

Options Booklet

2025-2027



**MERCIA
ACADEMY**

Lionheart Educational Trust

A guide to the courses and qualifications
available at our school for KS4

Dear Parent/Carer

This booklet contains important information regarding the subjects your child will study during their KS4 years at Mercia Academy. This is an important milestone in your child's education and we want to support them to ensure that choices are made carefully and thoughtfully.

Your child's timetable will consist of two elements: the core subjects, followed by all students; and four additional subjects, chosen to support a successful future.

The Core is a set of compulsory subjects that all students must follow. It consists of English, Maths, Science and PE; RE, PSHE and Citizenship (delivered as Personal Development - PD).

Option Subjects represent opportunities for parents/carers and their children to make choices about the future. The world outside school is changing very rapidly and even more so recently. When making choices it is important that you and your child bear in mind that a broad, balanced and varied curriculum offers the very best foundation for a successful future.

We want to support you and your child through this process and the following are some of the key dates and activities that we offer. In addition, please do contact your child's tutor or Mrs Copley (Careers Lead) if you would like additional time or advice:

- An information evening for parents/carers and students on 12th March, 5pm – 7pm
- Guidance meetings for all students with the careers advisor to encourage and support students to make the best choices for their strengths and future plans
- Activities through PD and tutor time focusing on personal skills, future plans and making the right choices
- Assemblies, further meetings and discussions with the Careers Advisor to explore Post-16 opportunities and make sure choices now support future needs
- Year 9 Parents' Evening on 26th March

We also have a programme of visits to local colleges and universities; please see Mrs Copley for further details.

If you require further help or advice then please do not hesitate to contact us.

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Your Future: It's All About You!

- Give yourself **opportunities** – choose a wide range of subjects that are flexible and show you can operate at a high level
- Be **ready for change** – the world is developing very quickly; jobs you are considering may disappear, and jobs we haven't thought of take their place. Choose subjects that give you key, transferable and core skills
- **Stand out** from the crowd - develop your individuality, confidence and creativity. When you are one of many for the same post, starring in a school show, exhibiting your art work or having an informed opinion on history and politics will show that you are different
- Want the **best** for yourself – some subjects are essential for university admission; some are more sought after by employers. Make sure that you create an impressive portfolio for **your** future

To support students to be successful, we have a full-time careers advisor on site as well as regular visits from employers and other experts. Tutors, Heads of House and Subject Teachers are available to discuss future pathways with students. Students will also have a 1-1 interview with our careers lead to discuss Post16 and routes into work; our advisor is also available to students and parents for advice and support at any time – please call the school to make an appointment.

College, University and Beyond

Through their time at Mercia Academy, students take part in a programme of visits to local universities, skills and employment shows and onsite business and enterprise workshops. We are part of the National Citizenship programme, offering students the chance to take part in summer activities at universities and we tailor work experience opportunities to ensure that students are fully informed of the opportunities available to them.

We further enrich and enhance the learning experience both within and outside of the classroom by including citizenship activities in the PD curriculum and a wide variety of educational trips. There are opportunities in school to take part in clubs and activities at lunchtime and after school; students can also develop their leadership potential through the School Council, becoming a senior student or by taking part in Sports, Literacy and Arts Leadership activities.

The skills students build in extra-curricular activities are highly sought after by employers.

What can you choose?

We offer a broad and balanced curriculum that ensures our students have the wide understanding and skills they need for success beyond school. At KS4 students have the opportunity to personalise their study by choosing the four subjects they will continue to study alongside the core curriculum.

Whilst we do give as much choice as possible, students will be expected to choose either History or Geography and we strongly recommend choosing Spanish as one of the options. Having a second language is a significant benefit in today's global society, as well as enhancing communication skills and understanding of the world.

We make every effort to ensure that students can study the courses they choose. We are constrained by constructing a timetable, staffing and group sizes. This is why we ask that you also make reserve options. Any student who does not get their choices will be able to discuss alternatives with key staff and a full discussion will take place with parents before changes are made.

What are GCSEs?

GCSEs are highly valued by schools, colleges and employers and form the foundation of further study. The qualification involves studying the theory of a subject, combined with some investigative work; some subjects also involve practical work.

