

Deadline for options  
choice form submission:  
**9am Wednesday 26th  
February 2025**



Ambition

Qualifications

Career Pathways

My Informed Decision, for My Future

Research

Guidance

Advice

# Court Fields School

## Year 9 Futures (Options) 2025

## Course Selection Handbook



**Achieve | Belong | Participate**

## Introduction to the Futures (Options) Process

For the first time in your education, you are able to have some choice in the subjects that you will study in Years 10 and 11. Part of the curriculum is fixed; the remainder of your timetable will be made up of areas you can choose which could include GCSEs or Vocational Courses (BTEC/OCR)

The aim of this booklet and the Year 9 GCSE Options Evening is to help you decide the most appropriate choices for your future. It is important that you seek advice and talk to people who can help you with these decisions. They include your subject teachers, Subject Leaders, your Head of Year and Tutor as well as your parents and older students who are taking the course already.

We are committed to ensuring that you enjoy your experience of learning in Years 10 and 11 and that you strive to achieve the best that you can be. You should aim to choose courses that suit your needs, that will challenge you, and develop your life skills to prepare you for your future after Court Fields.

On the next few pages, you will find:

- An outline of the curriculum structure in Years 10 and 11 and the subjects which all students will study
- A summary of the option subjects which students can choose from
- A timescale of the date by which you need to make your decisions.

The remainder of the booklet contains information about all of the courses available to you in Years 10 and 11 and an Options Form. You need to read through each page carefully and ensure that you keep this booklet safe. When you have made your decisions you will need to complete the online form.

### How have GCSEs changed?

From 2018 GCSE qualifications have been reformed by the Government. As a result, new GCSEs have been introduced in every subject over the last few years. The main changes with each of these new qualifications are:

- the end of controlled assessment/ coursework in almost all subjects with almost all assessment now being through final exams at the end of Year 11
- changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced
- the replacement of the grading system based on A\*-G grades with a numerical grading system (9-1, with 9 being the highest achievable grade).

### Non-examined assessment

Although your child's grade will be based entirely on their performance in the final exams in most GCSE subjects, there are still a handful of subjects in which some of their overall grade will be based on work they do during the two years. These subjects are listed below:

- Art and Design
- Photography
- Creative iMedia
- Design Technology
- Drama (Performing Arts)
- Food Preparation & Nutrition
- PE
- Music

The work completed as part of these courses, which is not done under exam conditions, is termed 'non-examined assessment'. More details of this can be found under the subject sections in this booklet, and by following the links to the GCSE specifications.

### How are the new GCSEs being graded?

As mentioned above, the new GCSE qualifications have included changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced. They have also involved a move from the old grade scale (based on A\*-G or U) to a new, numerical scale based on 9-1 (9 is the highest grade).

New GCSE Grades	Old GCSE Grades
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G

### How does this new grade scale compare with the old one?

The table (right) shows how the new (9-1) grade scale compares with the old one (based on A\*-G).

### The Year 10-11 Curriculum

Our aim is that all of our students follow a broad and balanced curriculum that prepares them for their post-16 studies, the world of work and adult life. We believe that our curriculum is flexible enough to meet the individual needs of all our students in Years 10 and 11. Some subjects (the core) are compulsory but we offer the opportunity for students to make choices about subjects to study to support their core curriculum.

Subjects	Description
English	All of our students take English Language GCSE and the vast majority are also entered for a GCSE in English Literature
Mathematics	All of our students take a GCSE in Mathematics.
Science	Those students who do not opt for Separate Science (separate GCSEs in Biology, Chemistry and Physics) will all take the Combined Science qualification (worth 2 GCSEs).
World Views	All students study World Views as it is non-examined.
PE	Core PE is non-examined – students receive two hours of PE per week.

### How many 'options' can/should my child take?

At Court Fields School, as in many schools in England, students study for a total of 8 subjects at Key Stage 4. This includes: English Language, English Literature, Mathematics, and Combined or Separate Science, in addition to 3 'option' subjects (or 2 'option' subjects if they have chosen Separate Science). Colleges, Universities and employers are clear that it is the quality across these 8 subjects, not the quantity of subjects that is key to future education, training or employment.

### English Baccalaureate subjects at GCSE

We are committed to offering a curriculum which provides a broad, balanced, relevant and personalised learning experience for all our students. It should also help to deliver outstanding achievement for all. However, we also need to ensure that it provides as strong a foundation as possible for future progression.

The government, employers and universities have recognised that, while it is important to offer students a curriculum which meets their needs and interests, it is also crucial that doors are not closed off to them in terms of future progression; for example, for students hoping to go to university. The Russell Group of top Universities has identified 'facilitating subjects' at A Level i.e. subjects which are most likely to be required or preferred for entry to degree courses, and ones that will keep the most options open.

These 'facilitating subjects' have been included by the government in a group which it has termed the 'English Baccalaureate' (EBacc) subjects at Key Stage 4. These are:

- English Language
- Mathematics
- Sciences (Combined Science; Separate Science - Biology, Chemistry or Physics)
- Geography and History
- Languages (Classical and Modern)

The government has also created an accompanying performance measure for schools, which records the performance of students in the following subjects: English Language, Mathematics, Sciences (two or more), History or Geography and a language. This reflects the importance which it, along with employers and universities, places on these EBacc subjects.

We want to ensure that our students are as fully prepared as possible for their adult life. We are mindful of the value placed on these EBacc subjects. With this in mind the school governors took the decision that almost all students are required to opt for at least one additional EBacc subject (as well as the core curriculum of English Language, Mathematics and Combined Science) as one of their GCSE options. The option form, which is enclosed with this booklet, therefore requires students to choose at least one subject from the following list:

- Separate Science (Biology, Chemistry and Physics)
- Geography
- History
- Modern Foreign Language (French or Spanish)

Students will be able to choose freely for their remaining two options. They are, of course, able to choose further EBacc subjects as part of these remaining choices.

### **Do all students have to opt for an EBacc subject?**

We believe that this requirement is appropriate for the vast majority of our students, providing a broad and balanced learning experience and creating opportunities for a wide range of options in the next step of their lives.

### **Achieving the EBacc**

While the EBacc collection of subjects is not a qualification in itself, it is increasingly recognised as a measure of student achievement both by employers and universities. These are the subjects most likely to be required, or preferred for entry to degree courses. This range of subjects will also help students to keep their options open and choose a wide range of courses.

As explained above, the EBacc will be achieved by students who achieve Grade 4 or above in English Language, Mathematics, two Sciences, a modern foreign language (French or Spanish) and a humanity subject (Geography or History).

**We would therefore strongly encourage students who are taking a language also to take a humanity subject (Geography and/ or History).**

Option Subjects		
GCSE Subjects		
Art and Design	Geography	Photography
Computer Science	History	Religious Studies
Design Technology	MFL - French	Separate Science
Food Preparation and Nutrition	MFL - Spanish	
Vocational Courses		
Creative iMedia	Health and Social Care	Performing Arts
Sport Studies	Music	

### Options Timetable

The aim of the Options Evening is to outline the different routes available in Years 10 and 11 and to explain the options' process in detail. In addition, all students this year will have a 1:1 interview with either a member of the Senior Leadership Team, the Head of Year 9 or representatives from our local colleges. This, and a range of curriculum and Tutor activities, will form our new Year 9 Futures programme, supported by a student workbook. This will ensure that students are fully prepared to make their choices for Key Stage 4. You will also be able to discuss your child's option choices with subject leaders and teachers using teachers' courtfields.bep.ac emails.

Students must complete their Options Form online by **Wednesday 26th February 2025**. Please note that this is the final deadline. The online form will be released to parents during the week beginning Monday 10th February 2025.

Subjects will be placed into blocks for timetabling purposes after students have expressed their preferences; not all combinations of option choices will be possible. We do our best to meet all our students' first choices but, inevitably, this cannot be guaranteed.

If a subject is undersubscribed, we may have to withdraw it. If a subject is oversubscribed, we may ask some students to consider taking a different subject.

In cases where we are not able to offer a student all his/ her choices, parents will be contacted and students will be advised about the alternatives available to them.

Provisional choices will be confirmed by late March/ early April. Although students may be given the opportunity to change their option choices after this date, we cannot guarantee that they will be able to switch to a subject which they want to study.

### Key Dates

Date	Activity
6 <sup>th</sup> January	Start of Year 9 Futures Programme
10 <sup>th</sup> —14 <sup>th</sup> January	Futures Week
3 <sup>rd</sup> — 7 <sup>th</sup> February	Futures Interviews
13 <sup>th</sup> February	Futures (Options) Evening
26 <sup>th</sup> February	Deadline for Options forms to be completed online

## Parent/Carer Support & Guidance

As a parent or carer, you have a leading role when your child is making decisions about their career.

