



Year 8 Guided Preference Information

Submission Deadline:
Friday 20th March 2026

“Aspire, Achieve, Acclaim”

Welcome

Dear Parents, Carers and Students

At The Ferrers School, we provide every student with a core curriculum, which includes English, Mathematics, Science, Physical Education, Ethics and Personal Social Health Education.

From the start of Year 9, Students will complete their personalised curriculum by expressing preferences for four additional subjects that they wish to study. This will result in them securing 9 Level 2 qualifications in total.

Please note that students are expressing a preference, and no guarantees are made.

The school will do its best to provide each student with their preferred subjects. However, should courses be oversubscribed, data systems will be used to select students for the available places. Should a course be undersubscribed it may not run. In both cases, a suitable alternative will be given.

Students and their parents or carers should consider these preference choices carefully. Once a student has expressed their preferences, every effort is made to enable them to study those courses. **Preference choices cannot be altered once they have been confirmed.**

Making the right choice of Key Stage 4 subjects is very important for our Year 8 students. If good decisions are made, Years 9, 10 and 11 will be rewarding and enjoyable. At the end of 3 years of hard work, students will have fulfilled their potential and achieving the qualifications they need as the basis for future success.

GCSE Reforms

In September 2018, all GCSEs were reformed, and their key features are:

- A new grading scale of 9 to 1 was introduced, with 9 being the top grade.
- Assessment is mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There is new, more demanding content, which has been developed by the government and the exam boards.
- The majority of subjects are assessed by one type of exam, rather than being split into 'Foundation tier' and 'Higher tier'. The only exceptions will be GCSE Mathematics, GCSE Science (including separate sciences) and GCSE Languages (French & Spanish). These qualifications will retain tiered examinations.

The English Baccalaureate (EBacc)

The **EBacc** is made up of 5 GCSE qualifications including English, Mathematics, Science, a Modern Foreign Language (French or Spanish) and a Humanities subject (Geography or History).

We recommend this pathway as some of the top universities often insist on GCSEs in the academic subjects within the EBacc, known as "facilitating" subjects, as an essential entry requirement.

All students must opt for either History or Geography.

It is also possible to opt for both.

Triple Science

At the end of Year 11, students will sit either Combined (known as Trilogy Science) or Triple Science exams. The subject content for both types of examination is largely similar with all students studying Biology, Chemistry and Physics throughout GCSE. However, those who sit the Triple Science examination will require a greater subject knowledge than for Combined Science and each exam paper is for a longer duration. Entry to either Combined or Triple Science will be decided based on progress in Science throughout Year 9 and 10. Those who are entered in the Triple Science exams will gain three GCSEs and those who are entered in the Combined Science GCSEs will gain two GCSEs. Both of these courses allow students the opportunity to take Higher tier exams as well as Foundation, but the expectation would be that students on the Triple Science course would take the Higher tier exam papers.

Obtaining two GCSEs through Combined Science (Trilogy) as opposed to three GCSEs through Triple Science does not restrict students from applying for Science courses beyond GCSE.

More Information

If you have any queries regarding the courses, please feel free to contact:

- Form Tutors
- Senior Tutors
- Subject Teachers
- Curriculum Leaders
- Mrs Garrod (Assistant Principal)

Michelle Garrod
Assistant Principal

Key Dates

Year 8 Guided Preferences Calendar 2026

Monday 2nd February – Friday 6th February 2026

Year 8 Curriculum Taster Lessons – Guided Preferences Launch

Tuesday 24th February 2026

Guided Preferences Information Evening

You will have the opportunity, to find out more about the courses available and hear from curriculum/subject leaders about the course content and assessments.

Wednesday 25th February 2026

Year 8 Progress Review 2 Sent Home

Look at the report and identify the subjects you are making good progress in and are likely to succeed with at Key Stage 4.

