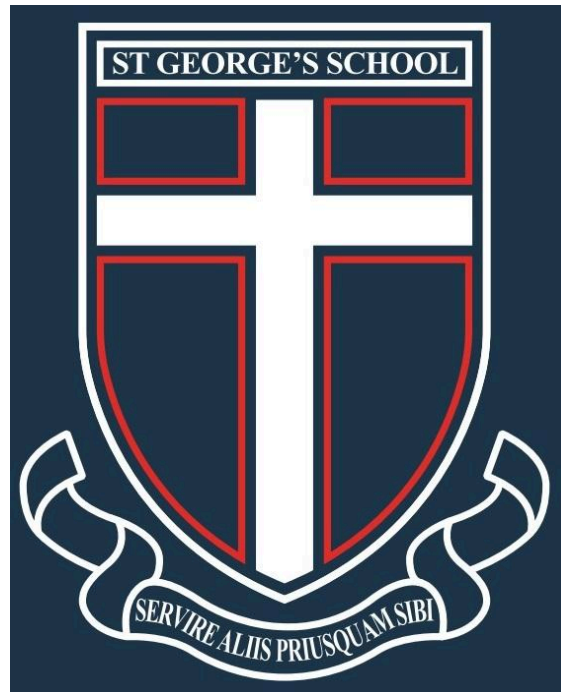


# GCSE OPTIONS

## 2025 – 2027



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# INTRODUCTION

Dear Parent,

As a parent of a Year 9 child this is a very exciting and sometimes anxious time for you as your child begins to select their final option choices. We are here to offer help and advice along the way. We are constantly reviewing our curriculum to ensure that it delivers the Government's expectations but also allows every child to study subjects which they love.

In Years 7, 8 & 9 at St George's School, pupils study a curriculum which prepares them for the next stage in their curriculum journey. It is a natural point to move on to more specialised courses which will support them with their future aspirations and ambitions.

Our Year 9 pupils will continue to study all of their core subjects throughout Year 10 & 11, they will now select the further options they would like to study through to GCSE.

Choosing these courses is an important time. Our pupils need to take account of their career intention as well as their knowledge of which subjects they have an aptitude for when making choices.

This booklet has been produced to assist pupils and parents with the selection of these courses. It contains guidance on how to make your choices and details about the content of courses and types of assessment. Pupils and parents are advised to read the booklet together before arriving at a decision.

If you require any further advice, support or guidance please email [enquires@cidari.co.uk](mailto:enquires@cidari.co.uk)

Yours sincerely

Mr S Nield

Deputy Headteacher

# Information for Pupils

## **Why have I got this booklet?**

It is important to have as many pathways open to you when you leave school as possible. There are many people you can talk to in order to help you with this decision including of course your parents, the careers team (Ms Shahsvar and Mrs Hagan), teachers, pastoral workers and members of the Senior Leadership Team at school.

## **Can I choose whichever subjects I want?**

In Year 10 you must study Maths, English Language, English Literature, Science, Religious Education. You are now allowed to select three further option subjects to study through to the end of Year 11. One of these must be either History, Geography, Spanish or Computer Science.

## **Should I choose the same subjects as my friend?**

No! You need to think very carefully about the subjects that you want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even end up in the same group as your friend anyway! Choose the subject that suits you; that you know you will do well at, and that you enjoy

## **Should I choose the subject because I like my teacher?**

No! That teacher may well not be teaching that group next year.

## **What do I have to do to succeed?**

The next two years are very important, and you must aim to learn as much as you can to form the basis of your future qualifications. Careful planning and hard work are the key to GCSE success.

Each student has an individual login for the online platform Unifrog where they can access career information and guidance about future employment, apprenticeships and further education.

# Information for Parents

## Compulsory Subjects

In Year 10 & 11 all pupils study:

Subject
English Language and Literature
Science
Mathematics
Religious Education*
Core PE

## Option subjects

All pupils will select three further subjects that they will study through Years 10 & 11.

## Qualification types:

There are three different types of qualifications available.

**GCSE:** The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. Typically, they are assessed by a combination of written exams and controlled assessments.