That's why it's important to be prepared and feel confident when they come to you for advice.

We are here to help with the key things you need to know and to signpost you in the direction of any additional support that you may need.

## Career Conversations

Talking to your child about careers is important. Not only when they're making big decisions, such as subject choices and what to do when they leave school, but also throughout their school lives and beyond.

## In School Support

Your child will have their own Year 9 Student Workbook, and they will be completing this and other activities related to Futures in Tutor Time or at home.

They will have a 1:1 interview to help them make their Options Choices. This will be with either a member of the Senior Leadership Team, Head of Year 9, Charity Hunt or a representative from a local Post 16 College.

They should also talk to you, and complete a section of their Workbook as part of their Options preparation. This is in addition to the Futures (Options) Evening. If they would like the opportunity to talk through their thoughts please make contact with Charity Hunt [chunt@courtfields.bep.ac](mailto:chunt@courtfields.bep.ac)

## A Bit More Help?

With all this in mind you and your child may well feel very prepared for their Options Choices and their next steps into Key Stage 4. However, If you feel you need additional support, don't worry. Here are a range of sources of help, advice and guidance:

Youth Employment UK: [www.youthemployment.org.uk/teachers-resources/](http://www.youthemployment.org.uk/teachers-resources/)

Careers & Enterprise Resources: [www.careersandenterprise.co.uk/careers-lab](http://www.careersandenterprise.co.uk/careers-lab)

World Skills UK: [www.worldskillsuk.org/directions/careers-advice-resources/careers-advice-toolkit](http://www.worldskillsuk.org/directions/careers-advice-resources/careers-advice-toolkit)

Career Pilot: [www.careerpilot.org.uk/information/gcses/choosing-your-gcses](http://www.careerpilot.org.uk/information/gcses/choosing-your-gcses)

BBC Bitesize: [www.bbc.co.uk/bitesize/articles/zrjh92p](http://www.bbc.co.uk/bitesize/articles/zrjh92p)

Educate Magazine: [www.educatemagazine.com/gcses-careers-future/](http://www.educatemagazine.com/gcses-careers-future/)

iCould: [www.icould.com](http://www.icould.com)

Tutorful: <https://tutorful.co.uk/guides/a-parent-s-guide-to-gcses>



# ART & DESIGN





## ART & DESIGN (Continued)



### WHAT ARE THE AIMS OF THE COURSE?

- The Art & Design Unendorsed course is suitable for students of all abilities. It enables those who have shown ability and commitment in the subject, to have the opportunity to develop their skills, knowledge and understanding further and achieve to a high standard at GCSE.
- It offers students who have the creativity and enthusiasm for creative work, the opportunity to pursue their interest to qualification standard.
- Students have the opportunity to develop skills in researching, developing and exploring ideas and responding personally to a given theme alongside developing their technical skills.
- Students will work to develop techniques and understanding of a wide variety of materials and equipment, including 2D and 3D materials.
- The new GCSE specification requires students to explore and experiment with new media and to go on to develop an in depth, extended unit of work in response to the four assessment objectives. This is supported with a smaller unit of work, which can be in response to a gallery visit or trip or another theme, again responding to the four assessment objectives. This constitutes 60% of the course. This is secured with a controlled assessment, unit 2, worth 40% of the marks, with the final response piece completed under exam conditions.

### WHAT AREAS OF STUDY ARE COVERED?

The course begins with focusing on the key skills and the Formal Elements of Art. Drawing underpins the course and work will be completed in workshop style sessions, where new materials and media are explored and new ideas and skills are formed and enhanced. The course is designed to encourage students to develop their ability to observe, select and interpret ideas with imagination, feeling and understanding. It is a very practically based course, which includes working in two and three dimensions. Under the new specification, there is also a strong element of writing to be included. This will take the form of how and why artists have worked in a particular way. Visits to national art galleries, such as the Tate Modern are a vital part of the course and will be used to enrich the work done in class. We encourage students to be independent, expressive and creative in their work. As well as the formal elements the course aims to cover techniques in paint, print, ceramics, wire, and collage.





## ART & DESIGN (Continued)



<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Unit 2: Externally set controlled assessment is issued at the beginning of the January term of YR11. Students will have approximately 12-13 weeks of timetabled lessons to complete the preparation work. They will then spend the equivalent of 10 hours completing their personal response in examination conditions.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<p>There is no differentiation between homework and classwork. All work is coursework and will be submitted in your portfolio for both unit 1 and 2. Deadlines must be met and improvements to work must be completed within the given time frame.</p> <p>An A1 folio is useful to store work and can be purchased from the department along with art packs containing all of the equipment they will need to get them started. These will be put together at the beginning of Year 10 and be on sale in the department.</p>
<b>SPECIAL INFORMATION ABOUT THIS COURSE:</b>	Students are most welcome to use the specialist facilities in the department by arrangement, to catch up, improve and develop work. Twilight sessions will be on offer throughout the course at specific times to allow students to maximise their potential.
<b>POSSIBLE CAREERS</b>	<p>The creative industries in the UK are considered amongst the best in the world. Your ability to be imaginative and original will serve you well in the following careers where art and design is a good starting qualification.</p> <p>Architect, set designer, graphic designer, gallery curator, film director, sculptor, media arts correspondent, artist in residence, art therapist, fashion designer, advertising consultant, costume designer, teacher, museum education officer, fine artist, community art worker, art critic, ceramicist, textile artist, occupational therapist, illustrator, film animator, picture editor, jewellery designer, mural artist, and many more just look in the job sections of the newspapers under creative and media.</p>
<b>APTITUDES NEEDED</b>	It is essential that you have a keen interest in art and design. You will have to be prepared to complete a minimum of 1-2 hours homework every week. You will need to be organised and at times work independently. You must be prepared to take risks and work outside your comfort zone in order to progress. You should also be able to evaluate your own work and the work of others, learning from achievements and mistakes.



# COMPUTER SCIENCE

**CURRICULUM TEAM LEADER**

Mr Hold

**EXAM BOARD**

AQA Computer Science 8525

**GENERAL**

A course to look at how modern computers work, with a focus on programming & problem solving. We will also delve into how computers operate daily, cyber security and the ethical considerations of modern tech. There is a requirement for a reasonable understanding of arithmetic and logic for this course – perfectly suited to those who enjoy Maths.

**HOW WILL I BE ASSESSED?****Areas of study****Assessment****Computer thinking & programming**

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Computational Thinking & Programming Skills – Paper 1

Written Exam – 2 hours

90 marks

50% of GCSE

**Computing concepts**

Data representation, computer systems, computer networks, cyber security, relational databases & SQL. Ethical, legal and environmental impacts of technology

Computing Concepts – Paper 2

90 marks

1 hour and 45 minutes

Written Exam

50% of GCSE

**Programming project**

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

Integrated Programming Project

0 marks

0% of GCSE

Computer-based in class

In Computer Science we do not create games or make videos. It is all about solving problems using algorithms and coding solutions using industry standard software such as Python.



## COMPUTER SCIENCE (Continued)



<b>EXAMS</b>	All exams are terminal and will take place in Year 11
<b>POSSIBLE CAREERS</b>	<p>There are lots of career opportunities for people working in computing. Every company needs network managers and IT managers. Industry needs people to program apps, websites and produce computational models to predict everything from climate change to stock levels in a business. The opportunities are endless -</p> <p>Bioinformatics, business analysis, computer aided design, 3D modelling and animation, computer games programming, software programming, computer games testing, cyber security, IT consultant, IT support services, database administration, games production management, multimedia development, IT project management, teaching, web development, systems development, network management, computer hardware engineering, systems analysis and design, software engineering</p>
<b>APTITUDES NEEDED</b>	<p>Computer Science students need to be dedicated to the pursuit of excellence. Are you willing to work towards becoming self-monitoring learners, deeply engaged in the process of reflecting, self-reviewing, evaluating and adjusting learning strategies? Resilience is a big part, programming is hard and doesn't always work first time!</p>



