



Ercall Wood Academy

Empower | Respect | Aspire

Year 9 Options

2024



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Introduction

This booklet aims to describe the elements of the curriculum which students who are currently in Year 9 will study during Years 10 and 11 (September 2024 to June 2026).

A large part of the curriculum is compulsory for all students but there is also an element of choice which means that students can shape their own learning programme in KS4 according to their interests and future education and career aspirations. The procedure for selecting option subjects is explained in these pages. GCSE, OCR Nationals and BTEC qualifications are available; the style of each of these courses is different. Please spend some time reading this information to help your son/daughter make the best choices.

The “option procedure” started in the Spring Term where students were introduced to the process through a series of assemblies and activities during our life skills sessions. During the Summer Term the academy works very hard to make student choices possible. At Ercall Wood Academy we are keen to make the decision-making process as easy as possible and to ensure that the right decisions are made.

The Government introduced the “English Baccalaureate” (EBacc for short) in 2010. It is a group of subjects at GCSE that keeps young people’s options open for further study and future careers. The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

The Government believes that a compulsory EBacc will enhance the prospects of pupils, particularly disadvantaged pupils, by ensuring they receive a core academic curriculum that allows them to retain options in subsequent education and in the employment market.

We have designed our option system to reflect the Government’s intent for the large majority of students to study EBacc qualifications. This reinforces our recommendation that EWA students have a broad and balanced curriculum. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person’s performance in English and maths.

The purpose of this booklet is to provide details of the courses on offer. Please take the time to read the booklet carefully and discuss the courses with your child.



Whatever courses students eventually follow, the staff, with the help of parents/carers, will encourage each individual to achieve their best with academic excellence and suitable progression routes into a Sixth Form or further education/training being the ultimate aim. Ercall Wood Academy has an excellent record of examination success which we will strive to maintain.

Types of qualifications and assessment

Key Stage 4 is the name given to the period of education during Years 10 and 11.

A range of qualifications are available to ensure students achieve the best possible grades to match individual levels of ability and aptitude.

General Certificate of Secondary Education (GCSE)

Key Stage 4 of the National Curriculum is usually assessed in terms of GCSEs. GCSEs are linear, which means that students are assessed through a number of terminal examinations taken at the end of the course. The majority of courses offered are of this type. GCSEs are graded from grade 9 (the highest) to grade 1 (the lowest). Grade 4 is referred to as a 'standard pass' and Grade 5 is referred to as a 'good pass'.

Some subjects have tiered exam papers. Foundation tier is designed for students aiming to achieve between a grade 1 and a grade 5 whilst higher tier is for students looking to achieve between a grade 4 and a grade 9. Maths, Combined Science, Biology, Chemistry, Physics and German all have tiered exam papers.

How the new grades compare with old ones

Old grades	New grades
A*	9
A	8
B	7
C	6 5 Strong Pass 4 Standard Pass
D	3
E	2
F	1
G	1
U	U

Figure 1 shows how the 9-1 grades compare to the old A*-G grades.

Figure 1 – Comparison of GCSE grades

Pearson (BTEC)/OCR Cambridge Nationals

These courses predominantly are examined through assignments at regular intervals with an examination at the end of the course. They are more vocational in nature. They do not use the same grading system of 9-1 grades like GCSE. Instead, they use a pass, merit, distinction grading system, although the exact number of grades differs between qualification. A Level 2 Pass (L2Pass) is equivalent to a GCSE grade 4.



At a glance comparison of vocational and GCSE qualifications



**Vocational
(OCR / BTEC)**

vs



GCSE

Vocational qualifications are **NOT** easier than GCSEs they are different

Vocational subjects have a lower percentage of the grade from written exams

Vocational subjects have an increased amount of ongoing coursework



**Vocational
(OCR / BTEC)**

vs



GCSE

Prefer smaller tasks to complete as a project

Need to meet regular deadlines for submitting pieces of coursework

Good if you do not do well on written exams

Can reduce exam pressures

Prefer learning a subject and doing unit tests

Need to revise well throughout and prepare in detail at the end of the course

Good if you find exams/tests easy



Careers education, Information, advice and guidance (CEIAG)

Careers Coordinator (Future Focus)

Independent Advice and Guidance

The academy has access to an independent careers advisor as well as our own careers team. The careers advisor is available for appointments so that both students and parents/carers have access to advice other than that provided internally.

Careers contacts within the academy:

Mrs L Simmelker EWA Careers Lead
louise.simmelker@taw.org.uk

Tracey Hoof EWA Careers advisor
tracey.hoof@taw.org.uk



Ercall Wood Academy's website has a 'Student Futures' section. This is a separate and extensive section to support with careers, education information, advice and guidance. This can be accessed via the link below.

www.ercallwood.co.uk/our-students/careers



Key stage 4 curriculum structure and rationale

Our curriculum is broad and balanced and is designed to help to address social injustice by empowering all our students with the essential knowledge – the facts, skills, experiences, and habits that are commonly possessed by successful citizens. This essential knowledge enables all our students to positively contribute to their community and the wider world.

Our curriculum aims to unlock the potential of all our students and has high aspirations for everyone, regardless of their ability, gender, race, or background. We will instil a drive in them to aspire to excellence, to become the very best that they can be, thereby preparing them for success in life.

Our aim is to provide an ambitious curriculum for all students which develops the necessary range of essential knowledge for learning, life and work so that they are equipped for the next steps in their journey.

Our KS4 Curriculum structure incorporates a graduated curriculum offer

Oak Pathway

(Burway, Wrekin, Adstone)

Elm Pathway

(Ercall, Caradoc, Hope, Ragleth & Stiperstones)

Subject		Subject
English (Language and Literature)		English (Language and Literature)
Mathematics		Mathematics
Combined Science Or Triple Science (if opted in block 2)		Combined Science (2 qualifications)
Core PE		Core PE
Block 1 - German		Option block 1
Option Block 2		Option block 2
Option block 3 – Humanity option		Option block 3 – Humanity option
Option block 4		Option block 4



Subject list

Statutory GCSE subjects

- GCSE English Language & GCSE English Literature (all students)
- GCSE Mathematics (all students)
- GCSE Science (Combined Science for Elm pathway. Combined or Triple Science for Oak Pathway)

Statutory non-examined subjects

- Core Physical Education (all students)

English Baccalaureate subjects

- GCSE German (EBACC) – (Core for Oak Pathway / option for Elm Pathway)
- GCSE Geography or GCSE History (EBACC) (all students opt for at least one)
- GCSE Triple Science (option for Oak Pathway)

GCSE options subjects

- GCSE Art
- GCSE Photography
- GCSE Drama
- GCSE German (Elm pathway students will need to opt for this if they want the EBacc)
- GCSE RE, Philosophy & Ethics
- GCSE Food Preparation & Nutrition
- GCSE Product Design

Vocational options subjects

- OCR Nationals Sports Studies (PE)
- OCR Nationals Enterprise & Marketing (Business)
- OCR Nationals Creative i-Media (IT)
- BTEC Music
- BTEC Dance
- OCR Nationals Health & Social Care



CORE

CURRICULUM

SUBJECTS



Core: GCSE English language & GCSE English Literature

Subject leader: H Evans

Students will study two GCSEs in English: language and literature. Both GCSEs provide opportunities for students to develop their reading, writing and communication skills, both within English and across the curriculum. In Key Stage 3, students will focus on developing the skills needed at GCSE before moving on to study the specific texts and papers in years 10 and 11.

Exam Board: AQA (2 qualifications)

Course description GCSE English Language

Students will follow the AQA exam syllabus for their English language GCSE. This course allows students to develop their understanding of the ways in which language is used in a variety of fiction and non-fiction texts from different time periods. They will then have opportunity to apply these skills in their own creative and transactional writing.

Students will sit two exams:

- Language Paper 1 – Explorations in creative reading and writing
- Language Paper 2 – Writers' viewpoints and perspectives

They will also participate in a spoken language assessment which, although does not contribute to their overall GCSE grade, does provide them with an extra qualification in terms of their spoken language skills.

More information can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

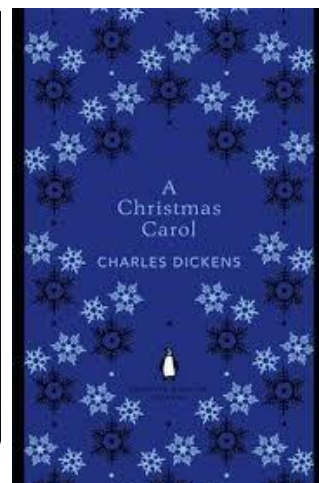
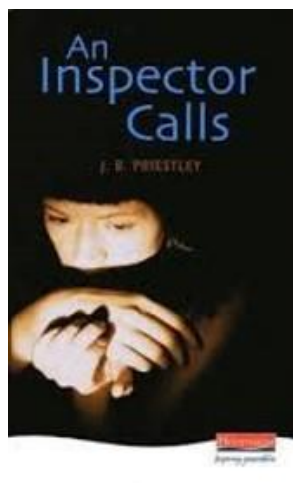
0 5 Your school or college is asking students to contribute some creative writing for its website.

Either: Write a description suggested by this picture:



Or: Describe an occasion when you felt unsure or challenged. Focus on the thoughts and feelings you had at that time.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]



Course description GCSE English Literature

Students will follow the AQA exam syllabus for their English literature GCSE. This course allows students to access a variety of texts and understand writers' purpose based on the context they were writing in. Text choices are yet to be confirmed but students will study a 19th century text, a modern text, a Shakespeare play and a selection of poetry from the anthology provided by AQA. At the end of Year 9, students will be given the opportunity to purchase their own copies of the set texts.



