

# Year 9 Options Booklet 2026



**ORMISTON NEW ACADEMY**



# Supporting your child's future

This is an exciting and important time for our Year 9 students. It is the first time that you and your child have been able to make choices about what they study. There are different types of courses available to them, some will be familiar, and some might not. There will be the opportunity to begin studying subjects they haven't yet experienced. This is an important time of transition for our young people, and it is our priority to ensure they are supported to make the right choices for them and their future.

This support from the Academy will come in a variety of forms over the coming weeks, from subject teachers, course leaders, form tutors, pastoral and senior staff. We also have careers advisers on hand to guide our students to appropriate choices. There will be an opportunity for students to get a taste of key stage 4 subjects, particularly those that they have not experienced before, to help them make their decision. Staff will be on hand to answer any questions you or your child may have. There will also be the opportunity to discuss the pathway your child has chosen with a member of the senior team.

In this booklet you will find a page for each of the courses we are hoping to offer from September 2026. It is important to note that it may not be feasible for all courses included here to run; this will depend on the numbers of students choosing each subject. Each page gives you a brief overview of the course content as well as suggestions of careers this may lead to, and how the course is assessed.

Mrs Rebecca Warner  
Senior Vice Principal

## Your main contact points

Mrs R Warner  
Mrs L Wilkes  
Mr M Weston

Senior Vice Principal  
Vice Principal  
Associate Assistant Principal

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# What can you do to help your child?

We encourage you to discuss the options available with your child and carefully consider with them which subjects are appropriate for them at this stage in their education.

Reasons to choose a course:

- You will be successful at it.
- You enjoy the subject, and you will want to work hard at.
- You are considering studying the subject beyond GCSE.

Reasons not to choose a course:

- You have found the subject 'easy' so far.
- Your friends are choosing the subject.
- Whether or not you like the teacher.

## When will the final choices have to be made?

Students will receive an online form they need to complete indicating their option choices. The final date for submission is Friday 13th March 2026. Your child's options will be confirmed before Easter, when we will ask you to sign to say you are happy with them. At this point, you will be able to request a meeting if you so wish. The final deadline for the process is Friday 24<sup>th</sup> April 2026.

This is a decision your child should not make alone, and I am confident that together we can support them to be successful. Please do get in touch with any of the key staff below, if you have any questions.

### Your main contact points

Mrs R Warner	Senior Vice Principal	<a href="mailto:rwarner@onewa.co.uk">rwarner@onewa.co.uk</a>
Mrs L Wilkes	Vice Principal	<a href="mailto:lwilkes@onewa.co.uk">lwilkes@onewa.co.uk</a>
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Miss A Shaw	Senior Leader Standards	<a href="mailto:ashaw@onewa.co.uk">ashaw@onewa.co.uk</a>
Mr M Blower	Senior Leader Logistics	<a href="mailto:mblower@onewa.co.uk">mblower@onewa.co.uk</a>

# How do we know which subjects to pick?

## WHICH SUBJECTS ARE COMPULSORY?

GCSE English Language  
GCSE English Literature  
GCSE Mathematics  
GCSE Combined Science (2 GCSEs)  
Core PE  
PSHE + Religious Studies

Plus, **ONE** subject from the following:

GCSE Geography  
GCSE History  
GCSE Spanish  
GCSE Computer Science  
GCSE Triple Science (P1/P2/T1)

## OPTION SUBJECTS

These are our current list of option subjects. You will pick **TWO** of these in order of preference with a **THIRD** as reserve. You can find out about each of the subjects by reading through this booklet, attending 'taster lessons' and talking to the teachers who deliver these courses:

GCSE Art  
GCSE Photography  
GCSE 3D Design  
GCSE Religious Studies  
GCSE History  
GCSE Geography  
GCSE Triple Science  
BTEC Health and Social Care  
BTEC Child Development  
BTEC Enterprise  
BTEC Music  
BTEC Sports Studies  
BTEC Performing Arts  
BTEC ICT  
Vocational Award: Hospitality and Catering

## Your main contact points

Mrs R Warner	Senior Vice Principal
Mrs L Wilkes	Vice Principal
Mrs K Everitt-Smtih	Assistant Principal
Miss A Shaw	Senior Leader Standards
Mr M Blower	Senior Leader Logistics

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# GCSE

# Art & Design

## Key Skills

- Patience and perseverance
- Determination to succeed
- Ability to keep practicing and refining art skills
- Independent learning, research and analytical skills
- Ability to evaluate and critically analyse your own and others work

## What will I study?

Students begin their GCSE Art course by refining their skills in observational drawing, pencil shading and using coloured media. They will also broaden their knowledge of art history looking at a range of traditional and contemporary artists, movements and styles to develop their ideas. They will learn how to structure their research, develop their artwork and begin to create a body of coursework on a chosen title or theme. In Year 11 GCSE Art students refine and complete their coursework project and complete a final design piece. In the January they are issued with an examination project which will be submitted with their portfolio to the AQA Examiner for moderation in the summer term.

