

# Key Stage 4 Programme of Study

For Students of Year 9 and their Parents/Carers



Please note that the content of this booklet is correct at the time of printing but may be subject to change.

# Contents

<b>Introducing Key Stage 4</b>	<b>3</b>
What decisions do we need to make?	4
Option Subjects Chart	5
<b>Core Subjects</b>	
English	6
Mathematics	7
Science	8
<b>Humanities</b>	
• History	9
• Geography	10
Compulsory Physical Education	11
<b>Option Subjects</b>	
<b>Modern Foreign Languages</b>	12
<b>Religious Education</b>	13
<b>Design and Technology</b>	
• Materials and Engineering	15
• Health & Social Care	16
• Child Development	17
• Hospitality & Catering	18
• Art & Design: Textiles	19
<b>ICT &amp; Computing</b>	
• Vocational ICT	21
• GCSE Business Studies	22
• Enterprise and Marketing	23
• Creative iMedia	24
<b>Expressive Arts</b>	
• Art & Design	26
• Dance	27
• Drama	28
• Music	29
<b>Physical Education</b>	
• GCSE Physical Education	30
• OCR Cambridge Nationals Sports Studies	31
<b>Travel &amp; Tourism</b>	32
<b>Guidance Curriculum</b>	33
Student Inclusion	



# Introducing Key Stage 4



When students join us at the start of Year 7, we aim to provide a broad and balanced curriculum which supports all learners needs. We offer a range of subjects which further build on the successes of their Primary school experience and work hard to prepare them for future study. Our aim is to manage the curriculum to best support the needs of every individual. We encourage students to chose a range of subjects that they enjoy, that will prepare them for life after Charlton and they feel will be successful in.

This booklet provides information on subjects within the Year 10 and 11 curriculum and will provide information to support option choices. Students will receive further information, advice and guidance throughout the process with the aim of continuing a broad and balanced curriculum for all.

All information contained in this booklet is correct at the time of printing although some courses may change over time. In education nationally at this time, there is a significant amount of reform taking place, where new courses are being offered alongside changes being made to those currently available. In some cases, courses are still awaiting approval from the government. At Charlton, as is the case in all schools; we will continue to make any decisions as updates occur and communicate to parents any amendments which we feel are in the best interests of all students concerned.

All schools are encouraged to allow students to study subjects which form part of 'The English Baccalaureate' (EBacc) which recognises where students have secured a good qualification in what are defined as academic subjects – English, mathematics, history or geography, the sciences and a language.

To support this measure, these subjects together with PE make up our core provision supported by other option based subjects.

Students are asked to choose 3 preferences from the options offered. It is our intention to match as many 1st and 2nd preferences requests as possible but there are always some oversubscribed courses causing preference 3 to be allocated.

We would ask that you support your child by reading through the courses available and check their understanding of the processes involved. When final choices are made it is essential that selection is based on interest, ability and possible career development. Please discourage choices based on friendships and favourite teachers, each of which can change considerably over 2 years. All students will be given further information by Curriculum Leaders in school who will present a range of materials within lessons to help inform their choices. In addition we will be holding a virtual parents meeting on Wednesday 30<sup>th</sup> April. Links to the meeting will be send to parent/carer and student email addresses.

In addition to the information evening you can send individual departments questions via email (addresses for subject leaders can be found at <https://www.charlton.uk.com/contact-us/school-email-contacts>).

The completed options form should be submitted online by **Friday 9<sup>th</sup> May 2025**, please do not hesitate to contact one of the staff members below should you have any concerns.

**Mrs J Ventress**

*Vice Principal: Quality of Education*

# What decisions do we need to make?

There have been developments introduced by the government in recent years. All schools are responding to these developments with curriculum designs outlined to ensure that students are fully prepared for the world of work.

In relation to assessment, the old system of GCSE grades A\*-G has been removed, with the introduction of a numeric scoring system from 1-9. Entry onto post 16 courses may become dependent on what will be known as their Attainment 8 Score.

This score will be generated from the following areas where English and maths will be double weighted; students will be expected to study a number of EBacc qualifications; which will be further extended by a number of subjects known as the open group. The government have published a list of qualifications which can be included in this measure, we aim to ensure that all courses offered count for students to ensure that they are able to progress into their future career pathway.

1

English  
Double-Weighted

2

Maths  
Double-Weighted

3

4

5

EBacc Qualifications

(sciences, computer science, geography, history & languages)

6

7

8

Open Group

(Remaining EBacc qualifications and other approved qualifications)

To support these requirements, students will study subjects in our Core Offer, alongside those offered as Options, details of there are outlined below :

Core Subjects
English Literature & Language
Mathematics
Science
History or Geography
Modern Foreign Languages – French/German/Spanish - we strongly encourage the study of a language, however this is not compulsory.
Core Physical Education
Personal Development

In these compulsory subjects, in most areas Curriculum Leaders will allocate students to appropriate groups. In Science all students complete Combined Trilogy Science (2xGCSE's) which is a combination of Biology, Chemistry and Physics. Separate Science (3xGCSE's) can also be selected as part of the option blocks. In Humanities students have already been asked to select either Geography or History and this will continue until the end of Year 11. Please note that all students will enhance their ICT skills as part of their core provision.

# Option Subjects

Following advice and guidance in school, students will be asked to select four preferences in rank order from those listed below. We aim to allocate as many 1st and 2nd choices as possible, although depending on final course approval and what students returns look like we may have to consider 3<sup>rd</sup> preferences.

Modern Foreign Languages

Triple Science

Religious Education

Hospitality & Catering

Design Technology: Materials and Engineering

Design Technology: Textiles

You are not able to study Design Technology: Textiles and Art and Design together.

Health and Social Care

Child Development

GCSE Business Studies

Creative iMedia

Art & Design

You are not able to study Design Technology: Textiles and Art and Design together.

Drama

Music

Dance

GCSE PE or Cambridge National Sport Studies

Students will be assigned GCSE or Cam Nat in consultation with the PE department.

Vocational ICT

Enterprise & Marketing

Travel & Tourism



# Core Subjects



## English

### What skills will Language and Literature offer you?

At KS4, students further build on the knowledge and skills acquired at KS3. The AQA Language and Literature specifications enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

### What will you learn?

Language and Literature are taught as separate subjects. English Language will focus on the skills required for Paper 1 and Paper 2: selecting and retrieving information; summarising writers' viewpoints; evaluating the writers' use of language and structure; and writing to describe, narrate, argue, persuade and advise.

Literature lessons will focus on the set texts for Paper 1 and 2: Romeo and Juliet; Dr Jekyll and Mr Hyde; An Inspector Calls; poetry, including the AQA Power and Conflict anthology, and Unseen poetry.

### How will you learn?

Learning will take place in a variety of contexts, including teacher led, class and group discussion; self and peer evaluation; independent and group study.

### Careers Links

The skills acquired through the study of English are relevant to a broad range of professions, including education, marketing, journalism, law and public relations. The analytical and communication skills you will learn are potentially in demand in management roles both in business and the public sector where an ability to sift evidence and present arguments will be valuable. The study of English will also improve inter-personal skills which are needed for customer-facing roles in sectors such as retail, catering and leisure.

At KS4, all students study AQA GCSE English Language and Literature.