Students will sit two exams:

- Literature Paper 1 – Shakespeare and the 19th century novel
- Literature Paper 2 – Modern texts and poetry

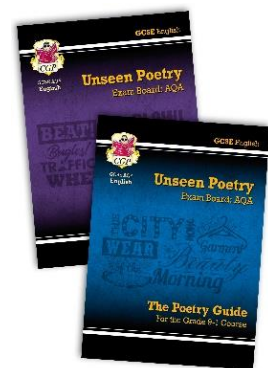
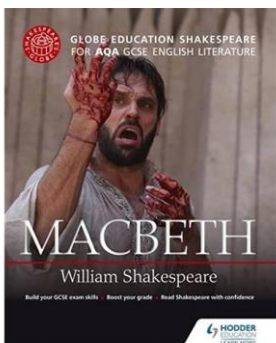
More information can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Possible careers and further education

GCSE English Language and Literature provide students with the skills they will need when progressing into higher education. Not only do these skills underpin successful study at all levels, they are also essential for future employment.

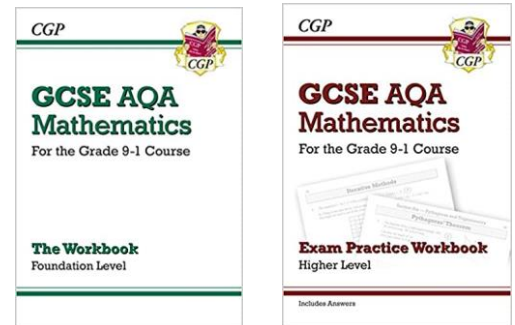
Due to the nature of the subject, GCSE English could help you achieve any and every dream job from lawyer to journalist, pilot to actor.



Core: GCSE Mathematics

Subject leader: D Stringer

Students will study a single GCSE award that was introduced in 2015 and is linear in nature. It is comprised of three exams, one non-calculator and two with a calculator to be taken in June of year 11. The course will continue to build on the knowledge and skills built up over KS3.



Exam Board: AQA

Course description

Students will be set in a group appropriate to their ability and target grade. Students study a course which comprises of the following six areas: Number, Algebra, Ratio Proportion and Rates of change, Measures, Geometry, Statistics and Probability.

Higher papers are graded 4-9 and Foundation 1-5. The standard pass grade is a 4 and a strong pass is a grade 5. In response to requests from the government and employers, more emphasis is placed on reasoning and problem solving using a variety of mathematical concepts, and the content has shifted from a more functional to a more traditional style of assessment. Two thirds of the assessment (consisting of three 1.5-hour papers) is with the use of a calculator.

Possible careers and further education

GCSE Mathematics is required for most further and higher education courses, or future training schemes such as apprenticeships. A GCSE pass of grade 4/5 is therefore the minimum requirement to allow students to access these courses post-16. Mathematics is therefore a hugely important part of the curriculum, and we expect high standards of effort, behaviour and attainment if each student is to maximise their potential. Students who go on to study Mathematics at A-level and university have huge high earning potential, with many being able to perform highly skilled occupations once they enter the world of work.

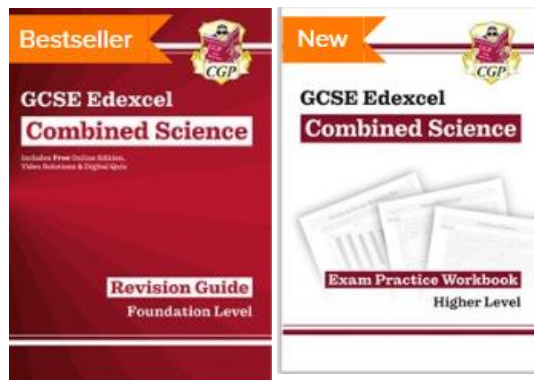
More information can be found at:

<https://www.aqa.org.uk/subjects/mathematics/gcse>

Core: GCSE Combined Science

Subject leader: S Northfield

GCSE Combined Science is a double award GCSE and has an emphasis on scientific literacy – the knowledge and understanding that learners need to recognise the impact of science and technology on everyday life - and scientific numeracy – the collection and application of data. Students can access A-level Science if they have followed the Combined Science course and met the grade required by the post-16 provider.



Exam Board: Pearson Edexcel

Course description GCSE Combined Science

Students will be set in a group appropriate to their ability and target grade. Both Higher tier papers (grade 5-9) and Foundation tier papers (grade 1-5) can be sat by our students based on their progress within the course.

Combined Science has 3 components: Biology, Chemistry and Physics. Each component covers a broad range of the key ideas and also focuses on ideas about Science – the skills that scientists use.



GCSE Combined Science will be externally assessed by 6 exams. Two of the exam papers focus on Biology, two on Chemistry and two on Physics. Each paper is worth 60 marks and available at foundation and higher tier.

More information can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.htm>

Possible careers and further education

Learning about Science is an essential way to learn the skills of problem solving and of using evidence to support explanations. These skills are applicable to a wide range of possible career options and many colleges and employers.

Clearly, good GCSE Science grades will be essential to support applications for Level 3 (A-level) Science courses but the logic and skills of Science support other subjects very well too. Pupils wishing to study



sport, medical care, maths, computing, business, architecture, engineering, finance courses, and many more, will all benefit from learning Science.

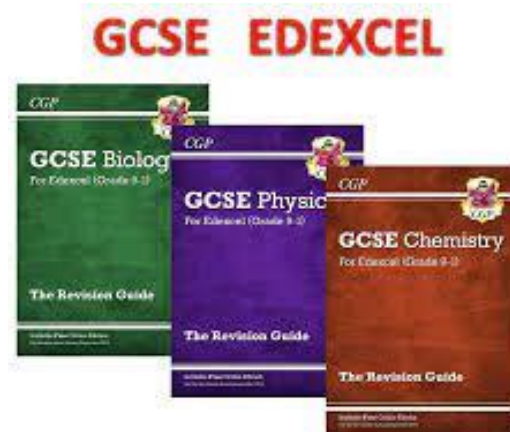
Option: GCSE Triple Science (Oak Pathway)

Subject leader: S Northfield

GCSE Triple Science awards a single GCSE for each of the main three sciences: Biology, Chemistry and Physics.

The GCSE Triple Science course is aimed at pupils working at Grade 5 or above in Year 9. It is a demanding course, and pupils will be expected to work at a high level. The units taken are very similar to those which form the Combined Science units; extra sections in each unit develop pupils' understanding more deeply.

There is a similarly strong emphasis on scientific literacy and scientific numeracy as there is in the Combined Science course.



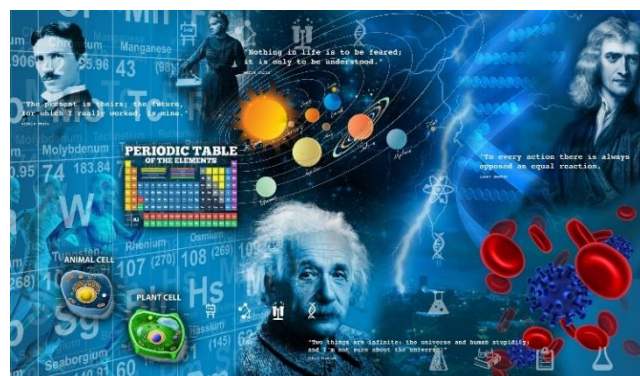
Exam Board: Pearson Edexcel

Course description: GCSE Triple Science

Both higher tier papers (grade 5-9) and Foundation tier papers (grade 1-5) will be able to be sat in June. However, it is anticipated that most students within the three upper band sets will be sitting higher tier papers.

Each of the three GCSEs is externally assessed by two 1 hour and 45 minute exams; 6 exams in total.

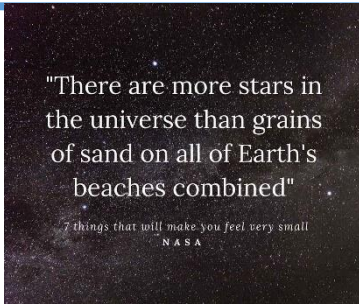
The exams described here replace the examinations described for Combined Science – they are not in addition to those exams.



Possible careers and further education

Triple Science extends on all the benefits of Combined Science. It is ideally suited to pupils who wish to gain a greater depth of understanding of Science at GCSE level. This would be of particular benefit to pupils considering A levels or similar in the

Sciences as it will ease the transition onto those courses at the end of Year 11.



More information can be found at:

Chemistry:

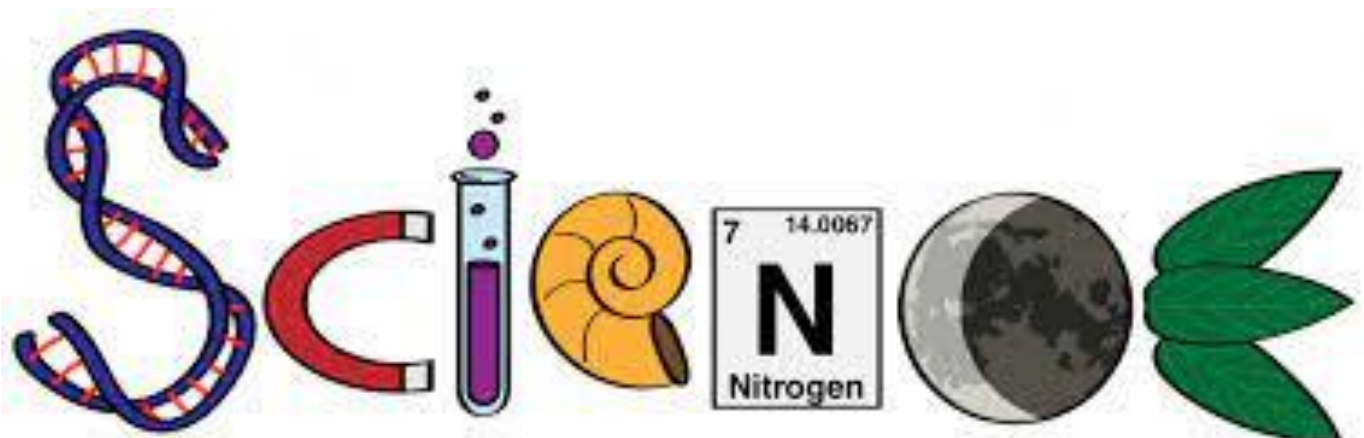
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Chemistry>

Biology:

<https://qualifications.pearson.com/en/qualification/s/edexcel-gcses/sciences-2016.html#%2Ftab-Biology>

Physics:

<https://qualifications.pearson.com/en/qualification/s/edexcel-gcses/sciences-2016.html#%2Ftab-Physics>



Core: Physical Education (non-examined PE)

Subject leader: J Furlong

At KS4 we aim to encourage students to make informed choices about the importance of physical health and to assist them in discovering sports they can continue to take part in later life.

