



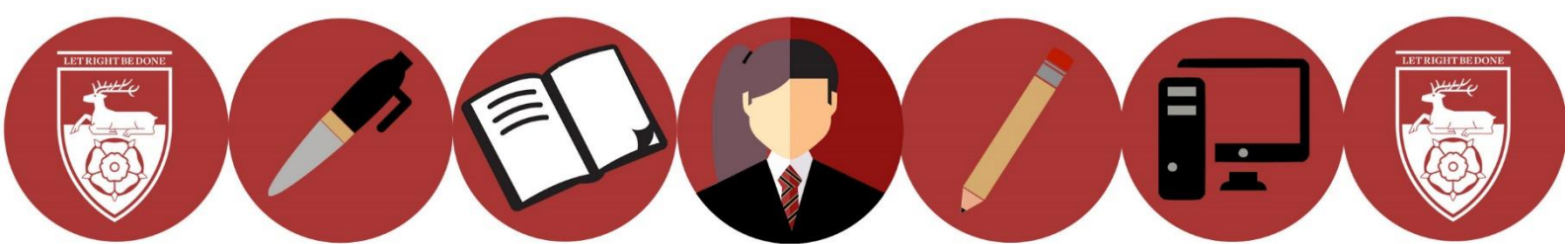
New Mills School

Year 10

Options Booklet







You are now at the stage of your education where you have an exciting opportunity to have a direct say in what you want to study by choosing which subjects you want to pursue until Year 11. The decisions you make now will have an effect on decisions you will make later as a sixteen-year-old; moving into a Sixth Form, starting employment, taking up training or going to college. It is very important, therefore, that you choose wisely and leave yourself as many avenues open as possible for the future.

Various people will be talking to you about the choices you will have to make. Your parents will naturally be interested, teachers will talk to you about different subjects, your form tutor will be available for advice and you will talk with your friends about what you will be doing next. Throughout this process, please remember that the decision **should be yours** and it should be made for **the right reasons**.

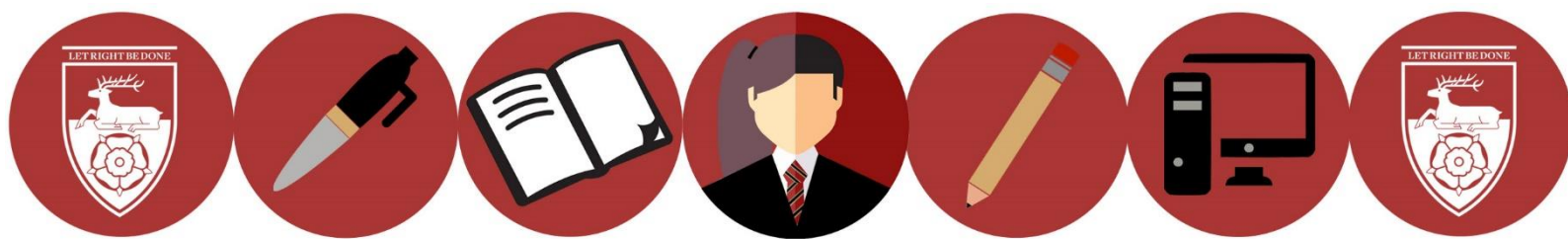
Remember the experiences you have already had when making your decisions. Your lessons so far will have informed you about the nature of many option courses and you have had the option process explained to you in an assembly. This was also explained in a written letter which was mailed home. You have been invited to an online Y9 options evening which is an opportunity to hear about the arrangements for your curriculum over the next two years and to hear from teachers directly about the course requirements for particular subjects. In addition, you have the opportunity to sample new subjects which have not been part of your curriculum so far, which you may consider as part of your option choices. This will happen in the autumn term.

The next step is to understand the detail of the courses you can apply for. This booklet is part of understanding the differences between courses and will help you make sensible and considered decisions. Please show this booklet to your parents and discuss your thoughts and possible choices with them. Talk to as many people as possible about your ideas for the future and how you think you will get there. Your teachers and form tutor are available to talk ideas through. In addition, check through your progress report to see how you're doing in potential option subjects and gauge where your strengths might be.

At the back of this booklet you will find a link to the online options form. This indicates to us which of the option subjects you would like to take. **You will be asked for 6 applications, in order of preference. Your four option courses will be determined from these.** Your options form needs to be completed and submitted no later than Friday 17th December. Early returns of the form will not make a difference to your eventual option subjects, however, late returns may mean you are not able to access the courses you would prefer.

Please bear in mind during the whole process that all option courses are subject to timetable and staffing constraints. For this reason, we may not be able to arrange the exact combination of subjects you are seeking. If this is the case, your option selections will be discussed with you and a solution found. Remember that the final decisions about option courses will only be taken when we are all sure they are the right ones.