#### English Language Paper 1: Explorations in Creative Reading and Writing

##### **Section A: Reading**

##### **Section B: Writing**

Written exam: 1 hour 45 minutes: 80 marks - 50% of GCSE

#### English Language Paper 2: Writers' Viewpoints and Perspectives

##### **Section A: Reading**

##### **Section B: Writing**

Written exam: 1 hour 45 minutes: 80 marks - 50% of GCSE

#### English Literature Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel

##### **Section A: Romeo and Juliet**

##### **Section B: Dr Jekyll and Mr Hyde**

Written exam: 1 hour 45 minutes: 64 marks - 40% of GCSE

#### English Literature Paper 2: Modern Texts and Poetry

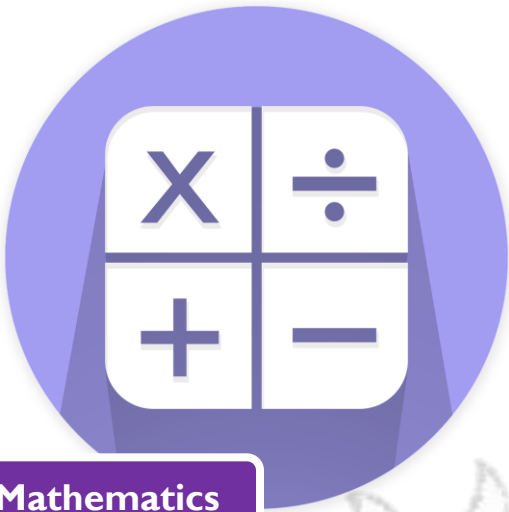
##### **Section A: An Inspector Calls**

##### **Section B: Power and Conflict poetry**

##### **Section C: Unseen poetry**

Written exam: 2hrs 15 mins: 96 marks – 60% of GCSE

# Core Subjects



## Mathematics

### Why study Mathematics?

Mathematics is a universal part of human culture. It is the tool and language of business, engineering and other sciences including computing. It helps students recognise patterns and understand the world around us. Mathematics helps us to keep stock in everything we measure; time, distance, money, cooking quantities, building materials etc. It also helps us to make better choices; is the economy size of toothpaste really worth it? Is there a way to use the least amount of fencing to enclose a certain area?

### What skills will Mathematics offer you?

The Mathematics curriculum will enable students to develop conceptual understanding of the mathematics they learn, its structures and relationships and the fluent recall of mathematical knowledge and skills to equip them to solve familiar and more complex, unfamiliar problems. It will also help to prepare them for their life beyond Charlton regardless of the route they choose to follow.

### How will you learn?

During your Mathematics lesson, teachers will model good practice and use plenty of examples when introducing new concepts. You will then be given time to consolidate and practice this knowledge independently, before applying it to problems in context. Pupils can expect to work in groups, pairs and independently throughout the course to support their learning.

### How will you be assessed?

Throughout Years 10 and 11, pupils will continue to have end of topic tests that will allow them to see how well they have understood the work that they have covered during the previous 2-3 weeks. At the end of every term, pupils will be assessed using past GCSE papers which will help staff close the gap on any topics misunderstood and make decisions about tiers of entry for year 11.

Throughout Year 11 there will be a series of formal, full mock exams to give students a thorough experience of practising exam technique. These ultimately will support pupils at the end of Year 11 when they will sit three GCSE Mathematics exams: 1 non-calculator and 2 calculator papers.

### Exam board & Requirements

Students will follow the AQA GCSE Mathematics 8300 course. It is a two-tier entry so pupils will be entered for either Foundation or Higher depending on their ability.

Pupils should take note of whether certain post 16 courses require a grade 6 or above in Maths, as this can only be achieved if being entered for the Higher tier.

### Careers Links

It is hard to think of a career that will not use Mathematics in one way or another! From careers such as accountancy or engineering to hair dressing or plumbing, there is no escape!

# Core Subjects



## Science

### Why study Science?

Science is a core subject in the National Curriculum and makes an important and significant contribution to all our lives. Although Science is compulsory, luckily it is good fun too! Understanding the Science behind many modern issues is often difficult to come to terms with. Hospital superbugs, MMR jabs, pollution, volcanic ash clouds and energy usage are a few of the big issues handled with varying degrees of skill by politicians and the media. We live in a democracy and scientific thinking can usefully be added to enrich these debates and many others too.

### What skills will Science offer you?

At its most basic level studying Science gives students the opportunities to develop their skills in selecting and using apparatus, planning, carrying out and interpreting investigations, written and oral communication of ideas and the presentation and analysis of data. It also provides a useful body of knowledge. Science is also crucial to developing a scientifically rich curriculum, which pervades all aspects of school life and work. Its purposeful study helps to raise the scientific literacy of students, the school as a whole and the wider community.

At Charlton we aim to develop students who can question and take a reasoned view of their place in the scientific world; who can make sense of the changing environment; and come to sound and reasoned judgements about unfolding moral, cultural, ethical, social, scientific and mathematical dilemmas. In this way students will move on from being puzzled passengers in a quickly changing modern scientific world to become active and informed citizens, involved in and driving active decision making and questioning.

### Exam board & Requirements

We offer both a Separate Science course worth three GCSEs, for those that choose science as an option, and a Combined Science: Trilogy course which still comprises all three of the sciences but results in two GCSEs for all other pupils.

### How will you learn?

In Charlton Science lessons you will learn through a variety of learning opportunities; individual and group assignments, data search, field work, discussion, reporting, practical investigation, ICT modelling and case studies. You will plan, carry out and interpret your own investigations. You will keep records of your own progress and use these to identify your own strengths and weaknesses and to set yourself targets.

### What part will you play in the learning process?

Science is moving away from simply recalling information for the exams, therefore you will have to apply the knowledge learnt in lessons and evaluate situations. You will be expected to identify areas of strength and weakness and independently work on these to apply the information to test papers.

### How will you be assessed?

Assessment will be related to national norms, with regular tests across the courses. There will be assessments throughout Years 9, 10 & 11 to look at progress and to prepare for the final linear exams in the Summer term of Year 11. These terminal assessments will consist of 6 exams at the end of Year 11; 2 Biology, 2 Chemistry and 2 Physics.

### Careers Links

There are many careers that are more obviously linked to science such as; medicine, veterinary, physiotherapy, engineering etc. However, there are also many careers that you may not have considered relating to science, for example; electrician, cosmetic scientist, cheesemaker, computer game designer and robotics engineer. Science is a core compulsory subject due to the way in which it develops critical thinking and problem solving skills which are fundamental in a significant number of careers.



# Core Subjects



## History

### Why study History?

History demonstrates critical thinking, understanding of key issues and persuasive argument. History trains your mind and teaches you how to think and process information. History students are rounded individuals who develop an understanding of both past and present. History is one of the most respected academic qualifications – it is well respected by top universities. History helps you understand the origins of modern political and social problems. History gives us the appreciation that people in the past were not just 'good' or 'bad', but motivated in complex and inconsistent ways, just like us.

### What skills will History offer you?

In this subject you will get the chance to discover, explore, argue, debate and look at attitudes that shape our past and present and develop new skills. History is about further developing the skills you start to use at Key Stage 3, in particular those important questions of Who, What, Where, When, Why and How. If you want to argue and question, and take nothing at face value then History is the subject you should study. It provides high level thinking skills and creates confident individuals who can develop sophisticated opinions and express themselves clearly.