The Physical Education KS4 programme provides each student with the opportunity to participate in a wide range of activities including: Athletics, Badminton, Basketball, Cricket, Dance, Football, Netball, Rounders, Rugby, Table Tennis, Tennis, and Volleyball. Students are encouraged to experience different roles during lessons e.g. umpiring, coaching, managing and playing.

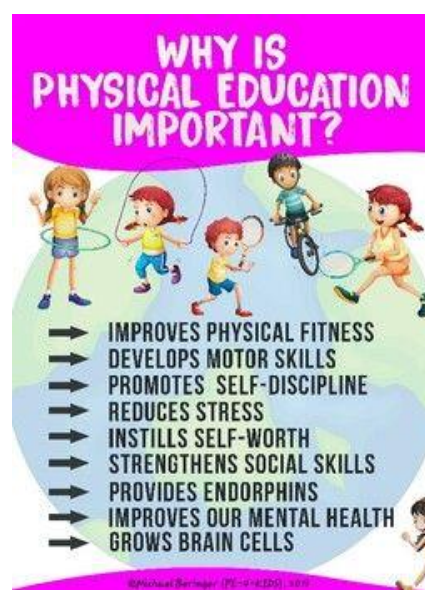
The Physical Education Department offers many different after school clubs throughout the school year such as Athletics, Badminton, Basketball, Cricket, Football, Netball, Rounders, Rugby, Tennis and Trampolining. You should try to participate in at least one extracurricular club per term.

Course description Core PE

Exam Board: Not Applicable



Physical Education



GCSE

ADDITIONAL

EBACC

SUBJECTS

EBACC: GCSE Geography

Subject lead: R McCluskey

Ercall Wood Academy geography students will be taught to the new AQA GCSE Geography specification. This is an innovative, relevant, motivational and fascinating course for those with a passion for geography. The syllabus provides a balance of theoretical and practical work, encouraging an active involvement in the subject. It gives students an understanding of global geographical issues and how to apply these to a range of contexts. Students are required to undertake two field trips as part of the course to gain the GCSE.

Exam Board: AQA

Course description:

Living with the physical environment

This component will involve the following topics of study:

- The challenge of natural hazards.
- The living world
- Physical landscapes in the UK
- Geographical skills.



Challenges in the human environment

This component will involve the following topics of study:

- Urban issues and challenges
- The challenging economic world
- The challenge of resource management
- Geographical skills



Geographical application

This component will involve the following topics of study:

- Issue evaluation
- Fieldwork
- Geographical skills

This is a synoptic paper based around decision making. It will involve all of the components covered in paper 1 and 2 mainly focusing on two of the topics. Students will be expected to be able to transfer their knowledge from the whole of the course and apply it to familiar and unfamiliar situations.

Assessment:

GCSE Geography Assessment

The course will be assessed by:-

At the end of the course there will be 3 examinations:

- Living with the physical environment- 1 hour 30 min worth 35%
- Challenges in the human environment- 1 hour 30 min worth 35%
- Geographical application – 1 hour 15 min worth 30%

All papers are question and written response. There are additional marks on all papers for the **standard of written communication and spelling, punctuation and grammar**. The papers also involve a level of **maths skill** such as performing calculations on presented data.



Possible careers and further education

Geography is a subject which can form part of the EBACC group. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding.

Geography helps you to make sense of the world around you. It is hands on and it is relevant. Our current GCSE course offers a great mix of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data, construct graphs and perform calculations.

Fieldwork, or working outside the classroom, is a really important part of Geography. You will gain first-

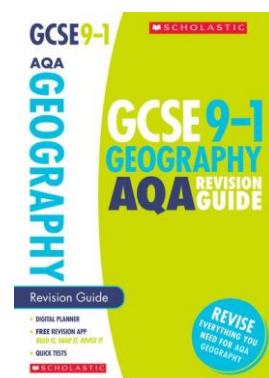
hand, practical experiences which support and reinforce the knowledge, skills and concepts explored in the classroom. Memorable experiences support your long-term learning and recall. You will attend 2 separate field trips to contrasting locations and will complete two fieldwork reports based on these visits. GCSE Geography is a vital qualification for equipping you with the necessary reading, writing and communication skills when progressing into employment and/or higher education.

Revision

The department recommend the scholastic GCSE 9-1 Geography AQA Revision Guide. This offer the best support for the content that we deliver in class and the Case Studies that we teach as part of our curriculum.

You can support your child with additional revision

materials such as the CGP GCSE workbook which is a book of exam practise questions on all topics that we will be studying. Further online materials such as past papers, SAM Learning and GCSE Bitesize provide additional support to students with homework tasks and exam preparation.



Homework

Tasks are set weekly using Carousel Learning to consolidate student learning and ensure that all students have the knowledge that is needed to apply to exam questions.

More information can be found at: <http://www.aqa.org.uk/subjects/geography/gcse>

EBACC: GCSE German Core – Oak Pathway / Option – Elm Pathway

Subject leader: S Bastow

To ensure that students at Ercall Wood Academy can compete in the ever-evolving global world with their counterparts internationally, students in Pathway A study GCSE German as part of their core curriculum. Pathway B students have equality of opportunity and would need to opt for the subject as one of their open options. Our curriculum aims to inspire and challenge all learners. It builds on the knowledge, skills and experiences developed from the beginnings of their language learning journey, therefore we provide an ambitious and aspirational but inclusive curriculum that prepares all students for a variety of post-16 pathways regardless of their banding or prior attainment. To learn another language is a skill for life. Our students will be entering a global workplace and so language-learning has never been more important, particularly since 75% of the world's population do not speak English. Opting for a language is necessary for those students wanting the EBACC qualification.

Exam Board: Edexcel

Course description:

The German Language GCSE will encourage students to develop the 4 language skills of: listening, speaking, reading and writing.

Students will be encouraged to develop independency in these skills through a thorough understanding of grammatical structures and a wide range of vocabulary.

A breadth of authentic literature and non-fiction texts from range of genres and types will be used to promote cultural awareness. There is an emphasis on spelling, punctuation, translation and grammar including the use of vocabulary.

The GCSE curriculum focusses on 5 themes:

Theme 1: Identity and culture:

Theme 2: Local area, holidays and travel

Theme 3: School and education

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension

Assessment:

The course will be assessed by:-

- End of course examinations in which students will sit their listening, reading and writing component in one session. They will also be assessed on their speaking skill during April (dates depending on exam board) – this exam will be conducted by the class teacher and submitted to the exam board for marking. All 4 components are worth 25% of the overall GCSE grade and all papers are marked externally by the exam board.
- For the listening examination, students will be entered either for higher or foundation paper, where they will be assessed on their comprehension of the texts and situations presented on the audio recording.
- For the speaking examination students will be presented with 3 tasks: A – Role play, B - Picture based task (description of the picture and conversation), C - General conversation. In the last task students will be allowed to choose one topic themselves, the other topic will be allocated by the exam board. Students will have 12 minutes preparation time and will be allowed to take their notes into the examination.
- For the reading examination, students will be entered either for higher or foundation paper (this has to be the same tier as the listening examination). Students will be assessed on their comprehension of the texts provided, there will be also a literary text

comprehension and they will also have to complete a translation activity (from German to English).

- For the writing examination, students will have 3 tasks: A – Picture-based task (20-30 words), B – Translation (from English to German) and C – Extended writing task (80-90 words) or (130-150) for higher.



Possible careers and further education

GCSEs within modern foreign languages are highly desirable due to the requirements for businesses to have employees that can communicate effectively within their national and international operations.

Not only are these skills desired in many careers, they also underpin successful study at all levels. As there is a rising demand for people with modern language skills within many of the Universities (all of the Russell group universities) expect applicants to have a foreign language to at least GCSE level as course entry requirements.

Therefore, German is invaluable for the future no matter what students are aiming for. Being able to speak another language improves also understanding of native language, expands vocabulary and builds up confidence and self-esteem.

German will help students to:

- work independently.
- be creative.
- think critically.
- communicate ideas with confidence.
- improve spelling, vocabulary and Grammar.

A GCSE in MFL could help land that dream job! Sports journalist, lawyer, film director, public relations executive, fashion journalist, author, newsreader, politician, actor... the list is endless. More information can be found at: <https://qualifications.pearson.com/en/qualification/s/edexcel-gcses/modern-languages-2016.h>



EBACC: GCSE History

Subject leader: C Evans

History is a fascinating subject that relates to all of our lives, explaining how we have come to live the way we do. This course focuses on British and American history across a broad range of periods.

Exam Board: AQA

Course description:

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

- **Paper 1: Understanding the modern world**
- **Paper 2: Shaping the nation**

Paper 1: Understanding the modern world

Section A: Period studies

- America, 1920–1973: Opportunity and inequality.
- This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.
- Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.