## How will I be assessed?

The GCSE Art qualification is made up of two components:

COMPONENT 1 - A portfolio of work (60% of the overall mark)

COMPONENT 2 - Externally set task (40% of the overall mark)

Individual feedback takes place throughout lessons in relation to anticipated grades and achievement using the four AQA assessment objectives. Artwork is marked and graded with feedback. The final GCSE set task is a 10-hour (two day) exam which is marked internally and moderated by AQA examiners.

**For more information  
please contact:**

**Mrs Swift**  
lswift@onewa.co.uk

## Progression Pathways

- Studying Art & Design prepares you for onward study at a wide choice of A level or BTEC courses. This can lead to a huge range of careers and university courses. Past students have successfully gone into degree courses at universities around the UK.

## Careers

Possible career areas include architecture, textiles, fashion, footwear, jewellery, furniture design, ceramics, glass, graphics and interior design as well as a fine art which incorporates sculpture, printmaking, painting, drawing etc.

**“Art allows me to be creative and use my imagination. I like exploring the work of different artists and using them to inspire my own work.”**

Year 11 Student

## Key Facts

- This qualification gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five.
- Demand for childcare and child development jobs is likely to rise, so they will continue to play a key role in UK society.
- This award complements the learning in GCSE programmes such as GCSE English.

## What will I study?

This qualification explores 3 different components. Components 1 and 2 are internally assessed units that explore the key features of children's growth and development, and how children learn through play. Students will also gain a valuable insight into how young children develop their skills, through their development. Component 3 is an externally assessed unit, which focusses on Supporting Children to Play, Learn and Develop. This component builds directly on Components 1 and 2, so enables learning to be brought together and applied to realistic contexts.

## How will I be assessed?

Components 1 and 2 are internally assessed units that count towards 60% of the total qualification. The 3rd component is an externally assessed assessment under supervised conditions that contributes to the remaining 40% of the overall grade.

## Additional Course Details

For more details, please visit [Child Development \(2022\) | BTEC Tech Awards | Pearson qualifications](#)

“ I really enjoy Child Development. I have enjoyed learning how children develop and learn through play and the role caregivers have in this process. ”

Year 10 Student

For more information  
please contact:

Mr Spittle  
[rspittle@onewa.co.uk](mailto:rspittle@onewa.co.uk)

## Progression Pathways

- You could use your knowledge and skills to pursue an apprenticeship in Childcare or Child Development
- Child Development develops numerous qualities that employers look for, including communication skills, work ethic, time management and a positive attitude.

## Careers

Early Childhood Education (Nursery)  
Child Development Practitioner  
Pre School Teacher  
Primary School Teacher

## Key Facts

- Around 3 million people work in health and social care.
- Health care roles include doctors, pharmacists, nurses, midwives and health care assistants.
- Demand for both health and social care jobs is likely to rise, so they will continue to play a key role in UK society. It is currently one of the fastest growing sectors in the UK.
- There are strong opportunities for Post 16 progression in this subject.

## What will I study?

This qualification explores three different components. The first component develops students' knowledge and understanding of human growth and development and how people deal with major life events. The second component looks at the health care services and values, where students will explore the different health care professionals and services that are offered by the NHS. They will also study the skills and attributes needed by professionals in the health and social care sector. The last component focusses on factors that affect health and wellbeing as well as the interpretation of lifestyle data and barriers to accessing services.

## How will I be assessed?

Component 1 and 2 are internally assessed units that count towards 60% of the total qualification. The 3<sup>rd</sup> component is an externally assessed assessment under supervised conditions that contributes to the remaining 40% of the overall grade.

For more details please visit [Health & Social Care \(2022\) | BTEC Tech Award | Pearson qualifications](#)

“ We have been learning about the different life stages and how factors such as disabilities would affect growth and development. I like learning about the life stages and what's expected to happen in them.

Year 10 Student

”

For more information  
please contact:

Mr Spittle

[rspittle@onewa.co.uk](mailto:rspittle@onewa.co.uk)

## Progression Pathways

- You could use your knowledge and skills to pursue an apprenticeship in Health and Social care.
- Health and Social care develop numerous qualities that employers look for, including empathy, communication skills, teamwork, work ethic, positive attitude and time management.

- Nursing
- Healthcare Assistant
- Health Service Manager
- Care Assistant
- Social work

# BTEC Sport

## Key Facts

- There are strong opportunities for Post 16 progression in this subject.
- There are currently over 400,000 sports jobs in the UK.
- Regular sport and physical activity can reduce the risk of many chronic conditions and illnesses, including heart disease, strokes and type 2 diabetes.

For more information  
please contact:

Mr Spittle  
[rspittle@onewa.co.uk](mailto:rspittle@onewa.co.uk)

## Progression Pathways

- You could use your knowledge and skills to pursue an apprenticeship in sport.
- Sport develops numerous qualities that employers look for, such as team work, fair play, etiquette, cooperation and leadership.