# CREATIVE iMEDIA



<b>CURRICULUM TEAM LEADER</b>	Miss Sibley
<b>EXAM BOARD</b>	Cambridge Nationals Certificate in Creative iMedia - J834
<b>GENERAL</b>	Level 1/ 2 Qualification
<b>AREAS OF STUDY</b>	Media Industry Client Requirements and Audience Influence Pre planning Tools Legal issues surrounding use of media Creating creative media products Visual Identity
<b>HOW WILL I BE ASSESSED?</b>	3 Units of work will be completed for this qualification.  One externally assessed unit R093- 'Creative iMedia in the media industry'- this will take the part of a written exam.  Two Coursework units (NEA), both with equal weighting. One is compulsory, R094 'Visual identity and digital graphics'. The third unit is an optional choice from 5 scenarios. Scenarios include characters and comics, animation with audio, interactive digital media, visual imaging and digital graphics
<b>WHEN DO THE EXAMS TAKE PLACE?</b>	R093 Pre-Production Skills exam takes place in January of Year 11. The two coursework units are completed over Years 10 and 11.
<b>WHO IS THIS COURSE FOR?</b>	Anyone who enjoys working in creative, digital, practical and theory based subjects with a focus on computer and IT skills. This course is not suitable for anyone who wishes to do any computer programming, they would need to look at the computer science option instead.
<b>POSSIBLE CAREERS</b>	Editing, web design, copywriting, digital media, media planning, market research, public relations, desktop publishing, advertising, marketing, journalism, broadcasting, publishing, media research, digital marketing, multimedia development, proofreading, photography, event management, radio production, camera operation, media presenting, TV and film production, digital content editing.
<b>APTITUDES NEEDED</b>	Students wishing to study this course should have an interest in using a variety of software. They should be creative, imaginative and interested in layout and design although they don't have to be a great artist. They should be analytical and an independent learner. There is a reasonable amount of analysis and planning work required for this course so literacy is important.



# DESIGN & TECHNOLOGY



<b>CURRICULUM TEAM LEADER</b>	Mr Keitch
<b>EXAMINATION BOARD</b>	AQA
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Awarding Grades: 1-9
<b>IS THIS THE RIGHT SUBJECT FOR ME?</b>	<p>If you are a motivated, independent student who enjoys designing, exploring needs, creating solutions with different materials and evaluating how well the needs have been met, then this is the course for you.</p> <p><b>It is also worth noting that only 20% of the Non-Examined Assessment is practically assessed so it is not a practical course as you would possibly imagine</b></p>
<b>WHAT WILL I LEARN?</b>	<p><b>Core</b> knowledge of Design and Technology principles of all materials including woods, metals, polymers, fabrics, papers and boards.</p> <p>You will use prior knowledge and understanding from KS3 to gain <b>in-depth</b> knowledge focusing more directly on at least one material category or design engineering.</p> <p>The interrelated nature of the processes used to identify design needs and requirements</p> <p>How to create prototype solutions to meet those needs</p> <p>How to evaluate whether those needs have been met</p>
<b>HOW WILL I BE ASSESSED?</b>	<p><b>Component 1:</b> Principles of Design and Technology 2 hours exam assessing 'core' and 'in-depth' knowledge and understanding. 50% of overall assessment. 100 marks</p> <p><b>Component 2:</b> Iterative Design Challenge with an individual prototype outcome. 40 hours Controlled Assessment Challenge Project. Assessment Objectives:</p> <p><b>Explore</b> needs</p> <p><b>Create</b> solutions that demonstrate how the needs can be met</p> <p><b>Evaluate</b> how well the needs have been met</p>



# DESIGN & TECHNOLOGY (Continued)



<p><b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b></p>	<p><b>Year 11 Component 2:</b> Controlled assessment Iterative Design Challenge task title will be released by AQA during the year</p> <p><b>Year 11 Component 1:</b>Exam - At the end of the course</p>
<p><b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b></p>	<ul style="list-style-type: none"> <li>• Independent problem solving</li> <li>• Application of Mathematical and Scientific principles</li> <li>• Identify design requirements</li> <li>• Learn from existing products and practice</li> <li>• Understand the implications of wider issues</li> <li>• Design thinking and communication</li> <li>• Materials considerations</li> <li>• Technical understanding</li> <li>• Manufacturing processes and techniques</li> <li>• Viability of design solutions</li> <li>• Time management</li> </ul>
<p><b>POSSIBLE CAREERS</b></p>	<p>Many students enjoy studying Design and Technology so much that they go on to study A/S and A Level Design and Technology: Product Design for a further two years. However it is possible to study any D&amp;T related course at post-16.</p> <p>Students usually study one or more of the creative subjects including, A Level Art and Design, Media and/or Film, BTEC National Diploma in Art and Design or Media. Of course, if post-16 is not for you, employers value the Design and Technology qualification as it develops creative, technical and transferable skills. Possible careers include Architect, Interior Designer, Mechanical Engineer, Product Designer, Materials Technologist, Software Engineer, Structural Engineer, Furniture designer.</p>
<p><b>APTITUDES NEEDED</b></p>	<p>Creativity is a fundamental part of design and technology. Many designers believe the quality of the initial idea and thought-provoking, innovative design to be cornerstones of every successful product. Students will be required to think, question, explore, create and communicate. Combining knowledge and understanding with practical skills, these activities are intended to provide breadth in creative learning and depth in the application of practical and transferable skills.</p>



# ENGLISH LANGUAGE & ENGLISH LITERATURE



<b>CURRICULUM TEAM LEADER</b>	Mrs Britton
<b>EXAM BOARD</b>	EDEXCEL (Language) & AQA (Literature)
<b>GENERAL</b>	All students will study English Language 2.0 and English Literature GCSE, giving them two GCSE qualifications by the end of year 11.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• To increase your proficiency in all aspects of English, particularly reading, writing and oracy skills</li><li>• To read a variety of texts and respond to them creatively and sensitively</li><li>• To learn to give your opinion and contribute your ideas</li><li>• To develop your writing for different purposes and audiences</li></ul>
<b>OUR AIMS</b>	<ul style="list-style-type: none"><li>• To foster a love of learning</li><li>• To deliver an exciting and vibrant curriculum</li><li>• To tantalise students' excitement and energy for English</li></ul>
<b>SUBJECT CONTENT</b>	<p>Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>For <b>GCSE English Language 2.0</b> students should:</p> <ul style="list-style-type: none"><li>• Read fluently, and with good understanding, a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li><li>• Read and evaluate both fiction and non-fiction texts critically and make comparisons between text</li><li>• Analyse a writer's methods, including language and structural choices</li><li>• Summarise and synthesise information or ideas from texts</li><li>• Use knowledge gained from wide reading to inform and improve their own writing</li><li>• Write effectively and coherently using Standard English appropriately</li><li>• Use grammar correctly and punctuate and spell accurately</li></ul>



## ENGLISH (Continued)



<b>SUBJECT CONTENT</b>	For <b>GCSE English Literature</b> students will study high-quality, challenging texts from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Students should: <ul style="list-style-type: none"><li>• Consider writers' purposes, ideas and influences in creating texts</li><li>• Consider the social, historical and political contexts to texts studied</li><li>• Engage critically with the written word in order to form independent and insightful interpretations of texts and writers' meanings</li><li>• Use grammar correctly and punctuate and spell accurately</li><li>• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading</li></ul>
<b>POSSIBLE CAREERS</b>	Media-related careers, publishing, law, marketing, advertising, theatre-related careers, teaching, careers including communication skills generally. English qualifications are very important for entry to all courses in Higher Education and to employers.
<b>APTITUDES NEEDED</b>	An interest in reading and writing. Clear expression on paper and orally. Good listening skills. Willingness to contribute to discussions and to develop arguments. Ability to keep to deadlines.





# ENGLISH (Continued)



## ASSESSMENT:

### English Language 2.0 (EDEXCEL)

<b>Paper 1</b>	<b>1hr 55 mins (50%)</b>	<b>Paper 2</b>	<b>1hr 55 mins (50%)</b>
<b>Non-Fiction Texts</b>		<b>Contemporary Texts</b>	
<b>Section A:</b> <b>Reading</b> <ul style="list-style-type: none"><li>• Two short, thematically linked 19th-century non-fiction texts.</li><li>• A selection of short- and open-response questions.</li></ul>		<b>Section A:</b> <b>Reading</b> <ul style="list-style-type: none"><li>• Questions on two thematically linked, unseen 20th- and 21st-century fiction and literary non-fiction extracts.</li><li>• A selection of short- and open-response questions, including a synthesis and a comparison question.</li></ul>	
<b>Section B:</b> <b>Writing</b> <ul style="list-style-type: none"><li>• Writing – choice of two non-fiction writing tasks.</li><li>• Includes more scaffolding to support students (opening of the response is provided as a prompt, as well as bullet point prompts of what to include).</li><li>• Planning box provided at the start of student response space for support.</li></ul>		<b>Section B:</b> <b>Writing</b> <ul style="list-style-type: none"><li>• Choice of two imaginative writing tasks.</li><li>• Includes more scaffolding to support students (opening line/images provided as a prompt).</li><li>• Planning box provided at the start of student response space for support.</li></ul>	

## Spoken Language endorsement

- Same requirements as exist currently in GCSE English Language.
- Presenting, listening to questions and responding, and the use of standard English.
- Teacher set and assessed.
- Reported as a separate grade on the certificate.



