



# Year 9 Options Booklet 2024-26

## ASPIRE & ACHIEVE



**Magna** Academy  
Poole  
an Aspirations Academy

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# Welcome and Introduction

## MR HALL

Your Year 9 Options Booklet sets out the subjects available to study for all students in Years 10 and 11 (Key Stage 4) and is designed to help Year 9 students make the right decisions to help them aspire and achieve.

The Key Stage 4 curriculum offer is ambitious and varied, allowing a personal approach in order to meet individual needs and aspirations.

As students look forward to joining Year 10 and beginning their examination courses, it is important that they choose the subjects which are right for them.

Students should be encouraged to think very carefully about choosing the most suitable options. They should consider which subjects they will enjoy and the subjects that will enable them to progress to the next stage of their education or training beyond Year 11.

Having a genuine interest and enthusiasm in a subject is always a sound basis from which to start their selection.

The choices are for students and parents to make. Students should not choose a particular subject because they get on well with a teacher or because a friend chooses it. The chances are that students will have different teachers and may not be in the same class as their friend.

Currently, students will achieve the English Baccalaureate standard when they gain a grade 4 or better in GCSE English, Maths, Science, a Modern Foreign Language and either Geography or History.

Our recommendation is that, if there is a reasonable possibility that your child will want to go to one of the more established Universities and study an academic subject, they should seriously consider these particular subjects. They will have an advantage if they have a GCSE in a Modern Foreign Language and a GCSE in either Geography or History.

Even if students are not thinking about university in the future, both sixth forms/ colleges and employers view a broader set of qualifications at Grade 9 to 4 including English and Maths as a desirable standard.

I do hope you find the information provided in this booklet helpful.

We look forward with great enthusiasm to working closely with you over the next few weeks, months and years, which we are confident will result in students accessing exciting futures ahead.

When selecting an option, it is important to have an understanding of the skills it will help students develop. Use this link to [The Skills Builder Partnership](#) to access labour market research and compare the skills demand required for employment in 2030 by showing what is trending in the top ten for 2024.

These skills include:

- Analytical thinking and innovation
- Active learning and learning strategies
- Creativity, originality and initiative
- Technology design and programming
- Critical thinking and analysis
- Complex problem solving
- Leadership and social influence
- Emotional intelligence
- Reasoning, problem-solving and ideation
- Systems analysis and evaluation



Mr Hall  
Head of House and Options Lead



## OPTIONS TIMELINE

**Thursday 29th February**

- Options launch to Year 9

**w/c Monday 11 March**

- Futures personal development curriculum sessions
- Online resources shared

**Thursday 14 March**

- Options Evening

**Friday 26 April**

- Online application completed
- Application submitted

**w/c Monday 3 June**

- Options choices confirmation letters issued to all students and parents/carers

**w/c Monday 10 July**

- Options choices transition lessons and subject induction



## GCSE and Vocational Qualifications

GCSE (General Certificate of Secondary Education) is an academic qualification, taken in a number of subjects by students during Key Stage 4.

The qualification involves studying the theory of a subject with some subjects having controlled assessments as part of the criteria.

GCSE grades are awarded from 9 to 1 which are the new equivalent to grades A\* to G.

All GCSE subjects are now examined at the end of Year 11 following the removal of the modular exam system replaced with a two year linear course.

We also offer students the opportunity to follow a variety of vocational courses. Each Vocational course is equivalent to 1 GCSE and is graded at Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction\*.

Students who follow a vocational course will experience different types of assessment and teaching styles. They are matched to an assessment programme where a portfolio of controlled assessments are built up over the whole course instead of a grade that is largely determined by a final examination.

Most vocational qualifications will comprise of 25% external examination with 75% of the courses internally assessed supported by external moderation.

We use prior attainment data and national progress data to ensure each student can reach their potential.

We provide a clear indication of the likely progress of students on particular subjects. We make firm recommendations to students and parents/carers to ensure they are on the most suitable pathway of study to suit their needs, interests and aspirations.

## Grade Equivalency

New Grades	Old Style Grades	Vocational Grades
9	A**	Level 2 Distinction *
8	A/A*	
7	A	Level 2 Distinction
6	B	Level 2 Merit
5 (Strong Pass)	B/C	
4 (Standard Pass)	C	Level 2 Pass
3	D/E	Level 1 Pass
2	E/F	
1	F/G	
U	U	U

## The KS4 Curriculum Offer

Students will study a total of nine subjects overall. The nine subjects are divided across three categories:

- Core subjects
- EBacc subjects
- Open subjects

## The Core Subjects

For all students there is a compulsory part of their curriculum. These are the core subject areas of:

- English Language - four lessons per fortnight
- English Literature - four lessons per fortnight
- Mathematics - eight lessons per fortnight
- Combined Science Trilogy - ten lessons per fortnight, where students will study the three different disciplines of Science and certificate with a combined double GCSE grade
- Personal Development, Theology and Ethics and Core PE will take place during curriculum time as a non-qualification.

## The EBacc Subjects

EBacc is an award which supports students to study an ambitious and varied curriculum. This involves specific GCSE subjects which are considered essential by many university degree level courses and higher level apprenticeship providers. In order to achieve this uncertified award, students will need to gain a grade 4 to 9 in a Modern Foreign Language and Humanities subject, as well as English, Mathematics and at least two Sciences.

The majority of students that have been studying French or Spanish at Key Stage three will continue to study the same language at GCSE. Each EBacc subject has five lessons per fortnight allocated.

## The Open Subjects

Students have a wide range of subjects to choose from as optional choices. This decision has been made to ensure that all students have a varied, well-balanced and suitable curriculum throughout Years 10 & 11.

It is this blend of academic GCSE and vocational courses that ensures all students are successful in their two-year journey. Through extensive research into local labour market statistics and recommendations, we have identified a range of subjects that fit well into particular sectors that are set to grow across the South-West. These areas include, STEM (Science, Technology, Engineering & Mathematics) based industries, Health and Social Care and Travel, Tourism and Hospitality.

Students will be able to select two additional GCSE/vocational subjects from the following list:

GCSE Art • Vocational Child Development • Vocational Dance • Vocational Digital Information Technology • Vocational Drama • Vocational Engineering • Vocational Enterprise • GCSE French • GCSE Geography • GCSE History • Vocational Hospitality • GCSE/Vocational Music • GCSE Photography • GCSE Physical Education • GCSE Product Design • GCSE Spanish • Vocational Sport • Vocational Travel and Tourism

Each Open subject has five lessons per fortnight allocated. Students cannot study both GCSE Art and Photography together, due to examination board restrictions.

## Important Application Information

Using detailed Key Stage three tracking data, labour market information and the outcomes of previous cohorts, the academy has designed three bespoke options pathways. Each pathway has been carefully constructed to ensure the needs of all students are fully met and a programme of study in place to enable our students to reach their full potential to achieve the very best outcomes.

Each student will receive a bespoke letter that will have an electronic link to the online options form embedded in the content. Students will need to rank order different subjects as their preference. Please do not select the same subject more than once. Please note that we will endeavour to match students with their preferred choices of subjects but, in some cases, this may not be possible. In these cases we will attempt to match students with their next choice. It is therefore very important to consider carefully all option preferences and their rank order when completing the options form.

We hope you will find this information useful and that this process is one that gives all students excitement about their future learning opportunities.





A group of approximately ten students in school uniforms are standing in a modern school hallway. They are wearing grey blazers with blue piping, white shirts, and blue and red striped ties. The students are of various ethnicities and are looking towards the camera. The hallway has large windows and a blue pillar in the background.

# CORE SUBJECTS COURSE INFORMATION

**COMPULSORY STUDY**

## Why study English Language?

Underpinning a student's ability to make sense of the world, English Language develops reading and writing skills, looking at reading for meaning, building an understanding of interpretation and responding to a text.

The English language has established itself as one of the most widely spoken languages, with over 300 million native speakers and a far higher number of second language speakers.

English Language GCSE helps students understand and use nuances of speech, ways of building meaning and developing their ability to express their viewpoints in the most effective way possible. Combining rhetoric, creativity and reasoning, English Language sets students up with the skills they need to succeed.

"English Language is about finding meaning, interpreting ideas and voicing opinions."

## How are the topics/units structured?

Paper 1:  
Explorations in Creative Reading and Writing  
Section A: Reading: One literature fiction text for analysis  
Section B: Writing: Descriptive or narrative writing

Paper 2:  
Writers' Viewpoints and Perspectives  
Section A: Reading: One non-fiction text and one literary non-fiction text for analysis  
Section B: Writing: Writing to present a viewpoint

## How will I be assessed?

Paper 1:  
• 105 minutes  
• worth 50% of total marks  
• 80 marks

Paper 2:  
• 105 minutes  
• worth 50% of total marks  
• 80 marks

Spoken Presentation and Questioning:  
10 minutes

## What pathways could I follow after Year 11?

Colleges and Sixth Form offer English Literature and English Language as an A-Level.