This sport qualification explores three different components. The first component develops student's knowledge of how participants prepare to take part in sport and physical activity, including the equipment and technology used in participation. Component two allows students to gain an insight into the components of fitness and what is needed in order to improve a participant's sporting performance. Students develop their understanding of the rules and the role of the officials. Within this component students will demonstrate their skills practically and record this evidence. The final component looks at developing fitness to improve performance. Developing knowledge of fitness testing and the benefits of exercise.

Components one and three are internally assessed units that count towards 60% of the total qualification. The second component is an externally assessed examination unit that contributes to the remaining 40% of the overall grade.

Learners may progress into a wide variety of health and fitness or sport based careers.

- PE teaching
- Sports Coaching
- Personal training
- Sport analysis
- Diet and Nutrition
- Sports management

For more details, please visit [Sport \(2022\) | BTEC Tech Award | Pearson qualifications](#)

**“** I enjoy sport and the way we can link information in lessons with real life sporting situations, such as football skills and tactics. The practical lessons allow us to physically perform and better understand the components of fitness.

Student

Year 10

# GCSE

# English Literature

## Key Facts

- The course encourages students to develop knowledge and skills in reading, writing and critical thinking across the English literary heritage.
- Students will read a wide range of classic literature fluently and make connections across their reading to the social and historical context of the novels or plays.
- Students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.
- Studying GCSE English Literature should encourage students to read widely for pleasure.

## What will I study?

This course aims to encourage an understanding and appreciation of a wide range of literature. There is a blend of modern and pre-twentieth century prose, poetry and drama. This will give you a chance to respond to literary texts in depth. Studying English Literature teaches you how to analyse complex information and sophisticated ideas and theories. That ability to read, reflect and critique is essential in many kinds of work as is the ability to construct and articulate an argument.

## How will I be assessed?

There are two examination papers. Paper 1 makes up 40% of the overall GCSE and paper 2 makes up the remaining 60% of the GCSE.

Paper 1 assesses: Shakespeare

Students will answer one question on the play Macbeth, and the 19th century novel: students will answer 1 question on the novella 'A Christmas Carol'. They will be required to write in detail about an extract from the play/novella and then to write about the novel, finally linking to the social and historical context of the novella/play.

Paper 2 assesses: Modern texts

Students will answer one essay question from a choice of two on 'An Inspector Calls'. Power and Conflict poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the cluster. Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

For more details please visit:

[WWW.AQA.ORG.UK/subjects/english/gcse/english-literature-8702](http://WWW.AQA.ORG.UK/subjects/english/gcse/english-literature-8702)

For more information  
please contact:

Miss Roberts  
[eroberts1@onewa.co.uk](mailto:eroberts1@onewa.co.uk)

## Progression Pathways

- Entry onto an A level English course.
- You could use your knowledge and skills to enter the world of work.
- English Literature could aid you in history options as much of the social and historical context crosses over into your history studies.

Sports Journalist, Lawyer, Film Director, Public Relations Executive, Fashion Journalist, Author, Newsreader, Politician, Actor, Architect, Creative Director, Scriptwriter, Teacher, Journalist.

“

*I am really interested in becoming an Author or an English teacher when I am older. So English Literature interests me the most as I enjoy learning how authors craft their work and the techniques, they use to portray their messages. I have really enjoyed learning about the Victorian era and reading novels such as: Oliver Twist and short stories from Arthur Conan Doyle*

”

Year 11 Student

# GCSE History

## Key Skills

- Reading for knowledge and comprehension
- Listening and speaking
- Extended writing
- Source and interpretation analysis

## What will I study?

Topic	How is it assessed
Crime and punishment in Britain, from 1000-present day	PAPER 1: Written examination: 1 hour and 20 minutes. 30% of the qualification. 52 Marks
Early Elizabeth England, 1558-88	PAPER 2: Written examination: 1 hour and 50 minutes. 40% of the qualifications. 64 Marks
Superpower relations and the Cold War, 1941-91	PAPER 3: Written Examination: 1 hour and 30 minutes 30% of the qualifications. 52 Marks

## Additional Course Details

For more details please visit:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.htm>

“  
*History engages my curiosity about the past whilst also teaching me valuable skills for the future*

”  
Year 11 Student

For more  
information  
please contact:

Mr Connolly  
[mconnolly@onewa.co.uk](mailto:mconnolly@onewa.co.uk)

## Progression Pathways

Entry on to A Level History course and later, degree level study.

You could use your knowledge and skills to enter the world of work as history cultivates excellent communication skills.

Academic researcher  
Teacher  
Archivist  
Heritage Manager  
Museum Education Officer  
Museum/Gallery Curator

## Key Skills

- Map skills
  - Geographical skills
  - Literacy
  - Numeracy
  - Synoptic thinking skills
- Writing in a variety of forms.

## What will I study?

The Geography GCSE course aims to promote a curiosity about the world for our learners in relation to place, location, human and physical processes and geographical skills.

You will learn how to discuss, debate and analyse; evaluate, investigate and explore; and use a range of maps, graphs, statistics and written sources. The course is flexible, and we will learn about current local and global events, developing your enquiring mind and inspiring a life-long interest in the world you live in and the changes you can make to it. The topics covered link perfectly for the progression on to an A level geography course ready for a geographical themed degree.