## ASSESSMENT:

### English Literature (AQA)

#### Paper 1: Shakespeare and the 19th-century novel

##### What's assessed

- Shakespeare plays
- The 19th-century novel

##### How it's assessed

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

##### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2: Modern texts and poetry

##### What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

##### How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

##### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



# FOOD PREPARATION & TECHNOLOGY



<b>CURRICULUM TEAM LEADER</b>	Mrs Murphy
<b>EXAMINATION BOARD</b>	AQA
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Awarding Grades: 1-9
<b>IS THIS THE RIGHT SUBJECT FOR ME?</b>	<p>This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.</p> <p>Food preparation skills are integrated into five core topics:</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> <p><b>You will be expected to bring in ingredients on a regular basis, it is also worth noting that the course focusses on the theoretical element of Food rather than developing cooking skills.</b> Students will be expected to bring in ingredients for scientific experiments as well as producing dishes</p>
<b>WHAT WILL I LEARN?</b>	<p>You will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</p> <p>You develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</p> <p>You will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>You will develop an understanding of the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</p>



## FOOD PREPARATION & TECHNOLOGY (Continued)



<b>WHAT WILL I LEARN?</b>	<p>You will demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</p> <p>You will explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</p>
<b>HOW WILL I BE ASSESSED?</b>	<p>Theoretical knowledge of food preparation and nutrition. How it's assessed Exam: 1 hour 45 minutes 100 marks 50 % of GCSE Questions Multiple choice questions (20 marks) Five questions, each with a number of sub questions (80 marks)</p> <p>Non-Examined-Assessment</p> <p>Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <p>Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. How it's assessed Task 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>



## FOOD PREPARATION & TECHNOLOGY (Continued)



### POSSIBLE CAREERS

Success in the Food GCSE can lead to many careers in catering, hospitality, food science, working in the retail industry testing and purchasing at huge quantities ...a range of careers is possible.

### APTITUDES NEEDED

A love of food and willingness to experiment with recipes; organisational skills; willingness to work hard on a range of practical tasks and design work; keen to have a go at new skills and try out ideas; working to achievable targets....and also wanting to do well!!



# GEOGRAPHY



<b>CURRICULUM TEAM LEADER</b>	Mrs Heys
<b>EXAM BOARD</b>	AQA
<b>GENERAL</b>	Geography presents the important issues facing our amazing world in fabulous detail and addresses the crucial need to understand the ever changing nature of earth, as it is today. Providing the knowledge of how our planet could change in the future based upon the important decisions we are faced with; explaining the interesting and essential relationship between humans and the many different, unique living environments.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• To enhance your understanding of so many incredible places and unique environments from all over the globe.</li><li>• Developing your knowledge of human activity and especially how it has important consequences for our world.</li><li>• Gaining an insight into the need for careful and sustainable development, by encouraging countries to co-operate.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ul style="list-style-type: none"><li>• <b>Urban issues and challenges</b> looks at the key issues facing large towns and cities today, in the short and long term, at a time when developments in sustainable living, migration and informal settlements are key to future planning decisions.</li><li>• <b>The Challenge of natural hazards</b> highlights the incredible forces of the earth such as the violence of earthquakes, volcanoes and flooding as well as the incredible power unleashed by tropical storms and the intensifying effects of climate change.</li><li>• <b>The Living World</b> focusing on the teaching of ecosystems, tropical rainforests and hot deserts. Ecosystems exist at a range of scales and involve the interaction between living and non-living components. Tropical rainforests have distinctive environmental characteristics; deforestation has economic and environmental impacts that need careful management. Hot desert ecosystems can create economic opportunities and challenges with their distinctive characteristics.</li><li>• <b>Physical landscapes in the UK</b> will be focusing on the teaching of rivers and coasts.</li></ul> <p>Rivers addresses the need to fully understand the increasing value being placed upon a reliable source of clean water across the globe, issues such as flooding and hazard planning as well as flood defence strategies balanced against planned developments. Coasts teaches the closely interlinked relationship between humans and the seas and oceans, providing an insight into the processes and landscapes formed where the land and the sea meet.</p>



## GEOGRAPHY (Continued)



<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p><b>The Changing economic world</b> includes the changes to the UK economy in recent years, with a focus upon environmental impact and future planning. We shall also teach students about the global development gap, offering an insight into the serious challenges and problems facing richer and poorer countries in the world. Helping to improve life in poor countries through aid provision, opening the markets of the world and making trade fair for all nations and finding solutions for the debt crisis facing millions across the globe.</p> <p><b>The Challenge of resource management</b> involves the study of human processes and systems, how they change both spatially and temporally. Focusing upon the essential elements of human development such as food, water and energy. This topic includes various management strategies available.</p>
<b>HOW WILL I BE ASSESSED?</b>	<p>3 exam papers: one human, one physical and one skills focused and related to fieldwork</p> <p>1 fieldwork opportunity with a human and physical element.</p>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<p>Summer of Year 11</p> <p>Candidates take one human paper, one physical paper and a skills paper</p>
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<p>Enjoy learning about the world around you and grasp the opportunity to develop: communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy, problem solving skills, entrepreneurial skills and awareness of career possibilities.</p>
<b>POSSIBLE CAREERS</b>	<p>As a result of the broad spectrum of skills you gain while studying geography there is a wide range of career options available to you which could include:</p> <p>Economic developer, location analyst, eco-tourism advisor, media researcher, cartographer, GIS specialist, remote sensing analyst, planner, estate agent, social worker, air-worker, diplomat, charity co-ordinator, flood prevention officer, weather presenter, hydrologist, coastal manager, conservation officer, pollution analyst, forestry ranger and estate manager.</p>
<b>APTITUDES NEEDED</b>	<p>You will need good communication skills in both speaking and writing. You need to be able to work independently and as part of a team. A conscientious and hard-working attitude will help with problem-solving and decision-making. The new GCSE has increased the emphasis on interpreting maps and graphs so you will be putting your maths and science skills to good use, as well as focusing on disciplinary literacy and written skills for exam practice.</p>



# HEALTH & SOCIAL CARE



<b>CURRICULUM TEAM LEADER</b>	Mrs Clough
<b>EXAMINATION BOARD</b>	OCR
<b>GENERAL INFORMATION</b>	The OCR Level 2 Nationals in Health and Social Care have been developed to recognise candidates' skills, knowledge and understanding of the health and social care sector and the settings, job roles, principles and values involved. They do not certificate competence on the job but are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	They have been designed to accredit candidates' achievements in a modern and practical way that is relevant to the workplace.
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	Principles of care, supporting individuals through life events, planning and delivering creative and therapeutic activities.
<b>HOW WILL I BE ASSESSED?</b>	There are 3 Units for this course. Two are internally assessed – then moderated. The exam unit is a formal exam – marked externally.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Two coursework units and one examined unit. Coursework has equal weighting of 30% per unit. The Exam is worth 40% of the total award.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	Follow all deadlines. It would also be beneficial to have an interest in working within a caring environment, e.g. nursery, centre for people with learning disabilities etc.
<b>SPECIAL INFORMATION ABOUT THIS COURSE:</b>	<p>These qualifications have been designed to develop the skills, knowledge and understanding required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework. For example, a candidate achieving an OCR Level 2 National Certificate in Health and Social Care may:</p> <ul style="list-style-type: none"><li>· Undertake additional Level 2 qualifications part-time or full-time in further education, e.g. OCR Level 2 National Certificate, GCSEs</li><li>· Undertake additional Level 3 qualifications part-time or full-time in further education, e.g. OCR Level 3 National Certificate/Diploma/Extended Diploma in Health, Social Care and Early Years, AS/A Level GCE Health and Social Care.</li></ul>





## HEALTH & SOCIAL CARE (Continued)



### POSSIBLE CAREERS

Social care, counselling, ambulance work, advisory services, occupational therapy, therapy support work, social work, health care, youth work, early years work, allied health professions, residential care management, nursing, home care, day centre work, care management, community care work, sheltered housing work

### APTITUDES NEEDED

Ability to cope with a rigorous course of study; organisational skills; being able to work to targets; good literacy and written skills; be able to critique own work and improve where necessary, be interested in caring for people of all ages.



