

# Option Guidance Booklet 2023



# CONTENTS

Key Dates	Page 3
A Letter from Mr Simpson-Horne, Headteacher	Page 4
The Curriculum	Page 5
Key Stage 4 gradings	Page 6
Choosing Options	Page 7
Key Stage 4 subjects	Page 8
Careers	Page 9
Post 16 Options	Page 10
The Options Subjects	Page 12
Application Guidance Form	Page 26

# YEAR 9 OPTIONS KEY DATES

This booklet is designed to provide you with information about the option choices starting in Key Stage 4 (Years 10 & 11). It is important that you take time to think everything through very carefully. You will be supported through this process by a sequence of events that are designed to help you make the best possible decisions for you as an individual for your future.

## KEY DATES

3 March 2023	Options' Booklet issued to students
6 – 10 March 2023	Tutor support, guidance and application support
14 March 2023	Options' Evening for parents and students (5:30pm)
17 March 2023	Deadline for the completion of online application
June 2023	Learners notified of options for 2023
September 2023	Option courses begin

This booklet has been produced to help students choose the right options. Remember that Form Tutors, Heads of Year, Subject Teachers and Careers Advisers are there to help when it comes to talking about courses and examinations.

If you have any questions regarding the process, then please do not hesitate to contact your Head of Year or Mr Greenway (Deputy Headteacher – Curriculum).

# A LETTER FROM MR SIMPSON-HORNE, HEADTEACHER

Dear Students,

You are approaching a critical point in your education as you decide which subjects to study at examination level during Key Stage 4, Years 10 and 11. This decision will affect your personal legacy: it can determine future career plans and where you are able to study when you leave us at 16. All students are now expected to remain in some form of education or training until 18, so it is vital that you take this process seriously.

This booklet outlines the courses on offer at Key Stage 4 so please study the information carefully. Consider the idea that certain combinations of subjects provide a good foundation for further study, leading to broad career groups. At Key Stage 4 it is important not to restrict career options too much as interests often change over the next few years. This is why all students have to study core subjects such as English, Maths, Science, PSHE, RE and Physical Education.

It goes without saying that there are no 'easy' subjects: Sports Studies requires just as much writing as History; Art requires just as much work as Statistics.

School staff know you quite well by now and their input may be helpful in making important decisions for your Key Stage 4 courses. Please do speak to your teachers and Year Lead to help.

Finally, make sure that you attend the Options' Evening with your parent(s) on Tuesday 14th March 2023. Your parent(s)/carer(s) will then be able to find out more and support you in making your final choices.

I wish you all the very best during this exciting decision making process, and always remember we are there to support and help you.

**Mr S Simpson-Horne**  
*Headteacher*

# THE CURRICULUM

From September 2023, the curriculum will consist of the following in Year 10:

The Core Curriculum	The Options Curriculum
English Language and English Literature Maths Science History or Geography Physical Education Religious Education PSHE	Options include:  An extensive range of GCSEs  A number of Level 2 Certificate qualifications, in subjects closely related to the professional workplace

The options subjects are a range of GCSE and Level 2 Certificate qualifications that are arranged into two blocks. We construct the blocks to maximise the number of students who can study two of their three first choice subjects, once initial requests are known from the application form at the end of this booklet.

There are different courses and pathways to be aware of when choosing GCSE options.

## GCSEs

These are the most common type of Level 1 and 2 qualifications for KS4 and consist of formal exams and class work rather than the sort of coursework activities about which older friends and relatives might tell you. These are graded 9-1. Please see the following page for more details on gradings.

## Level 2 Certificates

These are professional qualifications that are assessed through classroom based assignments and an external examination. These courses are ideal for students who have a strong interest in the subject area and enjoy this method of learning and assessment. These are Level 2 courses which are graded Distinction, Merit or Pass and are equivalent to 9-4 grades.

# KEY STAGE 4 GRADINGS

Students starting Key Stage 4 in 2021 will study for the new reformed GCSEs and Level 2 Certificates. From September 2017, all courses had transferred over to the new GCSEs.

The difference with these GCSEs is that there is less emphasis on coursework or 'controlled assessments' and there will only be terminal examinations at the end of year 11.

A further change is that students completing the new GCSEs will not be awarded an A\*-G grade but a 9-1 grade instead. How the old grading system compares to the new one is shown below.

**Grading new GCSEs from 2017**

New grading structure	Previous grading structure
9	A*
8	
7	
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	
<hr/>	
3	D
2	E
	F
	G
1	
U	U

There should be no concerns about this transition to the new courses on offer, as they have the same value for applications for places in the sixth form and future employers.

New GCSEs are graded from 9-1, with a 5 being considered a 'strong' pass and 4 as a 'standard' pass.

# CHOOSING OPTIONS

## Try to choose subjects .....

- ☐ that you think you will enjoy and feel you are good at.
- ☐ that you may need for future education and/or your career.
- ☐ that you are most likely to work enthusiastically in and succeed at.
- ☐ that provide a balance and variety. By keeping a balance at this stage, you will not restrict future options.

## DO

- ☐ **DO** talk to parent(s), carer(s), subject teachers, careers staff and students who are in Key Stage 4 and are studying the particular subject.
- ☐ **DO** read the subject details in this booklet carefully and ask if you need to know more.
- ☐ **DO** opt for a balanced choice of subjects to keep future careers and study options open.

## DON'T

- ☐ **DON'T** choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher) – it is likely you will have a different teacher next year.
- ☐ **DON'T** choose a subject just because your friends are choosing it. You are deciding about *your* future and your friends may not be in the same group as you.
- ☐ **DON'T** be misled by the title of a subject into thinking you need it for a career.
- ☐

## Make sure you have thought about your reserve choices.

All Saints Academy offers a wide range of option subjects but these can only run if enough students choose them. We cannot allow classes to be too big either. The Academy always does its best to provide you with your first choices but if we cannot, we will discuss with you the reasons why and ask you to choose a reserve subject.