### How will you learn?

You will learn for yourself and not simply be given the answers. Don't expect to be simply taught to pass an exam. You will learn to learn, how to research and how to find out all that you need to know in order to be a detecting historian.

### How will you be assessed?

Assessment will be related to national norms, with regular tests across the course. There will be assessments throughout the course using exam practice resources. From the Summer term of Year 10 and throughout Year 11 there will be a series of formal mock exams to give students a thorough experience of practising exam technique.

### What part will you play in the learning process?

You will be well prepared for the course if you demonstrate the following qualities:-

The ability to plan, arrive fully equipped every lesson, the ability to listen, the ability to co-operate, demonstrating confidence, motivation and a fascination for the subject.

### Exam board & Requirements

Edexcel History

*Paper 1* - Medicine in Britain c.1250-present day

Injuries and treatment on the Western Front

*Paper 2* - Henry VIII and his Ministers

Superpower relations and the Cold War

*Paper 3* - Weimar and Nazi Germany 1918-1939

### Careers Links

A GCSE History qualification can lead to a diverse range of courses and careers examples could include; Journalism, Law, Teaching, Research, Archaeology, Film, Government and Politics

# Core Subjects



## Geography

### Why study Geography?

Geography is everywhere! We are all curious about the world around us and geography helps us answer some of those queries whilst encouraging us to ask more questions. Geography tackles many contemporary issues including many of the problems we are faced with in the 21st century - from water pollution, energy and global warming to sustainable development and the concerns about the developing world. These issues are studied at a variety of levels.

Geography stimulates an interest in, and a wonder of, the world around us – and gives people the desire to explore and enables them to travel confidently. A Geography qualification is a good foundation for any career. It can lead to a career directly related to the subject such as surveying, planning, cartography, conservation or jobs in tourism and transport.

In addition, however, geographers are highly employable as they possess a number of skills that are important to any job.

### What skills will Geography offer you?

**Investigative skills** – There is the opportunity for fieldwork which requires independent learning of places, environments and human behaviour.

**Communication skills** - through group work and presentations.

**Numeracy skills** – by interpreting data from graphs, maps and tables.

**Literacy skills** – extended writing.

**Decision making skills** – making well informed judgments about environments such as the future of the equatorial rainforests and the management of energy resources on the UK.

### Exam board & Requirements

*Edexcel GCSE Geography B*

Component 1 – Global Geographical issues (37.5%)

Component 2 - UK Geographical issues (37.5%)

Component 3 - People and environment Issues - Making Geographical Decisions (25%)

### How will you learn?

Geography is a dynamic subject – it deals with the knowledge and understanding of current events from local to global. Lessons reflect this by including a wide variety of techniques which are reviewed and updated regularly. These include fieldwork, group work, role plays, presentation, the internet, text books and audio-visual material. As fieldwork is an important component of the subject all students will take part in a minimum of two fieldtrips with other opportunities being made available.

### What part will you play in the learning process?

You will be well prepared for the course if you demonstrate the following qualities:-

The ability to plan, arrive fully equipped every lesson, the ability to listen, the ability to co-operate, demonstrating confidence, motivation and a fascination for a subject that will supply you with skills for the rest of your life.

### Careers Links

Geography is a subject that has relevance to a wide range of careers and the skills that geographers developed are valued by many employers. Careers in Geography include: jobs relating to environmental management and conservation; risk analysis; a variety of roles in the armed forces; careers in regional, national and international development; business and accounting; a range of jobs in the leisure and tourism sectors; meteorology; careers linked to the measurement and management of climate change; jobs relating to the built environment such as town planning; the use of GIS in many roles in industry; and careers linked to the management and monitoring of our physical environment such as rivers and our coast.

# Core Subjects



## Physical Education

### Why study Compulsory Physical Education?

The P.E department has two main aims:

**Enjoyment** and **understanding** leading to enlightened, confident and motivated students who would choose physical activity as part of their lifestyle.

Physical Education at Key Stage 4 is compulsory for all students. It is a practical subject which encompasses 4 main areas:

Health and Fitness, Athletic Activities, Games, Out of School Activities.

The activities currently offered are: Netball, Rugby, Football, Cricket, Rounders, Basketball, Volleyball, Badminton, Table Tennis, Dodgeball, Skiing, Ice Skating, Softball, Athletics, Golf, 5 a side football (Goal Zone), Skiing and Fitness.

### What skills will History offer you?

Physical Education:  
Educates the body and the mind  
Raises confidence and self-esteem  
Promotes interpersonal and communication skills  
Promotes problems solving, analytical thinking and understanding.

### How will you learn?

Active participation  
Coaching roles  
Officials' roles (e.g. umpire, referee)

### How will you be assessed?

There is no formal assessment for Core PE in KS4 but an Attitude to Learning Grade will be provided for all students.

### What part will you play in the learning process?

We will expect all students to participate in practical sessions unless they are unable to do so because of illness or injury in which case they may be asked to officiate, umpire or take part reciprocally by observing and coaching, planning and evaluating.

*"An exercised Student is more alert and eager to learn!"*

### Careers Links

Students can move onto post 16 academic and vocational courses at college or 6th form which can help you progress into many sports related careers such as: professional sports coach, outdoor instructor, personal trainer, sports analyst, PE teacher, physiotherapist/ cardio rehabilitation, health promotion specialist, sport psychologist, sports lawyer.



# Option Subjects



## Modern Foreign Languages

### Why study a language?

Not only will learning another language give you an understanding of different countries and cultures and it can be great fun to learn it too! Languages are regarded as a valuable qualification by colleges, universities and employers and can lead to some exciting careers. It is a valuable and practical skill which stays with you for life.

### What skills will MFL offer you?

The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage. Furthermore, you as an individual will grow and improve in:

- team working
- interpersonal skills
- presentation skills
- problem-solving skills
- organisational skills
- developing good learning strategies.

### How will you be assessed?

During year 10 and year 11, you will continue to develop your skills in Listening, Reading, Speaking and Writing through lots of engaging tasks and activities. At the end of the course, you will take an exam in each of these 4 skills, they are each worth 25% of your final GCSE grade.

### How will you learn?

You will continue to build upon the core vocabulary and topics which have already been covered at Key Stage 3, and will learn how to take that knowledge to the next level as you learn more complex structures and tenses. You will also learn how to reuse core vocabulary and key phrases in various scenarios to widen your opportunities to communicate in different situations. You will do this through a range of interactive activities covering all four skills. You will develop a passion and commitment to the subject and gain an understanding of the ways in which languages are interconnected and how they play an important part in our daily lives.

### Exam board & Requirements

The exam board we use is Edexcel and students will study the following topics over the two years:

Family	Friends	Relationships	Equality
Physical Well-Being	Mental Well-Being	Food and Drink	Sports
Places in Town	Shopping	Transport	The Natural World
Environmental Issues	Social Media and Gaming	Future Opportunities	School
Music	TV and Film	Accommodation	Tourist Attractions

All four skills are practised equally – listening, speaking, reading and writing.