**BTEC Tech Awards:** These are vocational qualifications suitable for all pupils. They provide a more practical, real-world approach to learning alongside a key theoretical background. Assessment is through 2 set assignments that are completed in school under controlled conditions and one externally assessed exam.

**Cambridge National Awards:** These are vocational qualifications suitable for all pupils. They provide a more practical, real-world approach to learning alongside a key theoretical background. Assessment is mostly on-going throughout the course with one externally assessed exam.

*\*There may be a small number of pupils who we withdraw to provide additional support in English or Maths. We will notify parents if this is the case*

# Information for Parents

## English Baccalaureate

At St George's School we believe that all of our pupils should follow a pathway which suits their abilities and ambitions. For a number of pupils the English Baccalaureate route is the most suitable, if so your child will be on the English Baccalaureate Pathway through Key Stage 4. We recommend this pathway for pupils who have ambitions to study A-Levels and continue to a University education, once they have completed their time at St George's

**To achieve the English Baccalaureate certificate a pupil must gain a grade "5" or better in:**

English Language or Literature GCSE

Mathematics GCSE

Combined Science or two or more Separate Science GCSEs

A Modern Foreign Language GCSE (Spanish)

A Humanities' GCSE (Geography or History)

## Option Choices

Pupils must choose **one subject from Option A** and **two subjects from Option B**, the same subject can't be chosen twice.

Option A	Option B
GCSE Geography	GCSE Art and Design
GCSE History	GCSE Drama
GCSE Spanish	GCSE Geography
GCSE Computer Science	GCSE History
	GCSE Music
	GCSE Spanish
	BTEC Tech Award in Construction & the Built Environment
	BTEC Tech Award in Enterprise
	BTEC Tech Award in Health & Social Care
	BTEC Tech Award in Performing Arts – Dance Specialism
	Cambridge National Certificate in Sports Studies
	BTEC Tech Award in Travel & Tourism

***Whilst we try to run all the options, we must ensure that each one is viable and therefore must have a minimum number of pupils selecting that subject. It is possible that some options will not run.***

## **GCSE Geography**

### **What will I Study?**

GCSE Geography gives you the opportunity to understand more about the world, the challenges it faces and your place within it.

Topics we cover:

#### Physical Geography

- The changing landscapes of the UK – how coasts and rivers shape the land
- Weather hazards and climate change – tropical storms and drought hazards, and the causes and impacts of climate change
- Ecosystems, biodiversity and management – Tropical rainforests and deciduous woodlands

#### Human Geography

- Changing Cities – looking at urbanisation in both developing and developed countries
- Global development – focusing on how rapidly India is developing, the impacts of this and the solutions
- Resource management – with a focus on energy resources

#### Fieldwork

- There are two fieldwork opportunities covering both human and physical geography.

### **What qualification will the course lead to?**

GCSE Geography – Pearson Edexcel Specification A.

## **How would it help me in the future?**

GCSE Geography enables you to become globally and environmentally informed, and a thoughtful, enquiring citizen. It looks at how the world is changing and the impacts of these changes, so that you can become a part of the solution.

Geography gives you opportunities to learn new skills such as modern computer based mapping (GIS), map skills, interpreting photographs, fieldwork skills, presenting, and debating techniques. You will improve your literacy through your written work, and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork also gives you the opportunity to investigate the real world, and develop team working skills.

## **How will my work be assessed?**

100% Exam.

Paper 1: The Physical Environment. (37.5%)

Paper 2: The Human Environment. (37.5%)

Paper 3: Geographical investigations: Fieldwork and UK challenges (25%).

This will be assessed on two fieldwork enquiries, and a resource booklet on UK challenges.

## **How will it be similar to what I have done in Year 9?**

The Year 9 course is designed to build the skills you need at GCSE Geography. In Year 10, just as in Year 9, you will build on geographical knowledge and skills including map reading, numeracy, writing and decision making. You will build on your knowledge of places, and learn about new places around the world. You will also build on your geographical investigation skills, by going on fieldtrips, collecting data and analysing and evaluating the data you have collected.