Friday 20th March 2026

Online Submission of Guided Preferences

Deadline to complete the Guided Preferences application form via Microsoft forms

Contents Page

Curriculum Area	Subject	Page Number
English	English Language & English Literature GCSE	6
Maths	Maths GCSE	7
Science	Combined Science Trilogy or Triple Science GCSE	8
Humanities	Geography GCSE	9
	History GCSE	10
MFL	Modern Foreign Language GCSE	11
ICT	Technical Award - Digital Information Technology BTEC	12
Business	Business GCSE	13
Art & Technology	Fine Art GCSE	14
	Photography GCSE	15
	Design & Technology GCSE	16
	Food & Nutrition GCSE	17
Expressive Arts	Technical Award - Media BTEC	18
	Technical Award - Music Practice BTEC	19
	Dance GCSE	20
	Drama GCSE	21
Physical Education	Physical Education GCSE	22

Subject Information

English Language and English Literature (GCSE)

Equivalent to two GCSEs

Course Outline

All Key Stage 4 students follow the AQA specifications in GCSE English Language and GCSE English Literature. All students are examined at the end of Year 11 by exam only, except for the Spoken Language component, which is recorded and completed at the end of Year 9.

Language:

Paper 1: Explorations in Creative Reading and Writing

Written examination: 1 hour 45 minutes - 50% of qualification

In section A, students are required to read a fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. (25%)

In section B, students produce 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. (25%)

Paper 2: Writers' Viewpoints and Perspectives

Written examination: 1 hour 45 minute - 50% of qualification

In section A, students read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. (25%)

In section B, students are required to produce 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. (25%)

Literature:

Paper 1: Shakespeare (Macbeth) and the 19th century novel (A Christmas Carol)

Written examination: 1 hour 45 minutes - 40% of qualification

Paper 2: Modern texts (An Inspector Calls) and poetry (Worlds and Lives anthology plus unseen)

Written examination: 2 hours 15 minutes - 60% of qualification

Future Learning Options (Post 16)

Attainment of a Grade 4 in the English Language examination will form entry into A level study of most subjects. This is a requirement of most Higher-Level establishments. There is an option to take an A-Level in English Language and Literature or in the standalone English Literature, where a Grade 6 is required.

Career Opportunities

Successful attainment in English can lead to all manner of job opportunities, not just in the field of English. All employers value individuals who are able to communicate in both written and spoken form, whilst being able to read and interpret information – all key skills which both GCSEs provide our students with.

Subject Information

Mathematics (GCSE)

Course Outline

All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience, which will help them to approach situations with confidence.

Mathematics infiltrates, underpins and dictates much of our lives. Whether we are saving for a holiday, paying the mortgage, investing some hard-earned cash or redecorating the kitchen, a sound grasp of Mathematics, particularly numeracy, will help our lives run more smoothly.

There are 243 topics which are tested on the Mathematics papers. These are broadly divided into the areas of Algebra, Ratio and Proportion, number, Data and Statistics and Geometry.

Any of the topics on the specification can appear on either/all of the papers. We follow the AQA specification.

How will I be assessed?

Three (3) written papers

Each paper lasts: 1hr 30 minutes and contains 80 marks

Papers 1F and 1H: Non-calculator, Papers 2F, 3F and 2H, 3H Calculator allowed

Tiered papers:

Foundation Tier grades 1 - 5 available

Higher Tier grades 4 - 9 available

Each paper assesses the functional elements of mathematics:

30-40% on Foundation Tier papers

20-30% on Higher Tier papers

Mathematics is assessed in three skill-based strands:

A01 Use and apply standard techniques (Percentage of final mark: 50% Foundation, 40% Higher)

A02 Reason, interpret and communicate mathematically (Percentage of final mark: 25% Foundation, 30% Higher)

A03 Solve problems within mathematics and other context (Percentage of final mark: 25% Foundation, 30% Higher)

Future Learning Options (Post 16)

This qualification prepares students for progression to further study of Mathematics at A Level. These Level 3 qualifications prepare students for a variety of further progression routes

Career Opportunities

Almost all jobs and careers require you to have Maths GCSE but there are also many careers in which you would make a lot of use of your Mathematics. These include Business Management, Psychology, Banking, ICT, Engineering and Medicine, to name just a few. You will also find that you will need a 5-9 grade for entry to most University courses.

