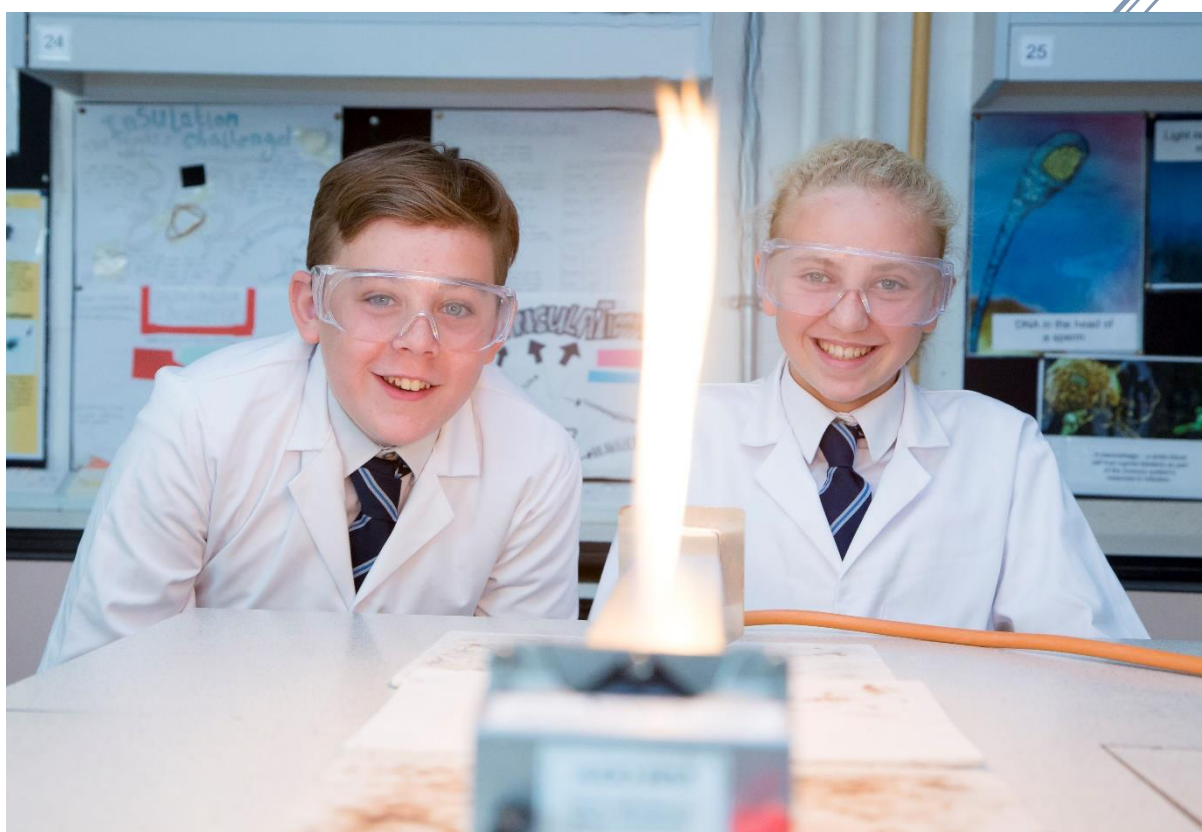


# COOMBESHEAD ACADEMY

YEAR 9

GCSE COURSE OPTIONS

2025 – 2027



## Contents

WELCOME TO THE YEAR 9 OPTIONS Process.....	2
The timeline for making option choices is as follows:.....	2
The Curriculum for Years 10 and 11 .....	3
Subjects available .....	4
Next steps: .....	4
ENGLISH LANGUAGE GCSE – CORE CURRICULUM .....	6
ENGLISH LITERATURE GCSE – CORE CURRICULUM .....	7
MATHEMATICS GCSE – CORE CURRICULUM .....	8
SCIENCE GCSE – CORE CURRICULUM .....	9
SPORT & PHYSICAL EDUCATION – CORE CURRICULUM .....	10
TRIPLE SCIENCE GCSE.....	11
GEOGRAPHY GCSE.....	12
HISTORY GCSE.....	13
FRENCH GCSE.....	14
SPANISH GCSE.....	15
ART AND DESIGN GCSE.....	16
ART TEXTILES GCSE.....	17
BELIEFS & VALUES CORE.....	18
BUSINESS STUDIES GCSE.....	19
BTEC SPORT.....	20
CHILD DEVELOPMENT BTEC.....	21
COMPUTER SCIENCE GCSE.....	22
DANCE - FIRST AWARD IN PERFORMING ARTS BTEC.....	23
DRAMA GCSE .....	25
3D DESIGN GCSE .....	27
FOOD & NUTRITION GCSE .....	28
MEDIA GCSE .....	29
MUSIC GCSE.....	30
MUSIC PERFORMANCE BTEC .....	31
PHOTOGRAPHY GCSE .....	32
PHYSICAL EDUCATION GCSE.....	33
Religious Studies GCSE.....	34

## WELCOME TO THE YEAR 9 OPTIONS Process

There are a number of events over the coming weeks and months to ensure that students make the right choices for their curriculum moving forward. This is an extremely exciting period in a student's education, where, with the right guidance, students can start to create their own bespoke curriculum and think about future pathways. Parents and pupils are very much encouraged to ask questions about the content of subjects, how they are taught and the suitability for your child.

We will always endeavour to run subjects as described but some changes are liable to occur due to the popularity of specific subjects or staffing constraints. Any changes necessary will be discussed with students during an individual options appointment in March, with the best solutions available to meet the needs of individuals. These meetings will take place with either Mr Thomas, Mrs Coulson or Mrs Turk.

The timeline for making option choices is as follows:

2024/25	Event/ Deadline
November 13 <sup>th</sup>	Beginning of the options process - options presentations in assemblies.
January 8 <sup>th</sup>	Options booklet released to students and parent's information evening
January 23 <sup>rd</sup>	Year 9 parents evening
February 5 <sup>th</sup>	Deadline for all options forms
March 25 <sup>th</sup>	Parents and students contacted to confirm acquired options

If you have any questions about the options process, please do not hesitate to contact me at:

[james.thomas@acoombesheadacademy.org.uk](mailto:james.thomas@acoombesheadacademy.org.uk)



# The Curriculum for Years 10 and 11

All pupils will continue to study the following curriculum:

## Core Subjects

Subject	Exam
English Language	GCSE- AQA
English Literature	GCSE-AQA
Maths	GCSE-Edexcel
Science	GCSE- AQA (worth 2 GCSE's)
PSHE	No Exam
Core Physical Education	No Exam
Beliefs and Values	No Exam

Additional to this, students will have the choice to select four options using one of the two following pathways

Yellow Pathway	Blue Pathway
<b>All Core Subjects</b> <ul style="list-style-type: none"><li>English literature and language</li><li>Maths</li><li>Combined Science</li><li>PSHE</li><li>Core PE</li><li>Continue MFL- Spanish/ French</li></ul>	<b>All Core Subjects</b> <ul style="list-style-type: none"><li>English literature and language</li><li>Maths</li><li>Combined Science</li><li>PSHE</li><li>Core PE</li></ul>
<b>Humanities option</b> History or Geography	<b>Humanities option</b> History or Geography
<b>Options</b> <ul style="list-style-type: none"><li>Two further options from the options list</li></ul>	<b>Options</b> <ul style="list-style-type: none"><li>Three further options from the options list</li></ul>