### Careers Links

There is an increasing demand for students to have language skills in this competitive world. Speaking English alone is no longer enough and being able to speak another language can make a huge difference and open doors for you. Whether you are interested working in travel and tourism, advertising and marketing, importing / exporting, translating / interpreting, the armed forces, media, law and many other fields, language skills will help you get there.



# Option Subjects

## Religious Education

### Why study Religious Education?

The AQA GCSE (9-1) Religious Studies course is designed to cover a range of religions and philosophical and ethical themes. Students will be challenged with questions about values, beliefs, truth, meaning and purpose. They will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. Students study two world religions (Christianity and Buddhism) as well thematic topics including Peace and Conflict and Religion, Crime and Punishment. The course provides a range of opportunities for students to develop their skills in debate, discussion and evaluation. There will also be opportunities for group work, research and analysis of the issues in relation to the modern day world.

### What skills will RE offer you?

Students will gain the opportunity to develop discussion and debating skills and the experience of presenting an argument. Candidates are not only encouraged to show their understanding of religious terms and concepts but also to make their own evaluation based on evidence and argument. The syllabus is non-denominational, no commitment to any religion is presupposed or required by the syllabus, which is open to candidates of any religious persuasion or none. Candidates are free to make their own judgements about the issues raised, where appropriate, provided that they are adequately supported by reasoned arguments.

### How will you learn?

You will learn through a variety of teaching styles. For example: discussion, research, group work, visits, classroom teaching, debate, role play situations. If you enjoy a good discussion and presenting a point of view then you will enjoy this subject.

- Beliefs and teachings in Christianity
- Christian practices including pilgrimage, the changing role of the church in the community and the world and responses to Christian persecution
- Beliefs and teachings in Buddhism
- Buddhist practices including meditation and karma. This unit also looks at Buddhist ethical codes.
- Relationships and families (Including sex, marriage and divorce and families and gender equality)
- Religion, peace and conflict (Including religion, violence, terrorism and war and religion and belief in 21st century conflict)
- Religion and Life (Including the origins of the world, use and abuse of the environment and medical ethics including abortion and euthanasia)
- Religion, crime and punishment (Including death penalty, the aims of punishment and the treatment of criminals)

### How will it be assessed?

Assessment is through two written exam papers (Each exam is 1 hour and 45 minutes) across all topics taught. Paper 1 is 'The study of religions: beliefs, teachings and practices'. Paper 2 is 'Thematic studies', both papers are worth 50% of overall GCSE grade.

### Exam board & Requirements

Religious Studies GCSE Exam Board: AQA

### Careers Links

Religious Education is valued in many fields due to the skills and sensibilities developed (e.g. Police, youth and social work)



# Option Subjects

## Design Technology

### Why study Technology?

Every product that we use and rely upon has been designed, developed and manufactured. Technology is all around us, it is integral to our lives. Whether you are at the front edge of engineering, manufacturing, construction and the trades or involved in management, distribution, marketing and sales, to have an awareness of the products we use and the industries that create them is essential in today's world.

A Design and Technology qualification project-based a wide range of career paths. Avenues become available in areas such as engineering, product design/development, electronics, carpentry and catering etc. Other more creative paths such as industrial, fashion, and graphic design are opened - as well as business and industry management. We have also branched into the social care sector where students can learn the knowledge and skills to work in a variety of social care settings.

The skills acquired and developed range from hands on practical skills to more conceptual ones. Technology is now one of the few subjects in schools that rely on the completion of project-based work when assessed. This develops and evidences a pupil's ability to time manage, organise and work independently, as well as demonstrating their capacity for creativity and solving problems. The ability to link these skills and apply them together are highly valued in business, industry and further education.

### How will you learn?

You will learn by completing a range of theory based written tasks, design & make activities, as well as focused practical tasks linked to materials and manufacturing-based theory. ICT is integrally used as part of the learning and manufacture process. You will have the opportunity to use CAM embroidering machines, laser cutters, CAM laser cutters, scanners, 3D printers and other specialist CAD software. If you enjoy solving problems, being creative and learning through making you will enjoy Technology.

During Year 7, 8 and 9 you will have studied the full range of Technology based subject areas. In Year 10, you will choose ONE of these subject areas to focus on for your course. When making your choices remember to consider your existing strengths, what you enjoy and any career aspirations you may have.

You will be expected to involve yourself in the lessons by completing the analysis, designing and practical activities. You will be encouraged to engage in discussion with staff regarding your work and how to improve it, along with using different sources of research to develop your knowledge and understanding of systems, materials and processes. Students are expected to make a contribution towards costs for their projects at the start of the year.

During Year 10 and 11 assessment is based upon theory understanding, mini projects, focussed practical tasks or coursework. Students are assessed internally for a skills demonstration and extended project tasks. Students will also complete an externally assessed examination for some of the Design and Technology qualifications.

### Exam board & Requirements

*Students have the option to focus on any of the following key areas within Design Technology, they may opt for more than one:-*

*Engineering Design, Art Textiles, Hospitality and Catering and Health & Social Care*



# Option Subjects

## Design Technology

## Engineering Design

### Why study Technology?

During this course students are introduced into the world of design engineering, where they will learn about and become skilled in the planning, designing, analysis and implementation of an engineered product.

This will be studied within a classroom-based setting with coursework being completed using ICT facilities along with CAD modelling software when needed. Students will also develop an understanding of health and safety in the workshop and apply this to the production of a practical model set in the R040 coursework task.

Students will be expected to make a range of products / prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. During the course students will learn about a range of topics linked to materials/engineering and will apply this knowledge during a written exam. Upon completion of this course students can progress onto qualifications such as A level Product Design or BTEC extended level 3 diploma in Engineering based subjects.

### How will you learn?

Cambridge Nationals are vocational qualifications equivalent in value to a GCSE and contains both practical and theoretical elements.

### What skills will DT offer you?

Students should opt to study this course if they have a flair, passion or a desire for the world of design and engineering. This is a huge employment sector internationally and will allow students to develop an interest in the different specialisms on offer along with potential employment in a world of projects. Besides acquiring vocationally relevant knowledge and experience, candidates will also acquire the transferable skills of independent research techniques, presentation and communication skills and the opportunity to work together as a team.

Unit	Title	Type of Assessment	Weighting
R038	Principles of engineering design	Examination	40%
R039	Communicating designs	Centre Assessed Task (Coursework)	30%
R040	Design evaluation and modelling	Centre Assessed Task (Coursework)	30%

### Exam board & Requirements

The exam board for Engineering Design is OCR and students will complete x2 coursework tasks over the two years. They will also complete a written exam worth 40% of the entire course.

### Careers Links

Engineer, architecture, mechanical engineering, design engineering, electrical engineering, product design, CAD design, automotive industry and construction industry.

# Option Subjects

Design Technology

Health & Social Care

## Why study Health & Social Care?

Health and Social Care introduces you to the specialist knowledge and skills needed to work in various care settings. By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Health and Social Care, an apprenticeship or university. The careers that start from Health and Social Care are endless – Nurse, Midwife, Social Worker, Occupational Therapist, Paramedic and more.

As part of the course, you will cover:

1. Principles of care, 2. Helping individuals find the support they need following life events, 3. Planning and delivering creative and therapeutic activities, 4. Health promotion and how to plan your own campaign.

