

### WHAT WE NEED FROM YOU!

- Full PE kit for practical lessons
- To bring all equipment to every theory class (Pens, ruler, exercise book etc)
- Hand in homework on time
- Turn up to every lesson motivated to learn and enjoy yourself
- Show leadership and maturity
- Show respect to everyone
- To work hard in all your subjects as well as PE so you can achieve your school goals!

### What about after school? What can it lead onto?

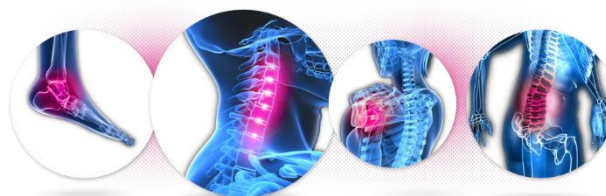
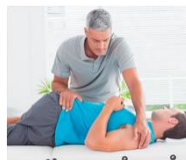
You can go into further education and take up one of these courses:

- AS LEVEL SPORT
- A-LEVEL SPORT
- BTEC FIRST, NATIONAL & ADVANCED

Beyond A level, the study of Physical Education can lead onto university degrees in sports science, sports management, healthcare or exercise and health. Physical Education can also compliment 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.

Possible careers:

- Sports Psychologist
- Physiotherapist
- PE Teacher
- Sport Coach
- Gym Instructor
- Professional Athlete
- Dietician
- Doctor/ Nurse



# Religious Studies (RS) GCSE



GCSE Religious Studies gives students an in-depth knowledge of two major world religions and offers students the opportunity to develop their own opinions on a range of moral questions and personal convictions. Throughout the course there is an emphasis on developing writing skills to argue, persuade and effectively communicate difficult and sometimes controversial ideas. Students do not need to hold religious views to do well in RS. From experience, many of the strongest students are those with no religious beliefs because they are able to look at the topics objectively.

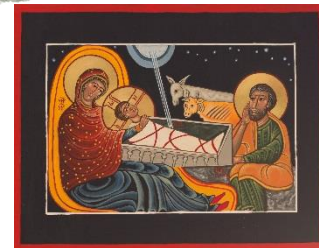
The course is divided into two parts. Each part is assessed through a final examination lasting one hour and 45 minutes. There is no course work in GCSE RS.

## PAPER ONE

The first part of the course focuses on faith and students learn about core beliefs in two religions, Christianity, and Islam. These have been selected as they are the largest religious groups in the UK.

### Christianity

- Concepts of God: the Trinity and Incarnation
- Beliefs about the Afterlife
- Death and resurrection of Jesus
- Beliefs about Salvation
- Church life and worship
- The Bible
- Prayer
- Baptism and Eucharist
- Christmas and Easter
- Christian Mission
- Christian Social Action



### Islam

- Differences between Sunni and Shi'a Islam
- Beliefs about God: Tawhid
- Angels – their nature and role
- Predestination and Freedom
- Judgement, Life After Death and Resurrection
- Muhammad and the Prophets
- The Qur'an
- The 5 Pillars of Islam
- Prayer
- Fasting
- Giving to Charity
- Hajj pilgrimage
- Eid and Ashura





## **PAPER TWO**

In the second part of the course, students learn about a number of philosophical and ethical issues. They learn how Christians and Muslims apply their teachings in these situations and learn to write in a balanced way about their own views on these issues.

### **Religion and Life**

- The origins of the universe, value of the world, human responsibility to nature, environmental issues
- The value of human life, including abortion and euthanasia, sanctity of life, the concept of an afterlife

### **The Existence of God and Revelation**

- Arguments for and against the existence of God, the problem of evil and suffering, the Teleological Argument, the Cosmological argument, miracles, scientific arguments against God's existence.
- Concepts of God, visions: revelation and enlightenment, alternative explanations for religious experiences

### **Religion, Peace and Conflict**

- Violence, terrorism and war, Just War Theory, peace and reconciliation, Pacifism
- Religious responses to war, weapons of mass destruction including nuclear weapons, religion and peace-making in the modern world, asking whether religion causes wars.

