



Leigh Academy
Halley



LEIGH
Academies Trust

**Key Stage 4
Options Booklet
2025-27**

Review Date: August 2027

Overview

This September you will be moving to the next exciting stage of your 7 year educational journey with us at Leigh Academy Halley. In Year 10 all students will commence with the study of their two-year GCSE and vocational qualifications.

We are committed to a curriculum of excellence for all, which balances students mastering the core, as well as students continuing to study a broad and balanced range of option subjects. We are proud of the diverse range of high-quality GCSE and vocational courses that all students have access to and will succeed in by their completion in August 2027. We are confident that the curriculum we offer to students will equip them with the qualifications, knowledge and skills they will need to lead successful and fulfilling adult lives.

The decisions that you make are important and consequential. It is for this reason we are absolutely committed to providing students and families with comprehensive and individual support at each stage of the options process. This is so that you can make an informed decision with confidence about the options you wish to make for Year 10 and 11. We are committed to ensuring that you are given the information and guidance so that you choose subjects that you enjoy, find rewarding and will, ultimately, be successful in.

Options Booklet

In this booklet you will find all the information on the different core and option subjects that will be available to you. This previews the topics covered in each course, the means of assessment and the opportunities that each subject offers for study at sixth form and beyond.

You should take time to read through the pages for each subject, so that you can make an informed choice about the subjects you wish to study in Year 10 and Year 11.

With this information, you will also be able to ask questions of your current subject teachers, tutors and Small School teams, who are here to support you throughout the coming weeks as you make your subject options.

Options Pathways

You will have a range of different options available to you based upon the curriculum pathway you will be following at Key Stage 4.

There are three different pathways, and the pathway you are on is based upon your previous and current academic performance both at primary and secondary school. Your parent/carer has been emailed with the pathway that you will be on.

Pathway 1			
Core	English Baccalaureate	Option Subject	Non-Examined
English Language English Literature Mathematics Combined Science (Double Science)	A Modern Foreign Language (French or Spanish) History or Geography	Option Subject (selected from a range of subjects on offer, as outlined in the Options Booklet)	Core PE Values Curriculum Religious Studies

Pathway 2			
Core	One English Baccalaureate Subject	Option Subject	Non-Examined
English Language	Either:	Option Subject 1	Core PE
English Literature	A Modern Foreign Language (French or Spanish)	Option Subject 2	Values Curriculum
Mathematics	Or	(Selected from a range of subjects on offer, as outlined in the Options Booklet).	Religious Studies
Combined Science (Double Science)	History		
	Or Geography		

Pathway 3		
Core	Option Subject	Non-Examined
English Language	Option Subject 1	Core PE
English Literature	Option Subject 2	Values Curriculum
Mathematics	(Selected from a range of subjects on offer, as outlined in the Options Booklet).	Additional English Language support
Combined Science (Double Science)		Religious Studies

Key Dates

Year 9 Parents' Evening - Thursday 8th May 2025

This event will give you and your parents/carers the opportunity to meet with your current teachers. Not only will you be able to discuss your progress to date, but you will also find out more information about the option subjects that you are interested in.

This event will take place at the Academy. More information will be provided to you about this event shortly.

Year 9 Options Evening - Thursday 15th May 2025

Every student and their family will be invited to an individual consultation meeting with a member of the Academy Leadership Team or Small School Team. This will provide you with advice and support to help finalise your option subject requests. This event will take place virtually on our School Cloud software.

Deadline for Option Subject Requests - Thursday 22nd May 2025

Following these events, the deadline for submitting your option subject requests is Thursday 22nd May. This can be done during your consultation meeting at the Year 9 Options Evening, or using the Options Form that you will be given after the event. This then needs to be returned to your Small School.

We will confirm to you in writing in Module 6 the subjects that you will be studying at Key Stage 4.

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Core Subjects

English Language

Full Title	GCSE English Language
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Paper 1: Explorations in Creative Reading and Writing	Paper 2: Viewpoints and Perspectives	Spoken Language Assessment
Topics	<ul style="list-style-type: none"> Read fluently and with good understanding, a range of 19th, 20th and 21st Century fiction and literary non-fiction extracts. Understand how figurative language techniques and language techniques are used to create meaning in fiction and non fiction. Write effectively and coherently, using Standard English narrative and descriptive original writing. 	<ul style="list-style-type: none"> Read and evaluate texts critically and make comparisons between texts. Summarise and synthesise information or ideas from texts. Use knowledge gained from wide reading to inform and improve your own writing. 	<ul style="list-style-type: none"> Listen to and understand spoken language and use spoken Standard English effectively.
Percentage of Qualification	50%	50%	Non-Examination Assessment (compulsory component)
Form of Assessment	Examination at the end of year 2.	Examination at the end of year 2.	Assessment at the end of year 1.

Why do students enjoy this course?
<p>English, with its core skills of reading, writing, speaking and listening, is the foundation of learning. Students enjoy the subject for a number of reasons. The freedom granted to the exploration of classic and contemporary literature and literary non-fiction allows students unique opportunities to analyse and discover original interpretations of texts and concepts. Through creative writing, where students engage with their imagination, we explore different ways to construct sentences and shape the thoughts and</p>

feelings of readers. With the spoken language element of the course, students enjoy considering real-life scenarios and enjoy flexing their debating and discussion skills, sharing ideas and collaborating with their peers.

What can I do next with this course after Year 11?

Students will use English in all aspects of their studies and working life, beyond GCSE. The IB Language and Literature course is a perfect transition to Level Three at Sixth Form. Within the IB course students will develop their understanding of writer's viewpoints and travel back through literary history to explore how texts are shaped by context. In addition to English at Level Three, students can study Humanities subjects, such as History and Geography, as well as Social Science subjects like Sociology, Psychology and Criminology. Performing Arts subjects also link well to English as they encourage similar levels of creativity and flair.

English Literature

Full Title	GCSE English Literature
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?