# KEY STAGE 4 SUBJECTS

## The Core Curriculum Subjects

English Language and English Literature

Maths

Science

History or Geography **(You must choose one to study in KS4)**

Physical Education

Religious Education

PSHE

## The Option Curriculum Subjects

Art and Design

Child Development

Creative iMedia

Drama

Engineering Design

Food, Preparation & Nutrition

French

Hair and Beauty Studies

Health and Social Care

Religious Studies

Sport Studies

Statistics

**Students choose two options subjects to study in KS4 and also choose either History or Geography to continue to study throughout KS4.**



# CAREERS and NEXT STEPS

## CAREERS AND WORK-RELATED LEARNING

Decision making is a key activity throughout life and in Key Stage 4. Part of the careers education has been used to help students develop the skills, resources and confidence necessary to make effective decisions. As well as continuing to develop these areas, the careers programme in Key Stage 4 will pay particular attention to identifying possible careers for each student and the necessary paths they need to take to fulfil their ambitions, whilst keeping their educational choices as broad as possible. Students all have the opportunity to have at least one confidential and impartial appointment with a Careers South West representative. In addition, Mr Keegan and Mrs Jarwood who lead on careers, will be present at all Parents' Evenings. We have a superb website which we have developed in order to support students on their paths to a career. This can be found through our academy website or by visiting [www.ASAPaspirations.co.uk](http://www.ASAPaspirations.co.uk)

## CAREERS IN THE CURRICULUM

Students will use UniFrog during their PSHE lessons to help them develop their employability skills and move through the steps to finding a fantastic career choice for them. They will also have opportunities through their subject areas to meet employers and visit workplaces.

## WORK EXPERIENCE

Year 10 students will undertake one week of work experience normally in July of year 10, this is another opportunity to explore potential careers of interest and gain some all important *employability skills*.

## VISITORS, SPEAKERS AND EVENTS

Throughout KS4 students will have lots of exposure to employers and visitors. Within many of our curriculum subjects we run trips and organise events that link learning to the world of work and local employers. We also have a wonderful careers and next steps fair at the academy every January. Last year we had 55 exhibiting organisations promoting their opportunities to the students. We also take year 11 students to external careers fairs in the city.

## APPRENTICESHIPS

During year 10 and 11 students will be visited by ASK Amazing Apprenticeships who will deliver sessions on the benefits of apprenticeships as a post 16 option, they will also assist us in supporting students while they are searching for apprenticeships and making their applications.






### Where do people work right now?

Plymouth and surrounding area.  
Source: HoTSW

#### Most jobs

-  Wholesale & Retail - 118,000 (16.7%)
-  Health & Social Care - 114,000 (16.1%)
-  Accommodation & Food - 74,000 (10.5%)
-  Manufacturing - 69,000 (9.8%)
-  Education - 65,000 (9.2%)

#### Fewest jobs

-  Real Estate - 12,000 (1.7%)
-  Finance & Insurance - 8,000 (1.1%)
-  Water, Sewerage & Waste - 6,000 (0.8%)
-  Electricity, Gas & Air - 4,500 (0.6%)
-  Mining, Quarrying & Utilities - 1,250 (0.2%)

#### Growth Sectors

-  Health and Social Care
-  Digital and IT
-  Construction
-  Energy & Science
-  Advanced Manufacturing

There are many other sectors that will grow in your region

# What are my POST 16 Options?



We have a brilliant website designed to help you make these very important decisions. [www.ASAPaspirations.co.uk](http://www.ASAPaspirations.co.uk) contains information about all your options, including many you will never have heard of which might just be perfect for you. This page includes a list of all those options for you to consider all in one place. Find out more about them in the pathways section. You can also improve your employability skills and find out about different careers.

## **Sixth form colleges**

This is the common pathway to university, students will select three or four A-Level qualifications, however often there are also some vocational courses at L1-3

The University Sixth Form  
(Marine Academy Plymouth)

Lipson Sixth Form

DHSG Sixth Form (co-ed)

Stoke Damerel Sixth Form

Notre Dame Sixth Form

Tor Bridge Sixth Form

Heles Sixth Form

Plymstock Sixth Form

Eggbuckland Sixth Form

UTC Sixth Form

Scott Medical Sixth Form

Plympton Sixth Form

Plymouth High for Girls Sixth Form

Sir John Hunt Sixth Form

Devonport High for Boys Sixth Form

Coombe Dean Sixth form

## **Colleges and vocational training**

At these establishments you would choose one vocation / area of study to focus your training on. You could choose Level 1-3 courses or T-Level qualifications.

City College Plymouth

Arts University Plymouth  
(Pre-degree courses)

Achievement Training

Norpro Training (motor vehicle)

Discovery College

Duchy College

Greenlight Training

The Focus Training Group

Cheyne's Training (hair and beauty)

GHQ Training (hair and beauty)

Skills Group Training

CTSW Training

Access Creative College

Scott Medical College

## **Apprenticeships**

An apprenticeship is when you are paid to train on the job, it is similar to getting a job but you gain a qualification in that vocation while working with responsibilities for that business. You will likely spend one day a week or more at a college. *Intermediate apprenticeships* are at the same level as GCSEs and Level 2 qualifications, *Advanced apprenticeships* are the equivalent to L3 courses, there are also degree level apprenticeships that can be progressed on to.

The first step is to find a company that is advertising a need for a new apprentice. Start by using this website: [www.amazingapprenticeships.com](http://www.amazingapprenticeships.com)

These local training providers can help support you through an apprenticeship.