# GCSE History

## **What will I study?**

A Period Study – America 1920–1973

A Wider World Depth Study – Conflict and Tension 1918–1939

A Thematic Study – Britain: Health and the People c1000 to the present day

A British Depth Study, including the historic environment – Elizabethan England c1568–1603

You will learn to:

- Recall, select, organise and use knowledge
- Describe, analyse and explain historical events
- Comprehend, analyse, evaluate and interpret
- Use a range of sources of information of evidence.

## **What qualification will the course lead to?**

GCSE History – AQA

## **How will it help me in the future?**

You could take this course to prepare for advanced level courses such as an A/AS Level in History or an intermediate vocational qualification.

The skills you develop in History are useful for a wide range of jobs that require you to think strategically such as leadership roles in business. Moreover, opportunities in employment for people with History qualifications include law (solicitors and barristers), journalism, banking and finance, public service (for example, the Police service, nursing and the military). With further training you

could also go into a job more directly related to History such as a teacher, historian or archaeologist.

You could also go straight into employment and do further training or part-time study with the support of your employer.

### **How will my work be assessed?**

By two examination papers, each 120 minutes.

Paper 1 – Understanding the Modern World includes:

America: 1920–1973

Conflict & Tension: 1918–1939

Paper 2 – Shaping the Nation includes:

Britain: Health & People

Elizabethan England

### **How will it be similar to what I have done in Year 9?**

You will build on your skills as a historian, developing the ability to express your ideas, question evidence, develop arguments and reach supported conclusions. These are critically important skills that every employer values.

# GCSE Spanish

## **What will I study?**

All lessons contain activities to practise all four skills:

Listening – to practise understanding spoken Spanish in a variety of different contexts.

Speaking – to practise communicating with Spanish speakers, both home and abroad.

Reading – to practise understanding a wide range of texts in Spanish, such as magazine articles and information found on the internet.

Writing – to practise producing your own texts in clear and accurate Spanish and translate paragraphs.

## **What qualification will the course lead to?**

GCSE Spanish

## **How would it help me in the future?**

More and more universities are now requiring that pupils have a language at GCSE level, in order to gain a place on their courses.

Learning a foreign language encompasses a whole range of skills which are essential for your future. Linguists learn how to communicate effectively both in their writing and speaking.

You also train to listen for key details and to read using different techniques such as skim reading, reading for detail and reading for inference. All of these skills make you more employable and show a potential employer you have broad horizons.

## **How will my work be assessed?**

Linear exams at the end of year 11 with an equal weighting for each skill:

Listening 25%

Speaking 25%

Reading 25%

Writing 25%

Assessment topics:

- Identity and culture
- Local area
- Holiday and Travel
- School
- Future aspirations, study and work
- International and global dimension.

## **How will it be similar to what I have done in Year 9?**

You will come across some familiar topic areas but the depth in which you cover them and the way in which you are taught will be very different. There will be an emphasis on using authentic materials such as literature and media extracts to help you understand that learning Spanish is not just about learning a language but also about exploring a culture.

You will also acquire the ability to translate texts to and from the target language.

# GCSE Art & Design: Fine Art

## **What will I study?**

The specification has been designed to allow you to develop knowledge and understanding during the course, through a variety of learning experiences and approaches; including engagement with sources. This will allow you to develop the skills to explore, create and communicate your own ideas.

You will demonstrate these skills through the development, refinement, recording, realisation and presentation of ideas, through a portfolio and by responding to an externally set assignment.

## **What qualification will the course lead to?**

GCSE Art and Design: Fine Art

## **How would it help me in future?**

This course will allow you to refine your skills and express yourself in a visual way. It could be the first step towards an A level or simply a way of nurturing your creativity and independence. This could lead to a degree in a number of Art and Design courses, or help you to be creative in another course you choose. The range of possible careers you could pursue is enormous; you could become an illustrator, architect, interior designer, art therapist, arts manager, graphic designer, set designer, fashion designer, costume designer, web designer, games designer, car designer etc.