Paper Title	Paper 1: Shakespeare and the 19th Century Novel	Paper 2: Modern Texts and Poetry
Topics	<ul style="list-style-type: none"> Read fluently and with good understanding, a range of Canon Literary texts. Read and comprehend literal and inferential meanings of texts, understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings. Understand how figurative language techniques and language techniques are used to create meaning in fiction. Understand how context affects and shapes the writer's ideas. 	<ul style="list-style-type: none"> Critical reading of seen and unseen poetry, identifying the theme and distinguishing between themes. Supporting a point of view by referring to evidence in the text. Understand writers' social, historical and cultural contexts to inform evaluation of ideas. Comparing texts and contrasting ideas within texts studied. Produce clear and coherent essays, writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate.
Percentage of Qualification	40%	60%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.

Why do students enjoy this course?

English Literature is an exciting subject to study, in part, due to its focus on developing the thoughts and opinions that students form when reading texts. It is also engaging for students because they can fully immerse themselves in a whole novel or play, deepening the level of exploration that you might achieve with a short extract. Another aspect of the course that students enjoy is the focus on academic writing skills which encourages them to consider how to approach and present clear and developed arguments and evaluations of texts.

What can I do next with this course after Year 11?

Students will use English Literature in subjects where analysis and evaluation are central skills. Courses such as psychology, sociology, criminology, drama and History. Further studies in English Literature at degree level is also an option. Literature can also take you into the world of work, with jobs such as journalism, editing, publishing and university lecturing all possible occupations.

Mathematics

Full Title	GCSE Mathematics
Qualification	GCSE
Examination Board	Edexcel
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Paper 1 - Non Calculator	Paper 2 - Calculator	Paper 3 - Calculator
Topics	1 Number 2 Algebra 3 Ratio, proportion and rates of change 4 Geometry and measures 5 Probability 6 Statistics Content from any part of the specification may be assessed for any paper.		
Percentage of Qualification	33%	33%	33%
Form of Assessment	Written examination at the end of Year 11.		

Why do students enjoy this course?
<p>Through the tasks and examinations undertaken, students gain the confidence and competence they need to apply mathematical concepts flexibly to solve problems and they recognise the importance of mathematics in our lives and society.</p> <p>Students are able to use and apply standard techniques to accurately recall facts, terminology and definitions, use and interpret notation correctly, and accurately carry out routine procedures or set tasks requiring multi-step solutions.</p> <p>Students' ability to reason, interpret and communicate mathematically vastly improve. By the end of the course, they are able to make deductions and inferences and draw conclusions from mathematical information. They know how to construct chains of reasoning to achieve a given result and how to interpret and communicate information accurately when presenting arguments and proofs. Students are also able to assess the validity of an argument and critically evaluate a given way of presenting information.</p> <p>Finally, students are able to solve problems within mathematics and in other contexts. Translating problems</p>

in mathematical or non-mathematical contexts into a process or a series of mathematical processes is a key skill in a range of areas. Making and using connections between the different parts of mathematics and interpreting results in the context of the given problem allows students to apply their skills to problems they'll encounter in their future career or day-to-day life.

These valuable logical thinking and problem-solving skills can be applied to any number of scenarios, making them extremely desirable and valued by employers in all industries.

What can I do next with this course after Year 11?

Students will use Mathematics in all aspects of their studies and working life, beyond GCSE.

The IB Applications and Interpretations course is a perfect transition to Level Three at Sixth Form. This course emphasises the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. This course is suitable for students who may go on to further study in subjects that utilise mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design.

In addition to the IB Applications and Interpretations course students can choose from the following qualifications:

- Core Maths is a new Level 3 qualification which develops the mathematical skills gained at GCSE. It focuses on using and applying maths to solve problems drawn from other subjects, work and real life. The Core Maths course includes new content such as statistics, financial maths and using algebra. Core Maths helps with the maths needed for a broad range of other subjects.
- AS or A level Mathematics supports the study of a wide range of other AS/A level subjects. Physics, chemistry and biology rely on good algebraic and graphical skills, statistical techniques and the use of a range of functions including logarithms and trigonometry. In addition, economics, psychology, business, computing and geography all benefit from students having fluent and confident numerical, algebraic, graphical and statistical skills.
- Further Mathematics provides a great opportunity for enthusiastic mathematicians to broaden and deepen their subject knowledge. If you plan to apply for a STEM (science, technology, engineering and mathematics) degree you should consider taking Further Mathematics to at least AS level. Further Mathematics is also a fantastic qualification for those students who love maths and want to devote more time to studying wider aspects of the subject.

Combined Science

Full Title	Combined Science: Trilogy
Qualification	GCSE (Double Award)
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Biology Paper 1	Chemistry Paper 1	Physics Paper 1
Topics	Cell biology Organisation Infection and response Bioenergetics	Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	Energy Electricity Particle model of matter Atomic structure (nuclear)
Percentage of Qualification	16.7%	16.7%	16.7%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.	Written examination at the end of Year 11.

What will I learn and how am I assessed?			
Paper Title	Biology Paper 2	Chemistry Paper 2	Physics Paper 2
Topics	Homeostasis Inheritance, variation and evolution Ecology	Rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Forces Waves Magnetism
Percentage of Qualification	16.7%	16.7%	16.7%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.	Written examination at the end of Year 11.

Why do students enjoy this course?

Science is a practical subject that allows students to inquire and question the world in which they live through the specific disciplines of Biology, Chemistry and Physics. Science tries to explain the natural phenomena students see on a daily basis. Science has changed our lives, is key to the world's future prosperity, and this course covers all the essential aspects of the knowledge, methods, processes and uses of science in the real world.

As a core subject that allows students to use their creativity and imagination to solve real life issues, science allows students to apply their mathematical skills for scientific applications.

Additionally, students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about the natural world. They are encouraged to use their scientific knowledge to explain what occurs in the world, predicting how things will behave, and analysing the causes and consequences of this.

What can I do next with this course after Year 11?

On completing this course students are equipped with the scientific knowledge required to understand the uses and implications of science, today and in the future. They therefore have a wide range of options for further study. This course will allow students to access vocational and academic courses at Sixth Form, including: BTEC Applied Science, IB Biology, IB Chemistry, IB Physics, and A level Sciences. All of these courses allow you to study sciences at university and at a higher apprenticeship level. This would then open the door to a number of careers including: medicine, ecology, pharmaceuticals, engineering, carpentry, architecture, product design, management, finance, marketing and IT.