Subject Information

Combined Science Trilogy (GCSE)

Equivalent to 2 GCSEs

Course Outline

All three areas of science (Biology, Chemistry and Physics) are studied. The topics are:

Biology:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry:

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics:

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Many lessons are practically based and key practical sessions form part of the examination in Science. Many of the topics are similar to those studied in Year 7 and 8 but are taught to a Higher level.

You will receive two grades that reflect your ability across all three subjects. They are not given for individual subjects. Some students may be invited to study Triple Science at the end of Year 10.

Future Learning Options (Post 16)

Having a good science qualification is a key requirement for many careers. Most employers value the logical thinking that science provides.

For example, if you want to be a primary school teacher you will need a grade 4 in science.

Even if the career/ course is not science based you may still need a good science qualification.

Career Opportunities

- Analytical chemist.
- Animal technician.
- Biomedical engineer.
- Biomedical scientist.
- Clinical psychologist.
- Clinical research associate.
- Clothing/textile technologist.

Note: Triple Science students will be identified during Year 10.

Subject Information

Geography (GCSE)

Course Outline

There are three assessed units in the Geography course:

Unit One – Living with the Physical Environment

Students focus on the physical (natural) aspects of Geography and study:

- The Challenge of Natural Hazards (Earthquakes, Hurricanes, Climate Change)
- The Living World (Rainforests and Hot Deserts)
- Physical Landscapes in the UK (Coasts and Rivers)

Unit Two – Challenges in the Human Environment

Students focus on the human aspects of Geography and study:

- Urban Issues and Challenges (Life in London and Lagos)
- The Changing Economic World (Economies of the UK and Nigeria)
- The Challenge of Resource Management (UK Resources & Energy)

Unit Three – Geographical Applications

Students use their own experience of fieldwork to answer theoretical questions and decide about a Geographical Issue.

Future Learning Options (Post 16)

AQA A-Level Geography is taught in our 6th Form. The units studied are:

- Physical Geography – Water and Carbon Cycles; Coastal Landscapes & Hazards
- Human Geography – Global Systems & Global Governance; Changing Places & Contemporary Urban Environments
- Individual Investigation – a 4,000-word investigation into an aspect selected by the student from the areas covered.

Career Opportunities

Advertising, architecture, cartography, landscape design, agriculture, environmental health, estate management, nature and conservation, archaeology, law, libraries, museums, publishing, business, marketing, leisure and tourism, civil engineering, meteorology, mining, navigation, photography, sport and recreation services, banks, building societies, secretary, police, army, health service, surveyor, planner, teacher, emergency services, TV researcher, aid worker, accountant, lawyer, banker and retail management are just some of the hundreds of jobs that value this subject.

Subject Information

History (GCSE)

Course Outline

There are four assessed units in the History GCSE Course:

Paper 1 – Medicine in Britain c1250-present

This means that pupils will be studying:

- Beliefs on the causes of disease in different periods
- Methods of preventing and treating disease in different periods
- Specific case studies of disease in different periods

Paper 2 - Period Study and Depth Study; Anglo Saxon and Norman England c1060-1088 and Superpower Relations and the Cold War 1941-91

This means that you will be studying:

- The Norman conquest of England- invasion, rebellion and control
- The causes, development and end of the Cold War

Paper 3 - Modern Depth Study; Weimar and Nazi Germany 1918-39

- What happened to Germany after World War One
- Weimar Germany
- How Hitler gained and used power
- What life was like for different groups of people living in Nazi Germany

Further Learning Options (Post 16)

Edexcel A Level History is taught in our 6th Form. The units of study are:

- Russia 1917-91 from Lenin to Yeltsin
- The German Democratic Republic 1949-91
- The British Experience of Warfare 1790-1918
- Coursework on interpretations of the Holocaust

Career Opportunities

Advertising, architecture, archaeology, law, libraries, historian, anthropologist, archivist, journalist, politician, museum curator, publishing, business, police, army, leisure and tourism, drama and theatre, surveyor, planner, teacher, TV researcher, film production, tour guide, accountant, lawyer, banker and retail management are just some of the many jobs that value this subject.