Some of the following are popular choices:

- History
- Geography
- Sociology
- Philosophy
- Business Studies

With an English qualification students can unlock the door to any desired degree pathways. Popular choices include: Arts, Humanities and Sciences

## What are my possible career outcomes?

English is useful for a range of careers in particular:

- Journalism
- Editorial Law
- Digital Media
- Marketing

However, most popular careers for people with English qualifications include:

- Teaching
- Administration
- Publishing
- Medical Secretary
- Personal assistance
- Copywriter

Note: A good grade in English Language will help in any career.





## Why study English Literature?

In English Literature we tackle some of the life's greatest questions, analysing society, human nature and cultural perspectives. We explore the world around us through a range of outstanding texts which have stood the test of time.

English Literature helps students develop analytical thinking, from a variety of perspectives, challenging the attitudes of the past and exploring their relevance to our present and ability to shape the future.

Students will build rhetoric skills, exploring interpretations of texts and ensuring these are well reasoned, well developed and well explained.

"English Literature is not just about books. The skills we learn in it underpin every other subject we study. I use my English skills in all coursework."  
(Lily, Year 10)

## How are the topics/units structured?

**Paper 1: Shakespeare and The 19th Century Novel**  
Students will answer one question on each text. Students will be required to write in detail about an extract from the play and the novel and then to write about the play and the novel as a whole.

**Paper 2: Writers' Viewpoints and Perspectives**  
Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Poetry:** Students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster.

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

## How will I be assessed?

Paper 1:

- 105 minutes
- worth 40% of total marks
- 64 marks

Paper 2:

- 135 minutes
- worth 60% of total marks
- 96 marks

## What pathways could I follow after Year 11?

Colleges and Sixth Form offer English Literature and English Language as an A-Level.

Some of the following are popular choices:

- History
- Geography
- Sociology
- Philosophy
- Business Studies

With an English qualification students can unlock the door to any desired degree pathways. Popular choices include: Arts, Humanities and Sciences

## What are my possible career outcomes?

- Copywriter
- Proofreader
- Journalism
- Editorial
- Law
- Teaching
- Writing

Popular careers after studying English literature are:

- Performing Arts
- Theatrical Design
- Media Marketing
- Artistic Director



## Why study Mathematics?

This course aims to equip students with the skills, knowledge and understanding required for a strong foundation for further academic courses, vocational study and employment.

Students will have the opportunity to study maths to A Level, which is appropriate for progression to a full range of courses in further and higher education.

This course enables students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of ways

Employers place a high value on maths qualifications due to the rigorous demands of the subject content and the wider transferable skills, including logical thinking, problem solving and reasoning.

## How are the topics/units structured?

The GCSE Mathematics qualification covers the following topic areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

## How will I be assessed?

Paper 1:

- non-calculator
- 90 minutes
- 80 marks

Paper 2:

- calculator
- 960 minutes
- 80 marks

Paper 3:

- calculator
- 90 minutes
- 80 marks

## What pathways could I follow after Year 11?

GCSE Maths can lead to level 3 (A Level) mathematics courses as well as Level 3 and undergraduate courses in a variety of subjects, including:

- Sciences
- Geograph
- Psychology

where the understanding and application of mathematics is crucial.

Students that wish to pursue a career in Engineering or Computer Science at university should consider Further Mathematics A Level.

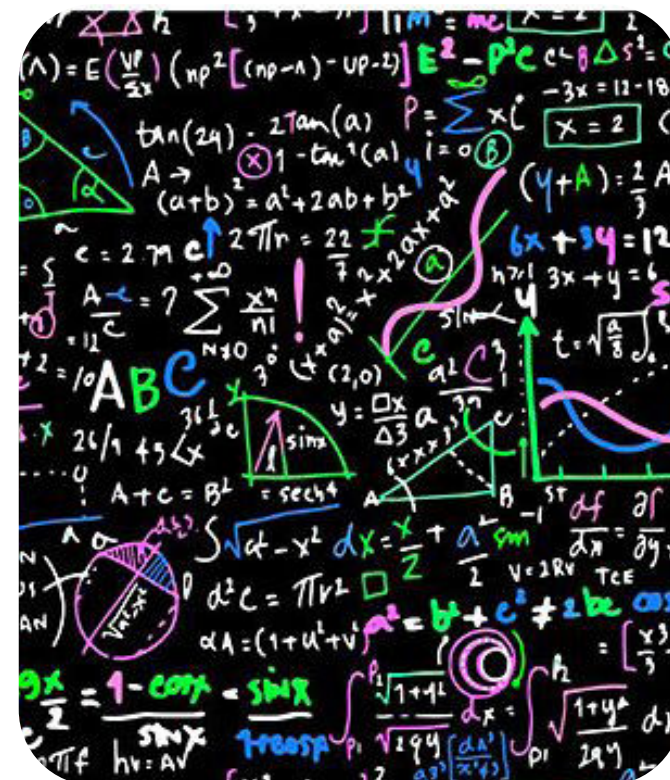
Mathematics supports a wide range of vocational courses and apprenticeships, including:

- Construction
- Engineering
- Electronics
- Computing

## What are my possible career outcomes?

A wide range of careers use mathematical skills and knowledge, including architecture and construction, computing, accountancy/financial services, engineering, medicine, aviation, armed services and environmental services.

Note: A good grade in Mathematics will help in any career and show an ability to follow instructions in an organised, methodical and precise manner.





## Why study Combined Science Trilogy?

Science is an engaging, exciting and accessible, yet aspirational subject that is relevant to every aspect of life. Students will learn about things smaller than an atom to the size of the universe.

There is a huge body of knowledge that will give students a better understanding and appreciation of everything around them such as how the body works, to why the sky is blue, but more importantly, will develop critical thinking and problem solving skills, as well as a framework to be able to address any future difficult and messy problems.

Students will learn how to decide whether they can trust information, how new information is generated and why the development of new information is important when tackling problems such as climate change, replacing fossil fuels or curing cancer.

Many students will go on to careers that are directly related to a scientific field, others will use the skills that they learn in Science to help them in other chosen areas, the value of Science is that it will be relevant to whatever students choose to do in the future.

## How are the topics/units structured?

### Physics

Forces • Energy • Waves • Electricity • Magnetism and Electromagnetism • Particle Model of Matter • Atomic Structure

### Biology

Cell Biology • Organisation • Infection and Response • Bioenergetics • Homeostasis and Response • Inheritance, Variation and Evolution • Ecology

### Chemistry

Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources

## How will I be assessed?

This double award is worth two GCSEs and is made up of two equal or adjacent grades. There are 17 possible grade combinations, for example, (9-9), (9-8), (8-8), (8-7,) – through to (1-1).

- The final combined grade is based on a total of 6 exams papers.
- Students will sit six 1 hour 15 minute written exams, two in each discipline (Biology, Chemistry and Physics)
- Each exam is worth 16.7% of the final GCSE.
- Each exam is 70 marks.
- Students will sit Foundation or Higher Tier based on prior attainment and teacher recommendation.

## What pathways could I follow after Year 11?

There are several A-level subjects that students can take after their GCSEs: Biology, Chemistry, Physics and Environmental Science. Alternatively, there are BTEC Science courses which could see students obtaining a Level 3 qualification in Applied Science, Applied Human Biology, Pharmaceutical Science, Forensic and Criminal Investigation, Dental Technology, Pharmacy Service Skills and Laboratory Science.

These Level 3 A-Level or BTEC courses could provide students with the opportunity to complete a Science-related degree such as Nursing, Dentistry, Medicine, Sports Science, Biology, Chemistry, Physics, Astronomy, Pharmacology, Forensic Science, Veterinary Science and many more. However, it is worth noting that many university undergraduate degrees are Bachelor of Science (BSc) courses, regardless of the subject. The skills needed to be successful in them are founded in Science, so Science GCSE provides an excellent foundation to prepare students for future success.

There are also various apprenticeships in Science where good science GCSEs may allow students to be paid whilst working for a qualification.