## **How will my work be assessed?**

The portfolio of work is worth 60% of your final GCSE grade. This consists of three separate projects, each with a final piece.

Your portfolio projects are marked using four assessment objectives. These are weighted evenly in the following areas:

**Assessment Objective 1 [25%]** – Artist research

**Assessment Objective 2 [25%]** – Experimenting

**Assessment Objective 3 [25%]** – Recording and developing.

**Assessment Objective 4 [25%]** – Presenting

You will complete an externally set task (exam project). This will make up 40% of your final GCSE grade and is marked using the same assessment criteria as your portfolio work.

### **How will it be similar to what I have done in Year 9?**

You will need many of the skills you have developed in Fine Art, 3D Design and Textiles across KS3. You will record and develop your ideas in a sketchbook and present your understanding and personal response as a final outcome. Using new media and techniques, and exploring your own individual ideas will be the main difference from the Year 9 course.

# BTEC Tech Award in Construction and the Built Environment

## What will I study?

This Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:

- Construction Technology
- Construction in Practice
- Construction and Design

## What qualification will the course lead to?

BTEC Tech Award in Construction and the Built Environment.

## How will it help me in the future?

Learners will be able to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve Level 2 across their KS4 learning might consider progression to:

A level, as preparation for entry to higher education in a range of subjects.

The study of a vocational qualification at Level 3, such as a BTEC National Extended Certificate in Construction and the Built Environment, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the construction or engineering sectors.

### **How will my work be assessed?**

Construction in Practice and Construction and Design are assessed by internal assessments.

Construction Technology is assessed by an external written exam at the end of Year 11.

### **How will it be similar to what I have done in Year 9?**

This is a new subject for you, it will build upon some of the skills you have developed in Construction during Key Stage 3



# GCSE Drama

## What will I Study?

GCSE Drama offers an exciting, inspiring and practical course whilst providing learners with the key skills they will need to succeed academically, professionally and personally. GCSE Drama provides constant opportunities to view, create, perform and respond to various styles of live performance. Learners will be given opportunities to participate in and interpret their own and others' pieces of theatre by working collaboratively to generate, develop and communicate ideas.

## What qualification will the course lead to?

GCSE Drama – Eduqas

## How will the course help me in the future?

The Drama department strongly considers the terms highlighted in bold below to be transferable to many careers and industries. As you read, ask yourself the following question:

*If my GCSE results get me a job interview, how do I stand out against my competitors on the interview day?*

You will approach this course not only as a St. George's student, but also as a committed young actor. Consequently, you will train to remain **focused** during a **creative** rehearsal; working with different peers to develop an **open-mind** to others' opinions and ideas. You will gain more **confidence** in **public speaking** and presentation by performing **in front of your class** with **dignity** in most lessons. You will become **resilient** when faced with **failure** and furthermore, you will accept that **failure is a part of the process** when improving your vocal and movement acting skills. You will be **reflective** of your personal, peers' and professional actors' performances by offering positive and constructive **feedback** in both the practical and written work. You will develop **leadership** responsibilities for an aspect of each performance you are creating, thus becoming a **role model**, who can be **relied upon** by their peers. You will approach projects with a **solution-focused mind** and gain experience in **overcoming obstacles** such as the compulsory expectation to memorising lines completely.

Specific careers often directly associated with GCSE Drama:

Performer – Actor, Singer, Dancer, Entertainer

Presenter – Radio, Television

Designer – Costume, Make-Up, Set Designer

Stage Crew – Stage Manager or Lights, Sound Technician

Therapist – Speech, Drama Therapy

Teaching – The Arts, English, Primary Education

Choreographer

Media – Director, Advertising, Marketing

Human Resources – Manager

### **How will my work be assessed?**

The course is separated into three components:

1. Devising Theatre (40%)
2. Performance from a Text (20%)
3. Interpreting Theatre (40%)

In the **Devising Theatre** component learners will investigate a practitioner or style, such as Constantin Stanislavski or Musical Theatre, and work collaboratively to develop ideas to communicate meaning whilst applying techniques to produce a piece of theatre and three written essays. In **Performance from a Text** learners will perform a section of a published script of their choice to a visiting examiner. Finally, **Interpreting Theatre** is the written exam component and will be completed at the end of the course. Ultimately, students will be coached to develop as creative, effective, independent and reflective learners.