What are BTECs and Cambridge Nationals?

These are particular types of work-related qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers need. The qualifications offer a mix of theory and practice.

What is the EBacc (English Baccalaureate)?

This was introduced as a standard that students should aim for in their KS4 studies. To achieve the English Baccalaureate, students must achieve the highest possible grade in the following subjects: Maths; English Language; two Sciences; a Language and either Geography or History. We encourage students to take these subjects as it is a recognised combination that provides a strong foundation for future study, work and university applications.

Introduction

Our option programme runs courses to fulfil your potential and provide realistic prospects for further education or employment.

The information is under subject headings and each has been prepared by the relevant Subject Leader.

You will be given opportunities to have discussions with Tutors and Subject Staff on which are the best choices for you and this booklet details the courses offered.

Key Dates

- 12th March 2025: Options Evening at school, 5pm – 7pm
- From 12th March, 1-1s for students with key staff and all staff available for queries and discussions
- 26th March 2025: Parents' Evening; form released for choices
- 2nd April 2025: Students submit final choices

Your Choice

Choose a subject because:

- You enjoy it!
- You are good at it and will succeed at it
- You need it for your future plans

Don't choose a subject just because:

- You like the teacher, or reject it because you don't like the teacher; the teacher could be different next year
- Your friends are choosing it – they are different from you and have different strengths and interests

Make the right choices for you and your future success

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English Language/English Literature

Qualification: GCSE (9-1)

Method of Assessment: 100% Exam

More information: Mr S Frost

Students work towards two qualifications at GCSE - English Language and English Literature.

English Language consists of reading and analysing unseen extracts from both the 19th Century and more modern texts. These include both fiction and non-fiction writing. These exams also include creative writing and transactional writing, like a letter or a speech.

English Literature consists of the study of a range of literature texts including *Macbeth*, *A Christmas Carol* and *An Inspector Calls*. Students also learn how to study and analyse poetry. They will have an anthology of 18 poems to work through over the course and unseen poetry in the exam itself.

We aim to continually raise achievement in English through quality teaching and high expectations.

We hope that students will gain a love of English and enjoy developing their skills for analysis and problem solving. In every career path a student chooses, they will need to have a good grasp and understanding of English and be confident in reading and writing skills.

Mathematics

Qualification: GCSE (9-1) - AQA

Method of Assessment: 100% Exam – 3 Papers (1 non-Calculator Paper & 2 Calculator Papers)

More information: Mr P Phiri

Overarching Vision

All pupils are confident in maths; equipped with strong procedural and conceptual understanding for future education and for life.

The universe cannot be read until we have learned the language and become familiar with the characters in which it is written. It is written in mathematical language. Galileo Galilei

Principles of Mathematics teaching

“Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.” *National Curriculum 2013*

Success in mathematics comes from having deep knowledge of the rich connections within mathematical structures, facts, concepts, and procedures. Gone are the days when a superficial understanding of a mathematical procedure would carry pupils through an exam. For too long, a “skills based” approach has led to thinking of mathematics in atomised silos which remain a mystery to many. It then becomes socially acceptable (even a badge of honour) to say “I can’t do maths” whereas no one would admit to being unable to read. Our curriculum and the way we teach it aims to challenge this dogma.

In Lionheart secondary schools, the curriculum is seen as a 5-year or 7-year journey. In fact, taken as a whole, it is better seen as an 11- or 13-year part of a lifelong mathematical journey.

The principles that make up our curriculum include:

Principle: Deep learning in mathematics happens when pupils have both procedural and conceptual understanding of a topic (see fig 1).

Our curriculum has an emphasis on teaching for both conceptual and procedural understanding and unpicking any shallow foundations (NCETM, 2018). A coherent plan through a topic builds the concepts to move the pupils from novice to expert. Increasing difficulty and problem solving allow pupils to flex their intellectual muscles.

Outworking in lessons: On first glance, a lesson or topic may appear “easy”, but pupils are being encouraged to go deeper into the topic. For example: $16.7 - 3.9$ is equivalent to $16.8 - 4$. How can this result be proved? Why is one easier to answer than the other? Can this result be generalised? Under what conditions does this method become efficient or inefficient?