Good luck with your thinking and planning over the next few weeks – next year really marks the start of the adult phase of your education so you need to make mature and sensible decisions. Please do not hesitate to contact your tutor, your teachers or Mrs Jesson if you would like further advice.



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OPTION PROCESS TIMELINE

We have set up an extensive program of events to help make sure you make the right decisions, some of which you have already experienced.

Year 9 Autumn Term

- Option Process Assembly and letter home detailing the options process
- Option Taster Day: Short sessions of subjects students have not experienced during Years 7-9 to provide an insight into that course at GCSE level
- Year 9 Parent Information Evening. This is an online evening for Y9 students and their families on 18th November. Prior to the evening you will have access to a recorded formal presentation about the options process and recorded information from subject staff about course content and assessment. On the evening, details of how to contact staff about specific courses will be shared and parents will have an opportunity to ask questions about the options process.
- Options booklet with details of courses and information about how to complete the options form taken home for discussion
- Subject teachers and tutors are available to discuss courses with students. Students will be advised to ask for a time to talk through options if they need to.
- Year 9 report 1 sent home (26th November). This will detail your child's strengths and areas for development in each subject. This will give up to date information on the GCSE grades teachers believe students will achieve at the end of Year 11, if the course is applied for by your child, and they are accepted
- **Friday 17th December** Option form deadline – Online submission using the link at the back of this booklet. After this, option courses for everyone will be determined, maximising the number of students who can study their preferred subjects

Y9 Spring Term

- Senior team complete an analysis of student option selections. Discussions with students and staff will be held if any subjects are unable to run due to low interest
- **Thursday 27th January** Year 9 parents evening
- Students have individual consultations with Senior Team about options. Confirmation or alteration of the options applied for will happen at these meetings
- Year 9 report 2

Year 9 Summer Term

- Final option course offer letter
- **Friday 25th June.** Deadline for final offers to be confirmed by parents



THE NEXT TWO YEARS

Years 10 and 11 are different from Years 7 to 9 because not everyone will study all of the same subjects. There are a number of subjects which all students must study and these fall into the following categories:

The Core Curriculum

These courses are studied for two years and lead to a GCSE qualification. These subjects are English Language, English Literature, Mathematics and Science. Physical Education and Personal Development are subjects which all students must participate in, but are not examined.

EBacc (English Baccalaureate) Option Subjects

In addition to the core curriculum all students must choose at least one EBacc subject. The choices are: a Humanities (History or Geography), a Modern Foreign Language (French, German or Spanish), Computer Science or Separate Sciences.

Open Option subjects

In addition to the core curriculum and the EBacc subject all students must make a further three choices, giving four option courses in total. Students can choose to study additional EBacc subjects or choose to pursue non-EBacc subjects. If separate sciences are not chosen, the student will automatically be enrolled onto Combined Science – no separate information is needed.

What is the English Baccalaureate (EBacc)?

The Government believes that schools should offer students a broad range of academic subjects until the age of 16 and the English Baccalaureate promotes that aspiration. The English Baccalaureate is not a qualification in itself. It recognises students' achievements across a core of selected academic subjects. To attain an English Baccalaureate students must successfully complete GCSE courses in five areas:

1. English - See pages 8 and 9
2. Mathematics - See page 10
3. Science (Combined or Separate) - See pages 11 and 12
4. History **or** Geography - See pages 17 and 19
5. French **or** German **or** Spanish - See pages 16, 18 and 20

Students who do this will have their achievements recognised with an English Baccalaureate.

Please remember:

All option choices are subject to timetable and staffing constraints and we will inform parents and students if there are problems with any option choices as soon as possible



TUTORIALS AND EXTRA CURRRICULAR LEARNING

In addition to timetabled lessons students will be able to access a wider curriculum through participating in music lessons, sports clubs/teams or attending one of the clubs across school. Some of these opportunities can lead to further qualifications, for example, many students achieve music grades through extra-curricular instrument tuition. Students also have access to careers education and guidance through tutorial time every morning along with other relevant aspects of wider learning (literacy, numeracy, British values, revision and study skills etc.). These additional aspects of learning are worth bearing in mind during the option process, as they are another way to ensure the breadth of curriculum.

GCSE and Other Types of Courses

We offer three different types of course. We offer GCSE qualifications, BTEC Technical Awards and Technical Awards. The details in this booklet are very clear and give information about the specification (what is taught) for each subject as well as about how each subject is assessed.