## Subjects available

Additional options subjects	
3D Design	GCSE
Art & Design	GCSE
Art Textiles	GCSE
Child Development	BTEC
Computer Science	GCSE
Dance	BTEC
Drama	GCSE
Food Preparation and Nutrition	GCSE
French	GCSE
Geography	GCSE
History	GCSE
Media Studies	GCSE
Music	GCSE
Music Performance	BTEC
Photography	GCSE
Physical Education	GCSE
Religious Education	GCSE
Spanish	GCSE
Sport & Fitness	BTEC
Triple Science	GCSE

Please be aware that some subjects cannot be selected together:

- Art & Design and Art textiles/ 3D design
- Btec Sport & performance and GCSE PE
- Music GCSE and Music performance Btec

## Next steps:

- Read through the options booklet which will provide information about each of the subjects available.
- Students decide which options they would like to take through discussions with parents and subject staff.
- Open up the Year 9 Course Selection Form using the link that was sent and follow the instructions to submit choices. Yellow pathway students must include a language in one of their choices.

**NB: When completing the form please include all information accurately including reserve choices. We will endeavour to run subjects as described but some changes are liable to occur due to the popularity of specific subjects or staffing constraints. Any changes necessary will be discussed with students**

# Specific Options Information



In the following pages you will find details on all the core subjects as well as subject options. I encourage you to ask as many questions as possible of your subject teachers as well as subject ambassadors to find the most about each subject.


# ENGLISH LANGUAGE GCSE – CORE CURRICULUM

<b>Examination Board:</b>
AQA
<b>Specification:</b>
8700
<b>Description of the course:</b>
<p>English Language will be taught alongside English Literature, and TWO GCSE's will be awarded in Year 11.</p> <p>The course gives pupils the opportunity to read a variety of fiction and non-fiction texts from the 19th, 20th and 21st Century and explore how writers use language, structure and their viewpoints and attitudes to create effects in the texts they write. It also gives pupils the opportunity to write for different audiences and purposes, specifically focusing on writing to describe, narrate, argue and persuade.</p>
<b>How the course will be assessed:</b>
<p>Two terminal examinations in Summer term of Year 11.</p> <p>1 x Spoken Language assessment which is separately certified and does not contribute to GCSE grade.</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p><b>University / College Courses:</b></p> <ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Journalism</li> <li>• Creative Writing</li> <li>• Editing</li> <li>• Scriptwriting</li> <li>• Media</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>• Secondary or Primary teacher</li> <li>• Writer; Journalist; Editor</li> <li>• Media - production / marketing</li> <li>• English language is essential for most careers</li> </ul>



## ENGLISH LITERATURE GCSE – CORE CURRICULUM

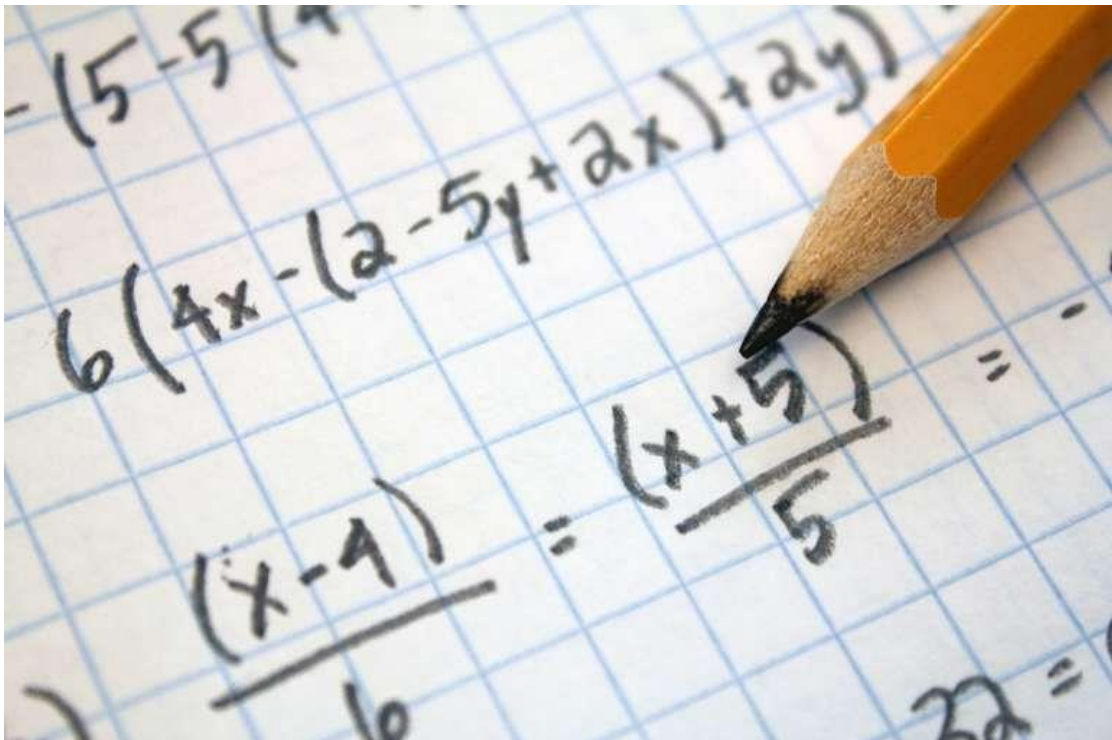
<b>Examination Board:</b>
AQA
<b>Specification:</b>
8702
<b>Description of the course:</b>
<p>English Literature will be taught alongside English Language, and TWO GCSE's will be awarded in Year 11.</p> <p>The course gives pupils the opportunity to read a variety of fiction and poetry texts from across time and explore how writers use language, structure and form to create effects in the texts they write. Students will study: one Shakespeare play, a novel from the 19th Century, an Anthology of Poetry linked to Power and Conflict, Unseen poetry and a Modern novel or play.</p>
<b>How the course will be assessed:</b>
Two terminal examinations in Summer term of Year 11.
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b>
<p><b>University / College Courses:</b></p> <ul style="list-style-type: none"><li>• English Language</li><li>• English Literature</li><li>• Journalism</li><li>• Creative Writing</li><li>• Editing, Scriptwriting</li><li>• Media</li></ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"><li>• Secondary or Primary teacher</li><li>• Writer; Journalist; Editor</li><li>• Media - production / marketing</li></ul>