Importantly, the study of science complements the analytical and thinking skills that students develop in taking arts based subjects like English Literature, History, Sociology and/or Geography.



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Option Subjects

Art & Design

Full Title	Art & Design
Qualification	GCSE
Examination Board	Eduqas
Specification Hyperlink	

What will I learn and how am I assessed?		
Unit Title	Paper 1: Portfolio	Paper 2: Externally Set Assignment
Topics	<p>The portfolio is divided into 2 thematic projects spanning Years 10 and 11. The portfolio consists of work made throughout the course up until the assessment points. The portfolio consists of 2 sketchbooks and 2 outcomes, relating to each project.</p> <p>Throughout the course, students will study a range of artists and make their own creative responses. These are:</p> <p><u>Year 10:</u> 1. Identity</p> <p><u>Year 11:</u> 1. Broken</p>	<p>In the Externally Set Assignment there is a choice of 16 different topics.</p> <p>Students are required to select a topic and create a sketchbook of their research and ideas, and produce a visual response to one of the topics in a sustained focus period.</p>
Percentage of Qualification	60%	40%
Form of Assessment	<p>Year 10 Identity project assessment: July 2026</p> <p>Year 11 Broken project assessment: December 2026</p> <p>This portfolio unit is internally and externally marked and moderated.</p>	<p>10 hour examination at the end of April 2027.</p> <p>Assessment of the externally set assignment will be based upon students' sketchbooks created during the preparatory period starting in January 2027 and the 10 hour examination of sustained focus work.</p> <p>The externally set assignment unit is internally and externally marked and moderated.</p>

Why do students enjoy this course?
<p>Students enjoy this course as it provides opportunities for students to express themselves creatively. Furthermore, students enjoy learning about artists and applying this knowledge to inspire their own creative work. Finally students enjoy creative making and realising a personal, creative outcome.</p>

What can I do next with this course after Year 11?

The study of Art & Design leads to further study at Level 3 in the IB Diploma Programme in Visual Arts or A Level Art. In the longer term, students use the knowledge and skills gained from GCSE Art & Design to further study a Foundation diploma in Art & Design at a specialist Art & Design college, or study an Art & Design related degree. After degree level, Art & Design students can access careers in the disciplines of fine art, illustration, graphic design, animation, interior design and architecture. A number of students also enjoy studying Art & Design alongside their other subjects as an expressive and creative outlet which complements the analytical and project design skills that are required to be successful in many Key Stage 5 courses.

Biology (Separate Science)

Full Title	Biology
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?		
Paper Title	Biology Paper 1	Biology Paper 2
Topics	Cell biology Organisation Infection and response Bioenergetics	Homeostasis Inheritance, variation and evolution Ecology
Percentage of Qualification	50%	50%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.

Why do students enjoy this course?
<p>This course along with GCSE Physics and Chemistry (sometimes called Triple Science) provides students with 3 GCSE Science grades. Students can study a range of science courses at Key Stage 5 and beyond whether they have taken Combined Sciences or Triple Science.</p> <p>The Biology course covers the same units as the Combined Science course but in greater breadth and depth. Additional content includes monoclonal antibodies, the brain, the eye, plant hormones, plant disease, cloning and food production. This is a course for the scientifically minded students who are keen to find out about the living world.</p>

What can I do next with this course after Year 11?
<p>Completing this course with Chemistry and Physics allows students to access IB Biology and A - level Sciences courses leading to university studies and a number of careers in Science. Students taking Biology are often interested in careers in medicine and scientific research, whether a doctor, biomedical scientist, vet, marine biologist, pharmacist or dentist. The transferable mathematical and analytical skills developed in Biology also open opportunities in law, banking and financial services.</p>

Business Enterprise

Full Title	Enterprise
Qualification	BTEC Level 2 Tech Awards in Enterprise
Examination Board	Pearson BTEC
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Unit 1: Exploring Enterprise	Unit 2: Planning and Pitching an Enterprise Activity	Unit 3: Promotion and Finance for Enterprise
Topics	<ul style="list-style-type: none"> • Types of Business Ownership • Competition • Business Investigation • International Sales 	<ul style="list-style-type: none"> • Market Research • Consumer Groups • Research & Development Strategies • Development of a Sales Pitch • Stakeholders 	<ul style="list-style-type: none"> • Business Planning and Resourcing • Financial planning and documentation • Marketing Techniques and the 4Ps(Promotion, Place, Product and Price)
Percentage of Qualification	30%	30%	40%
Form of Assessment	Internally Assessed	Internally assessed	Written examination in Year 11.

Why do students enjoy this course?
<p>This course aims to develop students' understanding of business and encourages creative thinking and decision making. Students enjoy learning about the world of business through research, investigation and practical activities. We work with a range of employers to investigate real business issues, so that students will have the knowledge and experiences to run their own businesses successfully in the future.</p>

What can I do next with this course after Year 11?
<p>The course is excellent preparation for post-16 Business, IT and Economics education, all of which can be studied in our Sixth Form, and then eventually, at university and higher-apprenticeship level. Alternatively the course would also support applications for apprenticeships and employment after Year 13.</p>

Chemistry (Separate Sciences)

Full Title	Chemistry
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?		
Paper Title	Chemistry Paper 1	Chemistry Paper 2
Topics	Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	Rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources
Percentage of Qualification	50%	50%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.