For each course there are two ways of assessing work. The amount of each varies for each subject

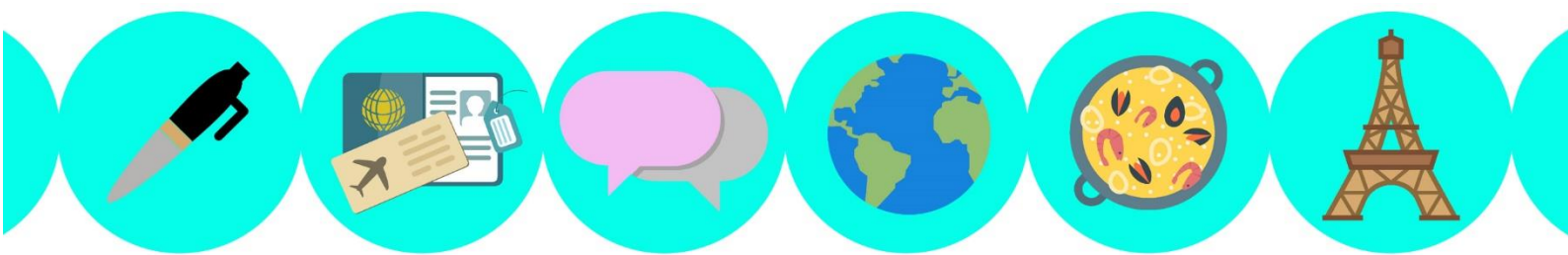
- **Examination** - This type of assessment will happen at the end of the course and is the traditional written style assessment completed under high control in school.
- **Controlled Assessment** - This type of assessment has replaced coursework. Tasks are set, completed and marked under varying levels of control. In some circumstances students can take work home but in most the work is done under controlled conditions in school.

For GCSE courses the majority of the marks (in a lot of cases all marks) are earned in examinations. The number and length of examinations has increased for GCSE students dramatically over the last few years. Students need to be aware that they will need to continually revise from the start of courses as the exams require students to link all the subject knowledge together and apply it to unfamiliar circumstances.

As you will be aware, the GCSE qualifications students will take are no longer assessed on the A*-G scale. Students will be awarded numerical grades from 9 to 1. A grade 7 is equivalent to the old grade A, and grade 4 is similar to the grade C. You do need to be clear that the new "strong pass" grade is a 5, and grade 4 is currently considered a "standard pass".

Some subjects are examined at different levels. These are referred to as tiers. Generally there are two tiers of entry referred to as Foundation Level and Higher Level. The level of entry is generally determined after taking into account Controlled Assessment marks (where there is any controlled assessment) and a student's progress throughout the course. You will be informed of the intended tier of entry by the Examinations' Officer, Mrs Hesford, at the appropriate time.

BTEC Technical Awards and Technical Awards are awarded on a different scale which is Pass, Merit, Distinction and Distinction* at Level 2. These grades are broadly equivalent to a grade 4, 5/6, 7 and 8/9 respectively.



OPTION CONSIDERATIONS

Broad and Balanced

By the end of Year 9 very few students can accurately predict what they will actually be doing when they leave school. It is for this reason that we want all students to continue to study a very broad range of subjects. A balanced portfolio of subjects is essential as this allows you to demonstrate strengths in different areas as universities and employers value this. You should also take into account your strengths and interests so that you can combine the best possible grades and enjoyment of your studies.

As well as thinking about the breadth of subjects chosen in terms of enjoyment and subject strengths, you also need to consider possible future career paths. It is worthwhile finding out the entry requirements for any areas you are interested in. This can be a useful starting point, or used as a check that the choices made will facilitate entry to specific further/higher education courses or employment. The following websites may help in this area:

- Start: A wealth of advice on learning and careers. www.startprofile.com
- National Careers Service: <https://nationalcareers.service.gov.uk/explore-careers>
- National Apprenticeships: Guidance on apprenticeships <https://www.apprenticeships.gov.uk/apprentices>
- Parental Guidance: Advice on helping to choose options <https://www.parentalguidance.org.uk/making-choices>
- UCAS: For looking beyond GCSE's to Post 16 and 18+ options <https://www.ucas.com/further-education/post-16-qualifications>

Decisions on which option subjects to take can be very difficult to make. Remember, you are choosing a subject, not for a teacher. Choose subjects you enjoy, are interested in and are likely to achieve in. Don't pick a subject because your friends are choosing it.

Over the next section of the booklet there is information on every Key Stage 4 course. Each page is split into four sections so you can compare courses easily:

Aims of the course	What you will learn on the course The official title of the course and exam board
Course Content	Details of what you will learn during the course.
Assessment	How you will be assessed: the number of exams and controlled assessments you will be expected to complete
Beyond GCSE	How this particular course can lead into further study training or employment.

Now...