# HISTORY



<b>CURRICULUM TEAM LEADER</b>	Mrs Mossman
<b>EXAMINATION BOARD</b>	EDEXCEL
<b>GENERAL INFORMATION</b>	History investigate important historical events and people from the past. It is crucial to learn from, and address mistakes from the past, as well as celebrate achievements and pioneering events. Through studying History at GCSE you will look at two papers focusing on British history and two papers from other countries and time periods.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	To look at change and continuity over a large period of time. To look in depth and focus on events and people under closer scrutiny. To analyse and critique different sources and address their usefulness and purpose.
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p><b><u>Crime and Punishment</u></b></p> <ul style="list-style-type: none"> <li>• Crime, punishment and policing from the end of the Saxon era (c1050) to the present day</li> <li>• Whitechapel in the time of Jack the Ripper – in depth locality study</li> </ul> <p>This is a breadth study, and focuses on change and continuity across crime, punishment, and law enforcement. Students study medieval, early modern, Industrial and twentieth century Britain. Students begin by looking at the role of collective responsibility in maintaining law and order in medieval time, all the way up to the development of purpose-built prisons. Students look at how crimes have developed and evolved over time from poaching to speeding, and the attitudes that have led to these changes.</p> <p><b><u>American West</u></b></p> <ul style="list-style-type: none"> <li>• Colonisation of the Great Plains from east to west</li> <li>• The destruction of the Plain Indians culture and way of life</li> <li>• Law and order in the West</li> </ul> <p>This is a depth study, which focuses on the eradication of Native Americans from east to west, as white American settlers follow the concept of manifest destiny to colonise the west. Students look at the social structure of Native Americans and their life on the Plains, and how this is destroyed. Students also gain an understanding of development of farming, cattle ranching and law and order as the west is colonised.</p>



# HISTORY (Continued)



**WHAT AREAS OF STUDY ARE COVERED?**

**Weimar and Nazi Germany 1918-1939**

- The Weimar Republic 1918-29
- Hitler’s rise to power 1919-33
- Nazi control and dictatorship 1933-39
- Life in Nazi Germany 1933-39

This is a depth study that initially looks at the problems that Germany faced after WW1 and how the Weimar Republic was created. Students study the impact of the Wall Street Crash, and how this leads to growing support for the Nazi Party in the 1930s. They then learn about Hitler’s move towards a dictatorship and how life changed for those living in Nazi Germany. Within this paper, students look at sources, interpretations and how and why these differ.

**Early Elizabeth England 1558-88**

- Elizabeth and her role in government and religion
- Challenges to her at home and abroad
- Exploration, education, vagrancy, and the end of her reign

The beginning of Elizabeth’s reign up to the Spanish Armada is the focus of this depth study. Students look at the problems Elizabeth faced as a female Protestant monarch, during a time where it was believed a male Catholic should rule. Students look at her problems at home and abroad, and see how her ‘Golden Age’ led to the development of exploration, education, and culture.

**HOW WILL I BE ASSESSED?**

100% Exam at the end of Y11. Paper 1: Crime and Punishment, Paper 2: American West and Elizabeth and Paper 3: Weimar and Nazi Germany 1918-1939

**WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?**

Summer of Year 11- see order above

**WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?**

Enjoy learning about History, and in particular the topics above. Enjoy studying different historical interpretations and different sources. Have an enjoyment of reading texts and analysing the cause and consequences of certain events, as well as using these to develop your own opinion.



## HISTORY (Continued)



### POSSIBLE CAREERS

As a result of the broad spectrum of skills you gain while studying history there is a wide range of career options available to you which could include:

- Antique dealer
- Archaeologist
- Archivist
- Art gallery curator
- Broadcast journalist
- Civil Service administrative officer
- Conservator
- Editorial assistant
- Heritage officer
- Land and property valuer and auctioneer
- Librarian
- Museum curator
- Patent attorney
- Proofreader
- Public relations officer
- Secondary school teacher
- Solicitor
- Sub-editor
- Tourist guide
- Web content manager
- Writer

### APTITUDES NEEDED

You will need good communication skills in both speaking and writing. You need to be able to work independently and as part of a team. The new GCSE has increased the emphasis on understanding and analysing different historical interpretations and sources, as well as being able to grasp and put together lots of different events and analyse the importance of their role, or how they have changed and continued over time. History is both exciting and challenging, as well as being demanding but also accessible. Resilience and hard work is required, but also the love of history and the ability to argue your point of view.



# MATHS



<b>CURRICULUM TEAM LEADER</b>	Mrs Smith
<b>EXAM BOARD</b>	AQA
<b>GENERAL</b>	<b>Mathematics</b> is compulsory for all students. Each child has been introduced to each strand of mathematics through KS3 and now these skills will be further developed through KS4.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"> <li>• To develop the student's confidence and enthusiasm for maths.</li> <li>• To promote problem solving both within our subject and in the wider context of their lives.</li> <li>• To promote independence and help instil positive working patterns for life.</li> <li>• To enable each child to think responsibly about their finances and make informed decisions on expenditure.</li> <li>• To provide vigorous exposure and experience of the subject to enable further study of mathematics.</li> </ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Shape, Space and Measures</li> <li>• Handling Data</li> <li>• Probability</li> </ul>
<b>HOW WILL I BE ASSESSED?</b>	Maths is 100% examined. The content is split into three papers. One non-calculator paper and two calculator papers.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"> <li>• Being equipped, each lesson with a full pencil case, including calculator, geometry set and highlighters.</li> <li>• Be prepared to take your time and learn at your own pace.</li> </ul>
<b>POSSIBLE CAREERS</b>	Almost all jobs and careers require you to have math's GCSE but there are also many careers in which you would make a lot of use of your mathematics. These include business management, psychology, banking, ICT, engineering and medicine, to name just a few. You will also find that you will need a 5-9 grade for entry to most university courses.
<b>APTITUDES NEEDED</b>	A willingness to persevere even when you are unsure or finding a new task challenging. By building on existing knowledge we will help prepare you for each new topic, but a strong sense of self-belief will enable your own success.



# MODERN FOREIGN LANGUAGES



<b>CURRICULUM TEAM LEADER</b>	Mr Piper
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	<p>In our rapidly changing world, with its global economy, it is now more vital than ever that young people are able to communicate in a modern foreign language.</p> <p>For September 2025, the MFL Faculty is offering GCSE courses in French and</p>
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	This is a <b>highly academic</b> and <b>demanding</b> course which aims to develop students' competence and confidence in understanding and using the foreign language to communicate effectively, while providing intellectual stimulation and challenge.
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>The course is set in the context of the following three themes.</p> <ul style="list-style-type: none"><li>• <b>Theme 1: People and lifestyle</b><ul style="list-style-type: none"><li>• Topic 1: Identity and relationships with others</li><li>• Topic 2: Healthy living and lifestyle</li><li>• Topic 3: Education and work</li></ul></li><li>• <b>Theme 2: Popular culture</b><ul style="list-style-type: none"><li>• Topic 1: Free-time activities</li><li>• Topic 2: Customs, festivals and celebrations</li><li>• Topic 3: Celebrity culture</li></ul></li><li>• <b>Theme 3: Communication and the world around us</b><ul style="list-style-type: none"><li>• Topic 1: Travel and tourism, including places of interest</li><li>• Topic 2: Media and technology</li><li>• Topic 3: The environment and where people live</li></ul></li></ul>
<b>HOW WILL I BE ASSESSED?</b>	The course will be assessed by terminal examinations in the May / June of Year 11. Students will be assessed in four skills (Listening, Reading, Writing and Speaking), which are each worth 25% of the final grade. They will be entered for either Foundation or Higher Tier papers. It is important that students are aware that to access the higher grades, they will need to produce lengthy written and spoken responses <b>largely from memory</b> , as well as demonstrating the ability to apply a range of complex grammatical structures. They should also be prepared <b>to invest considerable time and effort</b> in learning and retaining vocabulary lists for each topic area.



## MODERN FOREIGN LANGUAGES (Continued)



### POSSIBLE CAREERS

Every possible job you can think of can be done better if the person in that line of work has developed language skills!

From a receptionist in an office block who welcomes foreign clients to a train manager who needs to help foreign tourists. From a sales person who needs to wine and dine a potential customer to a police officer who needs to give some directions to a foreign driver. From a soldier who needs to communicate with foreign soldiers on a joint exercise to.... The list is endless.

Some language learners may end up as translators, interpreters or, dare I say, teachers, but the majority don't! Most do the job they are trained to do whether it be an accountant or a zoo- keeper, they just do it **better** because they are able to do it using their language skills.

### APTITUDES NEEDED

An open mind, a willingness to "have a go" and an understanding that fluency in a language is not the most important thing: it's all about communication!