For more information  
please contact:

Mr Connolly  
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## Progression Pathways

Geography has close links with Science, History, Maths, RE and Citizenship. After GCSE, students can continue to study Geography at AS, A2 and degree level. They may specialise in Human Geography, Physical Geography, Geology or a vocational Travel and Tourism course at levels 1, 2 or 3. All of these courses are available at local colleges and universities.

Geographers are very employable due to their enquiring mind and wealth of transferable skills. Examples of potential careers include;

- armed forces,
- town planning,
- transport distribution
- weather forecasting
- documentary making,
- television research
- journalism
- leisure and tourism

The skills developed through geography are valued in many workplaces. However,er, some careers that are specific to the subject are:

- Urban planner.
- Exploration geologist.
- Climatologist.
- Marine biologist.
- Environmental manager.

Assessment Overview		Content Overview
<b>Living with the Physical environment</b> 1 hour 30 minutes Written paper	35% of total GCSE	<b>Natural Hazards</b> Earthquakes / Volcanoes / Extreme Weather and Climate  <b>The Living World:</b> Ecosystems / Tropical Rainforests / Hot Desert environments or Cold environment  <b>UK Physical Landscape - Coasts or Glaciers or Rivers:</b> Processes / landforms / management of the area
<b>Challenges in the Human environment</b> 1 hour 30 minutes Written paper	35% of total GCSE	<b>Urban Challenges -</b> World Growth / Urban Growth and Change  <b>Changing Economic World</b> – Measuring development and reducing the gap. Economic change in the UK and Nigeria  <b>Resource Management</b> – choice of <b>water / food / energy</b>
<b>Geographical Exploration</b> 1 hour 15 min Written paper	30% of total GCSE	<b>Issues evaluation</b> - Pre-Release material given 12 weeks before the exam. <b>Fieldwork, Geographic skills and applications</b> A visit to a physical and human environment

For more details please visit:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<https://www.theguardian.com/commentisfree/2015/aug/13/the-guardian-view-on-geography-its-the-must-have-a-level>

# Vocational Certificate (Level 1 & 2)

## Hospitality & Catering

### Key Facts

This course provides learners with the opportunity to develop a range of skills and techniques, personal skills and attributes that are essential for successful performance in working life. The hospitality sector has created one-third of all new jobs for 16–24-year-olds. The hospitality sector continues to be a large employer and is experiencing significant growth, contributing £46.5 billion to the UK economy. The hospitality and catering sector include all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, bars, airlines, tourist attractions, hospitals, sports venues, education, factories and businesses where hospitality and catering are not their primary service but is increasingly important to their success.

### What will I study?

The structure of the course has been designed to develop learner's knowledge and understanding related to a range of hospitality and catering providers: how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. By the end of the study, learners will be able to successfully apply technical knowledge and demonstrate mastery of practical and technical skills through tasks and activities.

### How will I be assessed?

The WJEC level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units which students must complete:

Unit 1 – The Hospitality and Catering Industry (Examination 50%)  
Unit 2 – Hospitality and Catering in action (Practical and project 50%)

On completion of the course Learners will be awarded a Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

For more information  
please contact:

Miss Graham- Mullings  
[agraham-mullings@onewa.co.uk](mailto:agraham-mullings@onewa.co.uk)

### Progression Pathways

- WJEC Level 3 Award in Hospitality

### Careers

Nutritionist, Food technologist, food production, Events and Conference Organiser, PR manager, Sommelier, Commis Chef, Sous Chef, Head Chef, Hotel and Spa Manager, Hospitality business owner, Kitchen Manager, Restaurant Supervisor, Bar Supervisor, Food and Beverage Supervisor, Hospitality Team Leader, front of house, Housekeeper, Barista, customer services, Concierge, Waiter/Waitress

“This qualification is helping me get the career I want and has made me think seriously about my employability”

Year 11 Student

# GCSE Spanish

## Key Facts

- Spanish is now the second most spoken language in the world with approximately 480 million native speakers (source: Ethnologue, 2019, 22nd edition)
- Learning a language not only develops communication skills, but also can help to improve confidence, problem solving and creativity.
- A GCSE in a foreign language can open doors for future study, travel and employment. Some higher-level universities list a GCSE in a language as part of their entry requirements.

## What will I study?

Our Spanish GCSE will help students to broaden horizons, develop cultural knowledge and understanding and gain transferable skills. We practice the key skills of speaking, listening, reading and writing via six main topics. These are then broken down into subtopics:

<b>My personal world</b>	Family	Friends	Relationships	Equality
<b>Lifestyle and wellbeing</b>	Physical well being	Mental wellbeing	Food and drink	Sports
<b>My neighbourhood</b>	Places in town	Shopping	Transport	School
<b>Media and technology</b>	Social media and gaming	TV and film	Music	
<b>Studying and my future</b>	The natural world	Environmental issues	Future opportunities	
<b>Travel and tourism</b>	Accommodation	Tourist attractions		

Studying Spanish at GCSE will develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

## How will I be assessed?

Assessment is by a formal end of course examination There are two tiers – Foundation (grades 1 – 5) and Higher (grades 4 – 9) For each tier there are four exams; one in each of the key skills of speaking, listening, reading & writing. Each exam is worth 25% of the final exam grade.