- **Read the following pages of information carefully.**
- **Take the opportunities outlined on page 4 to discuss your options as widely as possible.**
- **Complete and submit the online options form (details available at the back of this booklet)**



ENGLISH LANGUAGE - GCSE

Aims of the Course

Students will be given the opportunity to study how published writers have used language in order to develop and hone their own creative writing skills.

Course Content

Critical reading and comprehension

- Identifying and interpreting themes, ideas and information in a range of literature/high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining contribution to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail
- Comparing texts: comparing two or more texts critically with respect to the above.

Writing

- Producing clear and coherent text: writing effectively for different purposes/audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.
- Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively/pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (eg antithesis, parenthesis).

Spoken language

- Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches; responding appropriately to questions/feedback; employing Standard English in talk.

Assessment

[AQA GCSE English Language - 8700](#)

There are two exam papers:

- 1 hour 45 minutes Reading (literature text) plus descriptive/narrative writing.
- 1 hour 45 minutes Reading (non-fiction/literary non-fiction) plus writing to present a viewpoint

Beyond GCSE

English Language is now viewed as a strong A level choice, a subject offering interest within its own right, but also one that lends support for many other areas and subjects. You may want to know more about the power of language or simply want to learn how to develop your skills as a writer if your career aspirations lie in this field.



ENGLISH LITERATURE - GCSE

Aims of the Course

Students will be given the opportunity to gain an understanding of valued literature from different writers, genres and periods in history. They will study a range of texts in order to appreciate the quality of writing that exists around them and the power of the written word.

Course Content

Reading comprehension and reading critically

- Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

Writing

- Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- Accurate Standard English: accurate spelling, punctuation and grammar.

Texts

- One Shakespeare play; a 19th century novel; a 'modern' text and a selection of poetry from the AQA Anthology.

Assessment

[AQA GCSE English Literature - 8702](#)

There are two exam papers:

- 1 hour 45 minutes Shakespeare and the 19th century novel.
- 2 hours 15 minutes Modern texts and poetry.

Beyond GCSE

English Literature has always been viewed as a traditional A level choice, a subject offering rigour and challenge. You may be a dedicated Literature student and make a smooth transition between KS4 and 5 or you may have strengths elsewhere. In this case you may opt for Literature A level to show employers and/or universities that you offer a variety of skills and knowledge.





MATHEMATICS - GCSE

Aims of the Course

Mathematics is a core subject in the National Curriculum and is important for many different jobs and careers. A good knowledge and understanding of Mathematics can also help you with other subjects you will study as well.

The National Curriculum for Mathematics aims to ensure all pupils:

- become fluent in the fundamentals of Mathematics including being able to deal with more complex problems over time and developing conceptual understandings.
- be able to reason mathematically, developing arguments, justifications and proofs using mathematical language.
- be able to solve problems by applying their mathematics to routine and non-routine problems, breaking them down into a series of simpler steps and persevering in seeking solutions.

Course Content

The course covers all the main areas of Mathematics including:

- **Number Skills** including percentages, decimals, fractions and problem solving.
- **Algebra** including simplifying and manipulating expressions, index laws and using algebra to construct arguments and proofs.
- **Geometry and Measures** including plans, elevations, transformations, length, area and volume problems.
- **Ratio and Proportion** including scale factors, proportionality, and setting up and solving growth and decay problems.
- **Statistics and Probability** including being able to understand and interpret statistical data and represent data using graphs and tables.

Assessment

[Edexcel GCSE Mathematics - 1MA1](#)

The course will be assessed at the end of Year 11 by examination.

Three written exams, lasting 1 hour and 30 minutes, worth 80 marks each

- Paper 1 Non-Calculator
- Paper 2 Calculator
- Paper 3 Calculator

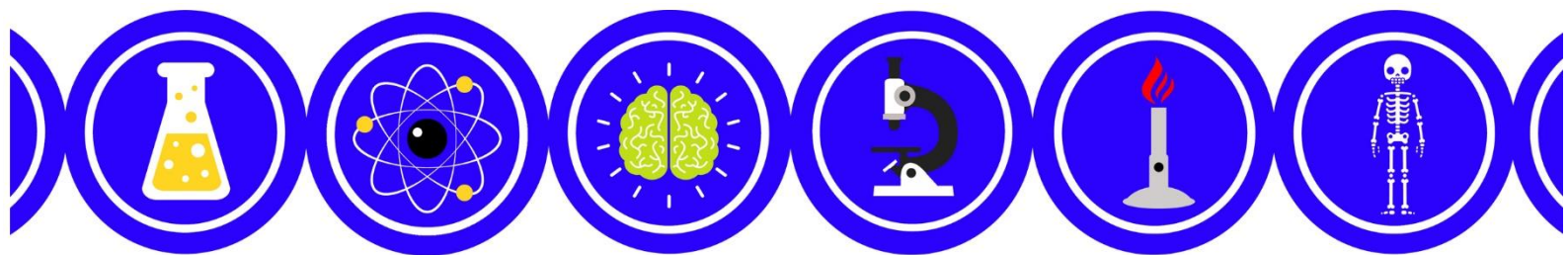
The exams are equally weighted.