**Please contact your French or Spanish teacher if you are uncertain whether GCSE French or Spanish would be a suitable course to follow.**



# MUSIC



<b>CURRICULUM TEAM LEADER</b>	Mr C Whiteoak
<b>EXAMINATION BOARD</b>	EDUQAS
<b>GENERAL INFORMATION</b>	The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"> <li>To inspire and enthuse students to consider a career in the music industry, rather than to participate in music only recreationally</li> <li>To give students a broad knowledge and understanding of many aspects of the music styles and musical communication.</li> <li>Support progression to more to more academic music courses.</li> </ul>
<b>WHAT AREAS OF STUDY ARE COVERED AND HOW WILL I BE ASSESSED?</b>	<p><u>Component 1 – performing - 30% - teacher assessed</u></p> <ul style="list-style-type: none"> <li>A minimum of two pieces lasting a total of 4-6 minutes, recorded in the year of assessment (year 11).</li> <li>One piece must be an ensemble group piece lasting at least one minute.</li> <li>One piece linked to an Area of Study (see component 3 below). Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice or use a technology option.</li> </ul> <p><u>Component 2 – composing - 30% - teacher assessed</u></p> <p>Two pieces:</p> <ul style="list-style-type: none"> <li>One in response to a brief set by the exam board - there are 4 to choose from each year.</li> <li>One free composition - any style you want to write in linked to the Areas of Study below, eg you could write a pop song, this is linked to Area of Study 4 - popular music.</li> </ul> <p><u>Component 3 - appraising - 40% - externally assessed examination</u></p> <ul style="list-style-type: none"> <li>Listening examination eight questions, two on each area study</li> <li>Area of Study 1: musical forms and devices (includes a set work. This year the set work you will be studying is Bach Badinerie)</li> <li>Area of Study 2: music for ensemble</li> <li>Area of Study 3: film music</li> <li>Area of Study 4 popular music (including a set work, this year the set work you'll be studying is Africa by Toto)</li> </ul>





# MUSIC (Continued)



<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<p><b>Year 11</b></p> <p>Component 3 Appraising Music 1hour 15 Minutes</p>
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"> <li>• Have an interest in how music is created, developed and performed.</li> <li>• Engage in performance development through regular interaction and repetition to engage long term memory.</li> <li>• Be prepared to develop ability to communicate your own musical ideas using technology.</li> <li>• Dedication to instrumental development beyond the classroom.</li> <li>• An appreciation and tolerance to listen to multiple styles of music.</li> </ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE:</b>	<p>As well as acquiring the skills involved in creating and performing Music, you will also be able to acquire skills in working with others, problem-solving and communication. You will find that Music will help you develop your practical skills whilst giving you an insight into employment opportunities in the music industry</p>
<b>POSSIBLE CAREERS</b>	<p><b>Instrumental Performance:</b> Armed Forces Musician, Dance, Rock or Jazz Band, Orchestral Musician</p> <p><b>The Recording Industry:</b> Producer, Engineer/Mixer, Studio Arranger, Music Copyist</p> <p><b>The TV and Radio Industry:</b> Radio/TV Commercial Musician, Music Researcher, Administrator.</p> <p><b>Music Technology:</b> Sound and video editor, Technology –based Music Instruction Designer</p> <p><b>Music Librarianship:</b> College/university or Orchestra Librarian</p> <p><b>Vocal Performance:</b> Dance Band/Nightclub vocalist, Concert/opera soloist</p> <p><b>Conducting:</b> Choir, Orchestra, Opera Conductor</p> <p><b>Composing:</b> Film Score Composer, Commercial Jingle Composer, TV Show Composer</p> <p><b>Music Therapy:</b> Hospitals, Special Education, nursing Home, Clinic for Disabled Children</p> <p><b>Retail:</b> Sheet Music Sales, Instrument Sales, CD Sales</p> <p><b>Music Education:</b> Early childhood Music Teacher, School Music Teacher</p>
<b>APTITUDES NEEDED</b>	<p>Paramount to this pursuit is an appreciation for music. A curiosity about its composition and a creative inclination to develop your own musical ideas are essential. Ideally, you should have a specific instrumental (or vocal) study in mind for performance coursework, but a willingness to learn about how music is ordered, and about other instruments is equally valuable.</p>



# OCR SPORTS STUDIES



## OCR CAMBRIDGE NATIONALS SPORTS STUDIES

<b>CURRICULUM TEAM LEADER</b>	Mr Conway
<b>EXAMINATION BOARD</b>	OCR
<b>GENERAL INFORMATION</b>	<p><u>Students study 3 Components:</u></p> <p>R184: Contemporary issues in sport</p> <p>R185: Developing sports skills and Sports Leadership</p> <p>R186: Sport and the media</p>
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<p><u>To enable students to:</u></p> <p>Develop theoretical knowledge and understanding of contemporary issues in sport</p> <p>Develop practical sports skills in individual and team sports</p> <p>Develop a skill-based training programme</p> <p>Develop sports leadership skills, plan, deliver and evaluate a session to your peers</p>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p><b>R184: Contemporary issues in sport (EXAM).</b></p> <p>LO1: Understand the issues which affect participation in sport</p> <p>LO2: Know about the role of sport in promoting values</p> <p>LO3: Understand the importance of hosting major sporting events</p> <p>LO4: Know about the role of national governing bodies in sport</p> <p>LO5: To understand the use of technology in sport</p> <p><b>R185: Developing sports skills and Leadership (Practical Unit)</b></p> <p>LO1: You will be assessed in many sports and your best marks will be taken forward. You must be assessed in sports on your use of skills/tactics/decision making.</p> <p>LO2: One of the Learning Objectives is to devise a training programme and to complete it to improve 2 skills in your chosen sport.</p> <p>LO3/LO4/LO5: Be able to plan/deliver and evaluate a sports session.</p> <p><b>R186: Sport and the Media (coursework)</b></p> <p>LO1: Know how sport is covered by the media</p> <p>LO2/3: Understand the positive and negative effects that the media can have on sport</p>



## OCR SPORTS STUDIES (Continued)



**HOW WILL I BE ASSESSED?**

Exam  
Witness statements from teachers

**WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?**

Coursework  
Student logs

**WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?**

Have the ability to compete in at least 3 sports to at least inter-school level.  
Have a real interest in sport in its widest sense not just as a performer.  
Attend after school sports clubs, represent the school and attend any revision sessions.

**\*\*\*Given the practical requirements for these courses, it is strongly encouraged and recommended that any student who opts to take PE as an option subject regularly plays or competes in at least 1 sport at school or club level (or above).\*\*\***



# PERFORMING ARTS



<b>CURRICULUM TEAM LEADER</b>	Mr Reed
<b>EXAMINATION BOARD</b>	Pearson (Edexcel)
<b>GENERAL INFORMATION</b>	BTEC Performing Arts is examined through 3 practical components over two years. Students will be expected to take the role of actor, director and designer. All students will be expected to be involved with extra-curricular productions, either through acting, or supporting with technical work, being backstage or front of house.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<p>The aim of BTEC Performing Arts is to:</p> <ul style="list-style-type: none"><li>• Creatively explore a variety of stimuli including script;</li><li>• Develop imagination, sensitivity and self-confidence;</li><li>• Encourage personal and group creative expression and co-operation;</li><li>• Support independent working skills;</li><li>• Create your own devised and scripted performances;</li><li>• Become aware of the contribution that different elements make towards the total effect achieved by performance and to know how to use some of them;</li><li>• Evaluate and track your own work and the work of others.</li><li>• Appreciate and understand drama and acting as an art form.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED AND HOW WILL I BE ASSESSED?</b>	<p><b>There are 3 components.</b></p> <p><b>Component 1: Exploring the Performing Arts:</b> developing an understanding of the performing arts including practitioners' work and the processes used to create performance.</p> <p><b>Component 2: Developing Skills and Techniques:</b> development of performing arts skills and techniques through the reproduction of acting as performers or designers.</p> <p><b>Component 3 Performing to a Brief:</b> Contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus</p>