**“** Spanish is a beautiful language. The lessons really help you build up your knowledge, but you need to work hard and be prepared to learn the vocabulary. I never thought I'd be able to speak Spanish but now if I went to Spain, I think I could speak to people and understand them **”**

Year 11  
Student

**For more information  
please contact:**

Mr Connolly  
[mconnolly@onewa.co.uk](mailto:mconnolly@onewa.co.uk)

## Progression Pathways

Higher education course with Spanish as a main or subsidiary subject

In an increasingly global society, employers in all sectors actively seek employees with language skills

## Careers

- Travel & tourism - such as flight attendant
- Journalism
- Translator
- Interpreter
- Diplomat
- Forensic linguist

## Key Facts

- The course explores a range of practitioners and styles within the performing arts, both practically and theoretically.
- The course challenges students to not only understand the work and influences of others but the transfer these skills into the creation of their own performances.
- The course runs over two years and consists of three units, there is no formal examination but instead an externally assessed performance and extended written component.
- The course consists of research, practice, analysis and exploration.

## What will I study?

Split into three separate components you will study the breadth of the performing arts. Component 1 allows you to study the performance works, influences and styles of three practitioners. These practitioners may include both musical theatre and acting practitioners. Your exploration will include a mix of research, watching performances (live or recorded), practical workshopping and theory lessons.

Component 2 allows you to showcase your performance skills, in each style, using a pre-existing play. You will carry out research into your style and practitioner and allow this research and understanding to be reflected in your final performance piece.

Component 3 allows you to use a culmination of the skills learnt at Key Stage 3 and 4 to create your own group performance based on a stimulus. You will create the script, stage it and perform it. Alongside this you will complete extended written components that showcase your understanding of the performing arts.

## How will I be assessed?

**Component 1** – This will be assessed internally by the Performing Arts department. You will submit a portfolio of research and evidence about three practitioners, their styles and their work. You will undertake practical workshops to gain understanding of the performative aspect, and this will be evidenced in your portfolio.

**Component 2** – This will also be assessed within school. You will create a “repertoire” performance using a pre-existing play script and be assessed on your performance and the research that accompanies it.

**Component 3** – You will be provided with a stimulus and must create a polished performance in a group. You will also be required to write three extended pieces of writing to accompany your performance. This unit is externally assessed and visiting assessors will grade your performance and your written work.

“

*Performing arts is amazing. I love learning about the different styles and really enjoy the performances that we get to do.*

Year 11 Student

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**For more information  
please contact:**

Mr Porter  
[mporter@onewa.co.uk](mailto:mporter@onewa.co.uk)

## Progression Pathways

This course will provide you with the necessary skills to progress to the

- Entry onto a Performing Arts A level/ Level 3 BTEC course
- Confidence and oracy skills will be developed that can be used in the world of work.
- The skills you learn will be transferable in many areas of your lives, including interviews and presentations.
- You will undergo processes that mirror the processes of the professional world of performing arts including audition skills and presentational skills.

## Careers

Performing arts allows you to develop skills in oracy, presentation, confidence, teamwork, collaboration and creation. In terms of careers this does not limit you to the performing arts world as many employers will value the skills that students develop as part of performing arts. You will also explore skills needed within the performing arts sphere, including audition skills, that will help to prepare you should you want to pursue a career in acting, dancing, performing or working within the theatre world. The skills you will develop are highly transferable across the world of work.

# GCSE

# Religious Studies

## Key Facts

- Develop analytical and critical thinking skills
- The ability to work with abstract ideas
- Construct well-informed and balanced arguments
- Preparation for future academic study

## What will I study?

GCSE religious studies is intended to give learners an opportunity to explore their own beliefs and opinions about a wide range of important issues, as well as learning about the diverse beliefs in the UK today. Students will study two religious traditions in the UK; Christianity and Islam, as well as four themes, including crime and punishment, peace and conflict, relationships and families and life issues. Students will be challenged with questions about belief, values, meaning and truth, enabling them to develop their own attitudes towards religious issues.

## How will I be assessed?

There are two exam papers which are equally assessed.