## What skills will Health & Social Care offer you?

You will develop a range of skills which will help you succeed not only in the workplace but also in other subjects too.

These include:

- Effective verbal communication
- Presentation skills
- Creative thinking
- Problem solving
- Research and planning

## How will you learn?

Cambridge Nationals are vocational qualifications equivalent in value to a GCSE and contains both practical and theoretical elements.

## What part will you play in the learning process?

You will be expected to involve yourself in the lessons by completing the coursework and research activities. You will be encouraged to engage in discussion with staff regarding your work and how to improve it, along with using different sources of research to develop your knowledge and understanding of systems, materials and processes.

## How will you be assessed?

For this qualification, students must achieve three units: one externally assessed and two Non-Examined Assessment (NEA) units.

NEA (Internally assessed work: 60% )

Written Paper: 40% (Taken at the end of Year 11)

## Exam board & Requirements

The exam board for Health and Social Care is OCR and students will complete x2 coursework tasks over the two years. They will also complete a written exam worth 40% of the entire course.

## Careers Links

Adult Nurse, Care Worker, Community Development Worker, Counsellor, Health Promotion Specialist, Occupational Therapist. Social Worker, or Youth Worker.





# Option Subjects

Design Technology

Child Development

## Why study Child Development?

Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. By completing this unit, learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses. Learners studying for the Certificate will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of units R019 and R020.

## What skills will Child Development offer you?

The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications.

## How will you learn?

Cambridge Nationals are vocational qualifications equivalent in value to a GCSE and contains both practical and theoretical elements.

## What part will you play in the learning process?

You will be expected to involve yourself in the lessons by completing the coursework and research activities. You will be encouraged to engage in discussion with staff regarding your work and how to improve it, along with using different sources of research to develop your knowledge and understanding of systems, materials and processes.

## How will you be assessed?

For this qualification, students must achieve three units: one externally assessed and two Non-Examined Assessment (NEA) units.

NEA (Internally assessed work: 60%)

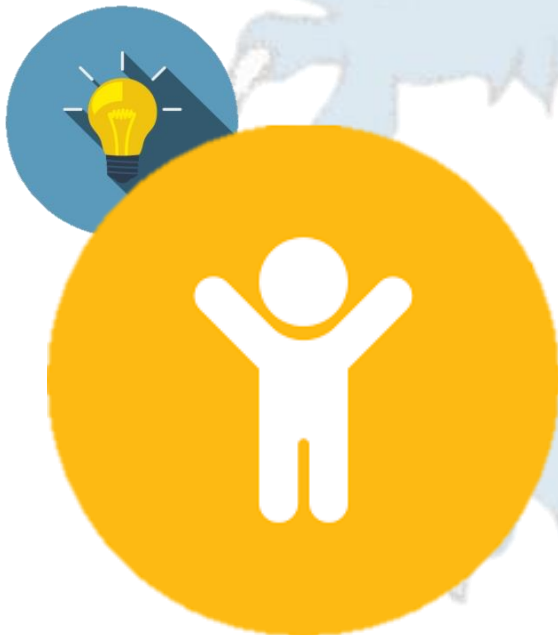
Written Paper: 40% (Taken at the end of Year 11)

## Exam board & Requirements

The exam board for Child Development is OCR and students will complete x2 coursework tasks over the two years. They will also complete a written exam worth 40% of the entire course.

## Careers Links

Careers in child development give professionals the opportunity to work with children from birth through adolescence and understand how they emotionally, mentally, and physically develop over time. Myriad jobs can be found in this growing field, including in clinical care, education, and research settings.



# Option Subjects

Design Technology

Hospitality & Catering

## Why study Hospitality & Catering?

The course for Hospitality & Catering will allow students to develop their skills and knowledge required to prepare high quality food. Students will carry out a number of practical outcomes during year 10 to enhance their culinary skill sets. Alongside this, theory topics covered will relate to the business and management of the industry and the hygiene and preparation of ingredients. In the spring term, Students will also undertake an extended project in response to a brief set by the chosen exam board that showcases the skills they have learnt throughout the course. Students will develop skills in planning and development, making, testing and evaluation and communication whilst also studying the fundamentals of food and the catering industry and the industrial and commercial processes that exist within it.

## What skills will Hospitality & Catering offer you?

Unit 1 enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Unit 2 enables students to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. Students will then learn the skills needed to prepare, cook and present dishes, and also learn how to review their work effectively.

## How will you learn?

This is a vocational qualification equivalent in value to a GCSE and contains both practical and theoretical elements.

## What part will you play in the learning process?

You will be expected to involve yourself in the lessons by completing the coursework and research activities. You will be encouraged to engage in discussion with staff regarding your work and how to improve it, along with using different sources of research to develop your knowledge and understanding of systems, materials and processes.

## How will you be assessed?

Students will need to complete both unit 1 and unit 2 within the allocated time as outlined below.

## Exam board & Requirements

### Unit 1: Written exam

1 hour 20 minutes

### When?

Year 11

### What's assessed

Short and extended answer questions based around situations related to the industry, food and hygiene.

### How it's assessed:

Externally / 80 marks / 40% final grade

### Unit 2: Set task

12 hours (9 hours written and 3 hours practical)

### When?

September—March of year 11

### What's assessed?

An assignment brief will be set by the exam board that includes a scenarios and several tasks to research and plan 2 suitable dishes to prepare and cook.

### How it's assessed:

Internally assessed / externally moderated / 120 marks / 60% final grade

## Careers Links

Baker, cake decorator, catering manager, chef, environmental health officer, food scientist, nutritionist, restaurant manager, event management

# Option Subjects

## Design Technology

## Art & Design: Textiles

### Why study Art & Design: Textiles?

Art and Design Textiles provides students with a variety of experiences and through various processes, tools, techniques, materials and resources they generate different kinds of evidence of working and outcomes.

- Textile Design is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.
- Students will explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Textile Design.
- Students will explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.
- Students will demonstrate the knowledge, skills and understanding through area(s) of study relevant to Textile Design.

Students will also demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, appliqué and collage.

### What skills will Art & Design: Textiles offer you?

Art and Design Textiles give you learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art and textiles based.

### How will you learn?

Students must explore and create work associated with following area of study:

**Textile design:** art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

### Exam board & Requirements

#### Component 1: Portfolio

*Students must complete both components.*

#### What is assessed?

A portfolio that in total shows explicit coverage of the four assessment objectives. The portfolio of practical work should show their personal response to either a centre or learner set starting point, brief, scenario or stimulus.