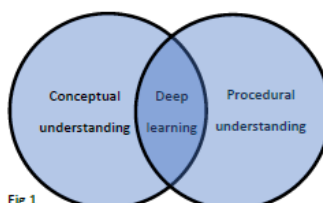


Fig 1

Science

Qualification: GCSE (9-1)

Method of Assessment: 100% Exam

More information: Mr J Lundman

Content

This is split into the three subjects Biology, Chemistry and Physics. Each subject has a number of topics and key concepts studied include:

- Biology – Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.
- Chemistry – Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.
- Physics – Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism.

There is no coursework but there are now required practicals that are assessed by the exams. The required practicals focus on a variety of experimental problem-solving and/or enquiry-based activities that consolidate scientific concepts, develop investigative and practical skills.

You will learn through a combination of theory and practical work using knowledge organisers and revision guides regularly. On-line resources will allow you access to the course materials at home for independent learning.

GCSE Science paves the way for a variety of career paths:

- Archeology
- Botany
- Criminology
- Water treatment
- X ray technician
- Yeast culture developer (brewer)
- Zoologist

Careers, PE, Religious Education and PSHE

Careers

Through the PD (Personal Development) programme, students in Years 10 and 11 will study units of work and take part in practical projects developing skills and knowledge in key areas, for example: Self-Awareness, Decision Making, Money Management, Interview Techniques and Local Industry. Students will also have the opportunity of regular interviews with Mrs Copley. External advisors are also available.

All students will have the opportunity of a week's work experience. Students will have the chance to visit local sixth forms and colleges. Speakers and experts from outside agencies, companies and other institutions will visit the school to speak to students concerning their Post 16 options.

PE

Students will have one lesson of core PE a week.

They will be taught in single sex groups and participate in a range of in-school activities. These will include: Netball, Basketball, Football, Rugby, Table Tennis, Health Related Exercise, Aerobics, Trampolining, Rounders, Tennis, Athletics, Cricket and Softball.

Religious Education

Students in KS4 have one lesson of RE a week, including: Religion and Ethics, Religion and the Environment, Religion and Justice, Ultimate Questions, Good and Evil. Throughout the course students will be encouraged to appreciate the views of others and to express their own ideas.

PSHE and RSE

These statutory subjects are studied as part of PD. Relationship, Sex and Health Education covers a range of areas to keep students safe, including respectful relationships and friendships, online and media safety and influence, sexual health, mental wellbeing, drugs awareness, health and prevention and basic first aid.

Fine Art

Qualification: GCSE (9-1)

Method of Assessment: 60% Personal Portfolio, 40% Exam

More information: Miss E Embley

Content

Unit 1: Art and Design Personal Portfolio (worth 60% of the final GCSE mark). This will be based on a project named 'Remembrance' students are required to produce a portfolio of work developed from this topic. The focus is on including work that responds to artist research, development of skills and techniques, building on previous skills and developing their own drawings. Students are encouraged to work independently, explore materials creatively and develop final outcomes.

Unit 2: Art and Design externally set Assignment (worth 40% of the final GCSE mark). Students are given a starting point from the exam paper to which they produce a personal response. Students will be given a period of time in which to plan and prepare for their set assignment. Students will be given 10hours (2 days) to complete their final examination.

Assessment

Students are expected to demonstrate the following:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Please note that this course will require students to complete work outside of their timetabled lessons in order to meet all of the deadlines set.

Future Careers

Taking art and design can lead you to a wide range of careers such as:

Artist, Art historian, Art critic, Graphic Novel Author, Logo designer, Packaging designer, Typographer, Costume designer, Dressmaker, Fashion designer, Architect, Landscaper, Interior Designer, Animator, Film Editor, Photographer, Jeweller, Florist, Art therapist, or Teacher.

Art can be great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative thinking!

Business

Qualification: GCSE (9-1)

Method of Assessment: 100% Exam

More information: Mr S Frost

Business is an active and enjoyable course, which is relevant to your life and experiences. Through the use of case studies, business games, relevant TV programmes, ICT and competitions, it is brought to life.