### **How will it be similar to what I have done in Year 9?**

Within Year 9 Drama lessons students have explored a variety of plays from many playwrights, applied a variety of techniques from many practitioners, have been trained to rehearse devised and scripted theatre in a focused way and completed reflective evaluations of their personal, peers and professionals' performances. If a student has been successful in their Year 9 Drama lesson, then they are very prepared to succeed in this GCSE course.

# BTEC Tech Award in Enterprise

## What will I study?

Enterprise develops knowledge of some specific local enterprises, pupils are expected to carry out extensive research on their activities and how they impact success. They will focus on the entrepreneurs that run them and how their skills and characteristics impact the running of the enterprise and success. Pupils will have to demonstrate with evidence why the enterprise is successful and analyse the drawbacks of both the enterprise and the entrepreneur. Pupils will analyse the external environment by conducting a PEST analysis and evaluate the market research methods that the enterprises carry out in order to explore customer needs and competitor behaviour. Pupils will also develop key skills in planning an enterprise idea, including market research, planning, carrying out financial transactions, completing financial statements, communication and problem solving. Pupils will learn about the following:

### Component 1 – internal assessment:

- How and why enterprises and entrepreneurs are successful focusing on activities together with the skills and characteristics of the entrepreneurs who run them and how they support the aims of the enterprise.
- Customer needs and competitor behaviour focussing on market research – exploring how enterprises conduct market research and the importance in understanding customer needs and competitor behaviour.
- Situational analysis and its effects on enterprises – paying particular attention to politics, economics, social trends and technology. Exploring the impact of factors and investigating ways in which situational analyses can be used to support decision making.

### Component 2 – internal assessment:

- Plan a micro-enterprise idea to fit a business brief (realistic and feasible)
  - fully detailing financial documents, planning realistic financial forecasts including profit and loss accounts, breakeven charts, cash flow forecasts and liquidity ratios. Analysis of financial documents and their impacts.

- Present a plan for the micro-enterprise idea involving a 15 minute business presentation in front of a live audience.
- Review the presentation of the micro-enterprise idea and make justified recommendations for improvements.

### **Component 3 – external assessment:**

- How marketing is used by enterprises and the factors that influence it – involving looking at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future.
- Financial documents and statements and how they are used – analysing financial information in context, complete and use financial documents and financial statements. Consider payment methods and investigate profitability and liquidity ratios and its effects on given enterprises.
- Recommend strategies for success and explore the importance of financial planning and forecasting for an enterprise , in order to make financial decisions and recommend suggestions for improvements.

### **What qualification will the course lead to?**

BTEC Level 2 Tech Award in Enterprise

### **How would it help me in the future?**

This course is a qualification that will help students gain an understanding of business principles, finance and marketing. While it can provide a good foundation for further study in business-related fields, it is not a prerequisite for A-level Business Studies, Finance, or Marketing, or for degree-level courses in these subjects.

### **How will my work be assessed?**

You will be assessed in a variety of ways including:

66.6% coursework involving:

- Report writing
- Research tasks
- Presentations

An external examination in the finance unit (33.3%) involving:

- Analysing and interpreting information in relation to an enterprise
- Making recommendations on strategies to improve the performance of enterprises
- Finance for enterprises
- Marketing for enterprises

### **How will it be similar to what I have done in Year 9?**

This is a new subject for you and very different; however, it will build upon some of the skills you have developed in Year 9 such as problem solving and communication. To be successful in this course you need to be able to write long essays and carry out extensive market research on a variety of different topics by yourself and in your own time. As well as having suitable skills in mathematics when completing the external examination component and the internal assessments. Pupils will be expected to remember key formulas and understand how to complete and interpret financial documents. Along with being able to produce an in depth evaluation of enterprises, backed up with real-time evidence.