Why do students enjoy this course?
<p>This course along with GCSE Physics and Chemistry (sometimes called Triple Science) provides students with 3 GCSE Science grades. Students can study a range of science courses at Key Stage 5 and beyond whether they have taken Combined Sciences or Triple Science.</p> <p>The Chemistry course covers the same units as the Combined Science course but in greater breadth and depth. Additional content includes yield, atom economy, titrations, fuel cells, reaction of alcohols, flame tests, corrosion and the Haber process.</p>

What can I do next with this course after Year 11?
<p>Completing this course along with Biology and Physics allows students to access IB Physics, IB Biology, IB Chemistry, and A level Science courses leading to university studies and lots of careers in Science. Students taking Chemistry are often interested in careers in medicine, engineering, pharmaceuticals, cosmetics and financial services.</p>

Creative iMedia IT

Full Title	OCR Nationals in Creative iMedia IT Level 1/2
Qualification	Cambridge National Certificate in Creative iMedia
Examination Board	OCR
Specification Hyperlink	

What will I learn and how am I assessed? ,			
Paper Title	R093: Creative iMedia in the media industry	R094: Visual identity and digital graphics	R097: Interactive digital media
Topics	<p>Students will learn:</p> <p>The sectors, products and job roles that form the media industry.</p> <p>The legal and ethical issues considered.</p> <p>The processes used to plan and create digital media products.</p> <p>How media codes are used within the creation of media products to convey meaning, create impact and engage audiences.</p> <p>How to choose the most appropriate format and properties for different media products.</p>	<p>Students will learn:</p> <p>How to develop visual identities for clients.</p> <p>How to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.</p>	<p>Students will learn:</p> <p>How to design and create interactive digital media products for chosen platforms.</p> <p>How to select, edit and repurpose multimedia content of different kinds.</p> <p>How to create the structure and interactive elements necessary for an effective user experience.</p>
Percentage of Qualification	40% (Mandatory unit)	30% (Mandatory unit)	30% (Optional unit)
Form of Assessment	Written examination in Year 11.	Coursework in Year 10.	Coursework in Year 10/11.

Why do students enjoy this course?
<p>The course aims to provide knowledge in a number of key areas and develops skills that are essential for the modern-day workplace. Students enjoy the course because it encourages independence, creativity and awareness of the digital media sector. It will equip them with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.</p>

What can I do next with this course after Year 11?

The course is excellent preparation for post-16 IT and business education. It will also prepare you for courses at university such as digital marketing, web design, games authoring, graphic design, advertising, project management, IT technical support, systems management, broadcasting and film production. Alternatively the course would also support applications for apprenticeships and employment.

Design and Technology

Full Title	Design and Technology
Qualification	GCSE
Examination Board	Edexcel
Specification Hyperlink	

What will I learn and how am I assessed?

Paper Title	Paper 1	Paper 2
Topics	<p>Core Knowledge</p> <p>Questions are based on all materials used to create design products, including: metals, papers and boards, polymers, systems, textiles and timbers.</p> <p>Section B Material Categories</p> <p>Students have the choice of material categories and answer a mixture of graphic, calculations and extended-open-response questions.</p>	<p>Investigate - research a given design situation in order to inform a design solution and produce a product design specification.</p> <p>Design - producing different design ideas, reviewing initial ideas, developing ideas into a chosen design, communicating the design ideas and reviewing the chosen design.</p> <p>Make -This includes making the aforementioned design.</p> <p>Evaluate - This includes testing and evaluating the designed product.</p>
Percentage of Qualification	50%	50%
Form of Assessment	Written examination at the end of Year 11.	Coursework during Year 10 and Year 11.

Why do students enjoy this course?

This is a creative course that encourages students to investigate a design situation and then work through the design process to create a final solution. It involves many skills such as: investigation; development of ideas through sketch ideas and model making; practical making skills when creating a working prototype; and exploring a range of testing and quality assurance processes.

Students will work largely independently to discover their own pathway through the design process. Here there is no preset right or wrong. Students are encouraged to support their own design decisions through practical investigations and experimentation.

What can I do next with this course after Year 11?

The GCSE in Design and Technology is the starting point for a career in any of the design disciplines such as product, industrial, automotive and furniture design. It will also support careers in architecture, engineering and interior design.

The next step on completing the GCSE programme will be to move onto an IB level or BTEC course in Product Design and Engineering that will be completed at Sixth Form.

Drama

Full Title	Level 1/2 Vocational Award Performing Arts (Technical Award)
Qualification	Performing Arts
Examination Board	WJEC Eduqas
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Unit 1: Performing	Unit 2: Creating (Devising)	Paper 3: Performing Arts in Practice
Topics	<ul style="list-style-type: none"> You will learn the skills and techniques needed to produce a successful performance of an existing work, such as an extract from a play or show Research and rehearsal Performance Review and reflect. 	<ul style="list-style-type: none"> You will learn how to create and refine your own original work in performing arts, such as devising/creating your own play or designing costumes or hair and make-up Explore and develop Applying knowledge and skills to create original work Review, reflect and refine. 	<ul style="list-style-type: none"> You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea Planning performance work Promoting and pitching Evaluating and reflecting.
Percentage of Qualification	30%	30%	40%
Form of Assessment	You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks.		In Unit 3, you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

Why do students enjoy this course?
<p>The Performing Arts course allows students to develop an insight into an understanding of a wide range of Drama based activities including improvisation, devising and performance from scripts. Students will also have the opportunity to experience live theatre and develop an understanding of the roles of theatre makers. Students can study as a performer, a designer, or both. For design, students can specialise in lighting, sound, set, costume and make-up and hair design. As there are a variety of pathways, if performing is not your strength but you would like to do Drama, you can choose a design pathway instead, which is very exciting for those who are technically inclined.</p>

What can I do next with this course after Year 11?

This specification ensures continuity for students progressing from Performing Arts to IB and BTEC Level 3 Performing Arts. Students who go on to Key Stage 5 are already familiar with studying a Performing Arts vocational content. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. The course can also lead to employment in the performing arts and entertainment industries. The career paths for Performing Arts is vast as the industry offers you a wide range of exciting opportunities which includes but not limited to: Actor, Arts administrator, Community arts worker, Choreographer, Composer, Dancer, Designer, Director, Drama/Music therapist, Front of house manager, Lighting/Sound technician, Musical Theatre Performer, Musician, Stage manager, Teacher.

Engineering

Full Title	WJEC Level 1/2 Vocational Award in Engineering (Technical Award)
Qualification	Engineering
Examination Board	WJEC Eduqas
Specification Hyperlink	

What will I learn and how am I assessed?