Greenlight Training

The Focus Training Group

City College Plymouth

Skills Group Training

CTSW Training



# THE OPTION SUBJECTS



# ART & DESIGN

## Course Outline

GCSE Art & Design is a diverse course which will give you the opportunity to explore a wide range of disciplines such as painting and drawing; printmaking; photography and digital media such as Photoshop; sculpture; illustration and textiles. 'Creativity' is the third most sought after skill from employers and this course develops the lifelong skills needed to enhance this. You will be encouraged to take creative risks; to develop technical knowledge; to question artists' intentions; to develop skills as an independent learner; and a critical and reflective thinker.

Students wishing to study Art and Design must have an interest in the creative process and be willing to generate their own ideas for projects. Students must be highly motivated and able to work independently during lessons and commit to weekly home learning throughout the course to develop their portfolio.

Students are assessed on four key assessment objectives:

- **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.

**Qualification:** GCSE

**Exam Board:** AQA

## ASSESSMENT METHOD:

### Component 1 – Portfolio (60%):

A portfolio of work that shows clear coverage of all four of the assessment objectives through a sustained project. Also included is a selection of further work undertaken during the student's course of study.

### Component 2 (40%) – Externally Set Assignment:

Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives. The preparatory period is then followed by 10 hours of supervised time.

*If you have any queries relating to Art and Design, please contact Mrs James-Moyse.*

## POST 16

### Opportunities and careers

The skills learnt in studying a GCSE in Art and Design will aid progression to further study and prepare learners to enter the workplace in due course. In the art and design sector, learners would be aiming to move into entry-level roles, such as assistants in design and craft production, the fashion and textiles sector, product design services, or the visual arts and visual communications sectors.

Students will be able to progress onto other Art and Design courses at Level 3 or equivalent.



# CHILD DEVELOPMENT

## Course Outline

This qualification is for students who wish to develop applied knowledge and practical skills in Child Development.

By studying Child Development students develop an understanding of conception, antenatal care during pregnancy and delivery to supporting the development of a child up to five years. Students gain a greater appreciation of how to meet the overall needs of a baby and child. This course should also help students of both sexes to live effective lives, not only as individuals, but also as parents or carers of a family. The course is particularly useful to any student who is considering a career in care, nursing, midwifery or teaching.

### **R057: Health and well-being for child development**

All students will learn about the importance of supporting the health of the baby from pre-conception care through delivery to post birth. This unit covers pre-conception health and reproduction, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety.

### **R058: Create a safe environment and understanding the nutritional needs of children from birth the five years**

All students will gain knowledge of how to maintain safety in childcare settings and how accidents can be prevented. Students will learn the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

### **R059: Understand the development of a child from one to five years**

All students will gain knowledge of, and skills in, developing appropriate activities to observe developmental norms in children up to the age of five. This unit will highlight the importance of play and the different types of play. Students will then plan and carrying out activities with children, before observing and reviewing these activities.

**Qualification:** LEVEL 1/2 Cambridge National in Child Development

**Exam Board:** OCR

## ASSESSMENT METHOD:

### **R057: Health and well-being for child development (40% of overall mark)**

Written paper: 1 hour 15 minutes – 70 marks (80 UMS marks)

### **R058: Create a safe environment and understanding the nutritional needs of children from birth the five years (30% of overall mark)**

Coursework – OCR set assignment and OCR moderated 12-14 guided learning hours – 60 marks

### **R059: Understand the development of a child from one to five years (30% of overall mark)**

Coursework – OCR set assignment and OCR moderated 10-12 hours – 60 marks

*If you have any queries relating to Child Development, please contact Mr Gibbons*

## POST 16

### Opportunities and careers

The Child Development course allows students to pursue careers in Early Years Teaching, Nursing/Midwifery, Child Psychology, Nursery/Playgroups, Social/Youth Work and in Health and Social Care settings.

# CREATIVE iMEDIA

## Course Outline

Digital media plays an important part in many areas of our everyday lives. There is demand from employers for an increasingly skilled and digitally literate workforce as more and more media products are produced. A Cambridge National in Creative iMedia will provide students with a solid foundation of digital creation and editing skills that can be applied in further and higher education and the digital media industry.

Students will develop valuable transferable skills, including:

- Research
- Planning and review
- Working with others
- Communicating creative ideas
- Creation of digital media products
- Developing industry standard digital media skills

**UNIT R093:** This unit enables students to develop their understanding of the job roles within the digital media industry and the processes used to plan and create digital media products. Students will learn how to use different media codes when creating digital media products to help convey meaning, create impact and engage media audiences.

**UNIT R094:** Identity is a vital component of any business, product or brand and students will learn how to create and develop visual identities for clients. Students will learn to apply graphic design concepts to create original digital graphics whilst developing key graphic editing skills.

**UNIT R097:** Interactive digital media products are found across the media industry, in games, websites and apps. The content is designed to promote, educate, entertain, inform or influence. Students will learn to design and create interactive digital media products for different platforms. Video, audio and image editing skills will be developed along with animation creation.

**Qualification:** LEVEL 2 VOCATIONAL

**Exam Board:** OCR

## ASSESSMENT METHOD:

Students are awarded either a pass, merit, distinction or distinction\*.

**Unit R093:** Creative iMedia in the Media Industry  
(External exam)

**Unit R094:** Digital Graphics  
(Internal assignment)

**Unit R097:** Interactive Digital Media  
(Internal assignment)

To be awarded the Level 2 Cambridge National in Creative iMedia, learners are required to successfully complete the 3 units above.

*If you have any queries relating to Creative iMedia, please contact Mrs Jarwood.*

## POST 16

### Opportunities and careers

This course will give you the advanced skills and knowledge of creating a range of digital media products so that you can progress onto A-Levels, advanced vocational courses or an apprenticeship in digital media.