Section B: Wider world depth studies

Conflict and tension between East and West, 1945–1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War.

This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.



Paper 2: Shaping the nation

Section A: Thematic studies

Britain: Migration, empires and the people: c790 to the present day

- This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world.

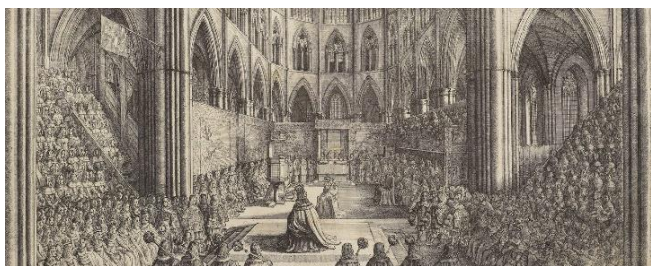
- It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.



Section B: British depth studies including the historic environment

Restoration England, 1660–1685

- Students study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.



Assessment:

There are four assessment objectives (AOs) across all GCSE History specifications and all exam boards. These are:

- **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- **AO2:** explain and analyse historical events and periods studied using second-order historical concepts.

- **AO3:** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- **AO4:** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The table below shows how these objectives are weighted over the two 1 hour and 45 minute papers.

Assessment objectives (AOs)	Paper weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	16.25	18.75	35
AO2	13.75	21.25	35
AO3	10.0	5.0	15
AO4	10.0	5.0	15
Overall weighting of papers	50	50	100

Possible careers and further education

History is one of the most sought-after qualifications for further and higher education because it teaches pupils a range of skills in research, communication and presentation that are essential to employers and gives pupils a clear knowledge and understanding of how the world works

More information can be found at:

<https://www.aqa.org.uk/subjects/history/gcse>

GCSE

OPTION

SUBJECTS



Option: GCSE Art & Design – Fine Art

Subject leader: G Hayman

Unleash your creativity at Ercall Wood Academy with our GCSE Art course which is designed to equip you with the knowledge and skills needed to progress in your chosen creative field, to help with a career, or just to learn something expressive.

Our lessons provide the opportunity to access great resources as well as tap into the skills of our specialist staff, who are still practicing artists. They will help you achieve your goals in a vibrant and stimulating environment.

If you like thinking outside the box our Art & Design course offer excellent routes to unleash your potential. The Art Department gives pupils the opportunity to practice or study a deeply rewarding subject – a subject which will take them far beyond the narrow confines of any exam specification, and that will in time become an interest for life.

Exam Board: WJEC Eduqas



Our Art Department has gained a good reputation locally and our course is popular and extremely successful. The Department is focused on providing a creative environment, where freedom of expression is harnessed and directed by a small team of enthusiastic and highly motivated staff who encourage a wide range of activities within an atmosphere of trust and support.

Course description:

Purpose of study:

- Art, craft and design embodies some of the highest forms of *human creativity*.

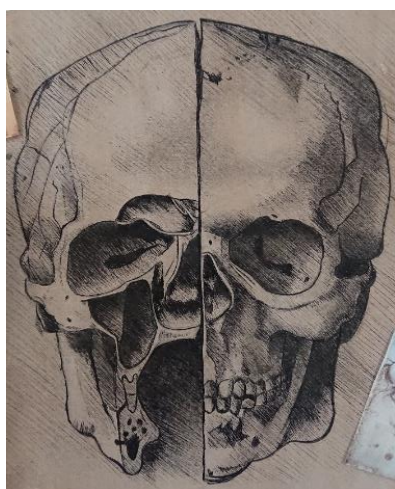
Our curriculum ensures that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, print making, designing, creating, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The GCSE course consists of one main coursework project entitled "This Is Me". Students study a range of contemporary and historical artists as references. This leads onto observational work in a wide range of media, including photography and ICT; which are explored to produce an imaginative and personal final piece, which could be in 2D or 3D.

Assessment is 60% Coursework and 40% Set Task.

The Set Task is a pre-seen selection of starting points, from which the students choose one. This gives a more personal learning opportunity and is undertaken from January until May of year 11. Its conclusion is a 10 hour opportunity to produce a unique final piece. This is often the highlight of the course as it allows for an extended period of time in the art studios, experiencing what it is like to be a practitioner.



The Department

We are extremely proud of our results as our students achieve significantly above the National average in terms of both grade 8/9's and those achieving a grade 4 or above. This reflects the excellent motivation and enthusiasm that Ercall Wood Academy's students have for learning Art.

The department teaches in two studios, which are fully equipped. Facilities include: a ceramics room, printmaking facilities, spray paint booths, a computer suite, sewing machines and photography equipment.



Trips and visits

Art students undertake various study trips throughout the two years, for Arts Master Classes, College and University end of year shows. Our regular visiting practitioners enhance Art students' visual and contextual experience.

In the community

We are so proud of our students' work that we love to celebrate this within the community. Our Art students' work has been exhibited in the Town Centre, The Place Theatre, the New Vic Theatre, the West Midlands Safari Park, Darby House and other Telford and Wrekin office buildings. Our students have also created murals within the local community at The Plough Inn, Arleston Community Centre, Donnington Wood Infants School and Arleston Gateway Signs.



Possible careers and further education

The Creative Industries have become increasingly important to economic well-being, proponents suggesting that *"human creativity is the ultimate economic resource"*, and that *"the industries of the twenty-first century will depend increasingly on the generation of knowledge through creativity and innovation"*. (Florida 2002, p. xiii)
Expansion in the Creative Industries outstripped the UK economy as a whole. It is the UK's fastest-growing sector, worth £71.4 billion a year.



Why should I choose Art & Design?

It teaches you life skills - undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative, cultural and racial understanding.

Universities like well-rounded people!
"Drawing is Thinking" – Milton Glaser.

The study of art can help you develop transferable skills that you can take to any career or job. It will help your research skills, the ability to work independently and the aptitude to share ideas visually. You could go on to take

a higher qualification in Art & Design such as A-level. Ultimately you may wish to go on to careers in fields such as Design, Architecture, Fashion, Advertising, Marketing, Publishing, Media or Education. Art and Design also contributes to the development of key skills valued by employers. these can be grouped into four broad categories:

- **Ways of thinking:** creativity, critical thinking, problem-solving, decision-making and learning;
- **Ways of working:** communication and collaboration;
- **Tools for working:** information and communications technology and information literacy;
- **Skills for living in the world:** citizenship, life and career, and personal and social responsibility.

More information can be found at:

<http://www.eduqas.co.uk/qualifications/art-and-design/gcse/>

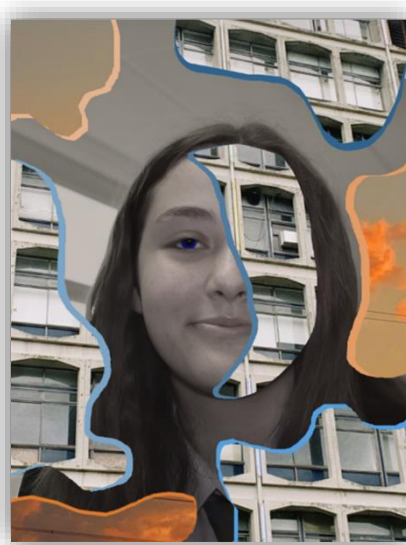


Option: GCSE Art & Design - Photography

Subject leader: G Hayman

Studying Photography at Ercall Wood Academy will allow students the opportunity to become proficient in the use of cameras and to master photography editing skills, using computer software. Students will develop their ability to communicate visually. There is an emphasis throughout this GCSE course on how Photographers consider more than just looking through the lens of the camera. Students will gain an appreciation for how lighting, composition, colour and the use of space are integral in forming the foundations of a successful image. These principles, within our lessons, are part of the elements of Art that students have been using throughout KS3.

Lessons are built around engaging themes which facilitate students to create an original response to each theme, artist and ideas; by utilising the departments specialist equipment and resources. To support students with developing their learning in Photography, we run external trips and workshops with visiting professionals, allowing students to expand their knowledge and skills further.



Exam Board: WJEC Eduqas

Course description:

The course allows all students to access a DSLR and a digital camera during lessons. Once mastered, students will learn how to create a successful image by responding to interwoven short projects, competitions, conceptual and contextual artists, to research and analyse. This constitutes the main body of their coursework.

The course aims to do the following:

- Study famous Artists & Photographers
- Analyse themes and concepts in photography
- How a camera functions
- A range of photo manipulation techniques
- How to develop individual styles as a Photographer
- How to apply advanced styles & concepts in students' own work
- How to produce a college ready portfolio



Assessment:

Course Content

Assessment is 60% Coursework and 40% Externally Set Task.

The Department

We are extremely proud of our results as our students achieve significantly above the National average in terms of both grade 8/9's and those achieving a grade 4 or above. This reflects the excellent motivation and enthusiasm that Ercall Wood's students have for learning within the Creative Arts.

The department teaches in two studios, which are fully equipped. Facilities include: a ceramics room, printmaking facilities, spray paint booths, a computer suite, sewing machines and photography equipment.

Trips and visits

Photography students will have opportunities to take numerous study trips throughout the two years, for Photography exhibitions, primary resource purposes, College and University end of year shows. This allows improvement for students' visual and contextual experience.

Photography around school

Students will be encouraged to practice their newly developed photography skills throughout the year at school events, such as Open Evenings, Carol Concerts, Awards Evenings, Careers Fairs and Sporting Fixtures.



Possible careers and further education

A survey of Photographers by the British Photographic Council found that **91%** of professional Photographers are Freelance, showing how profit can be made out of a hobby and interest. Something that should be considered and supported in our students' futures. Studying Photography can lead the way into many careers, such as:

- Press, Journalism & Media
- Marketing & Advertising
- Events
- Fashion
- Web Development & Design
- Film & Animation
- Publishing & Print Media
- Graphic Design
- Art Curator/Collector
- Forensic Photography



Why should I choose Photography?