## What are my possible career outcomes?

Careers could be directly related to a Science qualification such as:

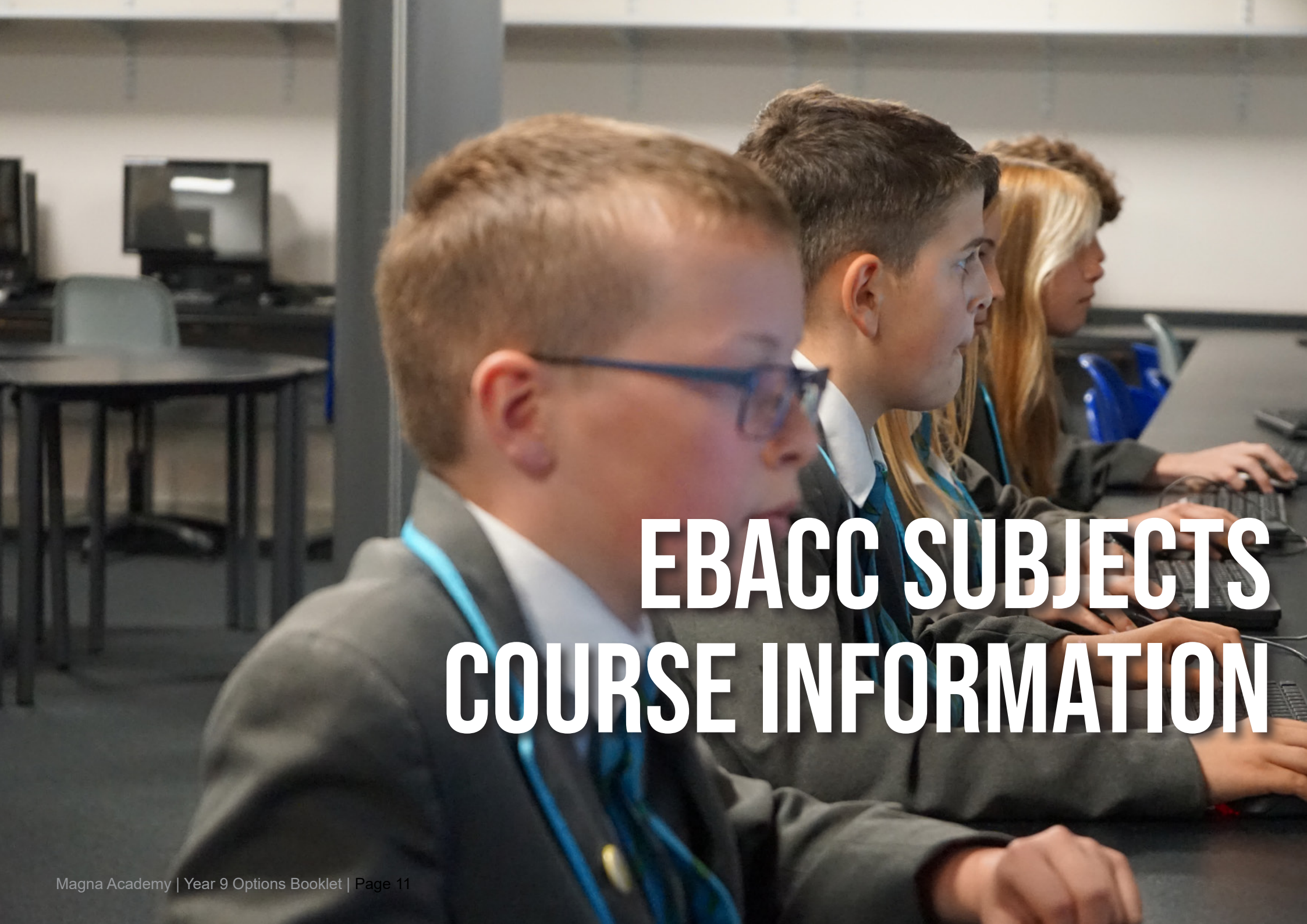
Medicine • Nursing • Physiotherapy • Veterinary Work • Sports Scientists • Nutritionist • Chemical Engineer • Mechanical Engineer • Forensic Scientist

However, there are many other roles where a good knowledge and application of Science are essential for the role such as:

Bricklayer • Carpenter • Plumber • Gas Engineer • Electrician • Hair-dresser • Make-up Artist • Childcare





A photograph of four students in a computer lab, sitting at desks and looking at computer monitors. They are wearing school uniforms (grey blazers, white shirts, and blue ties). The student in the foreground is wearing glasses. The text 'EBACC SUBJECTS COURSE INFORMATION' is overlaid in large white letters.

# EBACC SUBJECTS COURSE INFORMATION

## Why study French?

A GCSE in French is for students who are driven by precision, creativity and curiosity for the language and culture of francophone countries.

If a student's strengths lie in problem solving, empathy and analysis, a GCSE in French is the right choice.

"I learnt French because it's a challenge. A mountain to climb. A skill and a talent." (Lana, Year 10)

"Learning French is never boring and it's something you can even do outside of school because it's so enjoyable." (Simon, Year 10)

"I chose French because I wanted to know what the candlestick was saying in Beauty and the Beast. I also find it more eloquent and sophisticated than Spanish, and it makes me sound clever!" (Katie, Year 10)

## How are the topics/units structured?

Students will study the following themes, assessed through four exams:

### 1: Identity and Culture

Relationships with family and friends • Marriage and relationships • Social media • Freetime • Customs and festivals

2: Local, national, international and global areas of interest  
Home and local area • Travel and tourism • Social issues • Global issues

3: Current and future study and employment  
School • University or work? • Options post-16

## How will I be assessed?

**Written Exam:** 35m (Foundation Tier), 45m (Higher Tier)  
Listening: Understanding and responding to spoken extracts comprising the defined vocabulary and grammar

for each tier. Dictation of short, spoken extracts (25% of GCSE).

**Written Exam:** 45m (Foundation Tier), 60m (Higher Tier)  
Reading: Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they're embedded in written sentences. Translating from French into English (25% of GCSE).  
Speaking: Speaking using clear and comprehensible language to undertake a role-play. Carry out a reading aloud task. Talk about visual stimuli (25% of GCSE).

**Written Exam:** 70m (Foundation Tier), 75m (Higher Tier)  
Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into French (25% of GCSE).

## What pathways could I follow after Year 11?

- A Level French
- A Level English Language
- A Level English Literature
- BTEC Travel and Tourism
- A Level Law
- Diploma in Air Cabin Crew

There is a range of apprenticeships linked to languages, such as:

- Leisure
- Travel and Tourism, e.g. leisure travel consultant
- Retail & Commercial Enterprise, e.g. hotel supervisor
- Health, Public Services & Care, e.g. information services coordinator
- Education & Training, e.g. learning support assistant

## What are my possible career outcomes?

- Translator
- Interpreter
- MI6/GCHQ
- Journalism
- Air Steward/Cruise Ship Entertainment
- Law
- User Experience (UX) designer
- Import-export clerk (particularly useful post Brexit)
- Digital marketer
- Further Education Lecturer
- Security Service personnel
- Web developer for companies like Amazon
- Aid worker helping people in overseas countries affected by man-made and natural disasters





## Why study French?

Geography tackles the big issues: People, places, processes, environmental responsibility and global interdependence. Our world is likely to change more in the coming decades than it has ever done before. Geography explains why this is and helps to prepare you for those changes.

The GCSE covers a diverse range of topics and helps you develop many transferable attributes, such as literacy, oracy, analytical skills, decision-making and evaluating abilities.

Geography is increasingly desirable in employment and further education, because it is contemporary and far-reaching, and the skills developed are an asset. It combines the facts of science and the understanding of people and patterns in society and nature. As such, Geography is becoming ever more important in the public sector and the business world, as our society becomes increasingly globalised.

If a student enjoys studying Geography and they are good at it... carry on studying it!

## How are the topics/units structured?

Living with the Physical Environment:  
The Challenge of Natural Hazards • Physical Landscapes of the UK (Rivers and Coasts) • The Living World (Ecosystems; Tropical Rainforests; Hot Desert Environments)

Challenges in the Human Environment:  
Urban Issues and Challenges • The Changing Economic World • Resource Management (Water-Food-Energy resources)

Geographical Applications:  
Geographical Skills • Fieldwork in Human and Physical Geography

## How will I be assessed?

Paper 1:

- 90 minutes
- worth 35% of total marks

Paper 2:

- 90 minutes
- worth 35% of total marks

Paper 3:

- 90 minutes
- worth 30% of total marks

*Exam marks are awarded for content. A further twelve additional marks are awarded for spelling, punctuation and grammar (SPaG). All exams are 'Linear' (taken at the end of year 11). There are no tiers: All students will enter one level of exam.*

## What pathways could I follow after Year 11?

Colleges and Sixth Forms offer Geography (and related subjects such as Geology and Environmental Science) as an A-Level. Additionally, BTEC Travel & Tourism is available post-16 (Nationals/Level 3).

GCSE Geography is useful for Apprenticeships in:

- Surveying
- Horticulture
- Agriculture
- Land Based Engineering

or BTEC in:

- Environmental Sustainability
- Environmental Conservation

Geography A-Level is also a facilitating subject, which means that it can be useful for a whole range of university courses, keeping your options open.

Geography-related Degrees include: Physical/Human Geography • Earth Sciences • Geology • Geo-Informatics • GIS & Remote Sensing • Marine Sciences • Oceanography.