Career aspirations could be in the following sectors:

Graphic design  
Interactive multimedia design  
Digital Animation  
Video/audio creation and editing  
Digital game design  
Website design and creation  
Visual imaging  
Digital production

# DRAMA

## Course Outline

Students should have keen interest in different styles of drama and a willingness to experiment and work in groups, pairs, or individually. Students are required to demonstrate creativity, dedication, self-discipline, the ability to meet deadlines, teamwork and an open mind.

Good skills in English are essential to allow students to write evaluations and reflect on their work.

### **Component 1:** 30% of qualification.

This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance.

You will study three professional works, each of a different style both theoretically and practically.

### **Component 2:** 30% of qualification.

During this unit you will take part in professional style workshops and you will study an already existing performance text.

You will focus on your physical, vocal and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.

Finally you will apply these skills in a final performance to a live audience.

### **Component 3:** 40% of qualification.

This unit is externally marked by the exam board. The exam board will provide you with a stimulus on which you must devise a group performance. Finally you will evaluate your creative process which be completed in controlled assessment conditions.

**Qualification:** LEVEL 2 BTEC Performing Arts (Acting)

**Exam Board:** EDEXCEL

## ASSESSMENT METHOD:

Students are awarded either a pass, merit, distinction, distinction\*.

**Component 1:** Exploring the Performing Arts

**Component 2:** Developing Skills and Techniques in the Performing Arts

**Component 3:** Performing to a Brief

*To be awarded the Level 2 Technical Award in Performing Arts (Acting), learners are required to successfully complete 3 mandatory units.*

*If you have any queries relating to the Drama course, please contact Mr Sykes*

## POST 16

### Opportunities and careers

Learners who achieve this Technical Award qualification could progress onto level 3 qualifications and A Levels.

Drama complements a range of other subjects including: PE, Music, Art, Business, Science and English.

It may also be useful to those studying qualifications in the following sectors:

- Performing Arts
- Design and Technology
- Art and Design
- Creative Media

# Engineering Design

## Course Outline

Engineering Design helps students understand the processes involved in a career in engineering and in particular the design of components and products. There is a focus on how user requirements (what customers need and want from a product) inform client briefs. Through practical activities students develop skills in computer modelling and model making and how to communicate design ideas effectively.

Students taking this course **must have** an enthusiasm for the designing and manufacture of products and be confident in their creative approach to designing.

### Year 10

We begin with introductory design and make activities where students build upon skills and knowledge preparing them for the all important coursework units. During the year students will complete their unit R039 Communicating Design. This is a unit of work where students learn and demonstrate their sketching and designing skills. They also learn how to use sophisticated 2D and 3D Computer Aided Design. Students work on a design brief set by the exam board, this year they have been designing an ergonomic TV remote, however this changes each year.

### Year 11

Students will work on coursework unit R040 Design evaluation and Modelling. Students are given a design brief by the exam board. They need to model this using 2D and 3D Computer Aided Design and then create a prototype of the end product. This involves using their making skills to create a high quality prototype. While this is happening students are also prepared further for the R038 exam that they sit in May.

**Qualification:** L1/2 Cambridge National Engineering Design  
**Exam Board:** OCR

## ASSESSMENT METHOD:

Students will be assessed on a Pass L1 – Distinction\* L2 scale. There are 3 units which each carry equal weighting.

**R038: Exam** *'Principles of engineering design'* (75 minutes). This is about the design process, design requirements, communicating design outcomes and evaluating design ideas.

**R039: Coursework unit** *'Communicating design'*. Students learn how to develop design ideas, formally present design concepts and use 2D and 3D Computer Aided Design to create high quality visuals of a design concept. A design brief is set each year by the exam board.

**R040: Coursework unit** *'Design evaluation and modelling'*. In this unit, students will analyse an existing product through disassembly. They will then go on to create 3D Computer Aided Design visuals of a product concept and then make this, make a prototype of the product concept and evaluate its success.

*If you have any queries relating to Technology, please contact Mr Keegan.*

## POST 16

### Opportunities and careers

#### Options after OCR Engineering Design:

Wide range of L2 and L3 engineering courses available at local FE providers. Including City College Plymouth and many more.

Many routes into strong local and national industry.

A-level Product Design or other design-based level 3 course. Intermediate or advanced level apprenticeship with some exciting engineering businesses in and around the city and beyond..

#### Careers

Mechanical engineer, civil engineer, marine engineer, automotive engineer, aerospace engineer, electrical engineer, Product Designer, Furniture Designer, Architect, Graphic Designer, Carpenter, Interior Designer, CAD technician. or many other STEM based exciting careers.



# FOOD, PREPARATION AND NUTRITION

## Course Outline

Food, Preparation and Nutrition is an exciting and creative course which focuses on both theory and 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 skills to give them a strong understanding of nutrition and will equip them with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. This qualification will enable students to make connections between theory and practice.