## PERFORMING ARTS (Continued)



<b>WHAT PERFORMANCE SKILLS DOES THE COURSE COVER?</b>	<ul style="list-style-type: none"><li>• Devising</li><li>• Performance</li><li>• Technical Aspects such as Set, Lighting and Sound</li><li>• Exploration of the Drama industry</li></ul>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<p><b>Year 10</b> You will complete a mock of all the units. During Spring 1 you will complete Component 1 of the course.</p> <p><b>Year 11</b> You will complete Component 2 and work on Component 3 aiming to complete the course in Summer.</p>
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"><li>• Unlimited enthusiasm</li><li>• The ability to work as part of a team</li><li>• Having an interest in plays and live performances</li><li>• Being organised</li><li>• Dedication to the subject outside of normal lesson time</li><li>• Going to the theatre in your own time</li><li>• Reading plays in your spare time</li></ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE:</b>	<p>As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem-solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people. BTEC Performing Arts can be highly useful if you intend to pursue a career which involves speaking with or to people. Communication is key to success in Drama and a number of students have found the qualification to be immensely useful in wide-ranging careers including law, medicine, sales and more practical careers, in addition to careers in the performing arts.</p>
<b>POSSIBLE CAREERS</b>	<p>Actor, director, producer, stage manager, writer, journalist, translator, presenter, lawyer, set design, costume design, curator, entertainer, sales, camera person, researcher, architect, animator, publisher, teacher, choreographer, coach, lecturer, theatre manager, buyer, broadcaster, public relations officer, editor, developer, designer, and the list goes on.</p>
<b>APTITUDES NEEDED</b>	<p>An enthusiasm for Drama and the ability to commit to rehearsals agreed with your group. Dedication to your group and piece. Willingness to “give it a go” and try things out with a creative mindset.</p>



# PHOTOGRAPHY



<b>CURRICULUM TEAM LEADER</b>	Mrs Binmore
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	Photography is under the Art & Design umbrella and therefore cannot be taken in conjunction with GCSE Art & Design. Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. This course comes with a £25 charge for the 2 years to cover developing chemicals and specialist photographic paper. Other costs are likely to be incurred when students decide how to present their work
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• The aim of the course is to develop knowledge, understanding and skills of photography through historical, cultural and response based projects.</li><li>• It offers students who have the creativity and enthusiasm for creative work, the opportunity to pursue their interest to qualification standard. Preparing them for post 16 study.</li><li>• To teach students the technical aspects of photography such as, lighting, viewpoint, aperture, depth of field, rule of thirds, shutter speed, angles and both the chemical and digital processes.</li><li>• Students have the opportunity to develop skills in researching, developing and exploring ideas and responding personally to a given theme alongside developing their technical skills and understanding</li><li>• The new GCSE specification requires students to explore and experiment with new media and to go on to develop an in depth, extended unit of work in response to the four assessment objectives. This is supported with a smaller unit of work, which can be in response to a gallery visit or trip or another theme, again responding to the four assessment objectives. This constitutes 60% of the course. This is secured with a controlled assessment, unit 2, worth 40% of the marks, with the final response piece completed under exam conditions.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	In unit 1 and unit 2 students are required to work in one or more areas of photography, such as those listed below: <ul style="list-style-type: none"><li>• portraiture</li><li>• location photography</li><li>• studio photography</li><li>• experimental imagery</li><li>• Analogue Photography - 35mm</li><li>• documentary photography</li><li>• Darkroom Practice</li><li>• Behind the scenes</li></ul>



## PHOTOGRAPHY (Continued)



### HOW WILL I BE ASSESSED?

- Unit 1: Portfolio of work including an extended project and a response project 60%
- Unit 2: Externally set controlled assessment 40%

Throughout the course students will be assessed regularly across four assessment objectives each worth 25% of your overall mark:

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.

At the end of unit 1 the portfolio is looked at holistically to generate the students Coursework grade

### WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?

Unit 2: Externally set controlled assessment is issued at the beginning of the January term of YR11. Students will have approximately 12-13 weeks of timetabled lessons to complete the preparation work. They will then spend the equivalent of 10 hours completing their personal response in examination conditions.

### WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?

There is no differentiation between homework and classwork. All work is coursework and will be submitted in your portfolio for both unit 1 and 2. Deadlines must be met and improvements to work must be completed within the given time frame.

Students can work either entirely in a digital format or in a sketchbook format. This course may incur charges primarily related to printing, however any charges will be made clear prior to the course commencing. On average for sketchbook based portfolio the charge is approximately £30 per school year. For digital based portfolio there is generally no charge. Charges are applicable for large scale printing of final responses undertaken outside of the school.

### SPECIAL INFORMATION ABOUT THIS COURSE:

Students are most welcome to use the specialist facilities in the department by arrangement, to catch up, improve and develop work. Twilight sessions will be on offer throughout the course at specific times to allow students to maximise their potential.



## PHOTOGRAPHY (Continued)



### POSSIBLE CAREERS

The creative industries in the UK are considered amongst the best in the world. Your ability to be imaginative and original will serve you well in the following careers where photography is a good starting qualification.

Architect, set designer, graphic designer, gallery curator, film director, sculptor, media arts correspondent, artist in residence, art therapist, fashion designer, advertising consultant, costume designer, teacher, museum education officer, fine artist, community art worker, art critic, ceramicist, textile artist, occupational therapist, illustrator, film animator, picture editor, jewellery designer, mural artist, and many more just look in the job sections of the newspapers under creative and media.

### APTITUDES NEEDED

It is essential that you have a keen interest in photography. You will have to be prepared to complete a minimum of 1-2 hours homework every week. You will need to be organised and at times work independently. You must be prepared to take risks and work outside your comfort zone in order to progress. You should also be able to evaluate your own work and the work of others, learning from achievements and mistakes.





# SCIENCE



<b>CURRICULUM TEAM LEADER</b>	Mrs Murray
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	<p><b>Combined Science:</b> Is compulsory for all students. Students will study Biology, Chemistry and Physics, but combined into a single GCSE course, which is worth two GCSE grades.</p> <p><b>Separate Science (Triple):</b> Students will study Biology, Chemistry and Physics GCSE courses, which will lead to 3 separate Science GCSE grades. Separate Science (Triple Science) GCSEs are available to students who achieve higher levels at Key Stage 3 and who are motivated to study science A-levels. This is a more comprehensive course worth 3 GCSEs and as a result will take more teaching time to cover. Students will have distinct Biology, Chemistry and Physics lessons. Students must therefore choose Separate Science (Triple Science) in the Open Choice section to take this course.</p>
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• To develop the students' interests in, and enthusiasm for, science.</li><li>• To develop a critical approach to scientific evidence and methods.</li><li>• To acquire and apply skills, knowledge and understanding of how science works and its essential role in society.</li><li>• To acquire scientific skills, knowledge and understanding necessary for progression to further learning.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	All courses of study cover Biology, Chemistry and Physics. These courses are 100% examined.
<b>HOW WILL I BE ASSESSED?</b>	All exams will be taken at the end of Year 11 for BOTH courses – <b>Combined Science</b> = 6 x 1hr 15 mins exams (x2 Biology, x2 Chemistry and x2 Physics) <b>Triple Science</b> = 6 x 1hr 45 mins exams (x2 Biology, x2 Chemistry and x2 Physics)
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<p>Recall (remembering simple facts) makes up 60% of the marks available in every exam – therefore revision is critical. Start early and revise little and often.</p> <p>Use of Flashcards (Either home made or bought online) are a great resource to support with revision and recall of key facts.</p> <p>Revision guides can be ordered through the Science Faculty and can be ordered from the start of year 10 – This book will support you through your two-year GCSE course.</p> <p>Completion of all homeworks – Educake is a great tool for practicing knowledge recall, so it is vital that all homework is completed on time.</p> <p>Intervention and revision sessions will be held closer to the PPE and exam time.</p>



# SCIENCE (Continued)



## POSSIBLE CAREERS

### Careers Using Biology

Brewing, medicine, dentistry, dietetics, forensics, pharmacology, marine biology, physiotherapy, paramedical work, environmental health, audiology, psychiatry, radiography, horticulture, food science, biochemistry, sports science, speech therapy, occupational therapy, ophthalmics and orthoptics, nursing, ecology, teaching, agriculture, biotechnology, fisheries work, laboratory work, veterinary work, prosthetics and orthotics, environmental science

### Careers Using Chemistry

Brewing, dentistry, engineering, agriculture, biochemistry, environmental health, chemical plant operation, environmental science, waste management, medicine, food science, horticulture, laboratory work, chemical engineering, materials science, research and development, plastics and polymers technology, colour technology and dyeing, dietetics, teaching, nursing, biotechnology, quality control, pharmaceuticals, forensic science, medicinal chemistry, oil and gas production

### Careers Using Physics

Medicine, surveying, engineering, radiography, physiotherapy, nanotechnology, renewable energy science, aerospace manufacturing, medical physics, architecture, meteorology, teaching, electronics, medical technology, engineering technology, oceanography, telecommunications, sound technology, astronomy, dentistry, audiology, geophysics, astrophysics, auto electrical repair, ophthalmics/orthoptics, research and development, software engineering

## APTITUDES NEEDED

Students who do well in Science have a conscientious and hard-working attitude which will help with problem-solving, analysis and decision-making. The ability to work independently to develop understanding of key scientific facts is very important.