Paper Title	Unit 1: Manufacturing Engineering Products Controlled assessment: 20 hours	Unit 2: Designing an Engineering Product 10 hours	Unit 3: Solving Engineering Problems Written examination: time of exam - 1 hour 30 minutes
Topics	<ul style="list-style-type: none"> Understanding engineering drawings. Engineering skills through the manufacturing process. 	<ul style="list-style-type: none"> Designing processes of a given engineering product. 2D Design and manufacturing specification. 	<ul style="list-style-type: none"> Use of stimulus material to respond to questions. Understanding engineering Mathematical techniques to solve an engineering problem.
Percentage of Qualification	40%	20%	40%
Form of Assessment	Coursework completed at the start of Year 11.	Coursework completed by the start of Year 11.	Written examination, taken in Summer of Year 11.

Why do students enjoy this course?

Students have the opportunity to explore a range of engineering activities. This includes gaining an understanding of the role of engineering and how engineered products are used by consumers. The coursework elements combine a range of design skills from developing initial sketch ideas to completing computer aided design (CAD) presentation drawings. This also includes the making of an engineering product for unit 1.

The main aim of the course is to present students with fundamental skills that are required in all engineering sectors. It will give students an understanding of the type of projects associated with engineering and enable them to make an informed decision of which sector they wish to pursue as a future career.

What can I do next with this course after Year 11?

The course will support the application onto the BTEC Level 3 in Engineering which is offered at our Sixth Form. Students who have previously studied the BTEC Level 3 qualification have progressed onto university to study mechanical, structural, electrical/electronic or aeronautical engineering courses. The course will also support applications onto apprenticeships in most engineering sectors.

Food Preparation and Nutrition

Full Title	WJEC Eduqas GCSE in Food Preparation and Nutrition
Qualification	GCSE
Examination Board	WJEC Eduqas
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Paper 1: Principles of Food Preparation and Nutrition	Paper 2: Food Preparation and Nutrition in Action	Paper 3: Food Preparation and Nutrition in Action
Topics	<ul style="list-style-type: none"> • Food commodities • Principles of nutrition • Diet and good health • Where food comes from • Food Science 	<ul style="list-style-type: none"> • Food Science • Effects of cooking food 	<ul style="list-style-type: none"> • Preparation and cooking techniques • Planning and creating dishes • Developing recipes and meals • Where food comes from • Diet and good health
Percentage of Qualification	50%	15%	35%
Form of Assessment	Written examination at the end of Year 11.	Practical assessment and written coursework at the start of Year 11.	Practical assessment and written coursework during Year 11.

Why do students enjoy this course?
<p>Students have the opportunity to cook in the Academy to develop high technical food preparation skills. Students undertake scientific investigations through practical cooking activities and enjoy eating and trying new food products. They then use this knowledge to develop their own ideas about diet and good health. The course encourages learners to cook and make informed decisions about feeding themselves and others, now and later in life.</p>

What can I do next with this course after Year 11?
<p>GCSE Food Preparation and Nutrition provides students with the knowledge and skills to pursue further and higher education qualifications through both vocational or academic routes. Students can study science-related IB and A Level subjects at Sixth Form, which could then lead to students studying sport and exercise science, medicine, nutrition and dietetics, food styling and journalism at university or</p>

higher-apprenticeship level.

Food Preparation and Nutrition GCSE also provides an excellent foundation in developing practical food skills for the diverse hospitality and food industry and careers in food manufacture, product development and marketing. The qualification can also lead to gaining apprenticeships and professional qualifications in the restaurant, hotel and hospitality sector.

French

Full Title	French
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?				
Paper Title	Listening	Reading	Writing	Speaking
Topics	Across all 4 skills, students cover the following topics: <ul style="list-style-type: none"> ● School and future learning ● Holidays ● Me and my life ● The environment and global issues ● Technology in everyday life ● Free time ● Future employment ● Where I live ● Celebrations in French speaking countries 			
Percentage of Qualification	25%	25%	25%	25%
Form of Assessment	Listening examination at the end of Year 11.	Reading examination at the end of Year 11.	Writing examination at the end of Year 11.	Speaking examination at the end of Year 11.

Why do students enjoy this course?
<p>Students have opportunities to develop an in-depth understanding of Francophone culture, society and history, as well as having the opportunity to learn the language at a more advanced level than at Key Stage 3. The challenge of learning French at a higher level is something that students thrive on and students develop a lot of confidence in their communication in French.</p> <p>Students enjoy practising and improving on the four key skills we use in everyday life in French lessons. Additionally, students develop a more technical appreciation of their native language, as translation from English into French and French into English is a central skill which is developed.</p>

What can I do next with this course after Year 11?
<p>Top universities expect students to have studied a language at GCSE level. By completing a language at GCSE, this opens the opportunity to do a year abroad study placement at university or a work placement in a non-English speaking country. Students have the opportunity to continue their study of languages into Sixth Form through the International Baccalaureate or A Level. Opportunities with languages are endless-employers appreciate language skills from employees and those who speak languages set themselves apart from those who cannot. Linguists have a diverse skillset which is something employers appreciate-communication, organisational, problem solving skills and cultural awareness are just some skills employers like in their employees.</p>

Geography

Full Title	Eduqas Geography A
Qualification	GCSE
Examination Board	Eduqas
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Changing Physical and Human Landscapes	Environmental and Development issues	Applied Fieldwork Enquiry
Topics	<ul style="list-style-type: none"> • Landscapes and Physical Processes • Rural-urban Links • Coastal Hazards and their Management 	<ul style="list-style-type: none"> • Weather, Climate and Ecosystems • Development and Resource Issues • Social Development Issues 	<p>Part A will assess approaches to fieldwork methodology, representation and analysis.</p> <p>Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.</p> <p>Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.</p>
Percentage of Qualification	35%	35%	30%
Form of Assessment	Examination at the end of Year 11.	Examination at the end of Year 11.	Examination at the end of Year 11.