### Areas of Content

1. Food commodities – the food groups studied are:

- cereals such as oats, rice, wheat, bread and pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, poultry and eggs
- alternatives such as soya, tofu, beans, nuts and seeds
- butter, oils, margarine, sugar and syrup

The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet

2. Principles of nutrition – the role of the main nutrients in the diet, their sources, function and deficiency diseases

3. Diet and good health – studying the nutritional needs that change during life and how to plan diets to suit them

4. The science of food – the scientific principles behind preparing and cooking foods

5. Where food comes from – food provenance, sustainability and the impact on the environment

6. Cooking and food preparation – a range of practical tasks using all the commodity groups to demonstrate skill

**Qualification:** GCSE

**Exam Board:** Eduqas

## ASSESSMENT METHOD:

### Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

### Component 2: NEA Food Preparation and Nutrition in Action

**Assessment 1: The Food Investigation** 15% of qualification  
8 hours

**Assessment 2: The Food Preparation Assessment**  
35% of the qualification  
12 hours

*If you have any queries relating to Hospitality & Catering, please contact Mrs King.*

## POST 16

### Opportunities and careers

This qualification can lead to a wide range of food, preparation and nutrition related careers, including: Working in the hospitality industry, chef, hotel management, events organiser, food teacher, development chef for major supermarkets or food manufacturers, food product buyer for major supermarkets or food manufacturers, food scientist/microbiologist, dietician, nutritionist, baker, butcher, private chef, chef in the armed forces, environmental health officer, confectioner, food stylist, food technologist.

# FRENCH

## Course Outline

The GCSE is made up of the following components: 25% Speaking, 25% Listening, 25% Reading and 25% Writing.

The themes covered over the course of the GCSE will be:

Identity and culture	Local, national, international and global areas of interest	Current and future study and employment
<b>Youth Culture</b> <ul style="list-style-type: none"><li>Self and relationships</li><li>Technology and social media</li></ul> <b>Lifestyle</b> <ul style="list-style-type: none"><li>Health and fitness</li><li>Entertainment and leisure</li></ul> <b>Customs and Traditions</b> <ul style="list-style-type: none"><li>Food and drink</li><li>Festivals and celebrations</li></ul>	<b>Home and Locality</b> <ul style="list-style-type: none"><li>Local areas of interest</li><li>Transport</li></ul> <b>France and French-speaking countries</b> <ul style="list-style-type: none"><li>Local and regional features and characteristics</li><li>Holidays and tourism</li></ul> <b>Global Sustainability</b> <ul style="list-style-type: none"><li>Environment</li><li>Social issues</li></ul>	<b>Current Study</b> <ul style="list-style-type: none"><li>School/college life</li><li>School/college studies</li></ul> <b>World of Work</b> <ul style="list-style-type: none"><li>Work experience and part-time jobs</li><li>Skills and personal qualities</li></ul> <b>Jobs and Future Plans</b> <ul style="list-style-type: none"><li>Applying for work/study</li><li>Career plans</li></ul>

Language GCSE qualifications are incredibly valuable and demonstrates a high level of perseverance and willingness to learn a new skill to employers, as well as being a rewarding skill which you can make use of throughout your life.

As a global language and the language of our neighbours across the channel, there are many advantages to knowing how to speak French. over 220 million French speakers around the world today. Not only is French the official language of France, but it is also widely spoken in other European countries like Belgium and Switzerland as well as internationally in Canada, Madagascar and even the Seychelles! With its status as an official language in 29 countries, having even a basic knowledge of French will come in handy wherever you travel!

French and French-speaking culture is famous around the world – *but can't you just experience it in English I hear you say?* Of course you can! However, being able to experience such a fascinating culture and discover its history in its own language will make for a much richer experience.

Also it's a well-known fact that employers love languages on a CV. Not only do they represent your global outlook but having a GCSE qualification in a specific language confirms your intellectual ability in language learning.

**Qualification:** GCSE FRENCH

**Exam Board:** AQA

## ASSESSMENT METHOD:

All exams are at the end of Year 11 and students can be entered for Foundation Tier or Higher Tier. Students can only be entered for one tier across all exams. Papers are worth 25% each.

**Paper 1 – Listening:** Students will be asked to respond to questions on a set of audio recordings by a native French speaker.

**Paper 2 – Speaking:** Students will be asked to prepare a discussion based on a topic given to them before meeting with the examiner to engage in the discussion. Following this, students will take part in a further general discussion of two themes which have not yet been discussed.

**Paper 3 – Reading:** Students are required to answer questions on a piece of text as well as translate a set of sentences from French into English.

**Paper 4 – Writing:** The writing paper comprises of three questions. The first two are writing exercises in French and the last is a translation of around 50 words from English into French.

*If you have any queries relating to French please contact Miss Tonge.*

## POST 16

### Opportunities and careers

Students can go onto study A-level French.

Careers include: broadcast journalist, detective, diplomatic service officer, education consultant, English as a foreign language teacher, logistics and distribution manager, marketing, sales, youtuber, podcaster, tour manager, law, to name but a few.

# GEOGRAPHY

## Course Outline

### What is Geography?

Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future. What can be more important than that?

Geography is one of the most popular option choices at GCSE with over a third of students in England taking the subject. Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study at GCSE level. So important, in fact, that the *Guardian* newspaper in 2015 named Geography as a 'must-have GCSE and A-Level' to help you make sense of the world.

If you are not sure about what you want to do in the future, Geography helps to keep your options open. It is a subject that goes well with the Sciences and Mathematics as well as the Humanities, Languages and Arts. It is very flexible in terms of what it can be combined with both at GCSE and A Level.

### What skills will I develop?

Almost too many to mention! There are so many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), digital technologies, map skills, interpreting photographs, analysing articles, decision-making and debating.

Fieldwork and trips are a really important part of Geography. You will learn how to investigate issues in the real world. You will improve your literacy through your report writing and written work and you will also learn how to put forward your own point of view and convince others that you are right!

### Unit 1: Living with the physical environment.

**The 3 main topics to study for this unit are:** **Natural hazards** covers a range of topics including tectonic, weather and climate change and hazards of the world. **The living world**, we will look at the ecosystems of the world including those within our own country as well as hot deserts. During **Physical landscapes of the UK** we will be looking at how coasts have shaped our environment and we will be looking at the key features and processes of rivers.