It provides you with another outlet to communicate your creativity. Teaching you to a key life skill, communication, problem solving, to be inquisitive, research and investigation, confidence building, having an awareness of the world around you, and developing your own voice.

Studying photography can lead you into any creative career or job. Photography will assist your investigation skills, the ability to work independently and the aptitude to share ideas visually. Similarly, as studying any creative course at GCSE you could go on to take a higher qualification in Art & Design Photography such as A-level.

More information can be found at:

<http://www.eduqas.co.uk/qualifications/art-and-design/gcse/>

Option: GCSE Drama

Subject leader: A Bowater

The Performing Arts Faculty offer students the opportunity to study GCSE Drama. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms.

The Drama course is ideally suited to those students who want to develop their acting skills, like devising their own plays and performing from text, are interested in behind the scenes technical aspects and enjoy visiting the theatre. It is also ideal for those who want to develop their confidence, teamwork, and self-expression (skills of ever-increasing importance in most career paths, from business to the professions). Drama allows us to express ourselves creatively and can be a fantastic outlet, both physically and emotionally.

Performance is an important part of the course and it is expected that all students taking the course will take part in additional rehearsals and the range of extra-curricular drama activities which take place at lunchtimes and after school.

Exam Board: AQA

Course description:



There are three components of study:

- **Component 1** - Students acquire the knowledge and understanding of drama and theatre. It involves the study of one set play from a choice of six. Our students are expected to analyse and evaluate the work of live theatre makers and therefore must attend a live theatre production.
- **Component 2** - Students acquire the skills and processes of creating devised drama. Students must take part in the performance of a deviser. This can be contributions as a performer or designer. Students are expected to analyse and evaluate their own work throughout this process.
- **Component 3** - Student acquire the skills and knowledge of effective performance. Students undertake a performance of two extracts from one play (either as performer or designer). In addition they have a free choice of an alternative play that must contrast with the set play chosen for Component 1.



Assessment:

The course will be assessed by:

Component 1 - Written Exam (40%): Understanding Drama

- Written exam: 1 hour 45 minutes
- Open book and worth 80 marks (40% of the GCSE)
- Section A is multiple choice (4 marks)
- Section B is four questions on a given extract from the set play chosen (44 marks)
- Section C is one question (from a choice) about a **Theatre Production** that you have seen (32 marks)

Component 2- practical (40%): Devising drama

- Student devising log (60 marks)
- Student devising performance – teacher assessed (20 marks)

Component 3 : practical (20%) - Texts in practice

- Student performance of Extract 1 (20 marks) and Extract 2 (20 marks)



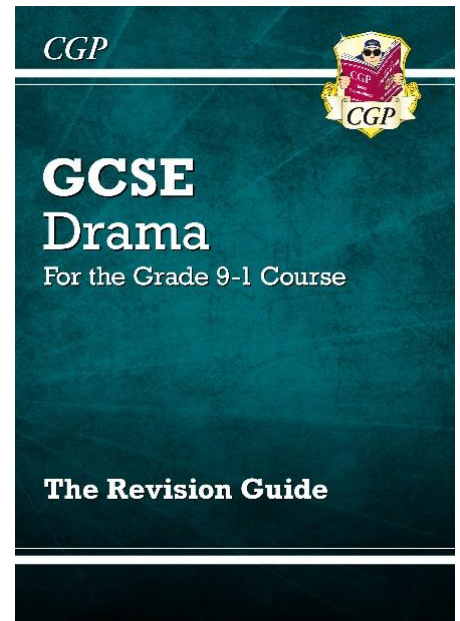
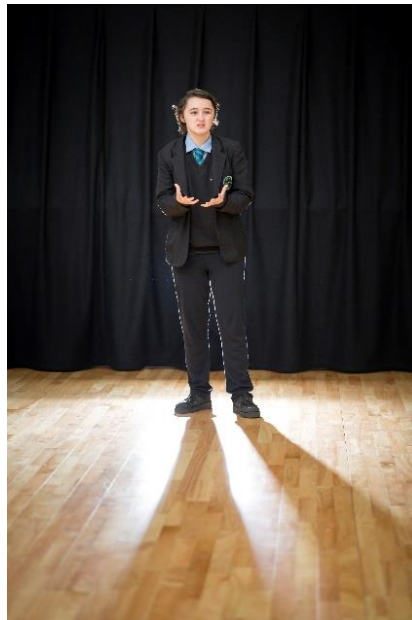
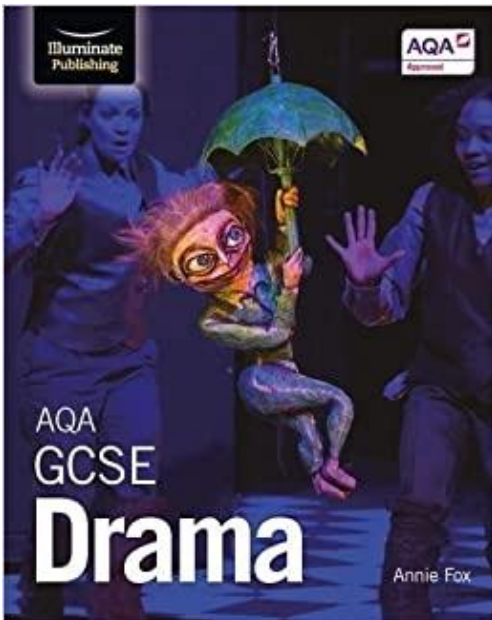
Possible careers and further education

GCSE Drama offers good preparation for those students who wish to study Drama or Theatre at a higher level. However, GCSE Drama develops many transferable skills. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.



More information can be found at:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



Option: GCSE Food Preparation & Nutrition

Subject leader: J Taylor

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Exam Board: AQA

Course description

Food preparation skills are integrated into five core topics:

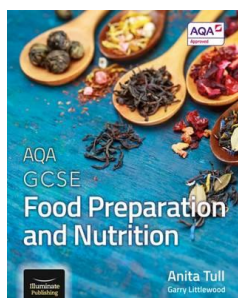
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- bread, cereals, flour, oats, rice, potatoes and pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, eggs, soya, tofu, beans, nuts and seeds
- butter, oil, margarine, sugar and syrup.

Students who enjoy cooking, have a flair for food or like experimenting would enjoy this course, along with students who are interested in health, nutrition and healthy living.

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full time career in the catering or food industries.



DID YOU KNOW?

There are so many apple varieties that if you were to eat an apple a day, it would take you over 27 years to try them all. (And more kinds are produced every year!)



Course assessment

Paper 1 Written exam: 1 hour 45 minutes - Theoretical knowledge of food preparation and nutrition 50 % of GCSE

Two NEA tasks 50% of GCSE:

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Students will achieve a GCSE grade 1 to 9 in this qualification.

Possible careers and further education

GCSE Food and Nutrition offers good preparation for those students who wish to study Food or Catering at a higher level, or who wish to take a part time job in the catering or food industry. Students gain the confidence to work in a safe and hygienic manner, use a variety of ingredients to make a range of dishes and develop a good skills base. Possible careers include Food Photographer, Food Writer, Chef, Culinary Librarian, Catering Manager, Recipe Developer, Product Developer, Food Microbiologist, Food and Restaurant Inspector, as well as a Dietitian.

Best universities for the food industry:

1. University of Leeds - **Food Science and Nutrition BSc (Hons), Food Science BSc (Hons), Nutrition BSc (Hons)**
2. University of Surrey - **Food Science and Nutrition with Foundation Year BSc (Hons), Nutrition and Dietetics BSc (Hons), Nutrition with Foundation Year BSc (Hons)**

Locally:

1. Coventry University – **Dietetics BSc (Hons), Food Safety, Inspection and Control BSc (Hons), Food Science BSc (Hons), Nutrition and Health BSc (Hons)**
2. Harper Adams University, Shropshire - **Agri-food Marketing with Business (with Placement) BSc, Food Technology and Product Development (with Placement) BSc, Food Technology with Nutrition (with Placement) BSc (Hons), Food and Consumer Studies (with Placement) BSc (Hons)**

More information can be found at:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Option: GCSE RE, Philosophy & Ethics

Subject leader: M Jennings

This is a new option for this year as the Ethics team have chosen a new specification that will give you a unique opportunity to study a wider range of religions, and the difficult to navigate ethical dilemmas that modern life poses. Our students will be challenged with questions about belief, values, meaning, purpose, and truth, enabling them to develop their own attitudes towards religious issues,

The course offers a range of faith-specific options and a variety of relevant and contemporary themes, ensuring you have a diverse choice of intriguing subjects to explore and discuss. We are excited to offer this exploration of your own beliefs and ideas, whilst sharing and learning about those of others.

Students will learn how philosophy, ethics and religion form the basis of our culture, and develop valuable skills that will prepare them for further study and a greater understanding of how to make valuable argument to explain the complexity of issues such as war, prejudice, abortion, euthanasia poverty, human rights and social justice.

Exam Board: AQA

Course description

The course studied is AQA GCSE Religious Studies A. However, our teaching approach underpins the delivery through the moral and ethical views of the diverse religions. The Ethics Department believes that this focus means the course can be viewed as the study of "Ethics".

There are two GCSE examination papers, each 1 hour and 45 minutes.