Why do students enjoy this course?
<p>Geography transcends the confines of a niche academic pursuit; it is a discipline of fundamental importance for all learners. Its power lies in its capacity to both inspire awe – through the exploration of Earth's dynamic beauty and powerful geomorphological processes – and cultivate a nuanced appreciation for global cultural diversity. By providing essential spatial and contextual understanding, Geography illuminates the cultural narratives that shape our world, much like news reporting. Geography provides critical insights into pressing contemporary challenges, including climate change, food security, and energy transitions. A geographical perspective is indispensable for a comprehensive grasp of these complex issues, effectively complementing the scientific knowledge acquired in GCSE studies.</p> <p>Geography holds direct relevance to both personal lives and professional pathways. It is inherently concerned with change, emphasising the crucial role of historical understanding in interpreting the present. Through its study, students cultivate a robust skill set, encompassing critical thinking, data interpretation, research methodologies, and effective communication – all skills developed and refined throughout the MYP curriculum.</p>

What can I do next with this course after Year 11?

Geography provides a robust foundation for a diverse range of dynamic and impactful careers. Its interdisciplinary nature is highly valued by both employers and universities, who recognise the critical thinking, analytical, and problem-solving skills honed through its study at levels like IB and A-Level.

This can pave the way for a multitude of exciting career paths. For instance, a geography background can lead to roles like Urban Planners and Environmental Consultants. Furthermore, geography graduates excel in fields that demand strong research and communication skills, such as Journalism and Law, particularly in areas like environmental law and international development. These are just a few examples of the diverse and rewarding career opportunities that geography can unlock.

History

Full Title	History
Qualification	GCSE
Examination Board	Edexcel
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Paper 1: Thematic study and historic environment	Paper 2: Period study and British depth study	Paper 3: Modern depth study
Topics	Crime and punishment in Britain, c1000–present Whitechapel, c1870–c1900: crime, policing and the inner city	Superpower relations and the Cold War, 1941–91 Early Elizabethan England, 1558-1588	Weimar and Nazi Germany, 1918–39
Percentage of Qualification	30%	40%	30%
Form of Assessment	Examination at the end of Year 11.	Examination at the end of Year 11.	Examination at the end of Year 11.

Why do students enjoy this course?
<p>The study of history is extremely important in contemporary society, not only to remember the past but also to shape the future by learning from it. Everything that has been done is “history”, meaning that history directly affects us every day, with today’s society shaped by historic periods of industrialisation, colonialism, war and disease epidemics. History spans all cultures, eras, seasons and environments and is an immovable factor that can be called upon for knowledge and insight into how the world got to the point it’s at now and how it will continue to develop in future.</p> <p>It is for this reason that students thoroughly enjoy studying GCSE History as it enables them to interpret the world around them. The units students study provide them with a strong historical knowledge of British History. Additionally, students are about to develop an understanding of global History whilst learning about the Cold War. Both enable students to critically analyse and interpret the world around them through a historical lens. The variety of the History curriculum means there is never a dull moment!</p> <p>The ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing provides students with a sense of empowerment. History offers students the opportunity to voice their ideas through discussion and debate. Students thrive in this environment, and develop key skills which employers look for later in life.</p> <p>Another reason why students enjoy studying History is because it helps them to develop their cultural awareness. By looking at the history of different cultures, students build a strong understanding of why certain people act the way they do. For instance, by looking at the History of Britain, students are able to gain a strong understanding of how our religion and laws have changed as a result of migration and interaction with other peoples and cultures. This provides students with a broad cultural awareness, one that will help them with future work.</p>

What can I do next with this course after Year 11?

GCSE History qualification is highly sought after by both schools and universities. For students looking to progress onto KS5 courses, the GCSE qualification will prepare you with both the knowledge and skills to access the International Baccalaureate course in our sixth form. For example, students who wish to take the History IB course will find both the knowledge and skills they develop during their GCSE relevant to IB content. Their knowledge of Stalin and the USSR will, for example, enable them to access Paper 1. Additionally, students' ability to work independently, construct an argument and communicate their ideas places them in a strong position to excel both within History, and across a range of other subjects.

A GCSE History qualification is highly sought after by employers. Whether you wish to have a career in politics, education, law or business, the knowledge and skills you will develop during the GCSE History course make this qualification one of the most highly sought after qualifications by employers. For example, the ability to problem solve, work independently and think critically, are all skills sought after by employers, regardless of the role you are pursuing.

Music

Full Title	BTEC Level 1/2 Tech Award Music Practice
Qualification	BTEC Level 1/2
Examination Board	Pearson Edexcel
Specification Hyperlink	

What will I learn and how am I assessed?			
Paper Title	Paper 1: Exploring Music Products and Styles	Paper 2: Music Skills Development	Paper 3: Responding to a Commercial Music Brief
Topics	<p>Students will develop an appreciation of styles and genres of music from popular music in the 1960s through to present day music, film music, Music for media, Jazz, Blues and Western Classical Styles. You will need to study the stylistic features and characteristics of each genre through music theory.</p> <p>Students will create their own musical product from live performance, audio recording, composition for media, original song or DAW project.</p>	<p>Students will explore professional and personal skills required to succeed in the music industry. You will then look at methods of capturing musical development and sharing and commenting on your work.</p> <p>Students will apply and develop individual musical skills and techniques in either music performance, music production or composition. You will develop technical music skills and techniques over a number of months and evaluate 6 performance milestones.</p>	<p>Students will be given the opportunity to develop and present music in response to a given commercial music brief by creating and performing a cover version of a song.</p> <p>Students will use the knowledge gained in Components 1 and 2 to make stylistically accurate musical decisions.</p>
Percentage of Qualification	30%	30%	40%
Form of Assessment	Internally assessed coursework completed by the end of Year 10.	Internally assessed coursework completing in the Autumn Term of Year 11.	Externally assessed examination at the end of Year 11.

Why do students enjoy this course?
<p>Students enjoy composing their own music using stimuli derived from the genres studied in the course. The course gives the exciting opportunity to discover new music through the diverse genres studied in the course and take advantage of the opportunity to compose, perform and produce within a new genre. Furthermore there is an opportunity to visit music venues in London and experience live music as part of the course in order to give students a realistic experience of an area of the music industry.</p>

What can I do next with this course after Year 11?