**This course is for pupils who have an aptitude for mathematics and should only be chosen by pupils who are performing well and likely to achieve a grade 6 or higher in their mathematics GCSE.**

# BTEC Tech Award in Health and Social Care

## What will I Study?

In this course, you'll be introduced to the health and social care sector, gaining vital knowledge, understanding, and skills foundational to working in this area. You'll explore practical, day-to-day skills, such as assessing people's health and wellbeing, making recommendations, and planning actions to improve it. You'll also learn about a range of healthcare services and the importance of core care values, with plenty of opportunities to apply these in realistic scenarios.

You'll study three main components, completing coursework-based tasks (PSAs) for Components 1 and 2 and taking an external examination for Component 3.

### **Component 1 – Human Lifespan and Development (30%)**

- Discover how people grow and develop across all life stages.
- Explore factors that influence health and wellbeing.
- Understand how individuals cope with life events and changes.

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

- Learn about different types of health and social care services available.
- Identify barriers that can prevent people from accessing services.
- Develop the skills, attributes, and values required to provide effective care.

### **Component 3 – Health and Wellbeing (40%)**

- Analyse factors that affect health and wellbeing.
- Learn how to interpret health indicators.
- Understand how a person-centred approach can improve health outcomes.

## What qualification will the course lead to?

Upon completing this course, you'll achieve a BTEC Tech Award in Health and Social Care, a respected qualification that will be valuable for future education or employment in health and social care fields.

## **How will it help me in the future?**

Studying Health and Social Care will enhance your knowledge and understanding of health, social care, and education in real-life settings. If you're interested in careers that involve helping others, this course is a great starting point. Potential career paths include:

- Nurse
- Counsellor
- Teacher
- Social worker

This course will help you become a compassionate, confident, and knowledgeable young person, prepared to take on caring roles in society.

## **How will my work be assessed?**

You'll be assessed in two ways. Components 1 and 2 are internally assessed through assignments (PSAs). Your teacher will provide assignment briefs with deadlines, covering topics you've been studying, allowing you to showcase your skills and knowledge. In your first year, you'll focus on Component 1, which includes five PSAs; in the second year, you'll complete five PSAs for Component 2.

For Component 3, you'll have an externally assessed exam at the end of Year 11. This exam will allow you to demonstrate your understanding of topics across all three components.

## **How will it be similar to what I have done in Year 9?**

This is a brand-new subject, different from anything you've studied before, but it builds on key skills from Year 9, such as teamwork, problem-solving, and communication. It also connects to PSHE topics, including lifestyle choices, relationships, and how issues like substance abuse and unhealthy relationships impact health and wellbeing. To excel in this course, you'll need to be comfortable with writing detailed reports and conducting independent research. This course will challenge you to expand your thinking, research skills, and practical knowledge—preparing you for success in future studies and careers in health and social care.

# GCSE Music

## What will I Study?

GCSE music is an exciting and wide-ranging course with a large focus on the three main disciplines of performing, composing and appraising. This course helps to develop students into well-rounded accomplished musicians. Students can choose to perform on any instrument, including voice, and they can compose in a variety of musical styles. The appraising section of the music GCSE course involves studying two set musical pieces in preparation for an exam. In the exam, students will also be asked questions about unfamiliar musical pieces in a wide-range of musical styles. Students may want to study music so they can combine their hobby with GCSE study to explore music in detail and create music in a practical setting.

## What qualification will the course lead to?

GCSE Music – Eduqas

## How will the course help me in the future?

GCSE Music should encourage a life-long interest in music and help prepare students for future study beyond Year 11. You do not have to pursue a career in music if you study it for GCSE. There are many benefits of studying music that can help when pursuing other career paths. Studying music can help to develop many skills including creativity, communication skills, teamwork, confidence, independence, social skills, problem-solving, focus and self-discipline. These are all highly valued in higher education and in the workplace. GCSE music does not limit you to a career in one particular field and can open up an array of opportunities. It is a fascinating subject to study which is extremely beneficial and rewarding. Here are some examples of music specific careers you may wish to consider:

Professional Musician  
Songwriter/Composer  
Instrumental Tutor  
Musical Director

Producer  
Sound Engineer  
Live Sound  
Sync Manager



Events Management  
Radio Producer  
TV and Media

Licensing  
Promoter

### **How will my work be assessed?**

You will complete three components as part of the GCSE music course. Components 1 and 2 consist of practical hands-on coursework activities where students can perform and compose over extended periods of time. Component 3 is in the form of a written listening exam sat at the end of Year 11.