## What are my possible career outcomes?

Geography is great for any kind of career that involves:

- the environment
- planning
- collecting and interpreting data

Popular careers for people with Geography qualifications include:

Town & Transport Planning • Surveying • Conservation • Sustainability • Climate Change Modelling and Solutions • Waste and Water Management • Environmental Planning • Tourism • International Development • Weather Forecasting • Teaching





## Why study History?

History is continuously changing the world around us and historic events have helped to shape our society. Studying GCSE History will help students to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How powerful is modern America?
- What makes a great leader?

Our passionate History Department will guide students through the two years, building up transferable skills in communication, writing, argument, research, investigation and problem-solving.

"History is good because we learn about the mistakes we made in the past so we don't repeat them."  
(Connor, Year 10)

## How are the topics/units structured?

Paper 1: Understanding the Modern World  
Germany, 1890-1945: Democracy and Dictatorship  
Germany before WW1 • Germany after WW1 • Rise of Hitler • Life in Nazi Germany  
Conflict and Tension in Asia, 1950-1975  
Causes of the Cold War • The Korean War • The Vietnam War • Anti-war Protest in America

Paper 2: Shaping the Nation  
Health and the People  
Development of medical knowledge • Development of surgical techniques • Changing government attitudes towards public health  
Elizabethan England  
Elizabethan government • Life in Elizabethan England • Troubles at home and abroad

## How will I be assessed?

There are two exams at the end of this course. Papers One and Two are each worth 50% and last for two hours each. These exams consist of short answer questions and longer, essay type questions.

The skills students will be assessed on are:  
Change and continuity • Cause and consequence  
• Significance • Using evidence • Communication • Source evaluation • Interpretations • Written communication

## What pathways could I follow after Year 11?

- A Level History
- A Level Politics
- A Level English Literature
- Legal apprenticeship
- Museum apprenticeship
- BTEC Public Services
- BTEC Business

## What are my possible career outcomes?

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching



## Why study Spanish?

A GCSE in Spanish is for students who are driven by precision, creativity and curiosity for the language and culture of Spanish speaking countries. If a student's strengths lie in problem solving, empathy and analysis, a GCSE in Spanish is the right choice.

"I chose GCSE Spanish because I thought it would be a great experience to learn a new language and would offer a variety of opportunities when applying for jobs." (Holly, Year 10)

"GCSE lessons are highly focused throughout the entire hour and the teacher's attention is very helpful in order for us to really get to grips with what we are learning about." (Jack, Year 10)

"I would highly recommend it since it's a great opportunity and with practice you'll see how much you can enjoy learning a language!" (Sam, Year 10)

## How are the topics/units structured?

Students will study the following themes, assessed through four exams:

### 1: Identity and Culture

Relationships with family and friends • Marriage and relationships • Social media • Freetime • Customs and festivals

2: Local, national, international and global areas of interest  
Home and local area • Travel and tourism • Social issues • Global issues

3: Current and future study and employment  
School • University or work? • Options post-16

## How will I be assessed?

**Written Exam:** 35m (Foundation Tier), 45m (Higher Tier)  
Listening: Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts (25% of GCSE).

**Written Exam:** 45m (Foundation Tier), 60m (Higher Tier)  
Reading: Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they're embedded in written sentences. Translating from Spanish into English (25% of GCSE).  
Speaking: Speaking using clear and comprehensible language to undertake a role-play. Carry out a reading aloud task. Talk about visual stimuli (25% of GCSE).

**Written Exam:** 60m (Foundation Tier), 75m (Higher Tier)  
Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into Spanish (25% of GCSE).

## What pathways could I follow after Year 11?

- A Level French
- A Level English Language
- A Level English Literature
- BTEC Travel and Tourism
- A Level Law
- Diploma in Air Cabin Crew

There is a range of apprenticeships linked to languages, such as:

- Leisure
- Travel and Tourism, e.g. leisure travel consultant
- Retail & Commercial Enterprise, e.g. hotel supervisor
- Health, Public Services & Care, e.g. information services coordinator
- Education & Training, e.g. learning support assistant

## What are my possible career outcomes?

- Translator
- Interpreter
- MI6/GCHQ
- Journalism
- Air Steward/Cruise Ship Entertainment
- Law
- User Experience (UX) designer
- Import-export clerk (particularly useful post Brexit)
- Digital marketer
- Further Education Lecturer
- Security Service personnel
- Web developer for companies like Amazon
- Aid worker helping people in overseas countries affected by man-made and natural disasters





A photograph of two students in school uniforms walking through a hallway. The male student on the left is wearing a dark grey blazer with blue piping, a white shirt, and a blue and green striped tie. The female student on the right is wearing a similar blazer with blue piping, a white shirt, and a blue and green striped tie. They are both looking towards the right. The background features a purple wall with large white letters, several colorful abstract paintings, and a display of blue and white textured art pieces. A glass door is visible on the right side of the frame.

# OPEN SUBJECTS COURSE INFORMATION

**STUDENTS ARE REQUIRED TO SELECT TWO PREFERRED OPEN SUBJECTS**



## Why study Art?

Students who love to draw, paint and be creative should opt to take this subject. Art is about thinking outside of the box, using imagination and taking creative risks. If students have a passion for drawing, sketching, design and/or making works of art and craft then this subject is for them.

The Creative Arts industry is still one of the biggest growing globally and the increase in social media has made visual platforms a high profit industry.

Personal attributes required for the course includes self-confidence, resilience, perseverance, self-discipline and commitment.

## How are the topics/units structured?

GCSE Art, Craft and Design is designed to encourage an adventurous and enquiring approach to Art.

Students complete two units of coursework during Year 10 and the first half of Year 11. Projects are based around flexible themes. Progression of work is documented through a sketchbook. Students are expected to analyse the work of other artists and annotate their responses to the work. Analysing and exploring is through imaginative use of a range of materials. Critical and cultural understanding helps to develop an appreciation of art, craft and design and its role in the creative industries that enrich our lives.

The department and exam board places an importance on observation and recording through drawing, which can also be explored through photography (if you prefer photography to drawing, please see GCSE Photography course). Students are required to have a passion for the subject and a basic understanding of skills needed for drawing, printing, painting and sculpture. A cultural understanding of how Art is used in different times, contexts and societies is developed.

## How will I be assessed?

Unit 1: Worth 60% of overall grade  
Personal portfolio of art, marked internally and moderated externally.

Unit 2: Worth 40% of overall grade  
10 hour examination comprising of one unit of work. Externally set assignment.

For both units you are marked on:  
25% AO1: Develop ideas through investigations + critical understanding of sources  
25% AO2: Refine work by exploring ideas, experimenting with materials and techniques  
25% AO3: Record observations and ideas  
25% AO4: Present final piece that demonstrates understanding of visual language.

## What pathways could I follow after Year 11?

GCSE Art, Craft and Design aims to develop creative and imaginative abilities and practical skills. Students are encouraged to think in original ways, improve their skills and abilities and produce final outcomes that reflect this creativity.

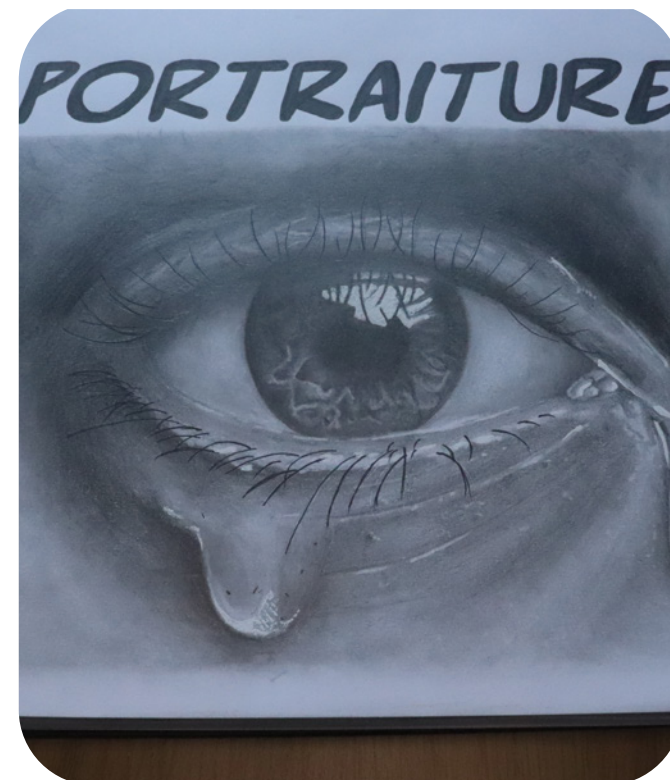
Most students go on to to study a Level 3 qualification in:

- Art and Design
- Photography
- Fashion
- Graphics
- Textiles

## What are my possible career outcomes?

- Fine Artist
- Photographer
- Sculptor
- Animator
- Film Maker

- Designer
- Architect
- Illustrator
- Fashion and Textile Designer
- Visual Merchandiser
- Print Maker
- Graphic Designer
- Production Designer
- Set Designer
- Commercial Designer



# VOCATIONAL: CHILD DEVELOPMENT

Miss V Thomas

Contact:

[vthomas@magna-aspirations.org](mailto:vthomas@magna-aspirations.org)

## Why study Child development?

Child development is for students who want to acquire sector-specific applied knowledge through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development.