Subject Information

Modern Foreign Languages (GCSE)

Course Outline

There are 2 different languages you can choose from at The Ferrers School: French, and Spanish. We encourage students to take a Modern Foreign Language in order to maximise their options for further education.

Modules of Study

Local, national, international and global areas of interest

Current and future study and employment

Identity and culture

Examinations

Students sit four final examinations at the end of Year 11 following the AQA specification, assessing each language skill: listening, speaking, reading and writing. Each skill counts for 25% of the final exam grade. Students will follow either the Foundation pathway grades 1-5 or the Higher pathway grades 4-9.

Future Learning Options (Post 16)

A GCSE in a Modern Foreign Language is a useful addition to anyone's CV and also offers progression to further study of a foreign language at A level.

The study of languages is highly valued by universities and it forms part of the preferred subjects list from the Russell Group Universities.

Career Opportunities

People with language skills are highly sought after. However, languages are particularly valued for careers in journalism and media, law, engineering, business and marketing, ICT, sport and leisure, travel and tourism, customer service, civil service (immigration, customs and excise, diplomatic service), banking and teaching (UK and abroad).

Subject Information

Technical Award - Digital Information Technology (BTEC)

Course Outline:

The course is made up of **three components**: two that are internally assessed and one that's externally assessed.

Component 1: Explore	Exploring User Interface Design Principles and Project Planning Techniques
During Component 1 students will explore user interface design and development principles, investigate how to use project planning techniques to manage a digital project and discover how to develop and review a digital user interface.	
Aim	How to project plan the design and development of a user interface
Assessment	Internally assessed assignments
Weighting	30% of total course

Component 2: Develop	Collecting, Presenting and Interpreting Data
During Component 2 students will explore how data impacts on individuals and organisations, draw conclusions and make recommendations on data intelligence and develop a dashboard using data manipulation tools.	
Aim	Process and interpret data and draw conclusions
Assessment	Internally assessed assignments
Weighting	30% of total course

Component 3: Apply	Effective Digital Working Practices
To achieve this aim students will explore how modern information technology is evolving, consider legal and ethical issues in data and information sharing and understand what cyber security is and how to safeguard against it.	
Aim	Explore how organisations use digital systems and the wider implications associated with their use
Assessment	Scenario-based external 1hr 30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations.
Weighting	40% of total course

Future Learning Options (Post 16)

- A Levels
- Level 3 vocational qualifications e.g. BTEC National in Information Technology.

Career Opportunities

After completing their BTEC Tech Award students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes including a Business analyst, Data Analyst, Software Developer, Junior Designer and Database administrator.

Subject Information

Business (GCSE)

Course Outline

If you choose to study OCR GCSE (9–1) Business you will cover the following:

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.
- You will be able to understand the business world which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others.
- You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.

How you will be assessed

You will have two exams at the end of the course, each 90 minutes long. There is no controlled assessment. Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.

Future Learning Options (Post 16)

Learners can progress onto many vocational qualifications and is a good stepping stone for you in A Level subject, especially economics, accountancy and of course A Level Business and BTEC Level 3. Many of our students successfully move on to study a Business, Management or Finance related degrees at University. Learners have the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Career Opportunities

The course will allow students the opportunity to gain a deeper application of a range of Business theory, developing their employability. Any area of employment within Business and Enterprise will be available to a student with this qualification.

Subject Information

Fine Art GCSE

Course Outline

Students undertaking the fine art title are required to demonstrate the knowledge, skills and understanding through areas of study relevant to their chosen title. Areas of study include: Drawing, Installation, Lens and light-based media, Mixed media, Land art, Printing, Painting and Sculpture. The Fine Art GCSE is a two-year linear qualification. It consists of two components:

Component 1	Portfolio - 60% of qualification, internally assessed, externally moderated. It has 4 areas of study.
A01	<ul style="list-style-type: none">• Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary fine art, within their own and other societies.• Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.
A02	<ul style="list-style-type: none">• Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of fine art media, techniques and processes, singly and in combination.• Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. Explore a stimulating and rich variety of resources to initiate and develop innovative ideas.
A03	<ul style="list-style-type: none">• Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a rich variety of resources.• Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing, and including, for example, line, colour, tonal and textural studies, photographs and annotation in sketchbooks, study sheets and/or on tablets.
A04	<ul style="list-style-type: none">• Present personal, imaginative final outcomes that, together with selective evidence of thinking and production processes, effectively realise the student's stated intentions and demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication.
Component 2 - Externally Set Assignment (40% of final grade). It features five tasks and you have to complete one of them. Students will get preparation time, plus ten hours of supervised time over two or three days where you will complete a final piece.	