### **Religion, crime, and punishment**

- Considering good and evil intentions, asking whether it is ever right to cause suffering, reasons for crime including hate crimes.
- How should we treat prisoners? Aims of punishment, forgiveness, discussions surrounding the Death Penalty, arguments for and against.

*Students study AQA Religious Studies Syllabus A (8062)*

*For more information contact Mr Wade*

The course requires students to explore a wide range of topics by listening to and engaging with a wide range of different beliefs and opinions. During the course students will become more aware of the diversity of religious beliefs in Britain and will also have opportunities to refine their own views and opinions on the topics studied. They will develop a critical approach to contemporary issues, a disciplined approach to problem solving, sensitivity to different cultures and religions and strong writing and speaking skills.

Many students with a good GCSE RS qualification will go on to study at a higher level. The critical thinking and writing skills that students gain through studying RS is highly valued by Further and Higher Education, especially in the Humanities subjects, as well as Social Sciences like Psychology and Sociology.

Religious Studies is useful across the board in any number of jobs: RS is about people, their motivations, decision-making and philosophy. RS adds value to any job in which you will deal with people, from Medicine or Law, all the way through to public sector roles like the Police or Armed Forces.



*‘Statistics is the science (and, arguably, also the art!) of learning from data. As a discipline it is concerned with the collection, analysis, and interpretation of data, as well as the effective communication and presentation of results relying on data. Statistics lies at the heart of the type of quantitative reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy’. (Boston University College of Arts & sciences)*

## **About the Qualification**

Candidates will have the opportunity to develop their knowledge and understanding of statistical thinking and practice, and an understanding of how Statistics are used in the real world.

The specification also provides direct progression to A Level Mathematics and Statistics, as well as supporting the techniques used in a wide variety of other subjects.

Compliments and supports understanding in many other subjects, such as

- Sciences
- Psychology, Social & Sports Science
- Business & Economics
- Computing & IT
- Geography

GCSE Statistics will help you to acquire the skills and ability to work in various industries such as engineering and manufacturing, health, medicine and pharmaceuticals, business and marketing, Government, and public sectors; the list is endless. Job and employment prospects for those with good mathematical qualifications are excellent with good salaries and job security.

Here are the top ten skills employers seek, in order of importance. You will see that statistics features heavily in this list

1. Ability to work in a team
2. Ability to make decisions & solve problems
3. Ability to plan, organise and prioritise work
4. Ability to communicate verbally with people inside and outside an organisation
5. Ability to obtain and process information
6. Ability to analyse quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence others

## **Candidates will study units in**

- Planning a strategy (forming a hypothesis, planning an investigation, experiments & surveys)
- Data collection (types of data, obtaining data, sampling)
- Tabulation & representation (tabulation & diagrammatic representation)
- Data analysis (measures of dispersion & spread, quality assurance, correlation & regression, estimation)
- Probability
- Data interpretation (limitations of analysis, inferential statistics, deductions & conclusions)

# Music - BTEC Level 2 TECH Award

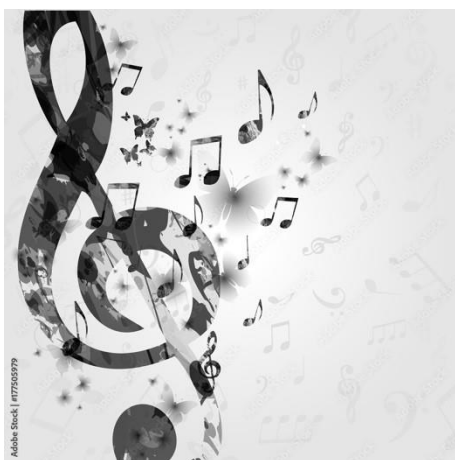
*In 2020, 10% of the music streamed around the world was created by a British Act.*

*The music industry is a vibrant, exciting, and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. It is an industry that is constantly evolving and offers many different and exciting new opportunities - in composing, performing, and producing music.*



The BTEC in Music gives students the opportunity to explore music in a practical setting and to develop understanding of the techniques used to both create their own music and to perform (or realise) the music of others. On the course, we will explore a variety of musical styles and the musical theory and techniques that underpin them while developing technical and practical skills through workshops and classes.