# MATHEMATICS GCSE – CORE CURRICULUM

<b>Examination Board:</b>
Edexcel
<b>Specification:</b>
GCSE Mathematics 8300
<b>Description of the course:</b>
Topics cover Algebra, Number, Shape Space and Measure, Data Handling and Ratio and Proportion. Real life maths and finance is taught throughout the course as it becomes relevant in the topics. Pupils will develop their numeracy skills as the course progresses but also crucially their problem-solving skills, the skills taught in GCSE Mathematics will often become relevant in other subjects at GCSE such as Geography, Biology, Physics, Chemistry and many others.
<b>How the course will be assessed:</b>
We conduct regular low stakes assessment which are used to help students check and develop their understanding. We use Sparx learning which continually checks and with their teacher, supports students' progress. There are also 3 assessments throughout the year which track pupils and intervene where any gaps in knowledge are identified.
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b>
<p>Studying maths to a good level at GCSE opens up many doors at Post – 16 Level and beyond. As well as studying for a straight A Level in Mathematics, it is possible to study Core Maths which is an AS Level in maths that supports the other science-based subjects at A Level such as Psychology, the Sciences, and Geography. A strong GCSE grade in mathematics is held in high regard by both employers and further education providers.</p> <p>Research shows that pupils who study an A Level in mathematics go on to earn on average 10% more than those who do not, due to the number of highly paid career options it allows access to.</p>



## SCIENCE GCSE – CORE CURRICULUM

<b>Examination Board:</b>
AQA
<b>Specification:</b>
GCSE COMBINED SCIENCE: TRILOGY (8464)
<b>Description of the course:</b>
<p>Whilst studying GCSE Combined Science pupils will explore exciting topics in biology, chemistry and physics and sit six exams – gaining the equivalent of two GCSEs.</p> <p>Core biological topics include cell biology and infection and response, with the latest biological findings.</p> <p>In chemistry pupils will learn a mixture of old and new topics – including the periodic table, organic chemistry and energy changes.</p> <p>The topics covered in physics are useful, interesting and thought-provoking. Pupils cover a host of topics, including forces, electricity and space physics</p> <p>GCSE combined science is excellent preparation for anyone wanting to study science after Key Stage 4 and has been recognised by Russell Group Universities.</p>
<b>How the course will be assessed:</b>
6 exams at the end of Year 11
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>Pupils can opt to study any of the A' level Sciences or may select a BTEC Level 3 in Applied Science. Studying a science subject at A' level opens a huge variety of career possibilities.</p> <p>Science graduates can find employment opportunities across all sectors as their skills are actively sought by employers.</p> <p>The fields you can work in are very varied ranging from astronomy, chemical engineering, ecology, meteorology, medicine, dentistry, nursing, veterinary science to technical brewing!</p>


## SPORT & PHYSICAL EDUCATION – CORE CURRICULUM

Sport & physical education is compulsory for all pupils and is an important part of the curriculum.

The programme is designed to provide for the physical education of every individual. It is concerned with general health, social and moral development, self-realisation, preparation for leisure and movement skills.

In Years 10 and 11 the syllabus leans towards the more individual and social skills and performance. Good standards of self-discipline, attitude, effort and appearance are expected at all levels of participation.

The sport & physical education programme will seek to develop your general skills in a wide range of activities; to provide opportunities for enjoyment and interest which will continue after you leave school; and to show you how to measure your own health-related fitness. You will be encouraged to appreciate that health-related fitness enhances the quality of life. Time spent on physical activity will improve performance in other Academy subjects.

Note: If you are particularly interested in Sport & PE, and the theory behind it all, you should also consider GCSE Sport & PE as an option subject.



# TRIPLE SCIENCE GCSE

**Examination Board:**

AQA

**Specification:**

GCSE BIOLOGY, CHEMISTRY & PHYSICS (8461, 8462 & 8463)

**Description of the course:**

Studying triple science allows students to gain 3 distinct GCSE Awards in Science; GCSE Biology, Chemistry and Physics rather than the 2 GCSE grades achieved after completion of the GCSE Combined Science route. As a result, the triple course covers more content and delves into theories and ideas more thoroughly, which can help students prepare for A' level Sciences.

In addition to the content and practical investigations covered within Combined Science, GCSE Biology students will have the opportunity to explore in detail topics such as the role of antibiotics on bacterial growth, gain an understanding of antibody production and application and further learning on key structures of the nervous system including the brain and the eye. Students will study advancing application of genetics and a greater focus on the impact of environmental change.

Within GCSE Chemistry students will extend their learning and application of chemical calculations, explore uses of nanotechnology and broaden their depth of understanding of organic chemistry and chemical analysis including flame emissions spectroscopy and practical activities exploring the identifications of ions.

Studying GCSE Physics allows further exploration of radiation including practical activities exploring radiation and absorption. Students will cover Space Physics including the Solar system, stars, satellites and red shift.

**How the course will be assessed:**

6 exams at the end of Year 11

**What can I do after I have completed the course?****(Future courses and careers)**


Pupils can opt to study any of the A' level Sciences or may select a BTEC Level 3 in Applied Science. Students may find after studying Triple Science the transition to A' level Science easier as they have studied topics in greater depth. Studying a science subject at A' level opens a huge variety of career possibilities.

Triple science can serve as a strong foundation for all aspects of life and different careers as it cultures transferable analytical, evaluative and scientific thinking including problem solving skills.







# GEOGRAPHY GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
GCSE Geography 8035
<b>Description of the course:</b>
<b>Paper 1: Living in the physical environment</b> <ul style="list-style-type: none"><li>• <b>Section A:</b> The challenge of Natural Hazards - Tectonic hazards such as earthquakes, Weather hazards such as Hurricanes, British weather hazards such as flooding and Climate change.</li><li>• <b>Section B:</b> The living world – Ecosystems, Tropical rainforests and Hot deserts.</li><li>• <b>Section C:</b> Physical landscapes in the UK - UK physical landscapes, Coastal landscapes in the UK and River landscapes in the UK.</li></ul>
<b>Paper 2: The challenges of the human environment</b> <ul style="list-style-type: none"><li>• <b>Section A:</b> Urban issues and challenges – Cities.</li><li>• <b>Section B:</b> The changing economic world – Globalisation, development and migration.</li><li>• <b>Section C:</b> The challenge of resource management - Resource management with an emphasis on food.</li></ul>
<b>Paper 3: Issue analysis and geographical investigation</b> <ul style="list-style-type: none"><li>• <b>Section A:</b> Investigating a global issue</li><li>• <b>Section B:</b> Geographical Investigation based on fieldwork to a Bristol and Dawlish Warren</li></ul>
<b>How the course will be assessed:</b>
Paper 1: Living with the Physical Environment – Examination worth 35%.
Paper 2: Challenges in the Human Environment – Examination worth 35%.
Paper 3: Geographical Application – Examination worth 30%.
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b> <p>You can move on to an A Level in Geography, followed by a degree at University.</p> <p>Careers with Geography include everything from meteorology to being a geologist, from retail management to being a town planner, from aid work to being a research assistant.</p> <p>Taking Geography gives you a wide range of skills that employers and universities want.</p> 