- Paper 1 – Philosophical and ethical themes
- Paper 2 – a choice of study on two world religions

Paper 1 – Philosophical and ethical themes

Life Issues:

- The Origins of The Universe.
- The Value of the World
- Use and Abuse of the Environment.
- Pollution
- Use and abuse of Animals
- The Origins of Human Life
- Abortion Euthanasia
- Death and the Afterlife

The Existence of God and Revelation:

- The Design Argument
- The First Cause Argument
- The argument from Miracles
- Arguments Against the Existence of God.
- Special Revelation and Enlightenment
- Ideas about the Divine



Peace and Conflict:

- Violent protest and Terrorism#
- Reasons for War.
- Nuclear War and Weapons of Mass Destruction
- The Just War
- Holy War and Religion as a Cause of Violence
- Pacifism and Peace making
- Victims of War

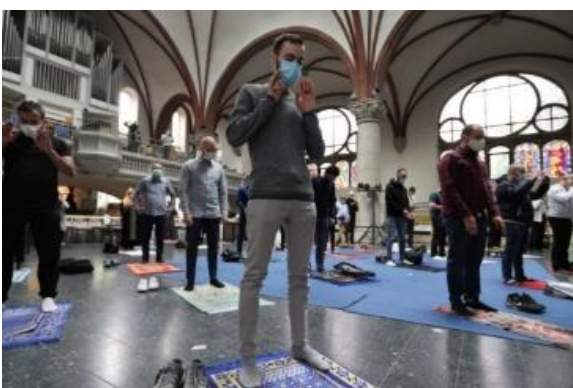
Human Rights and Social Justice:

- Social justice and Human Rights
- Prejudice and Discrimination
- Religious Freedom
- Disability and Race
- Attitudes to Wealth
- Poverty and its Causes
- Exploitation and the Poor

Paper 2 - The Study of Religions

Beliefs and Teachings (Christianity):

- The nature of God
- Belief about the Trinity
- The Life and Death of Jesus
- The Afterlife and Judgement



Practices:

- Types of Worship
- The Sacraments
- Pilgrimage
- Celebrating Festivals

- Role of the Church in the Community- Food Banks/ Street Pastors
- Mission and Evangelism
- Growth and Persecution

Beliefs and Teachings (Islam):

- The Nature of God
- Angels
- Life after Death
- Prophethood
- Holy Books



Practices:

- The Five Pillars, The Obligatory Acts
- Salah and Prayers
- Fasting during Ramadan
- Zakah and Charity
- Pilgrimage
- The Meaning of Jihad
- Festivals



In our community

Our Ethics Department has gained a local reputation for successful results, with students engaging in the subject to achieve grades beyond expectations. Visiting speakers have covered a wide range of topics and have included members of local voluntary groups, the armed forces, professionals in the care services and the charity section. Visits have also been wide ranging.



Possible careers and further education

A qualification in Ethics / Religious Studies is useful in the following professions:

- Media work – news, television etc
- Law
- Politics
- Medicine
- The Army
- Social care
- Voluntary work
- Journalism
- Education
- The Police
- The Ministry, of course.



MAN IN PLACE
INNOVATE ACCOMMODATE MOTIVATE

So if you enjoy:

- Finding out about issues that affect us all and discussing and giving your own idea.
- Learning about issues that are constantly in the news. And arguing from different points of view
- Looking at topics that really make you think and writing evaluative answers about moral issues using opinions, examples and belief.
- Being able to say what you think.

This is the subject for you!

It teaches life skills such as undertaking research and investigation, problem solving, confidence building, awareness, ability to develop ideas, initiative, cultural and racial understanding, and many more!

More information can be found at:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>



Option: GCSE Product Design (D&T)

Subject leader: D Newton

GCSE Design and Technology Product Design is an inspiring and rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

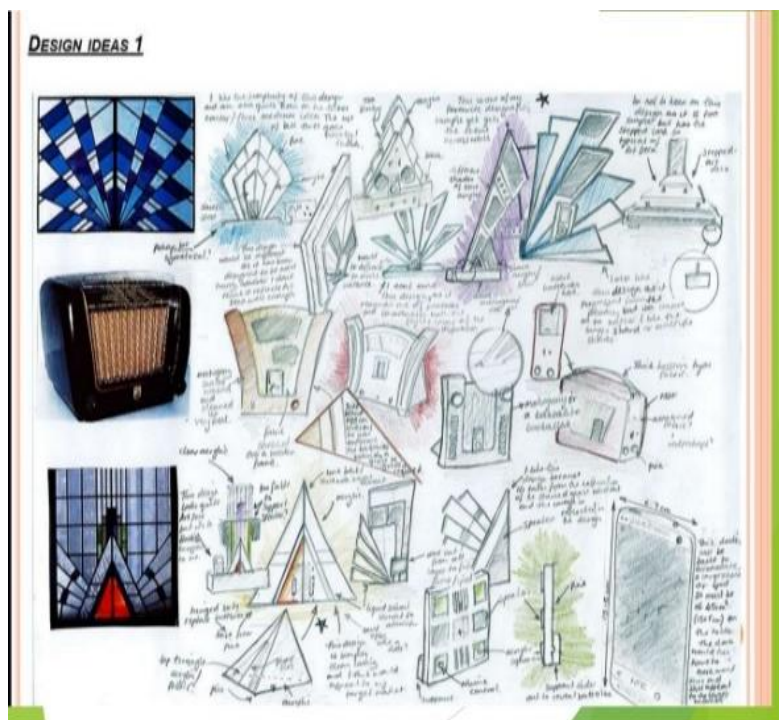
Exam Board: AQA

Course description

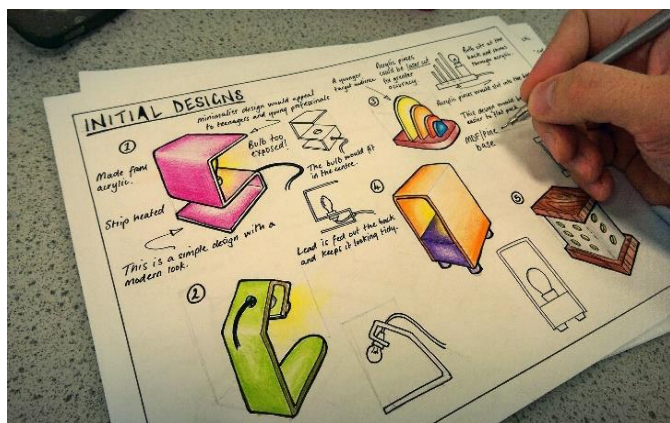
In this course students will be able to design and make resistant materials and graphical products with creativity and originality, using a range of materials and techniques. The products will be evaluated for their commercial viability.

You will study:

- **Materials** – General classification of materials and working properties. Including how to shape and join various types of metals woods, plastics and composite materials or a range of paper based products in a variety of forms.
- **Components** – Understanding and then applying the knowledge of different types of fastenings and fittings in manufacturing a product for a specific purpose.
- **Industrial applications** – Understand how products are made in industry and why this enable British industry to be recognised internationally.
- **CAD/CAM** – computer aided design/manufacture – Understand how to use cutting edge technology to improve the quality of finished products.
- **Systems and Control** – Understand and apply a knowledge of a range mechanisms in order to gain mechanical advantages to a finished product.



The coursework consists of one project which is submitted in year 11 involving designing a product to meet the needs of the customer then making it to your specification using suitable tools and techniques worth 50%. The remaining 50% of the course is an exam involving the design and make process and the technical aspects of making products.



This course would be suitable for students who are interested in the design and manufacture of 3D consumer products. Designers use a wide range of materials including card, paper, timber, metal, plastics and textiles. Students opting for this course should be enthusiastic about both designing and making products. Students will be taught to design and realistically model a range of real life products, which will meet the needs and demands of 'real life clients'. The course will make use of the Design & Technology department's CAD/CAM

facility, specifically the use of Google Sketchup, other modelling software, 2d design, 3Dprinter and the laser cutter. Students must show a passion for manufacturing products using traditional methods in the workshop and textiles area as well as understanding that analysing and designing products are a major aspect of the course. The course involves students in activities that develop innovation and flair when designing products. Students who choose to study this course will develop their skills through working in a range of designing media, modelling and production materials and the use of ICT. Over the three year course students will develop a whole range of designing and making skills, technical knowledge and understanding such as; problem solving and time management.



Course assessment

Two units, one of which is coursework based and one which is exam based.

- Unit 1 Written Paper (50%)
- Unit 2 Design and Making Practice (50%)

Possible careers and further education

Successful completion of GCSE Product Design will allow progression to Post 16 Product Design or any other Level 3 design course. Employers will value the GCSE in Design Technology as it develops creative, technical and vital transferable skills such as;

- the use of practical ICT packages including Microsoft office, windows movie maker, google sketch up and 2d design.
- the commitment needed to produce a detailed portfolio of work.

More information can be found at:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Option: GCSE Computer Science

Subject leader: D Newton

It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Exam Board: AQA

Course description

This subject content will be taught within a range of realistic contexts based around the major themes in the specification. For example, algorithms could be taught alongside programming techniques as there is a close relationship between them.

The skills, knowledge and understanding from all of the subject content within the specification will be assumed in all assessments. Both assessments may contain synoptic questions that will require students to use their skills, knowledge and understanding from across the entire specification. For example, whilst the understanding of binary numbers will be directly assessed in paper 2, the underlying knowledge and principles may be indirectly required for questions in paper 1.

You will study:

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language (SQL)
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy



In paper 1 students will be required to design, write, test and refine program code in Python programming language. In preparation for paper 1, students should have sufficient practical experience of:

- structuring programs into modular parts with clear documented interfaces to enable them to design appropriate modular structures for solutions
- including authentication and data validation systems/routines within their computer programs
- writing, debugging and testing programs to enable them to develop the skills to articulate how programs work and argue using logical reasoning for the correctness of programs in solving specified problems
- designing and applying test data (normal, boundary and erroneous) to the testing of programs so that they are familiar with these test data types and the purpose of testing
- refining programs in response to testing outcomes.