Future Learning Options (Post 16)

Students can continue Art and design studies at A-level where they can choose areas of study to specialise in for example photography, painting, sculpture or textiles. There are also BTEC options where you continue learning art techniques and processes in foundation courses which cover a range of new ways of making or creating art.

Career Opportunities

Fashion design, Graphic design, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, Photographer, Architecture, Product design, Textiles design, Ceramics, Advertising, Publishing, Interior design and Fashion and media.

Note: Students may pursue Fine Art GCSE or Photography GCSE, but not both.

Guidance will be provided by the Art staff as to the best course option for the learner.

Subject Information

Photography (GCSE)

Course Outline

Students undertaking GCSE photography will explore themes and concepts through photography. They will research the work of photographers, explore techniques and ideas and take pictures to communicate their own ideas/intentions. The Photography GCSE is a linear qualification, consisting of two components:

Component 1	Portfolio - 60% of qualification, internally assessed, externally moderated. It has 4 areas of study.
A01	<ul style="list-style-type: none">• Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary photography, within their own and other societies.• Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions.
A02	<ul style="list-style-type: none">• Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate techniques and processes. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. Explore a stimulating and rich variety of resources to initiate and develop innovative ideas.
A03	<ul style="list-style-type: none">• Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a rich variety of resources.• Record ideas, first-hand observations, insights and judgments by photography and annotation in sketchbooks, study sheets and/or on tablets.
A04	<ul style="list-style-type: none">• Present personal, imaginative final outcomes that, together with selective evidence of thinking and production processes, effectively realise the student's stated intentions and demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication.
Component 2 - Externally Set Assignment (40% of final grade). It features five tasks and you must complete one of them. You will get preparation time, plus ten hours of supervised time over two or three days where you will complete a final piece.	

Future Learning Options (Post 16)

Students can continue Photography at A-level where they can explore their own ideas. There are also BTEC options where you continue learning art techniques and processes in foundation courses which cover a range of new ways of making or creating art.

Career Opportunities

Fashion design, Graphic design, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, Photographer, Architecture, Product design, Textiles design, Ceramics, Advertising, Publishing, Interior design and Fashion and media

Note: Students may pursue Fine Art GCSE or Photography GCSE, but not both.

Guidance will be provided by the Art staff as to the best course option for the learner.

Subject Information

Design & Technology GCSE

Course Outline

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

Specialist technical principles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Assessment

PAPER 1: Written Examination: 2 hours. 50% of qualification	A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: <ul style="list-style-type: none">• Technical principles• Designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in DT.
Component 2: Non-exam assessment 50% of qualification	A sustained design and make task, based on a contextual challenge set by AQA, assessing candidates' ability to: <ul style="list-style-type: none">• Identify, investigate and outline design possibilities• Design and make prototypes• Analyse and evaluate design decisions and wider issues in DT.

Future Learning Options (Post 16)

Tech Level 3 Engineering, BTEC L3 Engineering

Career Opportunities

CAD technician, Exhibition designer, Furniture designer, Interior and spatial designer
Product designer, Advertising art director, Automotive engineer, Furniture conservator/restorer, Graphic designer, Materials engineer, Product manager, Production designer, theatre/television/film, Purchasing manager.

Subject Information

Food & Nutrition (GCSE)

Course Outline

The Food Industry provides a wide range of jobs in the UK, currently employing half a million people.

The syllabus is made up of 50% coursework and 50% written exam. During this course, students will work with a range of ingredients to develop an understanding of combining ingredients for desirable outcomes. This will in turn help to refine a range of high-quality skills, which would be relevant for those wanting to work in the food and catering industries.