# HISTORY GCSE

<b>Examination Board:</b>
OCR
<b>Specification:</b>
GCSE
<b>Description of the course:</b>
<p><b>Unit 1: Crime and Punishment, c.1250 to present (20%)</b> This unit examines the changing nature of criminal activity and the response from authorities over hundreds of years. Students will gain a clear overview of how and why societies change their attitudes towards both crime and punishment.</p> <p><b>Unit 2: The Norman Conquest 1065-1087 (20%)</b> In the Norman Conquest unit, students will be learning about the brutal methods used by the Normans to crush Anglo-Saxon rebellion as well as suppress any sense of Saxon culture. Students will find out about the initial victory and invasion at the Battle of Hastings as well as the Normans' thirst for conquest and control over Britain.</p> <p><b>Unit 3: History Around Us (20%)</b> This unit centres around a local site of historical significance, Buckland Abbey, and includes a trip to the location. Students will find out how the physical features of this site and related historical sources inform our understanding of historical events and developments. This unit aims to give students a realistic sense of what it means to study History at a higher level and how historians work daily.</p> <p><b>Unit 4: The Making of America, 1789-1900 (20%)</b> This study follows the story of the making of America from the first president in 1789 to the end of the nineteenth century when the USA was set to become the world's dominant power.</p> <p><b>Unit 5: Living under Nazi Rule, 1933-1945 (20%)</b> This world-depth study should get students to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial, and cultural forces at work in these societies.</p>
<b>How the course will be assessed: 100% Examination</b>
Paper 1: 40% Paper 2: 20% Paper 3: 40%
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b>
<p>History pupils offer employers a great deal, since they have become independent learners and thinkers who have developed research skills and the ability to question established ideas. Careers opportunities exist in teaching, researching, banking, media including television and radio, journalism, law, the civil service, local government and all branches of management.</p> 

# FRENCH GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
8658
<b>Description of the course:</b>
<p>The course will build on the experiences of Years 7, 8 and 9 and will further develop your ability to:</p> <ul style="list-style-type: none"><li>• Use language effectively for the purpose of practical communication, giving a sound basis of skills</li><li>• Develop language and attitudes required for further study, work or leisure.</li><li>• Increase cultural knowledge of the French-speaking world</li></ul> <p>The course will follow the programme of study as laid down in the GCSE criterion using the AQA textbook. There will be regular assessments across the 4 skill areas of listening, speaking, reading and writing.</p> <p>The following themes are covered:</p> <p>Theme 1: People and lifestyle</p> <p>Theme 2: Popular culture</p> <p>Theme 3: Communication and the world around us</p>
<b>How the course will be assessed:</b>
<p>The course is assessed across the 4 skills of Listening, Speaking, Reading and Writing.</p> <p>Each of these areas will account for 25 percent of the final grade.</p> <p>Pupils sit either foundation or higher tier papers in all skills.</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>There are opportunities to study languages at A level and beyond at degree level. A language can be combined with virtually any other subject, for example, Maths, Sciences and Law.</p> <p>Employers are looking more &amp; more for people with some knowledge of a foreign language.</p> <p>On average, people with language qualifications earn 10% more than those without.</p>


# SPANISH GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
8658
<b>Description of the course:</b>
<p>The course will build on the experiences of Years 7, 8 and 9 and will further develop your ability to:</p> <ul style="list-style-type: none"><li>• Use language effectively for the purpose of practical communication, giving a sound basis of skills,</li><li>• Develop language and attitudes required for further study, work or leisure.</li><li>• Increase cultural knowledge of the Spanish-speaking world</li></ul> <p>The course will follow the programme of study as laid down in the GCSE criterion using the AQA textbook. There will be regular assessments across the 4 skill areas of listening, speaking, reading and writing.</p> <p>The following themes are covered:</p> <p>Theme 1: People and lifestyle</p> <p>Theme 2: Popular culture</p> <p>Theme 3: Communication and the world around us</p>
<b>How the course will be assessed:</b>
<p>The course is assessed across the 4 skills of Listening, Speaking, Reading and Writing.</p> <p>Each of these areas will account for 25 percent of the final grade.</p> <p>Pupils sit either foundation or higher tier papers in all skills.</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>There are opportunities to study languages at A level and beyond at degree level. A language can be combined with virtually any other subject, for example, Maths, Sciences and Law.</p> <ul style="list-style-type: none"><li>• Employers are looking more &amp; more for people with some knowledge of a foreign language.</li><li>• On average, people with language qualifications earn 10% more than those without.</li></ul>








# ART AND DESIGN GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
Art & Design
<b>Description of the course:</b>
<p>Pupils will be introduced to a variety of experiences exploring a range of practical techniques and processes, including both traditional and new technologies.</p> <p>Pupils will explore a number of areas including:</p> <ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Landscape (working from the built or natural environment)</li> <li>• Still Life (working from natural or manufactured objects)</li> <li>• Traditional media practice such as drawing, painting, printmaking, multi-media and 3D</li> <li>• New media practice such as computer manipulated image making, photographic projections and digital technologies to edit imagery</li> <li>• Pupils will also study the work of traditional and contemporary artists, designers and craftspeople</li> </ul>
<b>How the course will be assessed:</b>
<p>UNIT ONE - COURSEWORK</p> <p>Controlled Assessment – set and marked by centre and moderated by AQA.</p> <p>96 marks – 60%</p> <p>Pupils produce a portfolio of work using selected work/ projects undertaken during course.</p> <p>UNIT TWO - EXTERNALLY SET TASK</p> <p>Question papers issued from 1 January, marked by centre and moderated by AQA.</p> <p>96 marks – 40%</p> <p>Pupils have unlimited preparation time followed by 10 hours of sustained focused study.</p> <p>Pupils respond to their chosen starting point.</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>This is an ideal course if you wish to go on to study AS/A2 Art &amp; Design, Photography, Graphics or BTEC Creative Media Production.</p>

# ART TEXTILES GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
Art & Design
<b>Description of the course:</b>
<p>Students will be introduced to a variety of new skills exploring a range of practical techniques and processes, including both traditional and new technologies.</p> <p>Students will explore a number of areas of Textiles Design including:</p> <ul style="list-style-type: none"><li>• Art textiles</li><li>• Fashion design and illustration</li><li>• Costume design</li><li>• Constructed textiles</li><li>• Printed and dyed textiles</li><li>• Surface pattern</li><li>• Stitched and/or embellished textiles</li><li>• Soft furnishings and/or textiles for interiors</li><li>• Digital textiles</li><li>• Students will also study traditional and contemporary Textile artists and Fashion Designers</li></ul>
<b>How the course will be assessed:</b>
<p>UNIT ONE - COURSEWORK</p> <p>Controlled Assessment – set and marked by centre and moderated by AQA.</p> <p>96 marks – 60%</p> <p>Students produce a portfolio of work using selected work/ projects undertaken during course.</p> <p>UNIT TWO - EXTERNALLY SET TASK</p> <p>Question papers issued from 1 January, marked by centre and moderated by AQA.</p> <p>96 marks – 40%</p> <p>Students have unlimited preparation time followed by 10 hours of sustained focused study.</p> <p>Students respond to their chosen starting point.</p>
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b>
<p>This is an ideal course if you wish to go on to study AS/A2 Art, Craft &amp; Design, Photography, Graphics or the new CREATE Diploma course.</p> <div></div>

## BELIEFS & VALUES CORE

### Description of the course:

Pupils cover a combination of RE & Citizenship topics in core Beliefs & Values. There is a focus on current affairs, nationally and globally; and upon issues of identity and belief.

Pupils develop their ability to articulate and evaluate their own views and beliefs, as well as those of others. Discussion, debate, essay and presentation skills are developed in every module.

### What can I do after I have completed the course?

#### (Future courses and careers)


A Level RE is offered within the trust.