This course is all about the world we live in. It is about our visits to the shopping centre and supermarket, it is about how we are treated at work, what it is like watching our favourite football team and every other part of our lives.

By choosing Business you will learn more about our world. It is an enjoyable subject, which brings the outside world into the classroom in order to help us understand how businesses work.

What will I learn?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

Child Development

Qualification: BTEC Level 2

Exam Board: Pearson or Cambridge National

Method of Assessment: Exam and Coursework

More information: Mr J Lundman/Miss J Wildey

What will students do?

- Gain an understanding of working with children aged 0-5 years.
- Learn about the development and well-being of children.
- Understand aspects of childcare and development.

To achieve the Level 2 Technical Award in Child Development, students must successfully demonstrate their achievement of all learning outcomes and meet the assessment criteria of the three mandatory units. Students need to achieve well in the externally set and internally marked assessments for each unit and the synoptic scenario based short answer examination.

This qualification will promote student's understanding of children (birth to 5 years) and will focus on:

- holistic child development
- factors that influence a child's development
- care routines and activities to support a child
- regulation, policies and procedures in the early years
- expectations of an early years practitioner
- roles and responsibilities within early years settings
- the importance of observations in early years childcare

Child Development paves the way for a variety of career paths:

Sports coach

Primary school teacher

Paediatric medicine

Librarian

Social Worker

Nursery nurse

Computer Science/Digital IT

Qualification: GCSE (9-1)/Cambridge National

Level: 2

More information: Mr J Lundman/Mr P Kang

These courses are practical subjects where learners can apply the knowledge and skills learned in the classroom to real-world problems.

They are intensely creative subjects that involves invention and excitement.

The qualifications will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

Students should note their preferred course on the options form, and courses will be decided based on numbers interested and the maths grades of those students.

The courses cover a wide range of knowledge and understanding, including: Systems architecture; memory storage; wired and wireless networks; network topologies; protocols and layers; network security; system software; moral, social, legal, cultural and environmental concerns

Translators and facilities of languages; algorithms; high- and low-level programming; computational logic; data representation programming project; programming techniques; design; development; effectiveness and efficiency; technical understanding; testing, evaluation and conclusions

Both courses prepare students for successful careers in areas such as:

- Cyber security analyst
- Data analyst
- Forensic computer analyst
- Game designer
- Games developer
- Software engineer
- Systems analyst
- UX designer
- Web designer

Construction

Qualification: Vocational Award

Method of Assessment: Exam and Coursework

More information: Miss S Padmore

The WJEC Level 1/2 Vocational Award in Constructing the Built Environment is designed to support learners to develop an awareness of construction processes. It mainly supports learners who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector, the importance of safety and security, and the types of career opportunities available.

This qualification is for learners who wish to develop their knowledge and understanding of the construction industry and gain experience of planning and developing construction project

- Unit 1 Safety and Security in construction
Is working in construction dangerous? Can some of the equipment and tools I use cause harm? Some of the equipment I used is expensive. How do I keep it secure?
- Unit 2 Developing Construction Projects
How do I hang a door? Can I skim plasterboard? How do you gloss a panel door? What resources do I need to build a wall? You will develop a range of construction skills.
- Unit 3 Planning Construction Projects
You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes.

Please bear in mind there may be a cost associated with the course due to the high cost of materials etc. of £20 - £25.

Construction paves the way for a variety of career paths:

Surveyor

Architect

Buildings engineer

Bricklayer

Carpenter

Plastering

CAD technician

Demolition

Drama

Qualification: GCSE (9-1)

Method of Assessment: 40% Exam, 60% Coursework

More information: Miss S Padmore

Component 1: Understanding drama (40%)

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six – *we study Blood Brothers to complement our students English Literature course*
- Analysis and evaluation of a live theatre performance

Assessed by: written exam -1 hour and 45 minutes (open book, 80 marks)

Component 2: Devising drama (practical - 40%)

- Creation and rehearsal of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

Assessed by: devising log (60 marks); Devised performance (20 marks)

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

- Performance of two key extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

Assessed by: Performance of Extract 1 (25 marks) and Extract 2 (25 marks)

There is an expectation that students will attend a live theatre experience outside of school hours.