### Unit 2: Challenges in the human environment.

**The main topics to study for this unit are:** **Urban issues and challenges** looks at how globally, the urban environments are changing. We also look specifically at UK examples. **Changing the economic environment** identifies how the world is classified by development. We also look at how low income countries aim to develop their economies. **The challenge of resource management** aims to enhance knowledge of the demands of food, water or energy in the global environment.

### Unit 3: Geographical application

**Fieldwork and an Issue Evaluation**, which contains a decision making exercise based on a pre-release resources booklet made available 12 weeks before the Unit 3 exam. You will also develop a range of skills through **2 compulsory fieldwork studies** (Fieldwork for Unit 1 will be an investigation into coastal sea defence strategies at Dawlish, Fieldwork for Unit 2 will be a day in the City center, with a main focus on urban regeneration).



**Qualification:** GCSE

**Exam Board:** AQA **SYLLABUS CODE:** 8035

## ASSESSMENT METHOD:

**Paper 1 - Physical paper:** 1hr 30 minute examination and worth **35% of the overall grade**. There are 3 main topics for this examination are: • The challenge of natural hazards, • The living world, • Physical landscapes of the UK.

**Paper 2 -Human paper:** 1hr 30 minute examination and worth **35% of the overall grade**. There are 3 min topics for this examination: • Urban issues and challenges • The changing economic world • The challenge of resource management

**Paper 3: - Geographical Application** 1 hr 15 minute examination worth **30% of overall grade**. • Issue Evaluation • Fieldwork • Geographical skills.

### What attributes will I need to be successful in this subject?

•An ability to produce good written English is a real help in producing extended, accurate answers •An ability to link ideas / facts to a given issue or geographical feature is helpful •An ability to interpret visual information such as maps, photos, data tables, graphs and video

### What extra support is available? •Extra Lessons

•Fieldwork activities •Revision sessions – themed revision on skills and exam technique

*If you have any queries relating to Geography please contact Miss Wheeler.*

## POST 16 Opportunities and careers

### What career opportunities can this subject lead to?

Students who have studied Geography have gone on to work in the following sectors: Armed Services: Army and Navy, Airlines / Cargo Services, law, science, sales, business, environment, information technology, management, finance, banking, marketing, research, manufacturing, teaching, childcare, engineering and building, arts, design and media, town planning, working abroad and many (many) more...

# HAIR AND BEAUTY STUDIES

## Course Outline

**The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty (VRQ) which aims to support young people to:**

- develop a broad and comprehensive understanding of the hair and beauty sector
- develop knowledge which spans the vocational sector and related industries
- develop academic study and transferable skills that will support progression within the hair and beauty sector and more broadly.

This qualification includes **three mandatory units** that can be applied to future careers in the hair and beauty sector and related industries. **Students will learn about hairdressing and beauty therapy and related industries including retail, leisure, manufacturing and other personal care services.** This qualification will be useful for students hoping to progress on to qualifications in the following sectors/industries: complementary and alternative therapies, spa therapy, fashion and photography, theatre and media, retail in cosmetics and fashion, travel and tourism, sport and active leisure.

**The units that make up this qualification include:**

- **Business and entrepreneurship in the hair and beauty sector (mandatory)**- Learners will explore business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector. This will include how to design appropriate promotional activities and materials.
- **Anatomy, physiology and cosmetic science (mandatory)** -In this unit learners will learn about the chemistry of hair, beauty and nail products, as well as the anatomy physiology of the hair and skin.
- **Design in the hair and beauty sector (mandatory)**- Learners will explore design skills and techniques that can be used within the hair and beauty sector. They will develop their skills in planning , carrying out research and presenting design brief ideas.

**Qualification:** VTCT Level 1/2 Technical Award in the Study of Hair and Beauty (VRQ)

**Exam Board:** VTCT

## ASSESSMENT METHOD:

To be awarded this qualification learners must complete a written exam, and two assignments. Grades awarded range from Level 1 Pass, Merit , Distinction to Level 2 Pass, Merit, Distinction, Distinction \*.



*If you have any queries relating to Hair and Beauty Studies, please contact Mr Keegan*

## POST 16

### Opportunities and careers

Learners who successfully complete this qualification will be prepared for further post-16 studies. This qualification can lead to a wide range of careers within the hair and beauty employment sector, as well as Level 3 courses, T Levels, A Levels, and Apprenticeships. The course also develops many transferable skills such as:

- Critical thinking and being reflective on self-performance and work produced.
- Use of initiative, organisation, planning and researching skills, self-management, self-motivation and the ability to work independently.
- Innovation and creativity.
- Application of knowledge and understanding to real life examples and businesses.
- Problem solving.
- Communication skills - verbal, written and visual.



# HEALTH AND SOCIAL CARE

## Course Outline

This qualification is for students who wish to develop knowledge and practical skills suitable to work in a range of Health and Social Care settings.

By studying Health and Social Care, students gain a knowledge and understanding of how people grow and develop over time and how they can provide care for their emerging needs. This course should also help students to become effective parents or carers within a family dynamic.

### **R032: Principles of care in health and social care settings**

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

### **R033: Supporting individuals through life events**

In this unit students will learn about the different life stages from childhood to older adulthood. Students will know the factors that affect them. Students will understand expected and unexpected life events and the impact that these can have on physical, social/emotional and socio-economic aspects in an individual's life.

### **R035: Health promotion campaigns**

In this unit students will learn about the public health challenges which have faced the UK and how public health campaigns are used to encourage health and wellbeing. Students will understand the factors affecting a healthy lifestyle so that campaigns can be targeted. Students will plan and deliver their own small-scale health promotion campaign, then evaluate the planning and delivery.