In preparation for paper 2 students should have sufficient practical experience of writing and refining SQL.

Students will be given as much opportunity as possible to practise their programming skills in the chosen language and SQL.

Course assessment

Component	Content	% of GCSE	Assessment	Questions
Paper 1: Computational thinking and programming skills	Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 3.1 and 3.2 above.	50%	Written exam – 2 Hours	A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.
Paper 2: Computing concepts	The content for this assessment will be drawn from subject content 3.3 to 3.8	50%	Written exam – 1 Hour 45 minutes	A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Possible careers and further education

Successful completion of GCSE Computer science will allow progression to Post 16 Computer science or any other Level 3 IT course. Employers will value the GCSE in Computer science as it gives you the opportunity to investigate how computers work, and how they are used. The course will help you learn about critical thinking, analysis and problem solving, great transferable skills for jobs such as;

- Cyber security analyst.
- Data analyst.
- Software engineer.
- Systems analysts.
- UX designer.
- Web developer.

More information can be found at:

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>



VOCATIONAL

OPTION

SUBJECTS



Option: OCR Nationals Sports Studies

Subject leader: J Furlong

This OCR Cambridge Nationals course in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will develop and apply knowledge of sports-related activities, with a particular focus on officiating. They will explore contemporary issues in sport, different ways of being involved in the sports industry and the impact of sport on wider society.

Exam Board: OCR Cambridge Nationals

Course description

Course Title: Cambridge Nationals Level 1/2 in Sports Studies

This qualification is aimed at those who have a general interest in sport passing it will allow you to progress in further education towards many sport related careers.

It provides opportunities for learners to develop a range of skills and techniques in sport as a performer and as an official. It develops personal skills and attributes essential for successful performance in working life.



Students will follow 2 mandatory units for the Award and Certificate

1. R051: Contemporary issues in Sport (1 hour exam externally assessed)

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment

2. R052: Developing sport skills (1 x team sport, 1 x individual sport, officiating log and written assignment)

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

For the **Certificate** there are a further two optional units.

R053: Sports leadership (Written assignment, plan, lead and evaluate a sports session)

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.



BTEC Music

Subject leader: J Davies

The Performing Arts Faculty offer students the opportunity to study BTEC Music, BTEC Dance and GCSE Drama. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms. We use the Pearson exam board for Music.

Exam Board: Pearson

Course description

BTEC Music offers a broad and well-structured course which focuses on performing, composing, events management and an exam element. It is ideally suited to those students who want to develop their instrumental or vocal skills, like creating their own music, and enjoy listening and learning about music,

Those students with well-developed performance skills have a strong advantage, and all students taking the course will be expected to have lessons on their instrument (including voice) from a specialist teacher during the course. They will also be expected to take part in the wide range of extra-curricular music activities which take place at lunchtimes and after school.

Although students may not already play an instrument or sing, an enthusiasm to do so is essential.

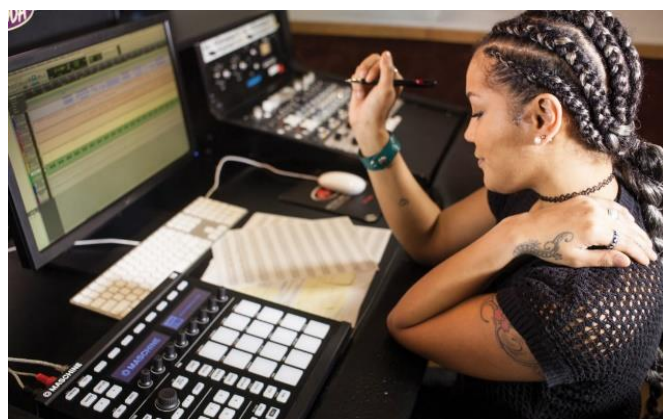


The course is broken down into four modules:

Unit 1: The Music Industry (externally assessed)

This unit will allow you to gain a good understanding of the scope of the music

industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.



Unit 2: Managing a Music Product (internally assessed)

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood, and successful promotion is able to effectively engage these audiences. Your research should introduce you to elements of industry practice.

You will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible. For example, you could be a performer in a live concert or on a recording or you could be taking on the technical role of producing recordings for a CD or online product. Whichever role you take, you must demonstrate appropriate planning and promotion skills for the creation of your product.



Unit 3: Introducing Music Composition (internally assessed)

This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed.

You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. You will consider the different ways in which these ideas could form the basis for a complete piece of music. You will be introduced to ways to extend, develop and shape music that suits different situations. Briefs will be used to present you with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene.



Above all, this unit is about the creation of music in the here and now. You will be encouraged to find your own creative routes through the compositional process and ultimately begin to develop your own creative voice.

As part of this unit, students will undertake a programme of music theory up to an ABRSM Grade 3 standard to aid with their compositional understanding.



Unit 4: Introducing Music Performance (internally assessed)

Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance; you should be aware of when your performances are due to take place so that you are able

to plan your preparation time. You should be encouraged to choose your own pieces for performance to an audience. You should work with a specialist teacher to improve your technique and should keep a practice/production log that details how you have improved over the duration of the unit.



You should practise and rehearse your chosen pieces so that you present polished performances. Some people find performing to an audience daunting. Therefore, you should be given plenty of opportunities to perform to audiences.

Possible careers and further education

BTEC Music offers good preparation for those students who wish to study Music at a higher level. However, BTEC Music also develops many transferable skills. Students develop their communication skills both aural, oral and written; they learn to solve problems and think systematically and critically, they show adaptability and the ability to collaborate with others, they develop their self-management and organisation skills, and they gain the confidence to pursue their own ideas and reflect and refine their efforts.

Whatever the future holds, students of BTEC Music emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

More information can be found at:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>



Option: BTEC Performing arts with a Dance approach

Subject leader: J Davies

“There are shortcuts to happiness, and dancing is one of them.” – Vicki Baum

Do you like performing in various styles of dance? Is there a specific style that you like the look of, but have never had the opportunity to learn? Would you like to pursue a career in the dance profession as a performer, choreographer or even a teacher? If you have answered yes to any of these questions, then BTEC Dance is the course for you. Dance is a powerful and expressive subject which encourages and develops your creative, physical, emotional and intellectual capacity, whatever your previous experience in the subject. You will be provided with the opportunity to learn and develop skills in dance styles such as street, jazz, contemporary and lyrical dance genres, as well as being involved in choreographing your own dance routines and working with outside professional dance artists.



Exam Board: Pearson

Course description:

The BTEC Tech Award is a creative, vocational qualification with a focus on students developing their knowledge, skills and techniques in Dance and the Performing Arts. Students that opt Dance, will have five lessons a fortnight in Year 10 and Year 11. During these lessons students will explore various styles of Dance through skill and technique development, performance and choreography. Alongside this practical approach students will complete written assignments that will further enrich their understanding of Dance and the processes involved in putting on a production. Students will have the opportunity to watch live, professional performances at different venues and work with professional dance artists and companies.



Year 10

During year 10 students will develop their knowledge and understanding of various Dance skills and techniques, through practical workshops, rehearsals, and performance opportunities. Students will study a range of Dance styles including Contemporary, Jazz and Street, developing a practical understanding of the stylistic qualities, as well as how professional Dance work is created. They will take part in ensemble performances building their confidence and experience performing in front of a live audience. Students will also investigate a professional dance work covering the stylistic qualities, features, intentions and purpose of the work. They will demonstrate their understanding of techniques, processes and approaches used to create the professional work and will learn how it would feel to be a professional dancer or choreographer within a selected style. This will be examined through written assignments that is moderated externally.

Year 11

In year 11 Students will further develop their practical skills and technique learning repertoire from existing professional works and perform this as an ensemble to a live audience. Students will apply their knowledge, skills



and techniques both practically and through written assignments, reviewing their strengths and weaknesses and refining their practice through personal target setting.

In addition, students in year 11 will build on their knowledge and experience of the Dance techniques and skills explored in Year 10 and explore their creativity with a choreography task. Students will respond to a brief set by the exam board and create their own Dance production, developed for a specific target audience. Students will complete written logs that document their ideas and skill development throughout the process and an evaluation of the final performance.

Assessment:

Components and Assessment Breakdown

Year	Component title	% of course	Assessment
10	Component 1: Exploring the Performing Arts	30	Internal - Externally moderated
10 & 11	Component 2: Developing Skills and Techniques in the Performing Arts	30	Internal- Externally moderated
11	Component 3: Responding to a Brief	40	External

Possible careers and further education

On completion of this course students can go on to take various pathways into a variety of future careers: It provides a solid foundation for progression onto a wide range of BTEC and A Level courses. Career opportunities involve being a performer, teacher, choreographer, theatre technician, costume design, physio therapist and administrative responsibilities in the arts sector. BTEC Dance also builds on students' confidence, teamwork skills and self-discipline, which are all skills needed for future employment. Other career opportunities include



This subject will suit you if:

- You currently dance and wish to progress your skills.
- If you have had some dance experience but want to develop this further.
- You enjoy being physically active.
- You have the skills and confidence to perform in front of a live viewing audience.
- You are willing to choreograph and perform a group performance.
- You can work well and co-operate in a group.
- You are willing to learn new skills and relish a challenge.



More information can be found at:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

OCR Nationals Business (Enterprise & Marketing)

Subject leader: R Hickman

This dynamic new qualification has been developed with the support of employers and businesses, as well as the National Enterprise Challenge, to create engaging, inspiring and practical content. It offers a broad understanding of Business, with a focus on Enterprise and Marketing.

Exam Board: OCR Cambridge Nationals

Course description

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers.

We've created a qualification that will allow your students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing. To do this we've consulted with teachers, employers and entrepreneurs to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.