<b>Paper 1: The study of religions: beliefs, teachings and practices</b>	<b>Paper 2: Thematic studies</b>
Beliefs, teachings and practices of Christianity and Islam	Theme A: Relationships and families. Theme B: Religion and life. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment
1 hour 45 minutes exam 96 marks, plus 6 marks for (Spelling, Punctuation and Grammar) 50% of GCSE	1 hour 45 minutes exam 96 marks, plus 6 marks for (Spelling, Punctuation and Grammar) 50% of GCSE

For more information please contact:

Mr Connolly

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## Progression Pathways

- Entry on to Alevel Philosophy
- Application of skills developed in other subjects
- Application of analysis and critical thinking skills in the world of work

## Careers

- Law
- Medicine
- Teaching
- Media

“ I chose RS because it seemed like a great way to learn about different religions and cultures and how it affects people’s views of the world. RS is both interesting and intriguing and is a very enjoyable and exciting subject with captivating topics such as crime and punishment ”

# BTEC Music

## Key Skills

- Performance of musical instruments or voice
- Composition skills and use of music production software
- Theory and appraisal skills
- Understanding of key features in different genres of music

## What will I study?

The BTEC music qualification is designed to inspire and explore the three main aspects of music; performance, composition and theory. All areas are designed to stretch and challenge students through use of their creative minds. This course offers exploration of the music industry and what it entails to work in this sector. The course offers the opportunity to develop a deeper understanding of a range of musical styles through the performance, creation and analysis of the styles.

## How will I be assessed?

There are three units within this course, two of which are internally assessed, and one externally assessed

**Component 1** – This unit focus on understanding and analysis of different genres of music, looking musical key features. Students will then apply these features to three different musical outcomes of composition and performance.

**Component 2** – Students will produce two musical outcomes through performance and composition to fit a brief. Students will learn new skills and show their development over time.

**Component 3** - This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed.

## Additional Course Details

For more details please visit:

[Music Practice \(2022\)](#) | [BTEC Tech Awards](#) | [Pearson qualifications](#)

“ I chose to do music as it is an exciting and creative subject which I have always been interested in. There are so many aspects to the subject, like composition and performance which are interesting and challenging. The other topics we cover in lessons are always different and fun to learn about, like the Music Industry. ”

Year 11 Student

For more information  
please contact:

Mr Porter  
mporter@onewa.co.uk

## Progression Pathways

- Entry on to BTEC Level 3 Music Performance course
- Opens pathways into many performing arts opportunities

## Careers

- Teacher
- Music Producer
- Session Musician
- Composer

# BTEC

# Business Studies

## Key Skills

- Analytical skills
- Research skills
- Business related skills such as market research, planning, promotion and financial skills
- Project planning skills

## What will I study?

The Enterprise qualification is designed to give students an understanding of the characteristics of different types of enterprises, including their structure and purpose, and how an enterprise can determine whether they have been successful. Students will understand what makes an entrepreneur successful and how they develop business ideas. This course also develops promotional and finance skills which are needed to make any business successful. Students will utilise these skills when they plan and pitch an enterprise activity of their choosing.

## How will I be assessed?

The qualification is divided into three components. Two components are assessed internally through work that is completed in the classroom. Within these components, students will explore different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and plan and pitch an enterprise activity. The third component is assessed through an external examination which focuses on how businesses use promotion and how financial information is used to assess the performance of a business.

**For more information  
please contact:**

**Mrs Kaur**  
nkaur@onewa.co.uk

## Progression Pathways

- Entry on to Level 3 Business Studies course
- An apprenticeship in a Business-related field

## Careers

- Accounting
- Business analyst
- Customer services
- Digital marketer
- Human resources officer
- Project manager
- Sales manager

**“** *This course has given me an understanding of a range of areas of business. I have enjoyed learning about both the promotional and finance sides of an enterprise. I am looking forward to continuing to study business studies in 6<sup>th</sup> form.*

**”**  
Year 11 Student

# GCSE

# Computer Science

## Key Skills

- Practical programming skills
- Problem solving skills
- Logical thinking
- Analytical skills

**For more information  
please contact:**

**Mrs Kaur**  
nkaur@onewa.co.uk

Our Computer Science GCSE is designed to give students an understanding of the components that make up computer systems, how they communicate with one another and with other systems, and threats to computer networks and how these can be minimised. Students will gain practical experience of computer programming, including creating and debugging computer programs. Students will gain an understanding of the impacts of digital technology to the individual and to wider society.

- Entry on to A Level Computer Science course
- An apprenticeship in a Computer Science related career

The qualification is assessed through two equally weighted exams. The first exam assesses your understanding of the different computer systems which you will have studied. The second exam will assess your understanding of computer programming and programming related theory.

Computer programmer/  
Software developer

ICT Technician

Game designer

Web developer

App/ Interface designer

Database administrator

Network administrator

“  
*I enjoy both the theoretical and practical sides of Computer Science. Getting a piece of code to work after a long time trying is an amazing feeling!*  
”

Year 10 Student

# BTEC ICT

## Key Skills

- Practical IT skills
- Research skills
- Design skills
- Project management skills

## What will I study?

The Digital Information Technology qualifications allows students to gain knowledge of a wide range of IT topics including interface design, modern digital technologies, digital threats and security measures, and the legal and ethical impacts of IT. Students will gain an understanding of how digital products such as user interfaces are designed to meet the needs of the user and how the design progress is completed when designing a digital product. The qualification develops key skills in digital information technology, such as project planning, designing, and creating digital products, and using IT applications to present and interpret data.