For both Component 2 and Component 3 students will be required to rehearse outside of their timetabled Drama lessons as part of the preparation process.

GCSE Drama paves the way for a variety of career paths:

- Education
- Travel and Tourism
- Retail
- Sales and Marketing
- Law
- Medicine

Engineering

Qualification: Vocational Award

Method of Assessment: Exam and Practical work

More information: Miss S Padmore/Miss A Irish

Engineering is a vocationally related qualification (VRQ) and focuses on using practical skills, knowledge and understanding. This ensures that you will gain practical as well as theoretical knowledge of engineering and have some expectation for the situations you could face in a job role within the engineering sector, for example maintenance engineer, mechanical engineer, welder and/or fabricator, etc.

Completion of this course would provide you with an excellent opportunity to progress to advanced VRQs, apprenticeship or employment.

As a practical based course, over the two years you will work through a range of practical tasks and activities in order to develop skills, knowledge and understanding and learn specific engineering terminology

This is a single option Level 2 course, equivalent to 1 GCSE 9 - 1, and assessed as Pass/Merit/Distinction at level 1 and level 2 as well as level 2 Distinction*

Engineering paves the way for a variety of career paths:

- Chemical engineer. ... Building food manufacturing plants
- Electrical engineer. ... Working on Aeroplanes in the RAF or tanks in the Army
- Mechanical engineer. ...Nuclear power safety
- Civil engineer. ... Building new roads and infrastructure
- Software engineer. ... Developing AI for future generations
- Environmental engineer..... Latest wind or solar technology

Food Preparation and Nutrition

Qualification: Level 2 (GCSE)

Method of Assessment: 50% external exam; 50% internally assessed project

More information: Miss C Evenden

This qualification is designed for students who want an introduction to food and nutrition that includes a vocational and project-based element and who wish to pursue a career in the food and cookery sector or progress onto further study.

It is appropriate for students who are motivated and challenged by learning through hands-on experiences. It is distinct from GCSE Food Preparation and Nutrition, as it encourages students to use knowledge and practical tools and develops significant personal and vocational cookery skills, which can be transferred to further study or employment.

The study of food and nutrition involves understanding the science of nutrition, factors that affect food choice, Food safety, food provenance as well as the skills needed to prepare and present a variety of dishes from around the world.

An exam board brief involves an understanding of recipe development, time management, nutritional breakdown and a science investigation into key ingredients

This qualification shows students how to:

- Understand the safe and hygienic practices for themselves and the cooking environment
- Understand the main food groups and the key nutrients required for a healthy diet
- Make food recommendations for specific needs/age groups
- Plan and produce dishes in response to a brief
- Create a recipe

Students could also progress into employment or onto an apprenticeship. The knowledge and skills gained will provide a secure foundation for careers in the catering sector, food preparation industry, home economics or recipe development R+D.

Spanish

Qualification: GCSE (9-1)

Method of Assessment: 100% Exam

More information: Mr S Frost/Ms N Tirado-Sanchez

Learning a language gives you much more than just another GCSE grade! Being bilingual enhances your employability skills and can lead to higher salaries; it shows respect for and understanding of other cultures and traditions. It also allows you to connect and communicate with people more easily, whether for business or travel. We offer Spanish as it is one of the top three languages spoken across the world; it is the native language of 18 countries and spoken on all continents. It is the official language of many world-wide organisations.

Languages are vital and will enhance a student's options at various careers whilst opening doors for them to work and travel abroad as well as having additional skills which can benefit their career choices.

The Spanish GCSE covers 3 areas of experience:

Identity and Culture, looking at a student's everyday life;

Topical Issues, from the local to the global level;

Current and Future Study and Employment.

The four language skills of listening, speaking, reading and writing are all assessed by final examination, and are each worth 25% of the total marks. Translation, both into and out of the target language, will form part of the examination, whilst the speaking test in both tiers will involve general conversation and role play.

Lessons will cover listening, reading, speaking and writing. Students will continue to use the independent learning skills they have developed in Years 7, 8, and 9.