**Qualification:** Cambridge National L1/2 Certificate in Health and Social Care

**Exam Board:** OCR

## ASSESSMENT METHOD:

### **R032: Principles of care in health and social care settings (40% of overall mark)**

Written paper: 1 hour 15 minutes – 70 marks (80 UMS marks)

### **R033: Supporting individuals through life events (30% of overall mark)**

Coursework – OCR set assignment and OCR moderated: 12-14 guided learning hours – 60 marks

### **R035: Health promotion campaigns (30% of overall mark)**

Coursework – OCR set assignment and OCR moderated 10-12 hours – 60 marks

*If you have any queries relating to Health and Social Care, please contact Mrs Wood*

## POST 16

### Opportunities and careers

This qualification can lead to a wide range of Health and Social Care related careers, including:

Paramedic, Social worker, Dietician, Podiatrist, Nursing (Community Psychiatric, District, Macmillan, Marie Curie, Midwife) Occupational Therapist, Physiotherapist Teacher., Radiographer, Probation Officer, Pathology, Care Assistant, Domiciliary Care Assistant, Residential Care Assistant, Mental Health, Child Care –Teacher, Nursery Nurse, Childminder, Playgroup Assistant, Nanny, Special Needs Care Assistant, Classroom Assistant, Health Visitor

# HISTORY

## Course Outline

Students of GCSE History will develop and extend their knowledge and understanding of key events, periods, and societies in local, British, and wider world history. Students engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. We develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Students develop an awareness of why people, events, and developments have been accorded historical significance and how and why different interpretations have been constructed about them. Historians organise and communicate their knowledge and understanding in a variety of ways and reach conclusions.

### Four units studied:

- **Medicine in Britain, c.1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.** Students study the changes in medicine, looking at the causes of disease, treatments, and prevention methods over the years.
- **Early Elizabethan England, 1558–88.** Religious problems, plots, executions, the theatre, and an armada – students will investigate them all.
- **The American West, c.1835–c.1895.** As the United States expanded westward following the dream of Manifest Destiny, what problems did they encounter and what happened to the Native Americans who were already living there?
- **Weimar and Nazi Germany, 1918–39.** Students study Germany's efforts to rebuild after the First World War, and the country's descent into fascist rule.

**Qualification:** GCSE

**Exam Board:** Edexcel

## ASSESSMENT METHOD:

Three written exams:

- Paper 1 (30%) 1 hour 15 minutes
- Paper 2 (40%) 1 hour 45 minutes
- Paper 3 (30%) 1 hour 20 minutes

The exams will measure how students have achieved the following assessment objectives:

**AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2:** Explain and analyse historical events and periods studied using second order historical concepts.

**AO3:** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4:** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

*If you have any queries relating to History please contact Mr. Cane*

## POST 16 Opportunities and careers

History GCSE is a good foundation for (but not exclusively):

- A levels e.g. History, English Lit, Sociology, and Philosophy
- Investigative jobs e.g. researcher, journalist, detective, and solicitor
- Historical careers e.g. archaeologist, writer, teacher, archivist, and curator

# RELIGIOUS STUDIES

## Course Outline

Students are challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.



### Paper 1: Religion and Ethics (50%)

#### Four themes studied:

- ❑ **Christian Beliefs;** the nature of God, the life of Jesus and beliefs about the afterlife.
- ❑ **Marriage and the Family;** human sexuality, marriage, divorce and the nature and purpose of family.
- ❑ **Living the Religious Life;** worship, festivals, Christian persecution and the role of the Church in the local community.
- ❑ **Matters of Life and Death;** the use and abuse of the environment, animal rights and the ethical issues of abortion and euthanasia.

### Paper 2: Religion, Peace and Conflict (50%)

#### Four themes studied:

- **Muslim Beliefs;** the nature of God in Islam, prophethood, angels and Holy books.
- **Crime and Punishment;** types of crime, aims of punishment, treatment of criminals and the death penalty.
- **Living the Religious Life;** The Five Pillars and Ten Obligatory Acts, Jihad and festivals.
- **Peace and Conflict;** protest, terrorism, reason for war, weapons of mass destruction, Just War and pacifism.

**Qualification:** GCSE (Full course)

**Exam Board:** Edexcel

## ASSESSMENT METHOD:

Two written exams

- ❑ Paper 1 (50%) 1 hour 45 minutes
- ❑ Paper 2 (50%) 1 hour 45 minutes

Each paper is worth 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

The exams will measure how students have achieved the following assessment objectives.

**AO1:** Demonstrate knowledge and understanding of religion and beliefs including:

**AO2:** Analyse and evaluate aspects of religion and belief, including their significance and influence.

*If you have any queries relating to RS, please contact Miss Wheeler.*

## POST 16

### Opportunities and careers

As well as providing an excellent knowledge base in religious studies, this GCSE course is ideal for:

Students who are planning to study the following A Levels:

- ❑ Religious Studies
- ❑ Law
- ❑ Sociology
- ❑ Philosophy
- ❑ Politics
- ❑ Psychology

Future career in:

- ❑ Law
- ❑ Journalism
- ❑ Social Services
- ❑ Education
- ❑ Policing
- ❑ Health & Social Care

# SPORT STUDIES

## Course Outline

This course provides a healthy balance of practical and theoretical learning opportunities for students. Students learn about topical issues related to sport, whilst also developing their appreciation of the value of sport and physical activity. Students will develop their skills as a performer and a leader; whilst also increasing their personal and social skills supporting their future employability across a range of job sectors.

### R184: Contemporary issues in sport

In this unit students will learn a range of topical and contemporary issues in sport, relating to participation levels and barriers to participation. Students will learn the role of sport in promoting values. The positive and negative implications of hosting major sporting events for a city or a country. The role of National Governing Bodies in developing sport and how technology is used in sport.