#### How it's assessed:

No time limit, 120 marks, 60% of GCSE

#### Component 2: Externally set assignment

*Students must complete both components.*

#### What is assessed?

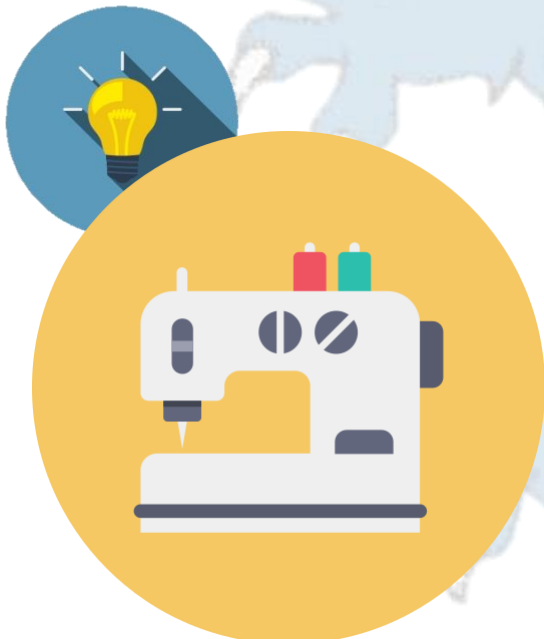
Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### How it's assessed:

Preparatory period followed by 10 hours of supervised time, 80 marks, 40% of GCSE

### Careers Link

The creative arts industry is an exciting and vibrant sector, contributing £109bn to the UK economy in 2021. Organisations are looking for people who can bring creative flair and innovative ideas. Art courses allow you to develop your artistic practice and alongside gaining transferable skills like problem-solving, critical thinking and self-management. With this skill set it allows students to pursue diverse careers such as interior designer, curator, fine artist, art therapist, furniture designer, architect, animator and many more.



# Option Subjects

## ICT & Computing

### Why study an ICT qualification?

IT is not only the number one skill employers look for, but it's also one of the few practical skills that are useful in a huge variety of careers. Some of the more obvious IT-based careers include data analysis, web development and software engineering, all of which offer average to high pay and are always in demand, so you definitely won't struggle to find a job. However, as most businesses use computers these days, IT skills are also required for many jobs you might not have ever thought of. From medical receptionists who need to be able to use online appointment booking systems, to project managers in retail businesses who use spreadsheets daily to keep track of projects, knowing your way around computers is a must. If you know a bit about computer systems and different programs, your skills will never be redundant no matter what career sector you work in. Marketing and advertising, for example, is a hugely profitable career, and with so much business carried out online nowadays, it should come as no surprise that having knowledge of information systems can help you stand out as a potential employee.

### What skills will ICT offer you?

ICT Skills are more important than ever. Since 2020, face-to-face communication has become more difficult, so understanding digital technology and communication is vital to stay connected in work and life.

### How will you learn?

Our **ICT** qualifications are mapped to national standards for digital literacy. These qualifications are designed to meet digital knowledge gaps and provide vital skills, such as:

- Using devices and handling information
- Creating and editing
- Communicating
- Transacting
- Being safe and responsible online.

The fact that we live in a world driven by digital innovation makes it more crucial that all students have the skills they need to keep up with these rapidly developing technologies. We also need a steady supply of professionals who can continue to discover, design and invent new equipment, instruments and programming - to say nothing of improving on what's already here and functioning.

Besides those obvious, practical reasons for learning, ICT teaches some of the most transferable skills that will be useful if not crucial to a number of jobs. Those skills include critical thinking, problem-solving, theorising, visualising and communicating. There are also physical benefits: the sharpening of fine motor skills and the ability to work with precision and patience.

### Careers Links

3D printing technician. 3D printing technicians make different products, such as medical implants, car parts, aircraft parts or fashion accessories.

App developer

Archivist

Business analyst

Cartographer

Computer games developer

Computer games tester

Cyber intelligence officer





# Option Subjects

## ICT & Computing

### Vocational ICT

#### Why study a Vocational ICT qualification?

Our Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

The qualification is made up of 2 units:

#### Unit 1: ICT in Society

You will:

Explore the wide range of uses of hardware, application and specialist software in society Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

#### Unit 2: ICT in Context

Gain a working knowledge of databases, spreadsheets, automated documents and images Learn to apply your knowledge and understanding to solve problems in vocational settings.

#### What skills will ICT offer you?

You will develop a number of skills which are attractive to employer, colleges and universities including:

- Communication
- Coping with rapid changes in technology Critical thinking
- Designing, programming, testing and evaluating software systems Learning independently
- Numeracy and data handling Problem solving
- Research
- Taking on responsibility Time management.

#### How will you be assessed?

You will be assessed through a mixture of exams and controlled assessments.

Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

#### Exam board & Requirements

WJEC Level 1/2 Vocational Award in ICT

##### **Unit 1: ICT in Society**

On-screen examination: 1 hour 20 minutes  
40% of qualification

##### **Unit 2: ICT in Context**

Controlled assessment: 40 hours  
60% of qualification

#### Careers Links

The ICT industry offers a wide range of exciting opportunities which include:

Data analyst  
Digital content producer Systems engineer  
Web marketing manager



# Option Subjects

**ICT & Computing**

**GCSE Business**

## Why study a Business qualification?

Our new GCSE option will give you the opportunity to explore real business issues and how businesses work. The clear and straightforward structure to our new specification will support your teaching and students' learning.

You will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

The knowledge and skills gained from this specification will provide you with a firm foundation for further study.

## What skills will Business offer you?

You will be required to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

## How will you learn?

You will apply your knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

You will apply your knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

## How will you be assessed?

The assessment for this GCSE has recently changed and is to be based entirely on two exam papers. This will cover business and the different topics studied on the course. The exams will consist of short-answer and long-answer questions. The quality of written communication is also assessed.

## Exam board & Requirements

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business

Theme 1: Investigating small business

Theme 2: Building a business

## Careers Links

Jobs directly related to business include:  
Actuarial analyst, Arbitrator, Business adviser, Business analyst  
Business development manager, Chartered management accountant, Corporate investment banker  
Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager  
Risk manager, Stockbroker, Supply chain manager



# Option Subjects

## ICT & Computing

## Enterprise and Marketing

### Why study an Enterprise qualification?

Our Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

### What skills will Enterprise offer you?

The first topic underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business. In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification. In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic.

### How will you learn?

You will apply your knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

You will apply your knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

### How will you be assessed?

Unit	Assessment
R067: Enterprise and marketing concepts	Written paper, OCR-set and marked 1 hour 30 mins
R068: Design a business proposal	Centre-assessed task, OCR moderated
R069: Market and pitch a business proposal	Centre-assessed task, OCR moderated

### Exam board & Requirements

OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing

### Careers Links

Jobs directly related to business include:  
Actuarial analyst, Arbitrator, Business adviser, Business analyst  
Business development manager, Chartered management accountant, Corporate investment banker  
Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager  
Risk manager, Stockbroker, Supply chain manager



# Option Subjects

ICT & Computing

Creative iMedia

## Why study an iMedia qualification?

Digital iMedia is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design or business. It also prepares you for a range of creative and technical job roles within the media industry.

## What skills will iMedia offer you?

In iMedia you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

### Visual identity and digital graphics

In this unit you will learn how to develop brands and visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. You will also learn a range of design skills using the Adobe Creative Suite including Photoshop and Illustrator.

## How will you learn?

There are two mandatory units:

### Creative iMedia in the media industry (Exam - 40%)

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

### Visual identity & digital graphics (Coursework - 25%)

In this unit you will learn how to develop brands and visual identities for clients.

You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. You will also learn a range of design skills using the Adobe Creative Suite including Photoshop and Illustrator.

And one optional unit:

### Interactive digital media (Coursework - 35%)

In this unit you will learn to design and create interactive digital media products for chosen platforms. Interactive digital media products are found across the media industry, in games, websites and apps, and learning.