### **60% Coursework**

#### **Component 1: Performing Music – 30%**

Two performances: Solo and ensemble

#### **Component 2: Composing Music – 30%**

Two compositions: Free composition and composing to a brief

### **40% Examination**

#### **Component 3: Appraising Music**

Written exam: Listening paper

### **How will it be similar to what I have done in Year 9?**

GCSE music will build on the knowledge and skills you explored in Year 9. There will continue to be a large focus on practical work as you rehearse towards performances on your chosen instrument. You will also use music technology and music writing software to compose your own musical pieces. This will allow you to experiment with musical ideas and further develop your creativity. Many of the listening and appraising skills you have previously developed will be expanded upon and there will be an increased element of independence as you continually challenge yourself to produce sophisticated performances and compositions.

# BTEC Tech Award in Performing Arts – Dance Specialism

## **What will I study?**

Performing Arts is a vocational course designed to provide an engaging and stimulating introduction to the world of performing arts. It has been developed to;

- Increase your confidence and self-esteem
- Employ the skills of problem solving and creativity.
- Make knowledgeable decisions about performances.
- Provide education and training for performing arts employees
- Encourage personal development through practical participation and performance

## **What qualification will the course lead to?**

BTEC First Award in Performing Arts (Dance Pathway)

## **How will the course help me in the future?**

This course gives pupils the opportunity to;

- Develop as effective and independent learners.
- Develop broad skills, knowledge and understanding of the performing arts industry
- Develop practical, technical and communications skills and encourage appreciation of the need for continuous practice and improvement.
- Work as an individual developing your own creativity and ideas, in addition to group projects which will require you to understand and appreciate the contribution of others.

## **How will my work be assessed?**

### **Component one:**

You will develop your understanding of the performing arts by examining a number of practitioner's work and the processes used to create performance. This will include both practical and theory lessons.

### **Component two:**

You will develop your performing arts skills and techniques through the reproduction of dance repertoire.

### **Component three:**

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. You will be expected to demonstrate both physical performance and documentation of your knowledge and understanding of the processes used to create your performance.

## **How will it be similar to what I have done in Year 9?**

This is a new subject for you, it will build upon some of the skills you have developed in Dance during Y7, 8 & 9 such as understanding stylistic qualities, contextual features and purposes of performance.

### **Important course advice:**

**Pupils are expected to be able to perform on stage and in front of a camera. Previous dance experience would allow pupils a brilliant head start on this fantastic course. Pupils are encouraged to take part in dance extracurricular activities and engage in performances such as the annual Dance Festival and Schools Alive performances. This is a great opportunity to allow pupils first hand experience of performing on stage.**

# Cambridge National Certificate in Sports Studies

## What will I Study?

### Contemporary Issues in Sport

This is the main theory element of the course and is assessed through a formal written exam. Key areas of study are user groups, barriers and solutions to participating in sport, sporting values, the Olympics and the role of national governing bodies.

### Developing Sports Skills

This unit is mainly practical and focuses on one individual and one team sport. You will be required to improve your skill level both in practice and game situations. You will develop the skills to analyse your performance and keep a record of the activities you complete. You will also develop your knowledge of rules and tactics in both activities.

### Sports Leadership

This unit develops your understanding of a range of leadership roles and the qualities required to become an effective leader in sport. You will also gain knowledge and experience in how to plan, perform and evaluate through becoming a young leader. Whilst completing this unit you will have the opportunity to participate in the Young Leader's Award which is a nationally recognised scheme and qualification.