### R185: Performance and leadership in sports activities

Students are assessed as a **performer in two sporting activities** and will develop skills and techniques to apply in competitive situations. Students will also learn how to effectively plan, lead and review safe and effective sporting activity sessions. Students will then be assessed as a **leader in one sporting activity** of their choice, where they will deliver to younger students.

### R187: Increasing awareness of outdoor and adventurous activities

In this unit students will have the opportunity to participate in Outdoor Adventurous Activities such as Mountain Biking, Kayaking or Orienteering. Students will be assessed on their communication and teamwork skills whilst undertaking **one practical activity**. Students will learn the importance of clothing, equipment and technology to maintain safety. Students will understand the physical, mental and social benefits of participating in OAA.

**Qualification:** LEVEL 1/2 Cambridge National in Sports Studies  
**Exam Board:** OCR

## ASSESSMENT METHOD:

### R184: Contemporary issues in sport (40% of overall mark)

Written paper: 1 hour 15 minutes – 70 marks (80 UMS marks)

### R185: Performance and leadership in sports activities (30% of overall mark)

Centre assessed tasks OCR moderated: 12-14 guided learning hours – 60 marks

### R187: Increasing awareness of outdoor and adventurous activities (30% of overall mark)

Coursework – OCR set assignment and OCR moderated 10-12 hours – 60 marks

*If you have any queries relating to PE, please contact Mr Gibbons.*

## POST 16

### Opportunities and careers

This course develops a number of transferable skills, including effective communication and problem solving. These are important parts of the course and traits that all employers look for.

Learners who achieve this OCR qualification could progress onto Level 3 qualifications and A Levels, such as:

- Level 3 BTEC Sport or Public Services
- A Level PE.

This course can also equip students with the knowledge to pursue qualifications or careers in the following sectors:

- Fitness industry
- Public Services and Armed Forces
- Health and Education.
- Sport and leisure



# STATISTICS

## Course Outline

This course is ideal if you love maths and want to take your learning even further. Statistics rule the world, whether you are modelling weather patterns or working out who to target your product to, you are using statistics. This course gives you a solid introduction to the subject and will support your hard work in mathematics.

-----

### COLLECTION OF DATA

students will learn how to plan an investigation, recognise and interpret different types of data, learn about populations and sampling techniques, and consider their reliability.

### PROCESSING, REPRESENTING AND ANALYSING DATA

students will build on their knowledge from Key Stage 3 maths and learn about measures of averages including mean, median, mode as well as introducing other measures. They will be taught how to interpret complex data using measures of correlation; this will include some they already know such as scatter diagrams, but also introduce exciting modelling such as SPearman's rank correlation coefficient and Pearson's product moment correlation coefficient. Finally, students will analyse time series data, identifying trends and calculating moving averages.

### PROBABILITY

students will build on their existing knowledge regarding probability. Students will also learn about probability distributions (such as Binomial and Normal distributions) and know how to interpret characteristics of these.

### Further Maths Topics

Number  
Algebra  
Coordinate Geometry (2 dimensions only)  
Calculus  
Matrix Transformations  
Geometry

**Qualification:** GCSE

**Exam Board:** AQA

## ASSESSMENT METHOD:

100% Examination

Unlike Maths, both papers test the same content and both papers allow the use of a calculator.

Paper 1 & Paper 2 – 90 minutes each

- The collection of data
- Processing, representing and analysing data
- Probability

*If you have any queries relating to Statistics, please contact Ms O'Neil*

## POST 16

### Opportunities and careers

This course develops a number of transferable skills, including a strong understanding of numeracy, problem solving and understanding data. These are important parts of the course and traits that all employers look for.

Learners who achieve this qualification could progress onto Level 3 qualifications and A Levels, such as:

- A Level Maths, A Level Statistics
- Engineering

This course can also equip students with the knowledge to pursue qualifications or careers in the almost all sectors. Statistical knowledge is a highly transferable skill-set and rated highly in industry.

# APPLICATION FORM

Now you have read through the information on the Option subjects it's time to complete the Application form

The application form for your Option choices can be found in the '[2023 Options Guidance Classroom](#)'. You can also use this link, which will take you straight to the application form - [Application Form](#)

You will need to be signed into your **School Google Account** to complete the application form.

You are required to choose 1 subject from the **EBaac Subject** list and 2 subjects from the **Option Subject** list. You will also need to choose 1 reserve subject from the Option Subject list. The application form must be completed by **Friday 17th March**

You are also required to choose either History or Geography to study in year 10 and 11

If you have any questions or queries please contact the subject lead teacher (this information can be found on the Option Subject pages) or email Mr Greenway - [paul.greenway@asap.org.uk](mailto:paul.greenway@asap.org.uk)

EBaac Subject	Option Subject
Geography	Art and Design
History	Child Development
	Creative iMedia
	Drama
	Engineering Design
	Food, Preparation and Nutrition
	French
	Hair and Beauty Studies
	Health and Social Care
	Religious Studies
	Sport Studies
	Statistics

## STEP ONE



Please choose one subject from the EBaac subject list

## STEP TWO



Please choose 2 subjects from the Option Subject list You will also need to choose 1 reserved subject from this list.

## NB

There are no guarantees you will be able to study all of your preferred choices as it depends on the number of students who opt for each course and the availability of staffing; the course needs to be viable to run. We will always try to ensure you receive your 1<sup>st</sup> choice.

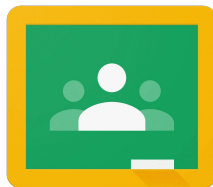
## Notes and Questions

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

For any further support and Guidance please visit the

**Options Guidance Classroom**

**Classcode: m7i4awt**



Google Classroom

Or visit our dedicated careers website

**[www.ASAPaspirations.co.uk](http://www.ASAPaspirations.co.uk)**