Within the five areas, the following areas will be covered: the characteristics of children's development from birth up to five years, factors that affect growth and development, the importance of play, how play promotes children's learning and development, reasons why children may need support, child-friendly environments to support play, learning and development in children from birth to five years old and supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

## How are the topics/units structured?

- Component 1: Children's Growth and Development (Internal assessment)
- Component 2: Learning Through Play (Internal assessment)
- Component 3: Supporting Children to Play, Learn and Develop (External assessment)

## How will I be assessed?

Components 1 and 2 are assessed through non-exam internal assessment. The non exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities

Component 3: Supporting Children to Play, Learn and Develop requires students to demonstrate their knowledge and understanding of child development by considering

how individual circumstances across the five areas of development affect a child's ability or capacity to learn through play and meet expected development milestones. They will apply their knowledge of techniques and practices to adapt activities to meet the individual circumstances that children may experience to ensure that all children play, learn and develop.

## What pathways could I follow after Year 11?

A Levels as preparation for entry to higher education in a range of subjects Pearson BTEC Level 1/Level 2 Tech Award in Child Development.

Study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.

These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood.

## What are my possible career outcomes?

- Early years teacher
- Education consultant
- Education mental health practitioner
- Family support worker
- Health play specialist
- Learning mentor
- Play therapist
- Primary school teacher
- Special educational needs coordinator (SENCO)
- Special educational needs teacher
- Social worker
- Teaching assistant
- Youth worker





# VOCATIONAL: DANCE

## Why study Dance?

The Pearson BTEC Level 1/2 Tech Award in Performing Arts (Dance) qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and choreographing) across the creative industries, including film and television and theatre. Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career.

This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities across a range of disciplines and styles before focussing on one area in which to develop your skills and techniques, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.

## How are the topics/units structured?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment.

Learners taking this qualification will study three components, covering the following content areas:

- Exploring the Performing Arts - learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.
- Developing Skills and Techniques in the Performing Arts - learners will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers or designers.
- Responding to a Brief - learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

## How will I be assessed?

Exploring the Performing Arts - 30% - Internal assessment with assignment brief set by Pearson with 2 tasks. Externally moderated.

Developing Skills and Techniques in the Performing Arts - 30% - Internal assessment with assignment brief set by Pearson with 3 tasks. Externally moderated.

Responding to a Brief - 40% - External synoptic task set by Pearson. Externally marked.

## What pathways could I follow after Year 11?

On successful completion of the Level 1/2 BTEC Tech course, students are able to continue their studies here at Magna Academy by completing a Level 3 Technicals Performing Arts course to extend their knowledge further. Alternatively, other local colleges and Sixth Forms will also offer other Performing Arts or Dance options.

From here you could look at particular university courses in Dance such as a BA(Hons) or MA in Dance, Commercial Dance, Choreography and Dance, Dance Education, Dance and Nutrition, Dance Science, Dance (Musical Theatre), Dance: Urban Practice, Community Dance, Contemporary Dance plus many more!

## What are my possible career outcomes?

What's the point in Dance? There are many careers Dance could lead to once completing your dance qualifications. You could become a:

Dancer, Choreographer, Director, Arts Administration, Community Arts Worker, Dance Therapist, Dance Physiotherapist, Teacher, Personal Trainer, Dance Movement Psychotherapist, Dance Journalist, Dance Science, Dance Producer, Youth Worker!

A career in the performing arts can lead you anywhere! Click [here](#) for an example of transferable skills in Dance!



# VOCATIONAL: DIGITAL INFORMATION TECHNOLOGY

Mx C Cohen

Contact:

[ccohen@magna-aspirations.org](mailto:ccohen@magna-aspirations.org)

## Why study Digital Information Technology?

Digital Information Technology is for students who are passionate about information technology and who want to acquire technical knowledge and skills through vocational contexts related to data management, data interpretation, data presentation and data protection. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement any GCSE and future career pathway. The qualification will broaden a student's experience and understanding of the varied progression options available to them.

Five reasons why you should study this subject:

1. It is a growing career field
2. It has high earning potential
3. Curiosity is celebrated
4. It works in every industry
5. The work is rewarding.

## How are the topics/units structured?

- Component 1: Exploring User Interface Design Principles and Project Planning Techniques (Internal assessment)
- Component 2: Collecting, Presenting and Interpreting Data (Internal assessment)
- Component 3: Effective Digital Working Practices (Internal assessment)

## How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. Students will apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience.

## What pathways could I follow after Year 11?

A Levels as preparation for entry to higher education in a range of subjects.

Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

## What are my possible career outcomes?

- Application analyst
- Cyber security analyst
- Data analyst
- Data scientist
- Database administrator
- Information systems manager
- IT consultant
- IT technical support officer
- Software engineer
- Systems analyst





# VOCATIONAL: DRAMA

## Why study Drama?

The Pearson BTEC Level 1/2 Tech Award in Performing Arts (Acting) qualification is for students interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables students to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television and theatre. Students will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career.

This course is different from studying GCSEs as, by taking part in different types of practical vocational activities across a range of disciplines and styles before focussing on one area in which to develop skills and techniques, it gives the opportunity to apply knowledge, skills and the techniques students learn in practical ways.

## How are the topics/units structured?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. Students will also develop key skills, such as creating performance or design content for a real vocational scenario. Students taking this qualification will study three components, covering the following content areas:

- Exploring the Performing Arts - students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.
- Developing Skills and Techniques in the Performing Arts - students will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers or designers.
- Responding to a Brief - students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

## How will I be assessed?

Exploring the Performing Arts - 30% - Internal assessment with assignment brief set by Pearson with 2 tasks. Externally moderated.

Developing Skills and Techniques in the Performing Arts - 30% - Internal assessment with assignment brief set by Pearson with 3 tasks. Externally moderated.

Responding to a Brief - 40% - External synoptic task set by Pearson. Externally marked.

## What pathways could I follow after Year 11?

On successful completion of the Level 1/2 BTEC Tech course, students are able to continue their studies here at Magna Academy by completing a Level 3 Technicals Performing Arts course to extend their knowledge further. Alternatively, other local colleges and Sixth Forms will also offer other Performing Arts or Drama and Theatre Production options.

From here you could look at particular university courses in Drama such as a BA(Hons) or MA in Acting, Film Production, Production Arts, Drama and Theatre Studies, Street Arts, Contemporary Theatre, Drama Therapy, Live Events Production, Acting for Stage and Screen, Community Theatre, Stage Management plus many more!

Click on this link to the [UCAS website](#) to see Drama options for University.

## What are my possible career outcomes?

What's the point in Drama? There are many careers Drama could lead to once completing your drama qualifications. You could become a:

- Actor
- Broadcast Presenter
- Community Arts Worker

- Dramatherapist
- Theatre/Film Director
- Stage Manager
- Arts Administrator
- Choreography
- Teacher
- Talent Agent
- Solicitor, Manager
- Presenter
- Production Assistant and many more!

Click [here](#) for an example of transferable skills in Drama!



## Why study Enterprise?

Vocational Enterprise will provide a succinct overview of the process to set up and run a business as well as learning the essential skills of communication, teamwork, financial calculations and presentation.

Students will learn the logistics of local business and the importance of understanding the local and international markets and the impact of these on the future of the chosen businesses.

This course will help students to see the essential aspects of business and be able to calculate important financial documents to aid the success of any business whether it be to work in or run in the future.

## How are the topics/units structured?

### Component 1:

Exploring Business looks into the importance of understanding the purpose and role of business in the local area.

### Component 2:

Planning and pitching a mini enterprise include forming an idea for a mini enterprise and then planning how this would be set up whilst calculating the financial documents for the business.

### Component 3:

Exam Promotion and Finance includes a business based scenario with questions related to the promotion and financial choices that this business would have to make.

## How will I be assessed?

### Component 1:

A written piece of coursework and checked externally by the exam board.

### Component 2:

A written piece of coursework also assessed by the exam board.

### Component 3:

A two hour exam paper and externally marked by the exam board.