## How will I be assessed?

The qualification is divided into three components. Two components are assessed internally through work that is completed in the classroom. Within these components, students will explore what makes an effective user interface and different methods of data capture, analysis and manipulation. The third component is assessed through an external examination which focuses on how businesses use promotion and how financial information is used to assess the performance of a business.

**For more information  
please contact:**

**Mrs Kaur**  
nkaur@onewa.co.uk

## Progression Pathways

- Entry on to A Level ICT course
- An apprenticeship in an IT related field

## Careers

- Web design
- Graphic design
- Video / Multimedia production
- ICT skills are transferable to a range of careers

**“** ICT is fun to study. It has allowed me to learn about lots of new technologies that are being used now and in the future. I enjoy both the creative side and learning about exciting new developments. **”**

Year 10 Student

# GCSE

# Biology, Chemistry & Physics

## Key Facts

- The separate science courses are designed to give in depth knowledge and understanding of biology, chemistry and physics. There is something to engage everyone's interests
- It also includes a vast amount of exciting practical work which gives students the confidence to investigate scientific concepts, analyse data and draw conclusions.
- Studying the separate sciences GCSEs will give students three science GCSEs.

## What will I study?

Biology – cells, infection and disease, photosynthesis, ecology, the human body and inheritance.

Chemistry – atomic structure, bonding, quantitative chemistry, the chemistry of the

Physics – forces, space, energy and electricity, waves, magnetism.

## How will I be assessed?

For each subject (biology, chemistry and physics) there are two examinations. They will all include a variety of questions covering the scientific content, maths skills and practical skills you have studied during the course.

## Additional Course Details

For more details please visit:

[AQA | Subjects | Science](#)

“ Studying separate sciences at GCSE meant I could progress further in a subject I am very passionate about and it gave me an in depth understanding of Biology, Chemistry and Physics. It has enabled me to study two science A levels and secure a place on a university course to become a science teacher. ”

Year 13 Student

For more information  
please contact:

Mrs Hill  
shill1@onewa.co.uk

## Progression Pathways

- Entry on to A Level Science courses
- Apprenticeships
- Using your skills in the workplace

## Careers

- Science Teacher
- Forensic Scientist
- Medical careers (Doctor, Pharmacist, Midwife, Nurse, Radiographer)
- Geologist
- Engineer

# GCSE

# Combined Science

## Key Facts

- The combined science course is designed to give students a varied knowledge and understanding of all three science disciplines: biology, chemistry, and physics – there is something to engage everyone’s interests.
- Students will also take part in practical work which allows students to contextualise their knowledge.
- Students completing this course will be awarded two GCSEs in Science.

## What will I study?

Biology – cells, infection and disease, photosynthesis, ecology, the human body and inheritance.

Chemistry – atomic structure, bonding, quantitative chemistry, the chemistry of the

Physics – forces, energy and electricity, waves, magnetism.

## How will I be assessed?

For each subject (Biology, Chemistry and Physics) there are two examinations. They will all include a variety of questions covering the scientific content, maths skills and practical skills you have studied during the course.

## Additional Course Details

For more details please visit:

[AQA | Subjects | Science](#)

“

*I really enjoy studying science, carrying out the experimental work is my favourite as its very hands on and active. It's very interesting to learn how our bodies and the world around us work.*

”

Year 10 Student

**For more information  
please contact:**

**Mrs Hill**  
shill1@onewa.co.uk

## Progression Pathways

- Entry on to A Level Science courses
- Apprenticeships
- Using your skills in the workplace

## Careers

- Science Teacher
- Nurse
- Research scientist
- Lab technician
- Astronomer

# GCSE

# Mathematics

## Key Skills

- Application of
- number interpretation
- Problem solving
- Mathematical reasoning
- Drawing conclusions

## What will I study?

Content over the two-year course will

- Numbers
- Algebra
- Ratio, proportion and rates of change
- Geometry and measure
- Probability
- Statistics

## How will I be assessed?

The qualification consists of three equally weighted exam papers at either Foundation tier or Higher tier.

Paper 1: A non-calculator assessment

Paper 2: A calculator assessment

Paper 3: A calculator assessment

Each paper is 1 hour and 30 minutes long and is worth 80 marks.

For more details please visit:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

**“** *Maths helps me to be more creative, to think more and helps me to solve daily problems in life. Maths is good and helpful because it's involved in everything we do. I've really enjoyed learning how to solve simultaneous equations because it makes me think logically and I enjoy getting the right answer!*

Year 10 Student **”**

**For more information  
please contact:**

Mrs Finch  
rfinch@onewa.co.uk

## Progression Pathways

- Entry on to A Level Mathematics course
- Almost every single job or career will involve some element of mathematics to some extent, so, gaining a good GCSE Mathematics qualification is essential.