Unit 1



The first unit underpins the other learning in this qualification. Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.

Knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service.

This unit is externally assessed through an OCR set and marked 1 hour 30 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions.

Unit 2

In unit 2, students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals. This unit will develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit 3



In unit 3, students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance and business proposal. This unit will develop the students' analysis and self-evaluative skills as well as those relating to self-presentation.

The skills and knowledge developed in units 2 and 3 will be useful in a wide range of further qualifications and in applying for further education opportunities and jobs. Both units are assessed through an OCR-set assignment that is teacher marked and OCR moderated. The emphasis is on learners doing practical activities, showing how they can put their learning to use.

Course assessment

The course is assessed through a mix of centre assessed tasks and one 1 hour 30 minute exam, as detailed below:

- R064: Enterprise and marketing concepts - 1 hour 30 minute examination worth 40% of the course. The question paper has two parts; Part A comprises 16 multiple choice questions, Part B comprises of short answer questions and three extended response questions.
- R065: Design a business proposal – centre assessed task worth 30 % of the course.
- R066: Market and pitch a business proposal – centre assessed task worth 30 % of the course.

Possible careers and further education

With a qualification as varied and as relevant as Business any career is supported with this qualification. The course links particularly well to those wishing to gain a career or further study in the following areas; accounting, banking, product management, business administration and office skills, information technology, hospitality, travel and tourism, duty manager, customer service assistant, help desk professional, sales assistant, and many more. This qualification provides a strong foundation for employment or training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

More information can be found at:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/>

OCR Nationals Health & Social Care

Subject leader: D Andrews

The current global pandemic has emphasised the need for highly trained and compassionate workers that can support both the health and social care sectors. Over 1.5 million people work in the health and social care sector and it is a rewarding, important and exciting opportunity to make a difference to the quality of many lives. These employees not only help people on an individual basis, but make a difference to society as a whole.



Exam Board: OCR

Course description

What does this qualification cover?

The Level 2 Cambridge National in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation to the health and social care sector. The qualification will cover:

- The essential values of care for use with individuals in care settings
- How to communicate and work with individuals in health, social care and early years settings.
- Understanding body systems and disorders.
- Understanding the nutrients needed for good health



This qualification gives a broad and sufficiently in-depth base from which Level 2 learners at Stage 4 in their compulsory education can begin to make informed decisions concerning future career goals and aspirations.

What will you study?

Students study two mandatory units:

1. R032 – Principles of care in health and social care setting
2. R033 – Supporting individuals through life events

Students then study one unit from a choice of

3. R034 – Creative and therapeutic activities
4. R035 – Health promotion campaigns

1: R032 – Principles of care in health and social care settings

In this unit you will learn about the importance of the rights of service users, person centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

The main topics with this unit are:

- Types of care setting
- The rights of service users
- The benefits to service users' health and wellbeing when their rights are maintained
- Person-centred values and how they are applied by service providers
- Benefits of applying the person-centred values
- Effects on service users' health and wellbeing if person-centred values are not applied
- The importance of verbal communication skills in health and social care settings
- The importance of non-verbal communication skills in health and social care settings
- The importance of active listening in health and social care settings
- The importance of special methods of communication in health and social care settings
- The importance of effective communication in health and social care settings
- Safeguarding
- Infection prevention
- Safety procedures and measures
- How security measures protect service users and staff



2: R033– Supporting individuals through life events

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socioeconomic aspects of an individual's life. You will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.

The main topics within this unit are:

- Life stages and development
- Life events and their impacts on individuals
- Sources of support that meet individual needs



Course assessment

Entry code	Qualification title	GLH	Reference
J835	OCR Level 1/Level 2 Cambridge National in Health and Social Care	120*	603/7116/X
Made up of three units:			
<ul style="list-style-type: none"> • Units R032 and R033 • and one other unit from R034 or R035. 			

*the GLH includes assessment time for each unit

Individual unit details below:

Unit R032: Principles of care in health and social care settings	
48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam	The exam will have six compulsory questions. Question types include: <ul style="list-style-type: none"> • short and medium answer • extended response.
Unit R033: Supporting individuals through life events	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains two practical tasks. It should take between 10-12 GLH to complete.
Unit R034: Creative and therapeutic activities	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains four practical tasks. It should take between 10-12 GLH to complete.
Unit R035: Health promotion campaigns	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains four practical tasks. It should take between 10-12 GLH to complete.

How is the qualification graded?

All results are awarded on the following scale

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

Possible careers and further education

Learners will be able to progress to the next level of learning in health and social care, for example, the Technical Level 3 Certificate in Health and Social Care. Learners may also progress to an apprenticeship route in health and social care at either level 2 or level 3. The career opportunities are broad and varied. Careers in healthcare are much more likely require a combination of further study and on-the-job medical training, whereas careers in social care are more likely to start with on-the-job training and allow people to work towards professional qualifications later on in their career.

The specification has been designed to progress onto the Cambridge Technical in Health and Social Care and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support.

This qualification will help students to develop:

- valuable communication skills that are extremely attractive in the modern workplace
- an understanding of the rights of individuals and person-centred values and how to apply these when working with service users
- vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures
- an understanding of growth and development through the life stages
- an understanding of life events and how to support individuals through them
- transferable skills, such as evaluation, planning, presentation/delivery and research skills

More information can be found at:

<https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf>

OCR Nationals Creative i-Media

Subject leader: C Hopkinson

The Cambridge Nationals in Creative i-Media will equip learners 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. Using these skills, learners will ultimately be creating fit-for-purpose creative media products.

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files.

Exam Board: OCR Cambridge Nationals

Course description

The Cambridge Nationals in Creative i-Media will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

Visual identity is a vital component of any business, product or brand. It makes a brand recognisable and helps sell a product or idea to a target audience. In this qualification you will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics to engage target audiences. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.



ocr.org.uk/cambridgenationals



This will help you to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to solve a problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem
- appropriate use of media to convey meaning
- use of planning techniques to complete tasks in an organised way which meet deadlines.

This qualification will complement other learning that you are completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study. The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be a start onto other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

Course assessment

You will study 2 mandatory units and choose 1 optional unit. The two mandatory units are:

Unit R093: Creative iMedia in the media industry

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations



Unit R094: Visual identity and digital graphics

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

The optional units are:

- R095 – Characters and comics
- R096 - Animation with audio
- R097 - Interactive digital media
- R098 - Visual imaging
- R099- Digital games



EWA Year 9 Options booklet 2024

The department has initially planned to deliver unit R097 as the optional unit, which is detailed below.

Unit R097: Interactive digital media

This unit will be the third unit of study and is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

However, the department will choose the optional unit based upon the needs of our students. For example, there is cross-over between this qualification and Photography. Should the teaching class benefit from a different optional unit then the department would cater for those needs accordingly.

Qualification number	603/7090/7	OCR Entry code	J834
First entry date	01/09/2022	Approved age range	14-16
Guided learning hours (GLH)	120	Performance Information	We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14-16 performance tables
Total qualification time (TQT)	155	Eligible for funding	It's designed to meet the funding requirements of a 14-16 study programme.
This qualification is suitable for students	<ul style="list-style-type: none"> • Aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills suitable for use within the media industry. • Who want to progress onto other related study, such as vocational qualifications in digital media and information technology, A-Levels, T-Levels and apprenticeships. • As it is designed to meet the Department for Education's characteristics for a Technical Award. 		
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification.		
Qualification requirements	Students must complete three units: <ul style="list-style-type: none"> • one externally assessed unit • two NEA units 		
Assessment method/ model	Unit R093 is assessed by an exam and marked by us. You will assess the NEA units and we will moderate them.		

Unit guide

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R093	Creative iMedia in the media industry	K/618/5870	48	E	M
R094	Visual identity and digital graphics	M/618/5871	30	NEA	M
R095	Characters and comics	T/618/5872	42	NEA	O
R096	Animation with audio	A/618/5873	42	NEA	O
R097	Interactive digital media	F/618/5874	42	NEA	O
R098	Visual imaging	J/618/5875	42	NEA	O
R099	Digital games	L/618/5876	42	NEA	O

E = Exam

NEA =
Coursework

More information can be found at:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>



Further information on the English Baccalaureate from the DfE (EBacc)



Department for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- History or Geography
- A language - Ancient or modern

into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight



“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.”

Dr Adam Marshall, Director General of the British Chambers of Commerce

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Further Information

Search EBacc on [GOV.UK](https://www.gov.uk) for more information.



Current Year 9 option blocking 2024

Oak Pathway

Block 1 Core	Block 2 Open option	Block 3 Humanity option	Block 4 Open Option
GCSE German	GCSE Triple Science GCSE Art Photography GCSE Ethics BTEC Dance BTEC Music GCSE Product Design	GCSE Geography or GCSE History (if a student wishes to study both Geography and History you must select History here and Geography in block 4)	GCSE Art GCSE Computer Science GCSE Food GCSE Ethics GCSE Drama GCSE Geography OCR i-media OCR Business OCR Health & Social Care OCR PE

Elm Pathway

Block 1 Open option	Block 2 Open option	Block 3 Humanity option	Block 4 Open Option
OCR i-media OCR Business OCR PE GCSE Food GCSE Drama GCSE German OCR Health & Social Care	GCSE Art Photography GCSE Product Design GCSE Ethics BTEC Dance BTEC Music OCR PE OCR Business	GCSE Geography or GCSE History (if a student wishes to study both Geography and History you must select History here and Geography in block 4)	GCSE Art GCSE Computer Science GCSE Food GCSE Ethics GCSE Drama GCSE Geography OCR i-media OCR Business OCR Health & Social Care OCR PE

* An option can only run if it has a viable class size.

** Option block design may change following submission of options forms in order to try to gain the highest student percentage fulfilment.