Geography

Qualification: GCSE (9-1)

Method of Assessment: 100% Exam

For more information contact: Mrs S Walley

Physical Geography – (Paper 1: Our Natural World – *1 hour 15 minutes*)

- Global Hazards (climate, tropical storms, droughts, volcanoes, earthquakes)
- Changing Climate (causes, global and UK impacts of climate change)
- Distinctive Landscapes (landscapes, glaciation, rivers, coastlines)
- Sustaining Ecosystems (rainforests, grasslands, deserts, Arctic, Antarctica)
- Physical Geography Fieldwork (day trip to a collect data on a river system)
- Geographical Skills (analysing data, maps, graphs, tables, statistics, etc.)

Human Geography – (Paper 2: People and Society – *1 hour 15 minutes*)

- Urban Futures (towns/cities, challenges and improvements in cities)
- Dynamic Development (development of countries, how a country improves)
- UK in the 21st Century (changes to UK economy and population)
- Resource Reliance (food security, water access, deforestation, mining)
- Human Geography Fieldwork (day trip to a collect data on an urban location)
- Geographical Skills (analysing data, maps, graphs, tables, statistics, etc.)

Geographical Exploration - (Paper 3: Geographical Exploration – *1 hour 30 minutes*)

Students are given questions on an unfamiliar location in the world where they apply their knowledge of physical and human geography to this location. Students will have to analyse and make a decision on a geographical topic in that location.

Further study/Careers

A level/university courses: Geography, Geology, Sociology

Careers: Land surveyor, town or countryside planner, environmental manager, diplomat, meteorologist, pilot, travel agent, teacher, doctor, cartographer, researcher, journalist, climate change analyst, renewable energy technician, business manager, utility provider, transportation planner, recycling officer, water conservation and many more!

Health & Social Care

Qualification: Vocational award BTEC Level 2

Exam Board: Pearson or Cambridge National

Method of Assessment: Exam and Coursework

More information: Mr J Lundman/Miss J Wildey

In this exciting and challenging course you will be introduced to the health and social care sector. You will gain the important knowledge, understanding and skills that are essential for working in this area. This will include skills that health care professionals use on a daily basis, such as assessing people's health and wellbeing and designing individualised health care plans. You will also study human growth and development across different life stages and how different factors affect it, as well as investigating how individuals deal with specific life events.

The course requires a high level of commitment to coursework—both in and out of class.

Examination

Students are assessed through 2 practical tasks and a single written exam. The two internal components give pupils the opportunity to develop broad knowledge and understanding of health and social care.

Components are assessed through internal assessment performance, these are subject to external standards verification.

There is one external assessment, which provides the main synoptic assessment for the qualification.

Access to Further and Higher Education

Taken as part of a balanced curriculum, BTEC tech awards provide a tried-and-trusted progression route to further study (AS/ A level, Diploma level 3 or to an apprenticeship)

Career Opportunities

The course presents unique opportunities in school to learn more about how children and adults develop and as such may be of interest and relevance to all students. Studying BTEC Health and Social Care will provide good preparation for a range of careers, for example:

- The nursing profession
- occupational therapist
- paramedic
- psychologist,
- health visitor
- midwife
- nursery nurse

History

Qualification: GCSE (9-1)

Method of Assessment: 100% Exam

More information: Mr P Galloway

Paper 1: Medicine in Britain, c1250-present *and* The British sector of the Western Front, 1914-18: Injuries, treatment and the trenches.

Paper 2: Early Elizabethan England, 1558–88 and The American West 1835-1895.

Paper 3: Weimar and Nazi Germany, 1918-39.

“The past is chaos”. Those who study History seek to impose a sense of order, logic and reason upon past events that are far from orderly, logical & rational! GCSE History develops skills of comprehension, organisation and effective communication which have a wide range of applications well beyond GCSE History. Many employers have expressed concern that young people, even after a degree course, had difficulty in writing reports or letters and in oral communication. History will assist with these important cross-curricular, transferable, skills, and give you insights into the motivation and responses of human beings in a variety of circumstances. As such it has obvious relevance to anyone considering careers that will involve dealing with information or people.

History is a subject that encourages careful reading, comprehension and expression.

History encourages thought, reflection and debate.

History encourages breadth, opinion and argument.