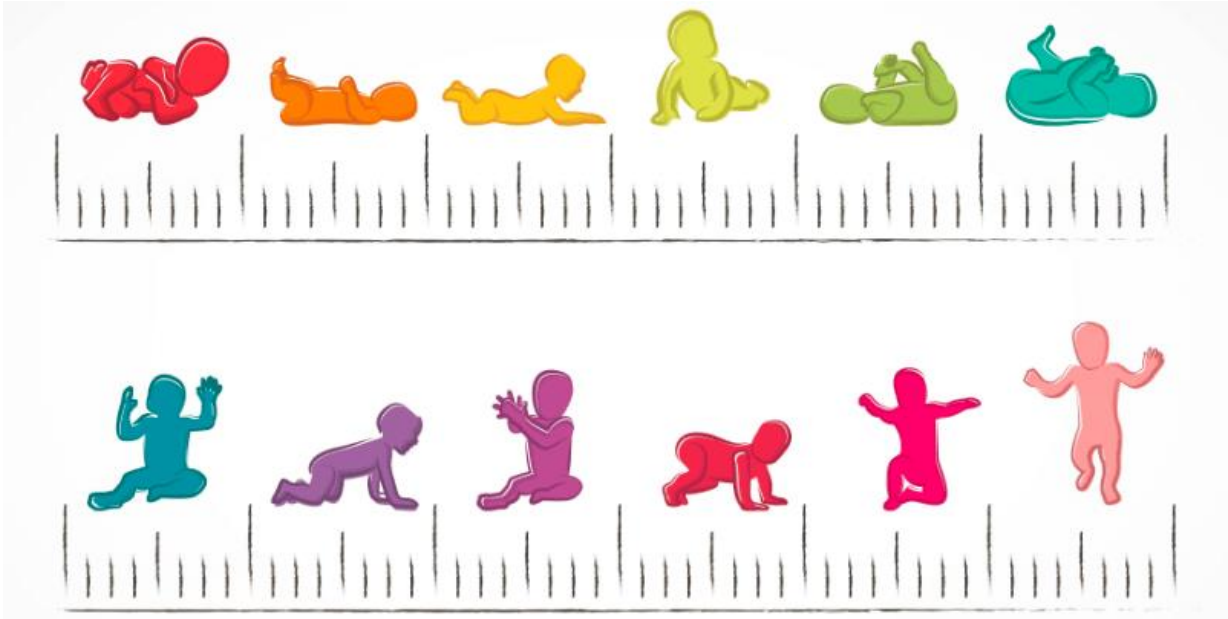
# BUSINESS STUDIES GCSE

<b>Examination Board:</b>															
Edexcel															
<b>Specification:</b>															
Pearson Edexcel GCSE (9-1) Business															
<b>Description of the course:</b>															
<p>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.</p> <p>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.</p>															
<b>How the course will be assessed:</b>															
<table border="1"> <thead> <tr> <th>Paper 1 - Theme 1: Investigating smallbusiness</th><th>Paper 2 - Theme 2: Building a business</th></tr> </thead> <tbody> <tr> <td>Written exam: 105 minutes, 90 marks</td><td>Written exam: 105 minutes, 90 marks</td></tr> <tr> <td>50% of the total GCSE</td><td>50% of the total GCSE</td></tr> <tr> <td>Multiple choice, calculation, short-answer and extended-writing questions</td><td>Multiple choice, calculation, short-answer and extended-writing questions</td></tr> <tr> <td>There are three sections in the paper.</td><td>There are three sections in the paper.</td></tr> <tr> <td>Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.</td><td>Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.</td></tr> <tr> <td>Sections B and C are based on real life, relevant business contexts and examples.</td><td>Sections B and C are based on real life, relevant business contexts and examples.</td></tr> </tbody> </table>		Paper 1 - Theme 1: Investigating smallbusiness	Paper 2 - Theme 2: Building a business	Written exam: 105 minutes, 90 marks	Written exam: 105 minutes, 90 marks	50% of the total GCSE	50% of the total GCSE	Multiple choice, calculation, short-answer and extended-writing questions	Multiple choice, calculation, short-answer and extended-writing questions	There are three sections in the paper.	There are three sections in the paper.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Sections B and C are based on real life, relevant business contexts and examples.	Sections B and C are based on real life, relevant business contexts and examples.
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Sections B and C are based on real life, relevant business contexts and examples.	Sections B and C are based on real life, relevant business contexts and examples.														
<b>What can I do after I have completed the course?</b>															
<b>(Future courses and careers)</b>															
<p>After this qualification you'll understand the world of business and have developed skills in:</p> <ul style="list-style-type: none"> <li>. making decisions and developing persuasive arguments</li> <li>. creative and practical problem solving</li> <li>. understanding data, finance and communication.</li> </ul> <p>It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.</p> <p>There are also strong opportunities for post-16 progression in this sector: Coombeshead Academy offers Edexcel A Level Business</p>															

# BTEC SPORT


<b>Examination Board:</b>
Edexcel
<b>Specification:</b>
Pearson BTEC Sport Tech Award
<b>Description of the course:</b>
<p>Pupils that are keen to lead others and enjoy sport and outdoor adventure will benefit from the BTEC course.</p> <p>The course will allow pupils to complete practical assignments to do with the sports industry.</p> <p>Pupils will be able to show off their practical ability within assignments considering their knowledge and understanding of these areas. The theory work will mostly be coursework based with the possibility of an exam that will be externally marked.</p>
<b>How the course will be assessed:</b>
<p>Pupils will be assessed in practical situations as well as coursework and an exam.</p> <p>Pupils will be marked as a Pass, Merit or Distinction in the work they produce. These assignments will then add up to their final grade.</p>
<b>What can I do after I have completed the course?</b>
<p><b>(Future courses and careers)</b></p> <ul style="list-style-type: none"><li>• Sports industry</li><li>• Outdoor adventure</li><li>• Professional sports environment</li><li>• Health and Fitness</li><li>• Coaching</li><li>• PE teaching</li><li>• Moving onto the level 3 BTEC course ran at Coombeshead</li></ul>


# CHILD DEVELOPMENT BTEC

<b>Examination Board:</b>
Edexcel
<b>Specification:</b>
BTEC Level 1/Level 2 Tech Award
<b>Description of the course:</b>
A vocationally related qualification, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, this course will engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.
<b>How the course will be assessed:</b>
Component 1: Children's Growth and Development – Internal – Pearson Set Assignment to be completed by May 2025  Component 2: Learning Through Play – Internal – Pearson Set Assignment to be completed by December 2025  Component 3: Supporting Children to Play, Learn and Develop – external exam May 2026
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b>
This course is suitable for those pupils who aspire to a career in early years, or related sectors, where knowledge of child development is relevant, it supports progression to a more specialised level 3 vocational or academic course, such as in early years, health and social care or psychology, or an apprenticeship and give learners the potential opportunity, in due course, to enter employment