Year 10

During Year 10 you will work through a series of traditional practical skills which prepare you for the GCSE assessments. You will:

- Do practical work most weeks
- Do written work every week
- Start preparation for the Yr11 Non-Examination Assessment (**NEA**)
- Coursework tasks

Year 11

In Year 11, you will:

- Continue with the practical skills.
- Complete 2 NEA tasks
- Sit a 1 hr 30 mins written exam

Yr11 – NEA Task1

Food investigation – Here students will investigate an aspect of food preparation or an ingredient – this is set by the exam board

Yr11 – NEA Task 2

The completion of an extended practical task which is to prepare and cook a 2 or 3 course meal

Students need to be prepared to complete written work in class and at home every week. They must also bring ingredients every week.

Future Learning Options (Post 16)

A Level Food Preparation & Nutrition

Career Opportunities

Catering, Food Scientist, Chef, Hotel Industry, Dietician

Subject Information

Technical Award - Creative Media Production (BTEC)

Equivalent to 1 GCSE

Course Outline

The BTEC Technical Award in Creative Media Production is a practical hands-on introduction to the digital skills needed in the media industry. This goes alongside a theoretical study of the media sectors where you are required to research and write about different media products. Students get the chance to develop valuable skills and techniques across different media disciplines. These will include filming and editing, magazine publishing and online advertising and marketing. Computer based design, film and photograph editing skills will play a key role in your lessons.

This gives learners the opportunity to:

- Developing technical media skills and techniques
- Produce a digital media product in response to a brief
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions

Modules covered:

- Component 1: Exploring Media Products – Research and written Unit
- Component 2: Developing Digital Media Production Skills – Practical Unit
- Component 3: Response to a Brief – Practical Exam

Components 1 & 2 each represent 30% of the course and are internally assessed. Component 3 represents 40% of the course and is externally set and assessed.

Future Learning Options (Post 16)

Gives full-time learners the opportunity to progress to other vocational qualifications, GCE A level, or to enter an apprenticeship in the creative media sector.

What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

Career Opportunities

This will equip any learner for progression towards a career in the creative media industries, such as; digital media marketing, web-designer, photographer, moving image editor, journalist to name but a few.

Subject Information

Technical Award – Music Practice (BTEC)

Equivalent to 1 GCSE

Course Outline

This Music BTEC course gives students a hands-on insight into what it is like to work in the vibrant and exciting and Music industry. The course allows learners to explore the sector through performance, composition and producing using a mixture of live performance and music technology skills. This course can be personalised to student interests and experiences meaning playing an instrument is not an essential prerequisite.

This gives learners the opportunity to:

- Through practical exploration, understand the techniques to create music
- Explore a variety of music styles and the theory and techniques that underpin them
- Develop technical and practical skills through workshops, classes and experimentation while using the specialist facilities the department has

Assessment

As a creative subject with a focus on music practice, there is no final written exam. All components including the externally assessed component, are assessed through engaging, open and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeal to them.

Modules covered:

- Component 1: Exploring Music Products – Research and creation
- Component 2: Music Skills Development – Choose a skill to develop
- Component 3: Response to a Music Brief – Develop music to a brief

Future Learning Options (Post 16)

Completion of the course gives access to Level 3 allowing you to continue your studies in our 6th Form. Beyond that you will be able to progress to further/higher education courses such as degrees in popular music, music technology, music composition and business.

Career Opportunities

The knowledge and transferable skills you learn (responding to a brief, self-development, planning, time management, communication) will give you access to a wide choice of careers including performing/recording/touring artist, music producer (film, game, broadcasting), composer, retail, mental healthcare, charities, therapists, armed forces.

Subject Information

Dance (GCSE)

Course Outline

This qualification is linear meaning that students will sit all their exams at the end of the course in Year 11. It is both practical and theory dance with a 60:40 split. The course is split into three sections:

1. **Performance**
2. **Choreography**
3. **Written exam**

Performance – you will perform two set phrases which are both solo performances. Then there is a duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography - Solo choreography – a solo (two to two and a half minutes)

In total there will be four performance pieces for the practical exam, three will be solo and one a duet/trio.