After year 11, students can study BTEC Level 3 courses in Music or Music technology which allow students to further explore their strengths within the subject. Beyond this, students can choose to study music at a range of universities with many different types of courses available such as popular music and music business. There are also many performing routes in which further study can be sought at industry linked colleges allowing for performance and production opportunities whilst studying. After a degree in music it is possible to enter into the music industry through many different internships including artists and repertoire (A&R), production, music supervisor roles, royalties collections, performance, and composition. Music therapy is another job that many musicians take up during their career. There are also a number of teaching roles from private tuition to classroom teaching at primary and secondary phases.

Photography

Full Title	Photography
Qualification	GCSE
Examination Board	Eduqas
Specification Hyperlink	

What will I learn and how am I assessed?		
Unit Title	Paper 1: Portfolio	Paper 2: Externally Set Assignment
Topics	<p>The portfolio is divided into 2 thematic projects spanning Years 10 and 11. The portfolio consists of work made throughout the course up until the assessment points. The portfolio consists of 2 sketchbooks and 2 outcomes, relating to each project.</p> <p>Throughout the course, students will study a range of artists and photographers to make their own creative responses.</p> <p>These are:</p> <p><u>Year 10:</u></p> <ol style="list-style-type: none"> 1. Still Life with Independent Development <p><u>Year 11:</u></p> <ol style="list-style-type: none"> 1. People and Places 	<p>In the Externally Set Assignment there is a choice of 16 different topics.</p> <p>Students are required to select a topic and create a sketchbook of their research and ideas, and produce a practical response to one of the topics in a sustained focus period.</p>
Percentage of Qualification	60%	40%
Form of Assessment	<p>Year 10 Still Life project assessment: July 2025</p> <p>Year 11 People and Places project assessment: December 2025</p> <p>This portfolio unit is internally and externally marked and moderated.</p>	<p>10 hour examination at the end of April 2026.</p> <p>Assessment of the externally set assignment will be based upon students' sketchbooks created during the preparatory period starting in February 2026 and the 10 hour examination of sustained focus work.</p> <p>The externally set assignment unit is internally and externally marked and moderated.</p>

Why do students enjoy this course?

Students enjoy this course as it provides opportunities for students to express themselves creatively and learn about photographic techniques. Furthermore, students enjoy learning about artists and photographers, applying this knowledge to inspire their own creative work. The course itself covers a range of photography skills both digitally and traditionally and allows for experimentation with different techniques and media.

What can I do next with this course after Year 11?

The study of Photography leads to further study at Level 3 in the IB Diploma Programme in Visual Arts or A Level Art or Photography. In the longer term, students use the knowledge and skills gained from GCSE Photography to further study a Foundation diploma in a specialist Art & Design college, or study a Photography or media related degree such as; digital media, graphic design, fashion photography, photojournalism, clinical photography, forensic photography, illustration and advertising. The creative industry also accounts for one in eight of all UK businesses.

Physics (Separate Sciences)

Full Title	Physics
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?		
Paper Title	Physics Paper 1	Physics Paper 2
Topics	Energy Electricity Particle model of matter Atomic structure (nuclear)	Forces Waves Magnetism Space Physics
Percentage of Qualification	50%	50%
Form of Assessment	Written Examination at the end of Year 11.	Written Examination at the end of Year 11.

Why do students enjoy this course?
<p>This course along with GCSE Biology and Chemistry (sometimes called Triple Science) provides students with 3 GCSE Science grades. Students can study a range of science courses at Key Stage 5 and beyond whether they have taken Combined Sciences or Triple Science.</p> <p>The Space Physics unit is an additional unit from the Combined Science course and allows students to explore the laws of Physics beyond our planet. Students who find space fascinating will enjoy this course. Physics is a subject that allows students to use their creativity and imagination to solve real life issues. Physics also allows students to apply their mathematical skills for scientific applications.</p>

What can I do next with this course after Year 11?
<p>Completing this course along with Biology and Chemistry allows students to access IB Physics, IB Biology, IB Chemistry, and A level Science courses leading to university studies and many careers in Science, whether astronomy, engineering, architecture and/or construction.</p>

Religious Studies

Full Title	Religious Studies A
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?		
Paper Title	Paper 1: The Study of Religions	Paper 2: Thematic Studies
Topics	Students will study the beliefs, teachings and practices of the following two world religions: <ul style="list-style-type: none"> • Christianity • Islam 	Building upon their learning in paper 1, students will explore the religious, philosophical and ethical themes of: <ul style="list-style-type: none"> • Relationships and families • Religion and life • Religion, peace and conflict • Religion, human rights and social justice
Percentage of Qualification	50%	50%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.

Why do students enjoy this course?
<p>Students enjoy being challenged about their beliefs and moral concepts. They are able to play an active role in discussions and debates about the world around them and different belief systems.</p> <p>Students are able to gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills which will allow them to question stereotypes, explore different cultures and world views, study beliefs in real life context and practices and encourage community cohesion.</p>

What can I do next with this course after Year 11?
<p>Students taking Religious Studies at GCSE are usually interested in studying social sciences or humanities at sixth form, which allows them to explore the topical and historical issues facing individuals and societies around the world, both in the past and present. Subjects such as Global politics and History, which draw upon many key areas of the humanities, are excellent subjects to choose after Year 11; they further develop students into critical thinkers who can explain how the global dimensions of politics affects their own lives.</p> <p>Many students continue to study this subject at university, whether through the study of philosophy and ethics, theology and other social sciences courses. Employers recognise this subject as challenging and rewarding.</p> <p>This can then lead to a variety of different careers, whether law, international politics, journalism or teaching. Students taking this subject often do well in social care positions such as: counsellors, advice workers, newspaper journalists, human resources, police officers and youth workers. Additionally, the analytical and critical thinking skills are advantageous for a wide range of careers.</p>

Sociology

Full Title	Sociology
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?		
Paper Title	Paper 1: The sociology of families and education	Paper 2: The sociology of crime and deviance and social stratification
Topics	Students will study core arguments on the following units: <ul style="list-style-type: none"> • Family • Education 	Building upon their learning in Unit 1 and Unit 2 students will focus on the core arguments of the following: <ul style="list-style-type: none"> • Crime and Deviance • Social Stratification
Percentage of Qualification	50%	50%
Form of Assessment	Written examination at the end of Year 11.	Written examination at the end of Year 11.