You will learn to select, edit and repurpose multimedia content of different kinds and create the interactive elements necessary for an effective user experience.

## Exam board & Requirements

The course is assessed at the end of the qualification and is equivalent to GCSE grading.

All colleges and universities accept this qualification and grading. Grades are based on assessment across all three units. Students will be awarded a grade from Pass at Level 1 through to Distinction\* at level 2.

## Careers Links

Careers in iMedia can include, Creative director, Web designer, Photo editor, Architecture & engineering drafter, Video & film editor, Graphic designer, Product designer, Multimedia artist, Animation/ animator or Art director





# Option Subjects

### Why study an Expressive Arts qualification?

Students who study Expressive Arts will be given opportunities to work with industry professionals and gain hands on experience of what working in the field would entail. Studying expressive arts would ensure all students can recognise and value the variety and vitality of culture locally, nationally, and globally. An Expressive Arts student will be equipped with the knowledge and skills to be a responsible and respectful individual who contributes positively to society and is proud of who they are, compassionate to others and ambitious for themselves.

An Expressive Arts qualification enables students to develop their self-confidence and self-esteem, develop their talents, their sense of community and their understanding of teamwork. Avenues become available in areas such as the music industry, national theatre apprenticeships, photography, technician, speech and language therapist, music coordinator, dancer, choreographer and many more!

### What skills will Expressive Arts offer you?

The skills acquired will be developing the self-confidence and self-esteem, which also enable our learners to develop their talents, their sense of community, their understanding of team-work and fair play.

### How will you learn?

You will learn by completing portfolio tasks, as well as focused practical tasks linked to industry-based theory. You will have the opportunity to work with professionals within the Art, Dance, Drama and Music industries and use industry-standard recording studios, visit award winning galleries and theatres, and have workshops taught by actors, artists, dancers and musicians that are currently working in the field.

### What part will you play in the learning process?

You will be expected to involve yourself in the lessons by completing the practical activities. You will be encouraged to engage in discussion with staff regarding your work and how to improve it, along with using different sources of research to develop your knowledge.

### How will you be assessed?

Students are assessed internally for a skills demonstration and extended project task. Students will also complete an externally assessed examination for their final component in all subject disciplines. In the form of a final piece for Art and a performance or composition for Dance, Drama and Music.



### Exam board & Requirements

Art: Eduqas Art and Design

Dance: BTEC L2 Award in Performing Arts (Dance)

Drama: BTEC L2 Award in Performing Arts (Drama)

Music: BTEC L2 Awards in Music

# Option Subjects

## Expressive Arts

### Art & Design

#### Why study an Art & Design qualification?

Vibrant and dynamic, this specification will give you the freedom to explore GCSE Art and Design in ways that inspire and bring out the best in you. It will equip you with the skills you need to continue the subject with confidence at AS, A-Level and beyond. The qualification features a wide range of titles including Art, craft and design, Fine art, Graphic communication, Textile design, Three-dimensional design and Photography. The flexibility of its design means you can tailor your course to your interests. You can find out about all the art and design qualifications at Eduqas Art and Design

#### What skills will Art & Design offer you?

A wide range of art techniques, exploring a range of media such as drawing, painting, printing, construction, ceramics and mixed media.

Researching artists, crafts people, designers and architects including period, styles and major movements to present times, of their own cultural heritage through studying a diverse range of artist of the student's choice.

#### How will you learn?

Students must explore and create work associated with areas of study from at least two titles listed below.

**Fine art:** drawing, painting, sculpture, installation, lens/light-based media, photography and the moving image, printmaking, mixed media and land art.

**Graphic communication:** communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.

**Three-dimensional design:** architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.

**Photography:** portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

#### Exam board & Requirements

##### Component 1: Portfolio

*Students must complete both components.*

##### What is assessed?

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

##### How it's assessed:

No time limit, 96 marks, 60% of GCSE

##### Component 2: Externally set assignment

*Students must complete both components.*

##### What is assessed?

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

*Non-exam assessment (NEA) set and marked by the school and moderated by OCR during a visit. Moderation will normally take place in June.*

##### How it's assessed:

Preparatory period followed by 10 hours of supervised time, 96 marks, 40% of GCSE

#### Careers Links

The creative arts industry is an exciting and vibrant sector, contributing £109bn to the UK economy in 2021. Organisations are looking for people who can bring creative flair and innovative ideas. Art courses allow you to develop your artistic practice and alongside gaining transferable skills like problem-solving, critical thinking and self-management. With this skill set it allows students to pursue diverse careers such as interior designer, curator, fine artist, art therapist, furniture designer, architect, animator and many more.



# Option Subjects

## Expressive Arts

### Dance

#### Why study Dance?

Practical subjects, like Dance, allow you to develop hugely valuable and transferable skills which you will continue to use throughout your life, in and out of work. Performing Arts isn't just about performing, but it is about discovering and creating ingenious ways of problem-solving, exploring issues and presenting information which is as important in the Maths and Science classroom as it is in the Dance studio. It is a way to express through movement and explore creativity.

#### What skills will Dance offer you?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

#### How you will learn?

Lessons are delivered in a practical learning environment and students will be expected to perform practically in a variety of different contexts (workshops, rehearsals and final performances).

Students will explore, develop and apply their dance skills whilst completing the three core components. The components focus on:

- The development of core knowledge and understanding of dance styles and techniques used in a range of theatre settings.
- The development and application of skills such as physical and interpretative, dance rehearsal and performance through workshops and classes.
- Reflective practice through the development of skills and techniques that allow pupils to think about the development of their idea from the initial plan to the final dance performance.

#### Exam board & Requirements

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance) is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying Dance as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The qualification prepares you to study Dance or performing arts at A level or through a BTEC Level 3 at KS5, it is equivalent to a GCSE.

#### Careers Links

What prepares students for life beyond the classroom is learning how to be more creative, which includes flexibility in perception and execution of tasks. The Performing Arts will prepare you for whatever you take on in life whether it's further and higher education, employment or just being a confident and successful adult. Jobs directly related to the study of Performing Arts include, among many others: Dancer, community arts worker, dancer, dance movement therapist, choreographer, broadcast presenter, teacher, scriptwriter and theatre stage management lighting designer, costume designer.



# Option Subjects

## Expressive Arts

### Drama

#### Why study a Drama qualification?

Practical subjects, like Drama, allow you to develop hugely valuable and transferable skills which you will continue to use throughout your life, in and out of work. Performing Arts isn't just about performing, but it is about discovering and creating ingenious ways of problem-solving, exploring issues and presenting information which is as important in the Maths and Science classroom as it is in the Drama studio.

#### What skills will Drama offer you?

The Pearson BTEC Level 2 Tech Award in Performing Arts is for pupils who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their acting skills and techniques.

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

#### How you will learn?

Lessons are delivered in a practical learning environment and students will be expected to perform practically in a variety of different contexts (workshops, rehearsals and final performances).

Students will explore, develop and apply their acting skills whilst completing the three core components. The components focus on:

- The development of core knowledge and understanding of acting styles and techniques used in a range of theatre genres.
- The development and application of skills such as practical and interpretative, acting rehearsal and performance through workshops and classes.
- Reflective practice through the development of skills and techniques that allow pupils to think about the development of their idea from the initial plan to the final acting product.