### Developing knowledge and skills in outdoor activities

You will learn about the wide range of outdoor activities available and experience the activities of orienteering, rock climbing and skiing. You will gain an understanding of the benefits of participating in outdoor activities. You will also gain knowledge of how to plan an outdoor activity successfully

## **What qualification will the course lead to?**

OCR Cambridge National Certificate in Sports Studies

## **How will it help me in the future?**

You could take this course to prepare for advanced level courses such as an A/AS Level in Sport and Physical Education or you may need to strengthen your grades by completing a foundation or intermediate vocational qualification. With further training, you could go into a job related to sport and physical education such as a Physiotherapist or PE Teacher. You could also train further in one or more sports and become a specialist instructor in those areas.

## **How will my work be assessed?**

### **Cambridge National Sports Studies**

25% Written paper (1 hour)

75% Course work

With a mixture of practical and theory

## **How will it be similar to PE in Year 9?**

You will take part in a range of practical activities, develop leadership skills and become an effective team player. There will also be the opportunity to participate in a range of outdoor pursuit activities.

You will be expected to bring your kit on a regular basis and participate with enthusiasm. An interest in sport would be beneficial to the learner, and involvement in sport as a participant or spectator outside of school will be an advantage. You must note that the Contemporary Issues Unit is 100% theory and you will spend at least one full term in a classroom, therefore the ability to work well in classroom-based activities is essential. Sport Studies requires commitment to completing coursework on time and always to the best of your ability.

# GCSE Computer Science

**What will I study?**

**What qualification will the course lead to?**

**How will the course help me in the future?**

**What skills will I develop?**

**How will my work be assessed?**

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**How will it be similar to what I have done in Year 9?**

**This course is for pupils who have an aptitude for mathematics and should only be chosen by pupils who are performing well and likely to achieve a grade 6 or higher in their mathematics GCSE.**

# BTEC Tech Award in Travel and Tourism

**What will I study?**

Travel and Tourism develops knowledge and skills in a practical learning environment. Living in a popular seaside town, this course is fantastic for all

pupils who have a desire to travel and understand the importance of tourism to the local economy. It's not just about tourism though, we investigate business organisations, how they achieve their business aims and how they can work with other organisations. We focus on customer service skills which are vital to any customer facing job in any industry.

Pupils will learn about:

### **Component 1 – internal assessment:**

- The aims of tourism organisations and how organisations work together
- The role of consumer technology in tourism
- The features that make destinations appealing
- Different travel routes

### **Component 2 – internal assessment:**

- Market research within a tourism organisation
- Tourism trends worldwide
- How tourism organisations meet customers' needs
- Holiday planning to meet customer needs and preferences.

### **Component 3 – external assessment:**

- Factors that may influence global tourism e.g. the economy, health, safety, weather events, media and politics and how travel organisations and destinations respond to factors
- Impacts of tourism
- Destination management

### **What qualification will the course lead to?**

BTEC Level 2 Tech Award in Travel and Tourism

### **How will the course help me in the future?**

You will develop study and life skills that will prepare you for more advanced study or employment in the Travel and Tourism industry. Many of our pupils continue their studies on the Level 3 Diploma in Travel and Tourism or Hotel, Restaurant and Event Management courses, and can then continue onto degree courses in higher education. Alternatively, there are a wide variety of job opportunities and you could find yourself working for airlines and airports, tour operators, travel agents, visitor attractions, visitor centres or the logistics of the Travel and Tourism industry.

### **What skills will I develop?**

This course enables learners to develop transferable skills, such as researching, planning, decision making and judgements. You will also develop wider key skills such as, communication, discussion and ICT that will help you in your other subject areas, further education and future employment.

### **How will my work be assessed?**

You will be assessed in a variety of ways including:

Two internal assessment – 66.6% coursework involving:

- Report writing, Research tasks, Location case studies & Holiday planning

An external examination (33.3%) involving:

- Factors influencing tourism, Impact of tourism on destinations & Destination management

### **How will it be similar to what I have done in Year 9?**

This is a new subject for you and very different to anything you have done so far. However, it will build upon some of the skills you have developed in Year 9 such as team working, problem solving and communication.