The GCSE grades awarded will run from grade 1 to 9, with 9 being the highest.

Beyond GCSE

A good grade GCSE is required to study for many post sixteen courses and apprenticeships.

Students wishing to pursue Mathematics further at A level will be required to obtain at least a grade 6 to show the necessary mathematical grounding to be successful on this course.



COMBINED SCIENCE - GCSE (EBACC)

GCSE Combined Science furthers students' ideas of scientific theory and helps them learn practical skills through topical investigations. Biology, Chemistry and Physics are taught and assessed separately with a pure science approach, looking at theory and application.

Students gain skills such as -

- Using knowledge and understanding to pose scientific questions and define scientific problems.
- Planning and carrying out investigative activities, including appropriate risk management, in a range of contexts. Collecting, selecting, processing, analysing and interpreting primary and secondary data to provide evidence.
- Evaluating methodology, evidence and data.
- Understanding the relationship between science and society and the consequences of scientific research and work.
- Developing communications and literacy skills in scientific contexts.

Course Content

Biology

Cell biology
 Organisation
 Infection and response
 Bioenergetics
 Homeostasis and response
 Inheritance, variation & evolution
 Ecology

Chemistry

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

Physics

Forces
 Energy
 Waves
 Electricity
 Magnetism and electromagnetism
 Particle model of matter
 Atomic structure

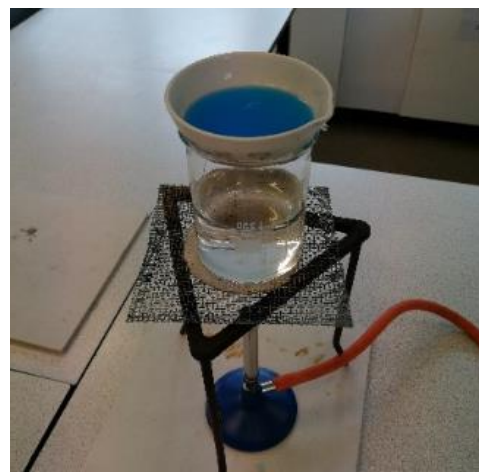
Assessment

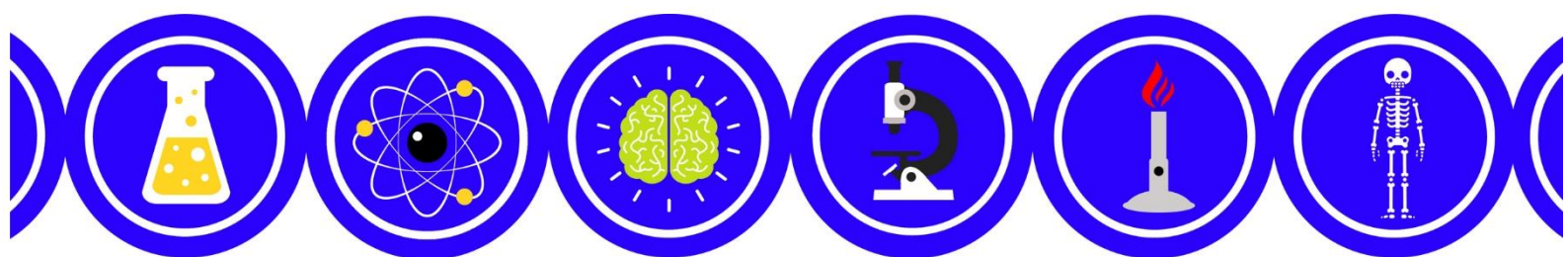
[AQA GCSE Combined Science - Trilogy 8464](#)

There are six exam papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 15 minutes in length, has 70 marks available and is worth 16.7% of the final GCSE grade. Each paper contains a mixture of multiple choice, structured, closed short answer, and open response questions. There will be questions that also assess the quality of written communication in a science context. Students also are required to complete a number of required practicals which will be recorded in a laboratory notebook and students will be asked questions about them in the exam. There will be at least 16 of these in total during the course.

Beyond GCSE

GCSE Combined Science provides a firm foundation for students wishing to progress on to Level 3 courses. The Combined Science course is a fantastic grounding for many career paths, due to the transferable skills of problem solving, analysis and evaluation gained throughout. Students can go on to study A levels after completion of Combined Science, but will find the change more challenging than if they complete Separate Sciences.