#### How is it assessed?

Students will complete the two internally assessed components and the externally assessed component as part of their classwork throughout Year 10 and Year 11.

Assessments comprise of written coursework such as rehearsal logs and video recordings of workshops, rehearsals and performances.

#### Exam board & Requirements

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Drama) is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying acting as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The qualification prepares you to study Drama or performing arts at A level or through a BTEC Level 3 at KS5, it is equivalent to a GCSE.

#### Careers Links

What prepares students for life beyond the classroom is learning how to be more creative, which includes flexibility in perception and execution of tasks. The Performing Arts will prepare you for whatever you take on in life whether it's further and higher education, employment or just being a confident and successful adult. Jobs directly related to the study of Performing Arts include, among many others: actor, community arts worker, dancer, drama therapist, theatre director, broadcast presenter, teacher, scriptwriter and theatre stage management.





# Option Subjects

## Expressive Arts

### Music

#### Why study a Music qualification?

BTEC Tech Awards in Music can help you take your first steps towards a career in the music industry. You'll learn essential skills from performing and composing to producing and sound engineering. The sector-specific knowledge and skills will support progression to a level 3 academic, a-levels, applied general or technical level music or music technology qualification, or to an apprenticeship.

#### What skills will Music offer you?

The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

#### How will you learn?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- Attitudes that are considered most important in the music sector, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles

#### How is it assessed?

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

#### Exam board & Requirements

This course is for anyone that wishes to engage with the music industry and develop a range of relevant practical and technical skills. The BTEC Music course is for students who want to develop their skills, such as using musical elements, music creation, performance and/or music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

#### Careers Links

The music industry is a vibrant, exciting, and highly competitive industry that contributed £5.2 billion to the UK economy in 2019. The music industry is constantly evolving and offers many different and exciting new work opportunities. Careers could include performing, composing, music production, music/event management, music broadcasting/journalism, working as a session musician, music therapy, teaching, and sound engineering.



# Option Subjects

## GCSE Physical Education

### What will you learn?

Learning will take place in a variety of contexts. Practical lessons covering a range of different PE/Sporting activities through performance and coaching. Classroom based theory lessons which will help embed the principles surrounding PE/sport. Independent research tasks will be set throughout the course along with homework.

### Why study PE?

For the enjoyment of sport, physical activity, and fitness. You are a talented sportsperson and would like to be involved in sport in some capacity after you leave school.

To gain an understanding of the principles of sports leadership. Know more about the participation barriers, politics in sport, the Olympic values, and current affairs.

### How will you learn?

You will learn many transferable skills that will help you throughout your school and personal life such as: organisation, communication, teamwork, adaptability, time management, sport specific skills and leadership qualities

### Exam board & Requirements

#### **AQA GCSE Physical Education**

Section A – 60%

Exam Paper 1: Theory Anatomy & Physiology, Movement Analysis, Training - 1Hr 15min (30%)

Exam Paper 2: Psychology, Social Aspects, Health & Fitness, Data - 1Hr 15min (30%)

Section B – 40% Practical

All assessed as a player/performer in one individual sport (10%) and one team sport (10%) and one optional activity (10%). Analysis of Performance Assessment (10%).

### Careers Links

Students can move onto post 16 academic and vocational courses at college or 6th form which can help you progress into many sports related careers such as: professional sports coach, outdoor instructor, personal trainer, sports analyst, PE teacher, physiotherapist/ cardio rehabilitation, health promotion specialist, sport psychologist, sports lawyer.



# Option Subjects

## Cambridge National Sports Studies

### What will you learn?

Learning will take place in a variety of contexts. Practical lessons covering a range of different PE/Sporting activities through performance and coaching. Classroom based theory lessons which will help embed the principles surrounding PE/sport. Independent research tasks will be set throughout the course along with homework.

### Why study PE?

For the enjoyment of sport, physical activity, and fitness. You are a talented sportsperson and would like to be involved in sport in some capacity after you leave school.

To gain an understanding of the principles of sports leadership. Know more about the participation barriers, politics in sport, the Olympic values, and current affairs.

### How will you learn?

You will learn many transferable skills that will help you throughout your school and personal life such as: organisation, communication, teamwork, adaptability, time management, sport specific skills and leadership qualities.



### Exam board & Requirements

#### Cambridge National Sport Studies:

Unit R184 Exam **Contemporary issues in sport** (40%)- 1 hour 15 mins:

Topic Area 1: Issues which affect participation in sport,  
Topic Area 2: The role of sport in promoting values,  
Topic Area 3: The implications of hosting a major sporting event for a city or country,  
Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport, Topic Area 5: The use of technology in sport

Unit 2 R185 **Performance and leadership in sports activities-** (40%):

Topic Area 1: Key components of performance,  
Topic Area 2: Applying practice methods to support improvement in a sporting activity,  
Topic Area 3: Organising and planning a sports activity session,  
Topic Area 4: Leading a sports activity session, Topic Area 5: Reviewing your own performance in planning and leading a sports activity session

Unit R187 **Increasing awareness of Outdoor and Adventurous Activities-** (20%):

Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK,  
Topic Area 2: Equipment, clothing, and safety aspects of participating in outdoor and adventurous activities  
Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity  
Topic Area 4: Evaluate participation in an outdoor and adventurous activity

### Careers Links

Students can move onto post 16 academic and vocational courses at college or 6th form which can help you progress into many sports related careers such as: professional sports coach, outdoor instructor, personal trainer, sports analyst, PE teacher, physiotherapist/ cardio rehabilitation, health promotion specialist, sport psychologist, sports lawyer.

# Option Subjects

## Travel & Tourism

### Why study Travel & Tourism?

Travel and Tourism is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, and making decisions and judgements. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

### What skills will Travel & Tourism offer you?

Studying travel and tourism will provide you will crucial skills that will help you have a successful career in a variety of industries. It will also encompass the learning of key business skills. Some of the transferable skills you will develop include: teamwork, communication and time management.

### How will you learn?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Unit	Component title	How is it assessed
1	Travel and Tourism Organisations and Destinations	Internal
2	Customer Needs in Travel and Tourism	Internal
3	Influences on Global Travel and Tourism	External Synoptic

### Exam board & Requirements

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

### Careers Links

Job opportunities for students with this qualification are wide and varied. These include leisure assistants, hotel management, fitness instructors, travel consultants, conference organisers, cabin crew, tourist guides or resort representatives.







# Guidance Curriculum

## Student Inclusion

At Charlton we support the needs of all learners across the ability range. We work hard to ensure that all students make the very best progress and are fully supported in developing both academically and within their own personal development. To achieve this, many lessons have additional support to ensure that all students are included within our curriculum offer which makes a significant difference to many students' progress.

Some students are involved with bespoke intervention sessions which take place across the week, these focus on developing further literacy and numeracy where required. For further information, or to discuss specific learning needs, please contact the SENCO.

We carefully mentor and support all students and where necessary for those with identified needs make any adjustments required to provide further support. Through regular communication with parents we are able to listen and respond to any concerns which do occur mainly due to the increased rigour and pressures of the Key Stage 4 curriculum.

Good communication and partnerships with students and families is vital to achieve this.

Should you have any further questions do not hesitate to contact the school.