# COMPUTER SCIENCE GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
GCSE Computer Science 8520
<b>Description of the course:</b>
<p>This course is suitable for pupils who are able in mathematics as the content is heavily mathematical.</p> <ul style="list-style-type: none"><li>a) Fundamentals of algorithms</li><li>b) Programming</li><li>c) Fundamentals of data representation</li><li>d) Computer systems</li><li>e) Fundamentals of computer networks</li><li>f) Fundamentals of cyber security</li><li>g) Ethical, legal and environmental impacts of digital technology on wider society</li></ul>
<b>How the course will be assessed:</b>
<p>Paper 1: Computational thinking and problem solving – Examination worth 50%.</p> <p>Paper 2: Written assessment – Examination worth 50%.</p>
<b>What can I do after I have completed the course?</b> <b>(Future courses and careers)</b>
<p>GCSE Computer Science underpins careers both in the IT industry and across science and engineering. As well as the more traditional education paths such as a Computer Science A-level and/or degree, there are now many apprenticeship options in specific areas of IT which may appeal, such as the gaming, mobile and web related industries.</p> <p>Computer technology continues to advance rapidly. The growth in the use of mobile devices and web-related technologies has exploded, opening up new opportunities and careers. For example, businesses today require an ever-increasing number of technologically-aware individuals, and the GCSE Computer Science specification has been designed with this in mind.</p> <div data-bbox="826 1574 1401 2018"></div>

# DANCE - FIRST AWARD IN PERFORMING ARTS BTEC

## Examination Board:

Pearson

## Specification:

BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance Pathway)

### Description of the course:

The BTEC Tech Award in performing Arts (dance) is designed to provide an engaging and stimulating introduction to the world of Dance. The BTEC philosophy of 'learning through doing' remains at the heart of the qualification.

Learners will be given the opportunity to gain a broad understanding and knowledge of skills in dance within the wider context of the performing arts industry.

The dance pathway is designed for learners with an interest in a variety of different dance performance styles. It includes a range of components that will allow students to develop the skills required by a dancer and apply them in a range of contexts.

The qualification covers:

- 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.

The core of the qualification allows learners to demonstrate the dance skills they have developed both as a solo performer and as a group. The course provides the opportunity to develop other skills in order to improve their employability and flexibility as a performer, for example collaborative and presentation skills.

In providing guidance to learners who are thinking of selecting this pathway, it is important to stress that dance is the main focus of the programme. They will be required to perform both as soloists and as part of a group and must have or be able to develop the confidence to do so. There is a significant amount of choreographic input required from the learners for this course.

Alongside the practical exploration and development of your dance technique, you will also develop a portfolio of written work to support your practical assessment. The portfolio will consist of extended evaluations, actions plans and essays of your dance research.

### Course Components

Component 1: Exploring the Performing Arts

Component 2: Developing Skills and Techniques in the Performing Arts

Component 3: Responding to a Brief

### How the course will be assessed

This course is assessed both through internal and external assessment. The majority of your lessons and rehearsals are internally assessed by your teacher examining your contribution and commitment to the lessons as well as your technical skill development. The lessons are sometimes filmed and externally moderated.

**Component 1:** Exploring the Performing Arts is internally assessed by the teacher. Filmed lessons are used as evidence of your contribution and understanding of key practitioners works and repertoire. There is also a written portfolio to support your understanding of choreographic processes and roles and responsibilities seen within the professional industry.

**Component 2:** Developing Skills and Techniques in the Performing Arts is internally assessed with video evidence sent to an external moderator. In this unit you will replicate the work of a professional practitioner and develop your dance techniques as evidenced through a series of targets and action plans.



**Component 3:** Responding to a Brief is externally assessed by Pearson. Students are given a stimuli which will inform their groups devising process. A workshop performance and written Milestone activities present the collaboration progress and research which has informed their decision making.

### **What can I do after I have completed the course?**

#### **(Future courses and careers)**

This course gives learners the foundations for further study at Level 3 or continuing to other performing arts qualifications at Post- 16. It is designed for learners to develop their technique as a dance performer but also to provide opportunities to work as a company within a professional context.

This course would benefit anyone seriously considering a future in the Performing Arts industry as well as those interested in events management and similar pathways.

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 Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.



# DRAMA GCSE

## Examination Board:

Pearson Edexcel

## Specification:

Drama

## Description of the course:

### Component 1- Devising

You will create and develop a devised piece from a stimulus where a performance of this devised piece or design realisation is presented to your teacher. You will analyse and evaluate the devising process and performance in a written portfolio. There are performer and designer routes available.

#### Assessment overview

There are two parts to the assessment:

- 1) A portfolio covering the creating and developing process and analysis and evaluation of this process.
- 2) A devised performance/design realisation.

### Component 2 – Performance from Text

Students will either perform in and/or design for two key extracts from a performance text. There are performer and designer routes available.

#### Assessment overview

There are two parts to the assessment:

- 1) A Performance/design realisation covering both key extracts.
- 2) A performance of two key extracts from a text.

### Component 3 – Theatre Makers in Practice

This component explores a practical exploration and study of one complete performance text and a Live theatre evaluation. This is a written exam taken at the end of year 11 where students are expected to write as a performer, director and designer.

#### Assessment overview

Section A: Bringing Texts to Life. This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live Theatre Evaluation. This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

## How the course will be assessed:

**Component 1-** Devising Portfolio is worth 45 marks and Performance is worth 15 marks.

40% - Internally assessed and externally moderated.

**Component 2** - Performance from Text Pupils will either perform in and/or design for two key extracts from a performance text.

20% - Externally assessed by a visiting Examiner.

**Component 3** - Theatre Makers in Practice The examination will take the form of a 6-part question based on an unseen extract of the performance text. The examination will also require pupils to respond to a question about a live piece of theatre they have seen.

40% - Examination set and marked by the exam board.

## What can I do after I have completed the course?

### (Future courses and careers)

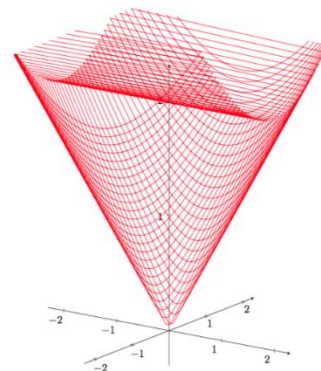
This course gives learners the foundations for further study at A-Level or BTEC Level 3 or continuing to other performing arts / Drama qualifications at Post- 16. It is designed for learners to develop their devising and script technique as an actor but also to provide opportunities to work as a company within a professional context.

This course would benefit anyone seriously considering a future in the Performing Arts industry or Drama and Theatre Studies as well as those interested in Teaching and Theatre pathways.