BIOLOGY, CHEMISTRY, PHYSICS - GCSE

Aims of the Course

These three GCSEs must be taken together (students cannot study one or two of the three). We term this "Separate Sciences". These GCSEs introduce students to fundamental ideas in scientific theory and help them learn practical skills through topical investigations. Biology, Chemistry and Physics are taught and assessed separately with a pure science approach, looking at theory and application. Students will be selected based on their academic achievement, attitude and commitment to the subject.

Students gain skills such as:

- Using knowledge and understanding to pose Scientific questions and define Scientific problems.
- Planning and carrying out investigative activities, including appropriate risk management, in a range of contexts.
- Collecting, selecting, processing, analysing and interpreting primary and secondary data to provide evidence.
- Evaluating methodology, evidence and data.
- Understanding the relationship between Science and society.
- Developing communications skills in scientific contexts.



Course Content

The Separate Science GCSEs generally cover the same topic content as the GCSE Combined Science. However, they include more depth of content.

Biology

Cell biology
 Organisation
 Infection and response
 Bioenergetics
 Homeostasis and response
 Inheritance, variation & evolution
 Ecology

Chemistry

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

Physics

Forces
 Energy
 Waves
 Electricity
 Magnetism & electromagnetism
 Particle model of matter
 Atomic structure
 Space physics

Assessment

[AQA Biology - 8461](#), [AQA Chemistry - 8462](#), [AQA Physics - 8463](#)

GCSE Biology, Chemistry and Physics will be assessed during Year 11. Students will complete two papers for each subject, each at 1 hour and 45 minutes in length, and each worth 100 marks. These questions will include multiple choice, structured, closed short answer and open response. Each separate science includes at least eight required practicals during the course. Written exams will include questions that draw on students' practical science experience with at least 15% of each GCSE paper being allocated to these.

Beyond GCSE

GCSE Biology, Chemistry and Physics provide the best foundation for students to progress to AS and A level Sciences. They also allow progression onto a wide range of courses, both academic and vocational, as well as providing a fantastic grounding for many career paths due to the transferable skills students gain through the course.



PHYSICAL EDUCATION

Aims of the Course

Over Year 10 and Year 11 students follow a broad and balanced programme of activities based upon the areas of experience required within the National Curriculum and enhanced by activities which are available within the High Peak which student can continue to enjoy after they have left school. Through these experiences we encourage students to be physically active, become more confident, more independent and further develop positive attitudes in working with other students.

Course Content

Students follow a block programme of activities in mixed groups and ability groups. The emphasis within these activities will be to build upon previous work and to give a further insight and an understanding of the greater technical and tactical demands needed to play, coach and officiate at a higher level.

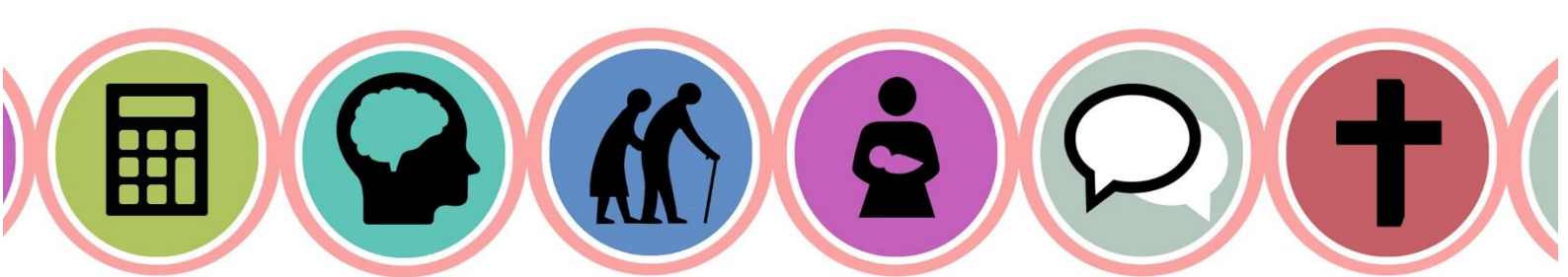
During the course, ample opportunity will be given to develop personal skills outside the PE lessons and to contribute to the development of some of the younger students in the school.

There will be one lesson of Physical Education per week and the content (indoor or outdoor, individual or group, theoretical or practical) will depend upon ability and experience.

- Indoor – Gymnastics, Volleyball, Basketball, Badminton, Handball, Table Tennis and the development of the health related components of fitness through Boxercise, Circuit Training, Keep Fit, Aerobics, and Weight-Training.
- Outdoor – Football, Rugby, Netball, Hockey, Cross Country, Athletics, Tennis, Cricket, Rounders, Softball and a Games Multi-Skills course.