History offers insights into the culture and past of different peoples.

The GCSE course builds on the skills and approaches that are developed in Years 7-9. It does require an ability to write a series of paragraphs, and to answer evidence-based questions in thoughtful and direct ways, but there is no doubt that most Year 9 pupils considerably under-estimate how far they have already acquired some of these skills. Pupils must be prepared to undertake significant amounts of revision across the course. All elements of this course involve pupils analysing a wide variety of sources, and producing extended answers within a limited period of time. A good level of literacy is needed.

Media Studies

Qualification: GCSE (9-1)

Method of Assessment: 70% Exam, 30% Coursework

More information: Mr S Frost/Miss L Carleton

This course will help you to look at Media industries and audiences in a totally new way. You will never be able to watch a television advert, look at a newspaper headline or use social media in the same way ever again!

Why? Because, on this course you will learn how language and imagery are used to convince, control and influence our thinking.

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages. If you are intrigued by how media is made and the influence it has on society, both individually and in groups, then this is the course for you.

During the course you will study: advertising, film marketing, magazines, music videos, newspapers, social media, radio, television and video games. You will study a range of stimulating media texts, some of which will be familiar and some of which will challenge you, but you will develop high level analytical skills as well as practical project management and production skills.

Exam Weighting:

70% of the course is assessed by exam and 30% of the marks come from the practical coursework. Media Studies is both an academic and a practical subject. As such it has something to offer to all types of students from the most knowledgeable to the creatively gifted.

Music

Music has had very small numbers and in some years has not been able to run as a timetabled group at KS4. If you are interested in studying music further, please arrange to speak to Miss Padmore or Ms Cooper about the options available. We will facilitate and support those who want to take the subject further with time and tuition, but this may not be as a formal option on the timetable.

Religious Studies

Qualification: GCSE (9-1)

Exam Board: OCR

Method of Assessment: 100% Exam

More information: Mr N Holmes /Miss J Wildey

Content

Component 1: The study of religions: beliefs, teachings and practices

What's assessed: Beliefs, teachings and practices of two from: Buddhism, Christianity, Catholic Christianity, Hinduism, Islam, Judaism, Sikhism. Christianity and Catholic Christianity is a prohibited combination.

How it's assessed: Written exam: 1 hour 45 minutes. 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG). 50% of GCSE Questions. Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48

Component 2: Thematic Studies

Students will study four religious, philosophical and ethical studies themes. These will be selected from; Relationships and families; Religion and life; The existence of God and revelation; Religion, peace and conflict; Religion, crime and punishment; Religion, human rights and social justice.

How it's assessed: Written exam: 1 hour 45 minutes. 96 marks, plus 3 marks for SPaG. 50% of GCSE

Questions

Each theme has a common structure of one five-part questions of 1,2,4,5 and 12. Each theme is marked out of 24.

Sport Science

Qualification: Cambridge National

Method of Assessment: Written Exam & Coursework

More information: Mr N Holmes/Mr J Chamberlain

The Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance. The course is 100% theoretical however good sporting knowledge helps underpin coursework and many tasks are delivered in a practical manner.

The course requires students to complete 2 pieces of coursework and 1 exam.

Reducing the risk of sports injuries (Exam – 40%)

By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications. This unit is externally assessed through an OCR set and marked 1 hour 15 minute exam.

Applying the principles of training (Coursework – 40%)

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

Nutrition in Sport (Coursework – 20%)

Learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer

The course offers students the solid foundation required for further study or progression into the sports and leisure industry.

The course could help lead students to many jobs including; physiotherapist, coach, PE teacher, personal trainer, nutritionist or sports analyst.

What next?

Parents Evening will be on March 26th. The forms to complete your final choices will be available on the website after this date and paper copies can be posted out on request. Forms with your final choices, must be submitted by 2nd April 2025.

You will be asked to make four first choices, with reserves. Space is provided below for you to help draft your initial ideas.

Choose 1 from:	Choose 3 from:	
Geography History	Fine Art Business Child Development Computer Science Construction Drama Engineering Food Geography	Health & Social Care History Digital IT Media Studies Religious Studies Spanish Sport Science