How is it assessed?

The practical exam is Internally marked and externally moderated.

Solo performances = 30% of GCSE & 40 marks

Choreography performance = 30% of GCSE & 40 marks

Practical = 60% of overall grade

Written exam – This is one paper which is in the exam season at the end of Year 11. In this paper there is three sections:

Section A – use appropriate dance terminology to critically analyse and interpret students own practical work including physical, technical, expressive, and mental skills.

Section B – be able to evaluate performance and choreography of the solo set phrases and choreography.

Section C – demonstrate knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology. Students will study six professional dance works and answer essay based questions on this.

Future Learning Options (Post 16)

The GCSE Dance course gives learners the opportunity to progress to other vocational qualifications, GCE A level Dance, or the BTEC Level 3 in the Performing Arts and Dance industry.

What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

Career Opportunities

This will equip any learner for progression towards a career in the Performing Arts industries, such as dance teacher, choreographer, performer, journalist, dance therapist, costume designer, set designer, physiotherapist to name a few.

Subject Information

Drama (GCSE)

Course Outline

This course gives learners the opportunity to:

This qualification has a straightforward structure with three components: Component 1 is about student's devising and developing their own performances. This will be assessed through the performance, and through a short, written piece about the choices that the group made. Component 2 explores how to stage a text. This is externally assessed by a visiting examiner. Students will produce 2 short performances from two different playwrights. Component 3 is a written exam which explore the role of the director and designer.

It is possible to access this qualification as both a performer, or as a designer. In each component there are options to work as a performer, or as technical support for a performance, which can take the shape of lighting design, sound, set design, prop making, costume design, or make-up.

We use engaging texts – plays have been selected from a list of texts that engage and inspire all, playing to students' individual strengths and personalising learning at all stages of the course.

Future Learning Options (Post 16)

There are a variety of different paths that students could follow after studying GCSE Drama. Many go on to study a Drama and Theatre Studies course at A level although some pursue the BTEC vocational route in college going on to study a level 3 qualification. Both routes can lead to a place on a university degree course.

Career Opportunities

Jobs directly related to a Drama pathway include:

- Actor
- Broadcast presenter
- Drama therapist
- Runner, broadcasting/film/video
- Theatre director
- Theatre stage manager

Jobs where your Drama GCSE would be useful include:

- Arts administrator
- Choreographer
- Community arts worker
- Media researcher
- Music producer
- Secondary school teacher
- Special effects technician
- Talent agent
- Television floor manager
- Theatre manager

Subject Information

Physical Education (GCSE)

Course Outline

Component 1 (Written Exam): Physical factors affecting performance - 80 marks/ 1 Hour 30 mins (36%)

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training

Component 2 (Written Exam): Socio-cultural issues and sports psychology - 60 marks/ 1 Hour 15 mins (24%)

- Health, Fitness and well-being
- Sports Psychology
- Socio-cultural Influences

Component 3 (Practical Moderation): Performance in Physical Education - 105 marks (30%)

Three assessments from a set list of activities;

- One team activity, one individual activity and the final is a choice between the two.

Component 4 (Coursework): Personal Exercise Programme (PEP) – 20 marks (10%)

- Plan, carry out and evaluate a personal exercise programme.

GCSE Physical Education is suitable for students who have very good practical ability in at least three different sporting areas. Students must be highly motivated and enthusiastic about Physical Education and be aware that the theoretical component will form 60% of the course. Therefore, students will need a very good understanding of English and Science.

Future Learning Options (Post 16)

A Level Physical Education
BTEC Level 3 in Sport

Career Opportunities

- Fitness Instructor
- Leisure and Sports Manager
- FE Teaching Professional
- Secondary Education Teaching Professionals
- Physiotherapist
- Youth and Community Worker
- Sports Player
- Sports Coaches, Instructors and Official
- Vocational and Industrial Trainers and Instructor
- Sports and Leisure Assistant
- Sports Scientist.