Students are encouraged to take note of personal aspects of health, fitness and to lead other students in warm-up and team/group activities.





STUDENT DEVELOPMENT

Aims of the course

- To engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- To support students emotional well-being
- To foster tolerance and harmony between cultural traditions by developing an awareness of, and respect for, diversity.
- To enable students to develop their self-knowledge, self-esteem and self-confidence, and to prepare students well for life in Modern Britain.
- To promote positive relationships that do not accept any form of discrimination across the whole school.
- To explore British values such as equality, a respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Course content

Unit 1: Relationships. The following topics are addressed: sexual relationships, unhealthy relationships, consent, sharing sexual images, online relationships, pornography, contraception, STIs, pregnancy choices, abortion, marriage, LGBTQ+ relationships, parenting and ending relationships.

Unit 2: Islam. The following topics are addressed: The Six Beliefs, The Five Roots, the nature of Allah, Risalah, Muslim holy books, Malaikah

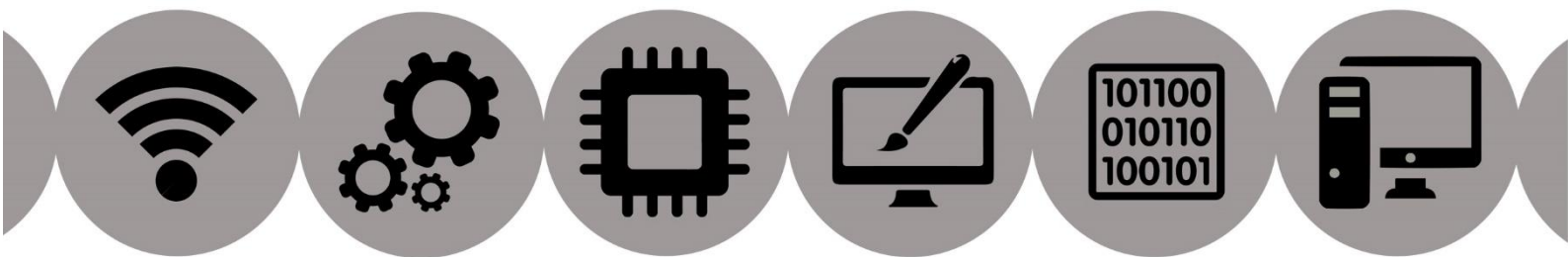
Unit 3: Citizenship. The following topics are addressed: The UK in the world today, democracy, elections, British values, human rights

Unit 4: Emotional health and mental wellbeing. The following topics are addressed: Mental and emotional health concerns, self-image

Rationale

Education is about preparation for life, not just preparation for exams and this course plays an integral role at New Mills in achieving that. This course is a way in which we cater for the spiritual, moral, social and cultural development of our students at a classroom level.

However, the range of skills gained from the programme of study will support learning in other humanities subjects such as History, Geography, English, Philosophy, Law, Sociology, Psychology and Politics. The course gives students the opportunity to develop skills in evaluation by considering issues from a range of perspectives. These skills are highly valued by a range of employers.



COMPUTER SCIENCE - GCSE (EBACC)

Aims of the Course

This course gives students the opportunity to discover how computer technology works and to take a look at what goes on 'behind the scenes'. Through the introduction of programming, it helps students expand their problem-solving skills. For many, it will be a challenging and interesting way to develop these transferable skills, which can be applied to further learning and everyday life. The course aims to develop students' understanding of the fundamental hardware of a computer system, common types of software and simple logic. Students acquire the skills to write simple computer programs and to look at the development of computer technology and the effects it has had.

Course Content

This provides a good insight into how computers function, from how and why computers are structured and how computers have stayed the same, structurally, for the past 40 years, to the involvement and importance of memory and storage. Students will also develop an understanding of network topologies and the properties of wired and wireless networks. There will also be an insight into system software and security and how it is linked with the ethical, legal and environmental implications when designing hardware and software.

Computational Thinking

Students are expected to understand what algorithms are and how they can be implemented into computer programs and from this, investigating programming techniques to produce robust programs. This will in turn help the development of computational logic, looking at logic gates, which will lead to students being able to translate between program languages, pseudocode and structured English. Finally students will look at how data is represented in a computer; this will develop an understanding of binary numbers and how they can represent characters, images and sound.

Programming

Students will use programming techniques learnt in the lessons and implement them into planning, developing, testing and evaluating a range of simple and complex programs.