Why do students enjoy this course?
<p>Sociology is the study of society and how individuals are shaped by the world around them.</p> <p>Students enjoy debating the big questions in life such as: 'Are you really free?' There are many answers to this question and a sociologist would argue that you are the product of your surroundings - your friends, school, family and the media determine who you are and what you do.</p> <p>As previously mentioned, sociology examines the big questions in life and over the two years, students will be encouraged to apply their understanding to explore and debate topical issues such as class inequality and crime and deviance. For example, in Year 11, students will investigate factors affecting criminal and deviant behaviour, crime data and official crime data collection.</p> <p>All four units are linked and as students navigate their way through the course they will be introduced to different sociological theories and perspectives such as functionalists, interactionists, feminists and marxists.</p> <p>Like any other social science subject, students develop analytical and critical thinking skills and they will also be taught research methods, as this is the key component of understanding the methodology and techniques that equip sociologists with the tools they need when studying society.</p> <p>Sociology is exciting and very different to other subjects students have studied before but is most similar to Religious Studies as there are times that they will be challenged by concepts and theories that they will need to evaluate. This subject encourages students to ask questions and debate about the world around them.</p>

What can I do next with this course after Year 11?

Students taking Sociology at GCSE are usually interested in studying social sciences at sixth form, which allows them to explore the topical and historical issues facing individuals and societies around the world.

Many of our students go on to study IB Psychology and Criminology which are very popular choices for students that are interested in psychotherapy, counselling or law. Both Psychology and Criminology contain elements of Sociology so this will be advantageous. Subjects such as Psychology and Criminology which give students an insight into human behaviour and the motivations behind their actions, are excellent subjects to choose after Year 11; they further develop students into critical thinkers.

Students continue to study this subject at university as it goes very well with other social sciences. This can then lead to a variety of different careers such as law, medicine, consultancy, journalism or teaching.

Social science subjects are highly recognised by employers as they prepare students for an increasingly globalised world. Students taking this subject often do well in social care positions such as: counsellors, advice workers, newspaper journalists, police officers and youth workers. Additionally, analytical and critical thinking skills are advantageous for a wide range of careers.

Spanish

Full Title	Spanish
Qualification	GCSE
Examination Board	AQA
Specification Hyperlink	

What will I learn and how am I assessed?				
Paper Title	Listening	Reading	Writing	Speaking
Topics	Across all 4 skills, students cover the following topics: <ul style="list-style-type: none"> ● School and future learning ● Holidays ● Me and my life ● The environment and global issues ● Technology in everyday life ● Free time ● Future employment ● Where I live ● Celebrations in Spanish speaking countries 			
Percentage of Qualification	25%	25%	25%	25%
Form of Assessment	Listening examination at the end of Year 11.	Reading examination at the end of Year 11.	Writing examination at the end of Year 11.	Speaking examination at the end of Year 11.

Why do students enjoy this course?
<p>Students have opportunities to develop an in-depth understanding of Hispanic culture, society and history, as well as having the opportunity to learn the language at a more advanced level than at Key Stage 3. The challenge of learning Spanish at a higher level is something that students thrive on and students develop a lot of confidence in their communication in Spanish.</p> <p>Students enjoy practising and improving on the four key language skills we use in everyday life in Spanish lessons - listening, reading, writing and speaking. Additionally, students develop a more technical appreciation of their native language, as translation from English into Spanish and Spanish into English is a central skill which is developed.</p>

What can I do next with this course after Year 11?
<p>Top universities expect students to have studied a language at GCSE level. By completing a language at GCSE, this opens the opportunity to do a year abroad study placement at university or a work placement in a non-English speaking country. Through GCSE languages and the option to continue language development at Key Stage 5, students have the opportunity to continue their study of languages into International Baccalaureate or A Level. Opportunities with languages are endless- employers appreciate language skills from employees and those who speak languages set themselves apart from those who cannot. Linguists have a diverse skillset which is something employers appreciate- communication, organisational, problem solving skills and cultural awareness are just some skills employers like in their employees.</p>

BTEC Sport

Full Title	Pearson BTEC Tech Award in Sport
Qualification	BTEC Tech Award in Sport - Level 1/2
Examination Board	Pearson
Specification Hyperlink	

What will I learn and how am I assessed?

Unit Title	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
Topics	<p>A. Explore types and provision of sport and physical activity for different types of participants</p> <p>B. Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>C. Be able to prepare participants to take part in sport and physical activity.</p>	<p>A. Understand how different components of fitness are used in different physical activities</p> <p>B. Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>C. Demonstrate ways to improve participants' sporting techniques.</p>	<p>A. Explore the importance of fitness for sports performance.</p> <p>B. Investigate fitness testing to determine fitness levels.</p> <p>C. Investigate different fitness training methods.</p> <p>D. Investigate fitness programming to improve fitness and sports performance.</p>
Percentage of Qualification	30%	30%	40%
Form of Assessment	<p>Internal coursework assessments set in year 10</p> <p>3 assignments</p> <ul style="list-style-type: none"> ● 1 x Written Report ● 1 x Presentation ● 1 x Written Plan & Practical Delivery 	<p>Internal coursework assessments set in year 11</p> <p>4 assignments</p> <ul style="list-style-type: none"> ● 2 x Written Reports ● 1 x Practical Performance ● 1 x Written Plan and Practical Delivery 	<p>External Assessment taken in year 11</p> <ul style="list-style-type: none"> ● 1.5 hour written examination in the main hall.

Why do students enjoy this course?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who have an interest in sport holistically and want to acquire sector-specific applied knowledge and skills through vocational contexts.

Students enjoy this course as they are able to explore the different types and providers of sport and physical activity and the equipment and technology available for participation.

Students will also explore the different types of participants and their individual needs in order to gain an understanding of how to increase participation for others in sport and physical activity.

As part of the course, students will undertake some practical sessions to develop skills in planning and delivering sports activity sessions to participants.

The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

What can I do next with this course after Year 11?

The completion of BTEC Tech Award in Sport can lead to sport-based employment opportunities both inside and out of the sporting sector.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.