# 3D DESIGN GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
3D Design
<b>Description of the course:</b>
<p>Pupils will be introduced to a variety of experiences exploring a range of practical techniques and processes, including both traditional and new technologies.</p> <p>Pupils will explore a number of areas including:</p> <ul style="list-style-type: none"> <li>• 3D Design</li> <li>• Ceramics</li> <li>• Sculpture</li> <li>• Architectural and environmental design</li> <li>• Jewellery making</li> <li>• New media practice such as computer manipulated image making, laser cutting, vacuum forming and digital design</li> </ul> <p>Pupils will also study the work of traditional and contemporary artists, designers and craftspeople</p>
<b>How the course will be assessed:</b>
<p>How the course will be assessed:</p> <p>UNIT ONE - COURSEWORK</p> <p>Controlled Assessment – set and marked by centre and moderated by AQA.</p> <p>96 marks – 60%</p> <p>Pupils produce a portfolio of work using selected work/ projects undertaken during course.</p> <p>UNIT TWO - EXTERNALLY SET TASK</p> <p>Question papers issued from 1 January, marked by centre and moderated by AQA.</p> <p>96 marks – 40%</p> <p>Pupils have unlimited preparation time followed by 10 hours of sustained focused study.</p> <p>Pupils respond to their chosen starting point.</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>Pupils can progress from this qualification to:</p> <p>This is an ideal course if you wish to go on to study AS/A2 3D Design, Art &amp; Design, Photography, Graphics or the new CREATE Diploma course.</p>




# FOOD & NUTRITION GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
GCSE Food Preparation and Nutrition. Specification code: 8585
<b>Description of the course:</b>
<p>Pupils will use a variety of practical cooking techniques to prepare and cook food, whilst gaining an understanding of the scientific principles behind food and nutrition. The course allows pupils to release their creative flair by learning and adapting existing recipes in order to modify and improve their nutritional profile and sensory properties. The course allows pupils to develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. It promotes independent thinking, forward planning and organisational skills.</p> <p>Food preparation skills are integrated into five core topics which will incorporate a high amount of practical work:</p> <ul style="list-style-type: none"><li>• Food, nutrition and health</li><li>• Food science</li><li>• Food safety</li><li>• Food choice</li><li>• Food provenance.</li></ul>
<b>How the course will be assessed:</b>
<p><b>Final exam – 50% (1 hr 45 minutes)</b></p> <p><b>Coursework – 50%, including a Food investigation (15%) and Food Practical examination with supporting evidence (35%)</b></p> <p>Pupils write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. The investigation topic will be released on 1 September of Year 11.</p> <p>Food practical assessment (35%) Recommended time: 20 hours</p> <p>Pupils will plan, prepare, cook and present a three-course menu within 3 hours. The task for this assessment will be released on 1 November of Year 11. They will produce a concise portfolio that:</p> <ul style="list-style-type: none"><li>• Demonstrates their application of technical skills and their practical outcomes</li><li>• Explains how they planned and carried out the preparation, cooking and presentation of their three final dishes</li><li>• Includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish.</li></ul>
<p><b>What can I do after I have completed the course?</b></p> <p><b>(Future courses and careers)</b></p> <p>Pupils taking Food and Nutrition are able to develop their skills further in the 6th form environment. The course provides an ideal foundation for pupils wishing to study Food at A level.</p> <p>It also prepares pupils for study towards degrees with a focus on Food and Nutrition Science, Food Manufacturing, Food Biotechnology (a big growth area) and links in well with Sports Science degrees. Of course, this GCSE also prepares student who are looking for apprenticeships in the catering industry and qualifies pupils for a range of catering courses very well, due to its practical nature.</p>



# MEDIA GCSE

<b>Examination Board:</b>
Eduqas (WJEC)
<b>Specification:</b>
Media Studies
<b>Description of the course:</b>
<p>Are you curious about the representation of violence in music videos? Has your interest been piqued by talk of fake news? Then Media Studies may be the course for you!</p> <p>GCSE Media Studies provides students with the tools to engage in critical analysis of the media, emphasising how theory underpins practice and vice versa. Although the course content is focused on contemporary media, analysis of products throughout history is recognised as a significant line of investigation for any media critic. Examples include the representation of women in James Bond film posters and the role of media in politics. In order to maintain the relevance of course content, set products are routinely updated to ensure students remain engaged and studying genuinely useful sources.</p> <p>Through this critical lens, students will gain a valuable understanding of the role of media in the evaluation of society and culture. As students move towards producing their own media product, they will be exposed to media forms that are more challenging and possibly unfamiliar to them. The course specification understands the importance of choice; teachers will select media products for study that best fit the needs of the students as well as resources.</p>
<b>How the course will be assessed:</b>
<p><b>Component 1:</b> Understanding the Media- 40%</p> <p>Written examination (1 hour, 30 minutes): Students will answer 4 questions that assess their knowledge and understanding of media language, representation, context and audience.</p> <p><b>Component 2:</b> Understanding Media forms and Products- 30%</p> <p>Written examination (1 hour, 30 minutes): Students will answer a series of questions that assess their theoretical understanding as applied to television and music.</p> <p><b>Component 3:</b> Creating Media Products- 30%</p> <p>Non-examined assessment (project from aims to completion should take no longer than 12 weeks): Students will produce their own media product that adheres to a set brief provided by the exam board.</p>
<b>What can I do after I have completed the course?</b>
<p><b>(Future courses and careers)</b></p> <p>This is an ideal course if you wish to go on to study A level Media/Graphic Design. It would be a fantastic basis for many jobs in marketing, TV and film and journalism. It also provides you with many critical thinking skills valued by course providers and employers alike.</p>




# MUSIC GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
Music
<b>Description of the course:</b>
<p>Candidates explore four Areas of Study (AoS). Through their exploration of the four AoS, candidates will develop an understanding of the organisation of sounds.</p> <p>Areas of Study for the whole specification are based on key periods and styles of music:</p> <ul style="list-style-type: none"> <li>• Area of study 1: Western classical tradition 1650–1910-Set work: Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo</li> <li>• Area of study 2: Popular Music-Set work: <i>Little Shop of Horrors</i> 1982 off-Broadway version – 3 set tracks <ul style="list-style-type: none"> <li>◦ <i>Prologue/Little Shop of Horrors (overture)</i></li> <li>◦ <i>Mushnik and Son</i></li> <li>◦ <i>Feed Me</i></li> </ul> </li> <li>• Area of study 3: Traditional Music-Set work: Paul Simon, <i>Graceland</i> – 3 set tracks <ul style="list-style-type: none"> <li>◦ <i>Graceland</i></li> <li>◦ <i>Diamonds on the Soles of Her Shoes</i></li> <li>◦ <i>You Can Call Me Al</i></li> </ul> </li> <li>• Area of study 4: Western classical tradition since 1910 Zoltán Kodály: <i>Battle and Defeat of Napoleon</i> and <i>Intermezzo</i> from <i>Háry János</i></li> </ul>
<b>How the course will be assessed:</b>
<p>Component 1: Understanding Music – 40%</p> <p>The listening exam is split into two parts.</p> <p>The first part focuses on pupils responding to questions set using musical listening examples.</p> <p>The second part of the exam requires pupils to answer two questions based on the set works from the areas of study.</p> <p>Component 2: Performing Music – 30%</p> <p>Solo performance and Ensemble performance.</p> <p>The total length of performances must be a combined minimum time of four minutes.</p> <p>Component 3: Composing Music – 30%</p> <p>Two compositions to be submitted:</p> <p>Composition 1: composition to a brief</p> <p>Composition 2: free composition</p>
<b>What can I do after I have completed the course?</b>
<p><b>(Future courses and careers)</b></p> <p>This is an ideal course if you wish to go on to study AS/A2 Music, Performing Arts, Music Technology and as preparation for vocational courses in the music industry.</p>