## What pathways could I follow after Year 11?

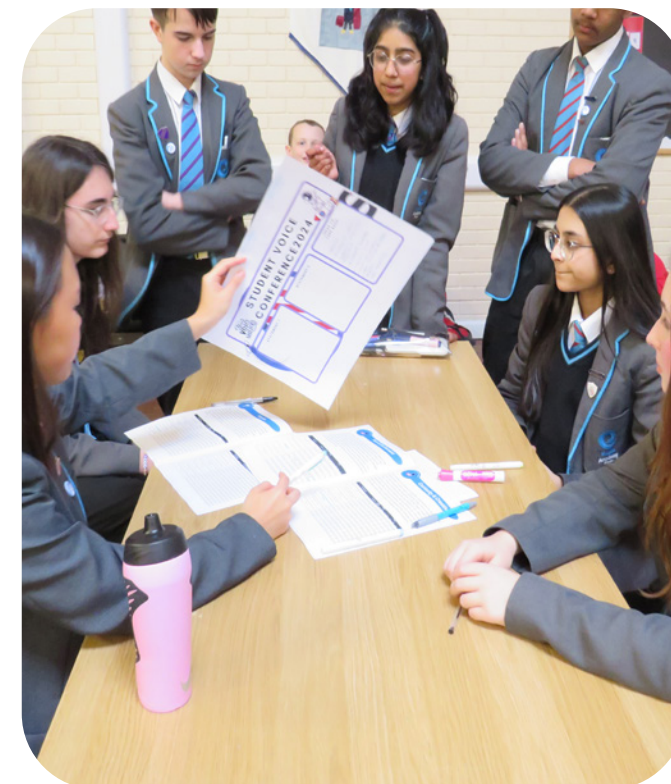
Vocational Enterprise will not restrict choices after Year 11. It will give students an open choice of any direction be it into A Levels or an apprenticeship.

Many local colleges and sixth forms offer A Level Business Studies as well as Level 3 BTEC Business Studies. Either will provide access later to university to study a vast choice of degrees ranging from Business Management to Accountancy and many more or a higher level apprenticeship.

## What are my possible career outcomes?

Vocational Enterprise will cover many different types of career-related content and could lead to a job in:

- Law
- Accountancy
- Human Resources
- Marketing
- Service Industry
- Teaching
- Manufacturing
- Insurance
- Import/Export Economics





# VOCATIONAL: HOSPITALITY & CATERING

Mr S Crabb

Contact:

[scrabb@magna-aspirations.org](mailto:scrabb@magna-aspirations.org)

## Why study Hospitality & Catering?

Studying Hospitality and Catering will develop an essential life skill, whilst also allowing students to explore producing a range of cuisines.

Whilst there is the practical element of cookery and developing skills and techniques in a range of dishes made, is not the sole aspect of this course. Hospitality and Catering explores the roles of an Environmental Health Officer, the different types of employment contracts and risk assessments in the catering industry.

Students will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation, time management, planning and communication.

This course and take their culinary expertise to the next level.

## How are the topics/units structured?

Unit 1 covers: Providers and roles in the hospitality industry. How the providers operate and what is required to be successful with customers and clients. Health and Safety Food related illness and the Environmental Health Officer

Unit 2 covers nutrition, factors affecting menu planning, the production, techniques and skills required for successful presentation of a given recipe

## How will I be assessed?

Unit 1:  
Written paper - 1hr 30mins - 40% of final mark

Unit 2:  
Internal Non Exam Assessment (NEA) - 12 hours of which includes a 3 hour practical making of food suitable from a given brief.

## What pathways could I follow after Year 11?

Studying Hospitality and Catering will allow students to continue their studies at college or Sixth Form. There are also many Apprenticeship opportunities available.

At Post-16 students will have the capacity to specialise in particular areas of interest, with both Vocational and A-Levels available such as:

- Chef de partie
- Commis chef
- Events planners
- Food tasters
- Nutritionist
- Conciage

Students can then continue your passion in a Degree in:

- Environment
- Food and Society
- Culinary Arts
- Food Bioscience
- Food and Consumer Studies

## What are my possible career outcomes?

WJEC Hospitality & Catering will provide skills that are transferable to any career involving:

- Time management
- Team working
- Working in pressured conditions
- Customer facing

Hospitality and Catering is useful to support any career that includes:

- Chef/Sous Chef
- Nutritionist
- Hotel Manager
- Restaurant Manager
- Butcher
- Cake Decorator
- Waiter
- Events Organiser



## Why study Music?

This course is an academic qualification for students who already are competent musicians and will be of at least Grade 3 standard by the start of year 11. This course is designed for anyone who has enjoyed music at Key Stage 3 and has a strong commitment to performing, composing and listening to different types of music.

During the course students perform music, develop composing skills and learn about a wide variety of music styles from different times and places.

Students are required to perform to the standard of approximately Grade 3+ or equivalent by the end of Year 11. Any instrument, including singing, and any style of music is permissible. In addition, students have the opportunity to further their theory of music skills.

Students will be developing their knowledge and understanding of music through four interrelated areas: musical forms and devices, music for ensemble, film music, and popular music.

## How are the topics/units structured?

Performance:

A performance by the student of between four to six minutes with a minimum standard of Grade 3+.

Two compositions:

One of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

Listening examination:

On the areas of study: musical forms and devices, music for ensemble, film music, and popular music.

## How will I be assessed?

Performing: 4-6 minutes: Worth 30% of total marks  
Grade 3+ standard

Composing: 3-6 minutes: Worth 30% of total marks

Appraising: Written Exam: 75 minutes: Worth 40% of total marks

## What pathways could I follow after Year 11?

A GCSE music course is essential for students who wish to study the subject at A Level and beyond.

It is useful for students wishing to pursue performing arts and related subjects beyond Year 11.

In addition, it adds a creative element to the curriculum.

The ideal student for this course is one who is already an accomplished musician, who wishes to perform to high standards and study an academic course.

## What are my possible career outcomes?

- Music composer
- Music therapist
- Instrumentalist
- Record producer

All career providers like to see that you are a well-rounded individual, and a creative subject is a great way of demonstrating this.





# VOCATIONAL MUSIC: MUSIC

Mrs K Giles

Contact:

[kgiles@magna-aspirations.org](mailto:kgiles@magna-aspirations.org)

## Why study Music?

Music is unique as it touches all parts of our lives and has a massive impact on it, without us necessarily acknowledging it. Do you listen to music on your phone? Have you ever watched a film with its soundtrack removed? Humans seek music out to express themselves and their emotions.

This course is designed for students who have enjoyed KS3 Music and wish to develop as a musician and a performer. The BTEC Tech Award in Music Practice is a specialist music industry vocational qualification with a practical focus. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful music performer and producer.

As part of this course you will build on the skills you have learnt in KS3 Music on different instruments and learn how to use a DAW (a Digital Audio Workstation), continue to grow your ability as a performer and also develop your skills as a composer. You also look at different types of popular music and find out how different types of music are unique from each other and what inspired their creation. The types of music we study is flexible so can be changed to suit your interests with everything from Baroque Music to Dub-Step being on the syllabus.

## How are the topics/units structured?

Component 1 - Exploring Musical Products and Styles (Internal Assessment)

Component 2 - Musical Styles Development (Internal Assessment)

Component 3 - Responding to a Musical Brief (External Assessment)

## How will I be assessed?

Components 1 and 2 are assessed through non-exam internal assessment. Component 3 is externally assessed. Component 1 (worth 30% of your grade) consists of 2 tasks combining both written and practical elements

Component 2 (worth 30% of your grade) consists of both written and practical elements.

Component 3 (worth 40% of your grade) involves planning and responding to a vocational scenario given to you by the exam board.

## What pathways could I follow after Year 11?

A music course is essential for those students who wish to study the subject at college and beyond and it is useful for students wishing to pursue Performing Arts and related subjects.

In addition, it adds a creative element to the curriculum. The ideal student for this course is one who is open minded, enjoys all types of music and has a love of playing music and creating their own music through a variety of means.

## What are my possible career outcomes?

There are a wide variety of careers that are linked to the study of Music, specialist ones include:

- Music composer
- Music therapist
- Instrumentalist
- Record producer

However, many people who study Music also go on to enter the fields of Law, Journalism, other media, including TV, Radio and Podcasts. All career providers like to see that you are a well-rounded individual, and a creative subject is a great way of demonstrating this.



## Why study Photography?

GCSE Photography is for students who will enjoy the immediacy of producing lens-based imagery.

We all take snap shots to remember events and people, but we would all like to be more imaginative and creative with our photography.

No previous experience is necessary if students wish to join this course.

However, it is vital that students have a genuine excitement at the prospect of making and being creative with their images.

## How are the topics/units structured?

In Year 10, students will learn the functions of a Digital Single Lens Reflex camera and about the basics of digital photography. They will learn about exposure, and shutter speeds (controlling motion) and aperture (controlling the depth of field).

Lighting is also an important part in taking an ideal photograph and students will experiment with composition and different lighting techniques. In our darkroom students will learn about traditional photography and the use of the film camera and the process of developing film and making prints and photograms in the darkroom.

Students complete two units of coursework during Year 10 and the first half of Year 11. Most of the recording and visual analysis will be made using a camera but some development work will be created using other media.

Students will investigate the work of photographers from past and present who, although having a much shorter history than other visual artists, have produced sometimes beautiful, occasionally frightening but always thought-provoking work. Progression of work is documented through a sketchbook.