This Music qualification is for anyone interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector. As a creative subject with a focus on music practice, THERE IS NO WRITTEN EXAM. All components are assessed through engaging and flexible tasks, set by the exam board, but designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.



## Component 1: Exploring Music Products and Styles

In C1 you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production, and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Internally Assessed - 30%



### Component 2: Music Skills and Development

In C2 you will develop technical, practical, personal and professional skills while specialising in at least two of the following areas:  
music performance, creating original music, music production.  
You will also learn how musicians share their work and collaborate with others.

Internally Assessed - 30%

### Component 3: Responding to a Music Brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way.  
You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer.

Externally Assessed - 40%

**EXPECTATIONS:** Any serious pursuit of music requires a level of dedication, hard work, and self-directed practice. Although this qualification does not require students to achieve a particular grade level on an instrument or singing – students are expected to undertake regular practice on their chosen instrument (or voice) to make suitable progress.

Due to the collaborative and creative nature of music and music-making, students are expected to observe an environment of respect – for themselves, for each other and for their surroundings, so that all are safe to express themselves, to experiment and to make mistakes.

**PROGRESSION:** The Music BTEC prepares students for further study in Music, Music Technology, Performing Arts and Media – at A level as well as BTEC and other vocational qualifications. Possible careers are plentiful: performer – from session musician to orchestral player, as a soloist or in a group; composer – from songwriter to writing music for film, television and games, or even classical music; producing – in studio, for a particular artist, in broadcasting or for a major label; plus many others – like a sound engineer in a theatre, managing an arts festival, or music therapist!

*The joy of preparing young people for the creative industries is that they can't lose. There are growing numbers of jobs in these sectors, but equally the skills developed by studying arts subjects are the very ones that employers across the economy tell us are the most important for the future of their industries—21st-century skills like decision-making, team-working, flexibility and originality.*



## Career's information, advice, and guidance

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

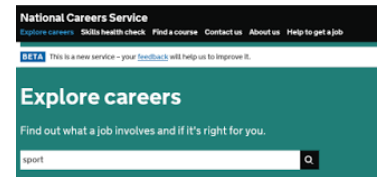
- Where can I find out more about different jobs and careers?
- Where can I find information about the qualifications and skills that I might need for the jobs and careers I am interested in?

# UCAS

UCAS (University and Colleges Admissions Service) <https://www.ucas.com/>  
A website for students thinking of applying to higher education along with valuable information about different options, including apprenticeships.

National Careers Service <https://nationalcareers.service.gov.uk/>

A comprehensive careers website with job profiles, outlining the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job.



Career Pilot <http://www.careerpilot.org.uk/>

Useful information to help young people make careers related decisions at 14, 16 and 18 years old.

Buzz quiz and careers information <https://barclayslifeskills.com/>



<https://amazingapprenticeships.com/>



<https://icould.com/explore>



<https://resources.careersandenterprise.co.uk/my-learning-my-future>

<https://www.startprofile.com/> **START** is careers platform designed to connect 11–18-year-olds with their future career potential. It combines the most comprehensive source of information with a personalised experience and career planning tools, helping our students to make more informed decisions about their future study and career options, as well as developing their employability.



Start includes:

- A student profile: students build their profile and access personalised study and career information.
- Modules: activities to guide students through the information on Start at the right time.
- Up to date information: engaging content on what to study, where to learn and the world of work.
- Locker: an online record of achievement to evidence skills for future applications and CVs.
- Employability action plan: Students can set goals and stay in control of their career planning.

Or visit the school website for further careers information or to book an appointment with our careers advisor Mr Burbage  
<http://www.academyatworden.co.uk/academy/careers-and-iaq>