# MUSIC PERFORMANCE BTEC

<b>Examination Board:</b>
EDEXCEL
<b>Specification:</b>
BTEC Level 2 Tech Award in Music Practice (603/7055/5)
<b>Description of the course:</b>
<p>This is a vocational music course based around 3 Components of Study. This qualification is for those interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector whether in composing, performing, or producing music.</p> <p>The course gives you an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and realise music. You will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.</p>
<b>How the course will be assessed:</b>
<p><b>COMPONENTS – All components rely on performing and creating skills.</b></p> <p><b>Component 1 (Internally Assessed 30%) – Exploring Music Products and Styles</b></p> <p>You will create a <b>research portfolio</b> to show your understanding of at least 4 musical styles (2 popular music styles, 1 film, 1 other). You will also create 3 music products of 30-60 seconds in length (performance, original composition and production DAW) with supporting commentary.</p> <p><b>Component 2 (Internally Assessed 30%) – Music Skills Development</b></p> <p>You will develop <b>two musical skills</b> chosen from performance, creating original music or music production. Your practical work will be 2-4 minutes in length. You will need to show your stylistic intentions, planning and development processes for music skills and techniques showing how your skills have evolved by documenting progress and planning for further improvement.</p> <p><b>Component 3 (Externally Assessed 40%) - Responding to a Music Brief</b></p> <p>Your task will be to develop and present music in response to a given brief set by the board. You will produce a cover version of a song but in a different style. You should approach the activities through <b>one</b> of the following pathways:</p> <ul style="list-style-type: none"> <li>• Creating and Performing</li> <li>• Creating and Producing (DAW)</li> </ul>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>This is an ideal course if you wish to go on to study BTEC Music Performance Level 3, Performing Arts, Music Technology and as preparation for vocational courses in the music industry.</p>





# PHOTOGRAPHY GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
Photography
<b>Description of the course:</b>
<p>Pupils will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.</p> <p>Pupils will explore a number of areas including:</p> <ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Landscape photography (working from the built or natural environment)</li> <li>• Still Life photography, (working from natural or manufactured objects)</li> <li>• Documentary photography, photo journalism, narrative photography, reportage</li> <li>• New media practice such as computer manipulated photography, photographic projections, phone apps and experimental image making.</li> </ul>
<b>How the course will be assessed:</b>
<p>UNIT ONE - COURSEWORK</p> <p>Controlled Assessment – set and marked by centre and moderated by AQA.</p> <p>96 marks – 60%</p> <p>Pupils produce a portfolio of work using selected work/ projects undertaken during course.</p> <p>UNIT TWO - EXTERNALLY SET TASK</p> <p>Question papers issued from 1 January, marked by centre and moderated by AQA.</p> <p>96 marks – 40%</p> <p>Pupils have unlimited preparation time followed by 10 hours of sustained focused study.</p> <p>Pupils respond to their chosen starting point.</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>This is an ideal course if you wish to go on to study AS/A2 Art &amp; Design, Photography, Graphics or the new CREATE Diploma course.</p>

# PHYSICAL EDUCATION GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
GCSE PE (8582)
<b>Description of the course:</b>
<p>This is for pupils that have a passion for physical activity, and want to study physical education in more depth.</p> <p>It will focus on the performer in sport looking at what drives performance and excellence. You will analyse sporting performance looking at improving both your own and others performance.</p> <p>The theory content focuses on the performer in action and its impact on sport.</p> <p>Please be aware that you should be actively involved in an extra-curricular sports club inside or outside of school to take this course.</p>
<b>How the course will be assessed:</b>
<p>40% Practical</p> <p>You will be assessed in your 3 strongest sports, these can also be sports that you do outside school as well as in.</p> <p>Practical lessons focus on more niche' sports such as; Badminton, Volleyball, Table-tennis, and Athletics 60% Theory</p> <p>At the end of the course you will sit two exams in the following components:</p> <ul style="list-style-type: none"> <li>• Applied anatomy physiology</li> <li>• Movement Analysis</li> <li>• Physical training programmes</li> <li>• Sports Psychology</li> <li>• Health-Fitness and wellbeing</li> <li>• Socio-cultural influences</li> </ul>
<b>What can I do after I have completed the course?</b>
<p><b>(Future courses and careers)</b></p> <ul style="list-style-type: none"> <li>• Recognised by further education for the leadership and communication skills gained</li> <li>• A greater understanding of Sport &amp; Physical Education</li> <li>• Understanding of the anatomy and physiology of a sports performer</li> <li>• Better practical performance in sport</li> <li>• GCSE PE is extremely important for careers in; Elite sport, PE teaching, coaching, sport management and physiotherapy.</li> </ul>



# Religious Studies GCSE

<b>Examination Board:</b>
AQA
<b>Specification:</b>
GCSE
<b>Description of the course:</b>
<p><b>Unit 1&amp;2: Buddhist Beliefs and Practices</b> Students will study the main beliefs, teachings, and practices in Buddhism, as well as how these beliefs influence individuals, communities, and society. This includes teachings taken from the life of the Buddha, and practices like meditation.</p> <p><b>Unit 3&amp;4: Christian Beliefs and Practices</b> Students will study the main beliefs, teachings, and practices in Christianity (the main religious tradition of Great Britain) through a theological and philosophical lens. This includes topics like the nature of God and the Problem of Evil, and the symbolism of the Sacraments. Students also explore the influence these beliefs have on individuals, communities, and society.</p> <p><b>Unit 5: Religion and Life</b> This unit covers ethical questions from religious and non-religious perspectives, such as the origins of life and the universe, and the value of human and animal life. We explore topics relevant to current affairs such as animal testing, abortion, and euthanasia, evaluating the morality of each.</p> <p><b>Unit 6: Crime and Punishment</b> This unit considers issues like the purpose and value of prisons, and the morality of capital punishment (death penalty) and corporal (physical) punishment. Students will also learn about reasons for crime and evaluate how best to hold criminals accountable for their actions in light of this.</p> <p><b>Unit 7: Human Rights and Social Justice</b> Students will study religious and non-religious ethical arguments relating to issues of human rights including the status and treatment of women and homosexual people within religion, racial prejudice and discrimination and issues of equality and freedom of belief. They will also consider issues around wealth and poverty such as fair pay, people-trafficking, and charity.</p> <p><b>Unit 8: Peace and Conflict</b> This unit considers ethical issues surrounding war and global conflict, including why wars happen, as well as governmental and religious responses to conflict and victims of war. Students will evaluate the morality of nuclear weapons and whether countries should be allowed to own and develop nuclear weapons. They will also look at religious and non-religious organisations which work towards peace.</p>
<b>How the course will be assessed: 100% Examination</b>
<p>Paper 1 (Beliefs and Practices): 50%</p> <p>Paper 2 (Thematic Studies): 50%</p>
<b>What can I do after I have completed the course?</b>
<b>(Future courses and careers)</b>
<p>Religious Studies considers the impact of beliefs over time and how they have shaped our culture, our literature, our history, our laws and our lives. GCSE Religious Studies allows students to explore religion, ethics and philosophy in depth. It is beneficial in many careers and professions that require mental flexibility, ethical decision-making, analytical, organisational research and communication skills. Religious Studies provides a solid foundation to careers in many fields such as law, the NHS, politics, public services (police, fire service, armed forces), education, tourism, journalism, health and social care, research, non-profit organisations and the media. The study of religion and ethics is a challenging enjoyment in itself that stimulates self-reflection, self-awareness and the search for living the most meaningful life.</p>