Students are expected to analyse the work of other photographers and annotate their responses to the work. Students will use new found skills to produce final outcomes that reflect the world as seen through their eyes.

## How will I be assessed?

Unit 1: Worth 60% of total marks  
Personal portfolio of photography, marked internally and moderated externally.

Unit 2: Worth 40% of total marks  
10 hour examination comprising of one unit of work. Externally set assignment.

For both units you get marked on:

25% AO1: Develop ideas through investigations and critical understanding of sources  
25% AO2: Refine work by exploring ideas, experimenting with materials and techniques  
25% AO3: Record observations and ideas  
25% AO4: Present final piece that demonstrates understanding of visual language

## What pathways could I follow after Year 11?

GCSE Photography aims to develop creative and imaginative abilities and practical skills. Students are encouraged to think in original ways, improve their skills and abilities and produce final outcomes that reflect this creativity.

Most students go on to study a Level 3 qualification in:

- Art and Design
- Photography
- Fashion
- Graphics
- Textiles

## What are my possible career outcomes?

- Photographer
- Film Maker
- Digital Editor
- Illustrator
- Graphic Designer
- Production Designer
- Set Designer
- Commercial Designer
- Media Director





## Why study Product Design?

GCSE Product Design is a brilliant choice for students that enjoy being creative and solving real-life design challenges. This qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes.

Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Over the next ten years, there will be 1.5 million jobs available in the creative sectors. Choosing GCSE Product Design is a great starting point on your journey into a rewarding and evolving career.

## How are the topics/units structured?

Non-Exam Assessment: Practical application of:  
Core technical principles • Specialist technical principles  
• Task • Designing and making principles • Substantial design and make activity.

Exam Assessment:

Section A: Core Technical Principles: 20 marks

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B: Specialist Technical Principles: 30 marks

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C: Designing & Making Principles: 50 marks

A mixture of short answer and extended response questions.

## How will I be assessed?

Non-Exam Assessment: approx 30-35 hours: 100 marks  
Worth 50% of total marks  
Living with the Physical Environment

Written Exam: 120 minutes: 100 marks  
Worth 50% of total marks

## What pathways could I follow after Year 11?

There is a wide range of related subjects that you could study at either a college or Sixth form as an A-Level. There are also opportunities with BTECs and Apprenticeships to continue your passion. Some areas you could study are:

- 3D Product Design
- Art & Design
- Engineering
- Construction
- Graphic Design
- Theatre Set Carpenter

There is also a wide range of Degrees including:

- Spatial & Interior Design
- Illustration
- Architectural Design
- Designer Maker
- Jewellery, Materials and Design
- Retail design

## What are my possible career outcomes?

- Potential career routes include:
- Product Design
- Graphic Design
- Engineering
- Architecture
- Jewellery Design
- Automotive Design
- Web Design
- Prosthetics Design



## Why study Sport?

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the health benefits of regular participation in sport and physical activity. These contribute significantly to the quality of a person's life and as such, there is a need to ensure there are sufficient people working in the industry to meet this demand.

The qualification will give learners the opportunity to develop a broad knowledge and understanding of the sport sector, and to explore the specialist skills such as analysis, planning, leadership and communication that are key to a successful career in the sporting industry.

## How are the topics/units structured?

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

- Explore Types and provision of sport and physical activity for different types of participant
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in sport and physical activity

Component 2: Taking Part and Improving Other Participants' Sporting Performance

- Understand how different components of fitness are used in different physical activities
- Be able to participate in sport and understand the roles and responsibilities of officials
- Demonstrate ways to improve participants sporting techniques

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity

- Explore the importance of fitness for sports performance
- Explore fitness testing to determine fitness levels

- Investigate different fitness training methods
- Investigate fitness programming to improve fitness and sports' performance

## How will I be assessed?

Component 1 - Non Examined Assessment (completed and assessed in Year 1 of the course)

30% of final grade

Consists of 3 tasks which are evidenced by a combination of written reports, lesson plans and video evidence of coaching scenarios

Internally marked, externally moderated

Component 2 - Non Examined Assessment (completed and assessed in Year 1/2 of the course)

30% of final grade

Consists of 4 tasks which are evidenced by a combination of written reports, lesson plans and video evidence of coaching students

Internally marked, externally moderated

Component 3 - Written Exam: 90 minutes (completed in Year 2 of the course)

40% of grade

The assessment consists of multiple-choice, short answer questions and a combination of 4 and 6 mark extended answer questions.

## What pathways could I follow after Year 11?

BTEC Level 3:

- National Certificate in Sport, Fitness & Personal Training
- National Diploma in Sport, Fitness & Personal Training
- National Extended Diploma in Sport, Fitness & Personal Training

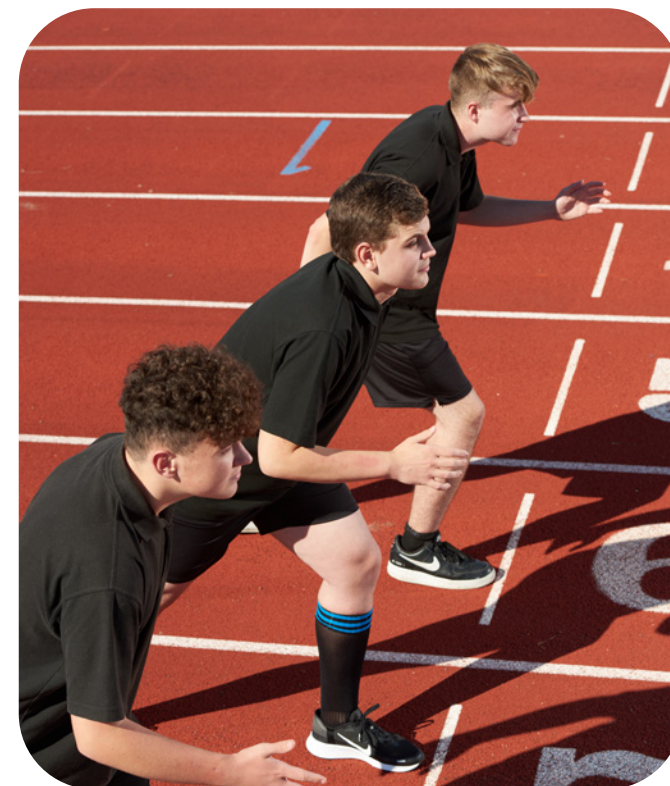
A-Level:

- PE
- Sport Studies
- Sport Science

Level 3 Certificate in Instructing Weight Training  
BTEC Level 3 National in Public Services

## What are my possible career outcomes?

- PE Teacher
- Sports Coach
- Fitness Instructor
- Personal Trainer
- Armed Forces
- Physiotherapist
- Sports Analyst
- Leisure and Recreation Assistant
- Sports Development Officer
- Sports Centre Manager





# VOCATIONAL: TRAVEL & TOURISM

Miss E Jameson

Contact:

[ejameson@magna-aspirations.org](mailto:ejameson@magna-aspirations.org)

## Why study Travel & Tourism?

This exciting and challenging course will introduce you to the travel and tourism sector. The travel and tourism sector in the UK is the third largest employer and employs nearly 3 million people.

Students will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. Students will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. Students will also have the opportunity to study international travel and tourism. Students will develop key skills, such as research, report drafting and writing skills and project management.

## How are the topics/units structured?

Component 1 is about Travel and Tourism Organisations and Destinations and you will learn about different providers and products and services around the UK, as well as understanding why people travel to different places.

Component 2 is about the Customer Needs in Travel and Tourism and will lead to an understanding of how destinations and providers change their services to suit needs of the travellers.

Component 3 is all to do with Influences on Global Travel and Tourism it will look at different facts such as the media's influence as well as new destinations and legislations

For each unit outcome students will gain credit, these credits will determine an overall grade, from: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*.

## How will I be assessed?

Component 1 will be assessed internally through coursework in Year 10 and Component 2 will be internally assessed in Year 11.

Component 3 will be assessed as an external exam at the end of the Year 11.

A random sample is selected by an external moderator towards the end of the two-year course.

## What pathways could I follow after Year 11?

- BTEC Extended Diploma in Travel and Tourism
- City and Guilds Level 3 Diploma in Travel and Tourism
- BTEC Level 3 National Diploma in Sport, Fitness and Personal Training
- Diploma in Air Cabin Crew and Ground Operations
- BTEC Level 3 National Diploma in Public Services

## What are my possible career outcomes?

- Tour Operator
- Travel Agent
- Cabin Crew
- Tour Guide
- Hotel Manager
- Holiday Representative
- Event and Hospitality Management
- Travel Journalist
- Tourism Marketing
- Event Planner



# Inspiring the Future

Run by the Education and Employers charity as part of Inspiring The Future, [icould.com](http://icould.com) can be used as a standalone resource or to support Inspiring future career choices.