On the triple science course students take three GCSEs, one in each of the sciences: biology, chemistry and physics. Due to the extra time spent covering the additional content in Triple, only students who really **enjoy science**, find it **interesting, motivating** and want to pursue a Science related course at college should consider taking Triple Science

# WORLD VIEWS (GCSE RELIGIOUS STUDIES)



<b>CURRICULUM TEAM LEADER</b>	Mrs Battishill
<b>EXAMINATION BOARD</b>	AQA Syllabus A
<b>GENERAL INFORMATION</b>	This GCSE is divided into two components. One consists of four themes looking at modern issues surrounding environmental issues, animal experimentation, the law, prisons, and weapons of mass destruction among other. The other consists of looking at the beliefs and practices of Buddhism, Sikhism, and ethics
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<p>This course aims to give students opportunities to:</p> <p>Acquire <i>knowledge</i> and develop an <i>understanding</i> of the beliefs, values and traditions of Buddhism and Sikhism;</p> <p>Consider the <i>influence</i> of the beliefs, values and traditions associated with those religions;</p> <p>Consider various <i>responses</i> to moral issues, including their own;</p> <p><i>Identify, investigate</i> and <i>respond</i> to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;</p> <p>Develop <i>skills</i> relevant to the study of religion such as enquiry, analysis, reflection, evaluation, communication, insight and self-understanding.</p>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ol style="list-style-type: none"> <li>1. Theme A: Relationships and families</li> <li>2. Theme B: Religion and life</li> <li>3. Theme D: Religion, peace and conflict</li> <li>4. Theme E: Religion, crime and punishment</li> <li>5. Buddhist Beliefs and Practices</li> <li>6. Sikh Beliefs and Practices</li> </ol>
<b>HOW WILL I BE ASSESSED?</b>	There will be two exam papers lasting 1 hour and 45 minutes each
<b>WHEN DO THE EXAMS TAKE PLACE?</b>	Summer Term of Year 11

## WORLD VIEWS (Continued) (GCSE RELIGIOUS STUDIES)



### WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?

- Ask lots of questions so that you can get a good understanding of the issues being studied.
- Keep up to date with the news so that you share modern news stories related to the themes.
- Complete assignments (homework and classwork) using a range of research materials e.g. internet, DVD and textbooks.
- Use the skills developed as part of the course to structure your own ideas and opinions.

### POSSIBLE CAREERS

RS is valuable to have in medicine, the media, teaching and areas involving psychology and sociology, the law or journalism and many more. By completing the RS course, you will open yourself up to many possibilities.

### APTITUDES NEEDED

Students who achieve well in this subject are those who enjoy learning about other people's opinion/beliefs on religious and global issues and those who display a keen interest in questioning the world around us.

## Post-16 Pathways

Although it may seem a long way off, students have much to consider before making a decision of what to do after leaving Court Fields School. The Government requires that all young people must do one of the following until they are 18:

- stay in full-time education, for example at a college or sixth form
- start a traineeship or apprenticeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training

Therefore, it is important that they make the right choice for them.

Not only do students have many good local colleges and sixth forms to choose from, hundreds of courses on offer, but they also have five Post-16 Pathways to consider, these being:

1. Advanced Level qualifications (A Levels)
2. Apprenticeships / Traineeships
3. International Baccalaureate Diploma
4. Technical Level qualifications (T Levels)
5. Vocational qualifications

Students can of course also move into employment that includes training.

College is the most popular choice for students, it's important that they consider their preferred learning style when researching college courses and understand the wide variety of courses available.

- 1. A Levels** Usually focus on academic subjects offering a wide range of subjects including those studied at GCSE and many new ones. Like GCSEs, exams are taken at the end of a two-year study programme. Generally, students will need at least five GCSEs at grades 9-4 but may need a higher grade so students will need to check this by referring to the college course entry requirements. A Levels can lead on to further study, a degree or an apprenticeship and can be studied at Bridgwater & Taunton College, Exeter College and Richard Huish College.
- 2. Apprenticeships / Traineeships** Combining practical training in a job with study.  
**Apprenticeship** Working alongside experienced staff whilst gaining job-specific skills and earning a wage. Students study towards a related qualification (usually one day a week at college) and will need to find an employer who is willing to offer them an apprenticeship. Students will need to ask family, friends or anyone who might be able to offer an apprenticeship or contact businesses to enquire if they would be likely to have an apprenticeship vacancy. Most apprenticeship are advertised on the Government's Apprenticeship website – register here <https://www.gov.uk/apply-apprenticeship> and if you're really interested, create an account so that you can get regular alerts about new opportunities. Education providers for Apprenticeships locally are Bridgwater & Taunton College, Exeter College, Petroc and Richard Huish College, along with many other independent providers.  
**Traineeships** A pre-apprenticeship programme that supports students who would like to be an apprentice but may lack confidence and experience and the required GCSE grades. Students attend extra tuition in classrooms, gain work experience and receive support to secure an apprenticeship.

- 3. International Baccalaureate** An internationally recognised alternative to A Levels, accepted and highly regarded by all universities (including Russell Group and Oxbridge) and employers worldwide. Students choose six subjects; Maths, English, a Science, a Humanity, a Language and a Creative subject studying three at a Higher Level and three at Standard Level. The programme also includes a core programme, which is an Extended Essay, Theory of Knowledge and CAS (creativity, activity and service). Students will need at least six GCSEs in the 9-5 range and the motivation to study a variety of subjects. It is advantageous to gain a grade 6 in subjects that have been studied at school and wish to be continued. Please see <https://www.ibo.org/programmes/diploma-programme/> for more information. The IB is a two-year programme that is exam based and can be studied locally at Exeter College.
- 4. T Levels** Technical Level qualifications are new qualifications, launched in September 2020. The content for each T Level has been developed in collaboration with employers and businesses to help students gain the skills and knowledge needed to progress to highly skilled employment, higher technical qualifications, higher apprenticeships or university. Aimed at those students who know what particular area of work they wish to undertake, one T Level qualification is equivalent to 3 A levels. It is a two-year course that brings the classroom and the work place together as it includes a 45-day work placement. Please see [www.gov.uk/dfe/t-levels](http://www.gov.uk/dfe/t-levels) for more information. T Levels can be studied at Bridgwater & Taunton College, Exeter College, Petroc and Richard Huish College.
- 5. Vocational qualifications** Like BTECs, vocational qualifications are more practical and include coursework, assignments, written tests, some formal examination and work placements. Vocational courses are aimed at a particular area of work and Diplomas and BTECs are ideal for students with a vocation in mind and who have a practical and hands on learning style. These qualifications can also lead on to a degree or an apprenticeship. Can be studied at Bridgwater & Taunton College, Exeter College, Petroc, Richard Huish College and Somerset Performing Arts Centre for Education (SPACE).

### **Careers Resources**

The following websites provide useful information:

**Careerpilot** [www.careerpilot.org.uk](http://www.careerpilot.org.uk) is a free site that helps you plan future study and work. Take a look at the different careers that each subject can lead to.

**The National Careers Service** [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) provides information, advice and guidance across England to help with decisions on learning, training and work. The service offers confidential and impartial advice and is supported by qualified careers advisers.

**Russell Group website** [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk) gives advice about essential or useful A Level subjects required for certain degrees aiming to apply to one of the more prestigious universities.

**Barclays Life Skills** - <https://barclayslifeskills.com/>

**Start** – complete the START programme, which will provide you with a variety of career ideas and should link to interest and skills. [www.plotr.co.uk](http://www.plotr.co.uk)

## Local Colleges

Follow our local colleges on social media to get a feel of what it is like to be a student studying there, look out for opportunities to visit such as Open Evenings and Taster Sessions as it is important to see inside the building and meet the staff before you apply.

Bridgwater & Taunton College - <https://www.btc.ac.uk/>

Exeter College - <https://exe-coll.ac.uk/>

Petroc - <https://www.petroc.ac.uk/>

Richard Huish College - <https://www.huish.ac.uk/>

The Somerset Performing Arts Centre for Education (SPACE) - <https://www.thespacesomerset.co.uk/>

The last three years at school are important ones, students should be focused on achieving the best grades that they can and take time to consider all Post-16 Pathways.

If you want to talk through the Post-16 Pathways with me please get in touch [chunt@courtfields.bep.ac](mailto:chunt@courtfields.bep.ac)

Thank you

Charity





Please note that the deadline for options choice forms to be completed online is **9am Wednesday 26th February 2025**

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