## Careers

A GCSE in Mathematics is highly recognised by employers as logic and problem-solving skills are transferrable to the workplace. Some specific careers that would require mathematics are:

- Engineering
- Medicine
- Business
- management
- Banking

# GCSE

# Photography

## Key Skills

- Photography is an exciting industry where no two days can be the same. You can work on briefs for a client's new product or be whisked off to a wedding for the day. You could decide to specialise in journalism and showcase your photos with the latest breaking news.
- The photography industry comprises of almost 14,000 companies in which 50% are freelance photographers.

## What will I study?

The course will enable students to explore photography practices including digital techniques, studio techniques and various camera techniques. They will apply these skills with an artistic sense and that of more commercial needs, such as in advertising, PR and journalism.

### Areas of study

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photojournalism
- Moving image: Film, video and animation
- Fashion photography

## How will I be assessed?

60% coursework: Students will complete a portfolio of work containing 3 projects (Creative Landscapes and 2 of their own choice). The portfolio will contain research on the work of others, sketches/drawing, their own photographs and developments (using mixed media techniques and Photoshop edits)

40% Externally set task: On the 1st of January in year 11 students will be given an exam paper. They will have unlimited time to prepare and discuss their ideas with their teacher. They will then have 10 hours under controlled conditions to produce a "final piece" and their portfolio of work.

“ I have enjoyed learning Photoshop Techniques, particularly airbrushing photos. I have also experimented with different mediums in Photography. ”

Year 11 Student

For more information  
please contact:

Miss Graham- Mullings  
[agraham-mullings@onewa.co.uk](mailto:agraham-mullings@onewa.co.uk)

## Progression Pathways

- Photography
- Advertising
- Fashion
- Journalism
- Publishing
- Wedding and events

## Careers

- Photojournalist / News photographer
- Portrait photographer
- Sports photographer
- Graphic designer
- Freelance photographer
- Scientific photographer
- Studio photographer
- Commercial photographer
- Teacher / Lecturer

# GCSE

# English Language

## Key Facts

- The course encourages students to develop knowledge and skills in reading, analysing, writing creatively and writing for purpose.
- Studying GCSE English Language should develop students ability to think creatively and to write for pleasure.
- NEA – the non examined assessment allows students the opportunity to develop their spoken language, gaining a certificate for their ability to speak well on a topic of their choice

## What will I study?

This GCSE specification in English Language will require students to study the following content:

- Critical reading and comprehension, writing and spoken language. Students will study a range of fiction and non fiction extracts from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts and use them to analyse, evaluate, summarise, synthesise and compare.
- Students will also write creatively and for purpose.
- Students will prepare spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches, and then responding to questions effectively.

## How will I be assessed?

There are 2 exam papers in English Language.

- Language paper 1: Explorations in creative reading and writing – 50% (80 marks)

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by: in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

- Language paper 2: writer's viewpoints and perspectives – 50% (80 marks).

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by: in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

“

*I love how English Language allows you the ability to unleash your mind's creativity onto paper, you can bring to life your thoughts through story writing.*

”

Year 11 Student

For more information  
please contact:

Miss Roberts

[eroberts1@onewa.co.uk](mailto:eroberts1@onewa.co.uk)

## Progression Pathways

Entry onto an A level English course.

You could use your knowledge and skills to enter the world of work

English Language could aid your studies in: Performing Arts, History or Classics.

## Careers

- Sports Journalist
- Film Director
- Fashion Journalist
- Author
- Newsreader
- Creative Director
- Scriptwriter
- Teacher
- Journalist.

# GCSE

## 3D Design

### Key Skills

- Design is an exciting industry where no two days can be the same. You can design the next football stadium, or the next shopping centre.
- During the course, you can choose to make sculptures in the following forms: ceramics, woodwork, origami, wire work and more.

### What will I study?

The course will enable students to explore 3D practices including sketches, digital design, sculptures and model making. They will apply these skills both with an artistic sense and that of more commercial needs, such as in advertising and PR.

#### Areas of study

Architectural design	Interior design
Sculpture	Landscape gardening design
Ceramics	TV/theatre design
Product Design	Digital design
Jewellery making	Exhibition design

### How will I be assessed?

60% coursework: Students will complete a portfolio of work containing 3 projects: "Natural Forms" where they will produce a range of sculptures, an architecture unit, where they are introduced to all aspects of building design and 3D digital design, and a further project of their choosing. The portfolio will contain research on the work of others, sketches/drawings, photographs, sculptures, models and 3D digital design.

40% Externally set task: On the 1st of January in Year 11, students will be given an exam paper. They will have unlimited time to prepare and discuss their ideas with their teacher. They will then have 10 hours under controlled conditions to produce a "final piece and their portfolio of work."

“

*I have enjoyed learning about how to design on a computer. I have also been experimenting with different forms of sculpture.*

”

Year 10 Student

For more information  
please contact:

Miss Graham- Mullings  
[agraham-mullings@onewa.co.uk](mailto:agraham-mullings@onewa.co.uk)

### Progression Pathways

- A Level 3D Design
- Advertising
- Fashion
- Interior Design

### Careers

Architect  
Sculptor  
Graphic designer  
Freelance photographer  
Product Designer  
Interior Designer  
Games Designer  
Teacher / Lecturer