Free and simple to use, icould.com features over 1000 videos of people talking about their careers – explaining their job role, career path, and how different factors have shaped their direction. Each video is matched with labour market information – such as salary, qualifications and future employment – bringing together first-hand insight with practical next steps.

The site also features a range of written guides and articles covering issues such as GCSE options or university choices; exams and revision; and finding and applying for jobs.

Please take a look at our A to Z job search listed below:

<a href="#">Academy Operations Manager</a>	<a href="#">Dentist</a>	<a href="#">Games Developer</a>	<a href="#">Mountaineering Instructor</a>	<a href="#">Psychotherapist</a>	<a href="#">Tornado Pilot</a>
<a href="#">Accounts Assistant</a>	<a href="#">Deputy Electrician</a>	<a href="#">Games Tester</a>	<a href="#">Museum Curator</a>	<a href="#">Quantity Surveyor</a>	<a href="#">Traffic Planner</a>
<a href="#">Activity Instructor</a>	<a href="#">Detention Officer</a>	<a href="#">Gardener</a>	<a href="#">Music Producer</a>	<a href="#">Radio DJ</a>	<a href="#">Train Driver</a>
<a href="#">Administrator</a>	<a href="#">Digital Producer</a>	<a href="#">General Maintenance Assistant</a>	<a href="#">Nail Technician</a>	<a href="#">Radiographer</a>	<a href="#">Trainee Assistant Practitioner</a>
<a href="#">Air Ambulance Dispatcher</a>	<a href="#">Dispatch Manager</a>	<a href="#">Graphic Designer</a>	<a href="#">Nurse</a>	<a href="#">Railway Conductor</a>	<a href="#">Trainee Auditor</a>
<a href="#">Airline Pilot</a>	<a href="#">Doctor</a>	<a href="#">Graphics Artist</a>	<a href="#">Nursery Assistant</a>	<a href="#">Reception Manager</a>	<a href="#">Trainee GP</a>
<a href="#">Animal Keeper</a>	<a href="#">Dog Rehomer</a>	<a href="#">Hairdresser</a>	<a href="#">Occupational Therapist</a>	<a href="#">Recruitment Adviser</a>	<a href="#">Trainee Pharmacist</a>
<a href="#">Animation Director</a>	<a href="#">Donor Development Officer</a>	<a href="#">Head of Media Relations</a>	<a href="#">Optometrist</a>	<a href="#">Red Arrows Engineer</a>	<a href="#">Trainee Solicitor</a>
<a href="#">Assembly Manager</a>	<a href="#">Drama Therapist</a>	<a href="#">Head Zookeeper</a>	<a href="#">Outdoor Instructor</a>	<a href="#">Research Assistant</a>	<a href="#">Upholsterer</a>
<a href="#">Assembly Technician</a>	<a href="#">Drug Dog Handler</a>	<a href="#">Healthcare Assistant</a>	<a href="#">Paint Mixing Operative</a>	<a href="#">Rope Access Trainee</a>	<a href="#">Valet</a>
<a href="#">Assistant Cook</a>	<a href="#">Education Officer</a>	<a href="#">Helicopter Pilot</a>	<a href="#">Para Legal</a>	<a href="#">Sales Trainee</a>	<a href="#">Veterinary Nurse</a>
<a href="#">Auctioneer</a>	<a href="#">Employment Adviser</a>	<a href="#">Heritage Assistant</a>	<a href="#">Paramedic</a>	<a href="#">School Nurse</a>	<a href="#">Violin Bow Maker</a>
<a href="#">Audio Designer</a>	<a href="#">Engineering Apprentice</a>	<a href="#">Intelligence Analyst</a>	<a href="#">Park Ranger</a>	<a href="#">Second Officer</a>	<a href="#">Vocal Leader</a>
<a href="#">Audiologist</a>	<a href="#">Entomologist</a>	<a href="#">Interpretation Officer</a>	<a href="#">Passenger Check In Officer</a>	<a href="#">Security Officer</a>	<a href="#">Voluntary Services Manager</a>
<a href="#">Beauty Manager</a>	<a href="#">Entrepreneur</a>	<a href="#">IT Specialist</a>	<a href="#">PE Teacher</a>	<a href="#">Senior Staff Nurse</a>	<a href="#">Waiting</a>
<a href="#">Beauty Therapist</a>	<a href="#">Environment Officer</a>	<a href="#">Jewellery Designer</a>	<a href="#">Personal Adviser</a>	<a href="#">Silversmith</a>	<a href="#">Wardrobe Manager</a>
<a href="#">Boom Operator</a>	<a href="#">Estate Warden</a>	<a href="#">Journalist</a>	<a href="#">Personal Assistant</a>	<a href="#">Social Worker</a>	<a href="#">Warehouse Operative</a>
<a href="#">Cafe Supervisor</a>	<a href="#">Event Administrator</a>	<a href="#">Laboratory Technician</a>	<a href="#">Personal Development Coach</a>	<a href="#">Software Engineer</a>	<a href="#">Weaver</a>
<a href="#">Camera Operator</a>	<a href="#">Exhibition Co-Ordinator</a>	<a href="#">Learning Officer</a>	<a href="#">Personal Trainer</a>	<a href="#">Solicitor</a>	<a href="#">Web Designer</a>
<a href="#">Carpenter</a>	<a href="#">Facilities Manager</a>	<a href="#">Librarian</a>	<a href="#">Pest Control Officer</a>	<a href="#">Sous Chef</a>	<a href="#">Web Developer</a>
<a href="#">Chaplain</a>	<a href="#">Fashion Buyer</a>	<a href="#">Lighting Cameraman</a>	<a href="#">Pharmacy Technician</a>	<a href="#">Space Scientist</a>	<a href="#">Windscreen Developer</a>
<a href="#">Chef</a>	<a href="#">Firefighter</a>	<a href="#">Lorry Driver</a>	<a href="#">Photographer</a>	<a href="#">Spacecraft Designer</a>	<a href="#">Yacht Broker</a>
<a href="#">Choreographer</a>	<a href="#">Fish Farmer</a>	<a href="#">Machine Operator</a>	<a href="#">Photographer</a>	<a href="#">Special Needs Teacher</a>	<a href="#">Youth Work Co-Ordinator</a>
<a href="#">Cinema Area Manager</a>	<a href="#">Fitness Advisor</a>	<a href="#">Maintenance Fitter</a>	<a href="#">Physiotherapist</a>	<a href="#">Speech and Language Therapist</a>	<a href="#">Zookeeper</a>
<a href="#">Circus Performer</a>	<a href="#">Fitness Instructor</a>	<a href="#">Makeup Artist</a>	<a href="#">Physiotherapist</a>	<a href="#">Sport Development Manager</a>	
<a href="#">Civil Engineer</a>	<a href="#">Floor Manager</a>	<a href="#">Manual Mail Sorter</a>	<a href="#">Police Constable</a>	<a href="#">Stable Staff</a>	
<a href="#">Community Musician</a>	<a href="#">Flying Paramedic</a>	<a href="#">Marketing Executive</a>	<a href="#">Porter</a>	<a href="#">Stage Technician</a>	
<a href="#">Computer Programmer</a>	<a href="#">Food and Beverage Manager</a>	<a href="#">Massage Therapist</a>	<a href="#">Postal Worker</a>	<a href="#">Station Staff</a>	
<a href="#">Concerts Assistant</a>	<a href="#">Forecourt Supervisor</a>	<a href="#">Mechanic</a>	<a href="#">Potter</a>	<a href="#">Steeplejack</a>	
<a href="#">Construction Apprentice</a>	<a href="#">Forest Craftsperson</a>	<a href="#">Mechanical Engineer</a>	<a href="#">Press Officer</a>	<a href="#">Stonemason</a>	
<a href="#">Copywriter</a>	<a href="#">Front of House Manager</a>	<a href="#">Medical Secretary</a>	<a href="#">Printer</a>	<a href="#">Store Manager</a>	
<a href="#">Countryside Manager</a>	<a href="#">Fundraising Development Officer</a>	<a href="#">Microbiologist</a>	<a href="#">Prison Officer</a>	<a href="#">Stunt Co-Ordinator</a>	
<a href="#">Cruise Director</a>	<a href="#">Fundraising Manager</a>	<a href="#">Midwife</a>	<a href="#">Programmer</a>	<a href="#">Tactical Supply Wing Supplier</a>	
<a href="#">Customer Services Assistant</a>	<a href="#">Funeral Director</a>	<a href="#">Minibus Driver</a>	<a href="#">Project Engineer</a>	<a href="#">Taxi Driver</a>	
<a href="#">Customer Services Manager</a>	<a href="#">Furniture Fitter</a>	<a href="#">Motor Vehicle Technician</a>	<a href="#">Prosthetist</a>	<a href="#">Teacher</a>	