Assessment

[GCSE \(9-1\) OCR Computer Science - J277](#)

Computer Systems and Architecture

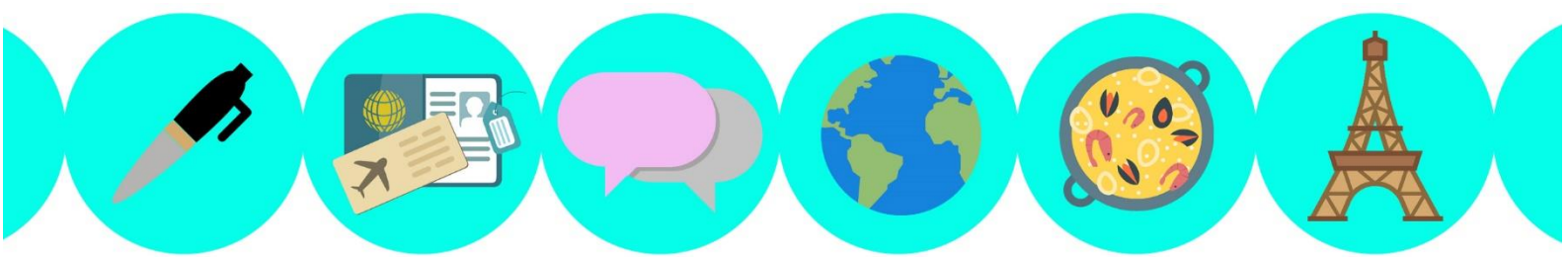
90 minute written paper, with a mixture of short and long answer questions, worth 50% of the GCSE (80 marks).

Computational Thinking, Algorithms and Programming

90 minute written paper, with a mixture of short and long answer questions, worth 50% of the GCSE (80 marks).

Beyond GCSE

The course offers an ideal platform to further study at A Level and beyond. Computer Science is a popular course at degree level and an A Level in Computing is an ideal background. There are also many job opportunities and apprenticeships for students of Computing, in Web and Software Development, Computer Technician, IT Support, Electronics Engineering, Computer Programming, Systems and Networking, Database Development and more.



FRENCH - GCSE (EBACC)

You may only choose a language you have previously studied in KS3. If you have studied two languages you **MUST** select one to study to GCSE level.

Aims of the Course

The aim of the course is to enable you to communicate effectively in French in a variety of situations. You can understand what you hear and read, and create language yourself through speaking and writing.

French is the fifth most spoken language in the world. It is spoken by 77 million people as a first language and 280 million people including second-language speakers globally, especially in Europe, Africa and the Americas. It is the official language of 39 countries and territories. France has a rich cultural and political history that is hugely influential the world over. France is a travel and tourist hot spot – the most visited country in the world. French-speaking Africa is one of the fastest-growing regions in the world, making French an ever-more relevant language in the global economy. All this makes French the second most sought after language by UK employers.

Learning a language means, you also learn huge amounts about your own language and how it is structured. It supports your other subjects. You develop memory skills, communication and interaction skills, learn to speak in public, learn to live off your wits (problem solving strategies) learn to make rational links between ideas and learn to and think quickly. You can practically feel your brain growing.

Course Content

Topics covered are included in the following themes:

- Identity and culture: personal relationships, technology, free time, customs and festivals;
- Local, national and global areas of interest: home-town and region (with a focus on France), healthy living, environment, social issues, global events, travel and tourism;
- Current and future study and employment: school, post-16 education, work.

Assessment

AQA GCSE (9-1) French

Assessment is by examination. There are assessments in listening, speaking, reading, and writing. Each skill is worth 25% of the final GCSE mark.

You can enter the assessments at higher or foundation tiers.

Beyond GCSE

Languages combine well with almost any other A-level subject. They also combine well with degree courses in other subjects and previous students have studied a language with maths, history, business studies among others. Languages help you stand out in the university application process, with some universities (UCL, certain Russel Group universities) requiring a GCSE language in order to study any subject.

In language lessons, you see things from a range of perspectives; develop problem solving skills, persistence, resourcefulness and creativity – attributes all highly sought after by employers.





GEOGRAPHY - GCSE (EBACC)

Aims of the Course

GCSE Geography allows students to build on their Key Stage 3 knowledge and develop the skills to:

- Develop their knowledge of places, environments, and processes, and of different scales including global, social, political and cultural contexts.
- Gain an understanding of the interactions between people and environments, and the changes in places and processes over time.
- Develop and extend their competence in a range of skills including those used in fieldwork, using maps, and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts.

Course Content

All geography courses allow students the opportunity to study a balance of physical and human geography.

Areas of study include:

- Global hazards
- Climate change
- Landscapes
- Ecosystems
- Future of Urban areas
- Development
- UK in the 21st century
- Reliance on resources

All students will also participate in two fieldwork investigations that relate to the course content



Assessment

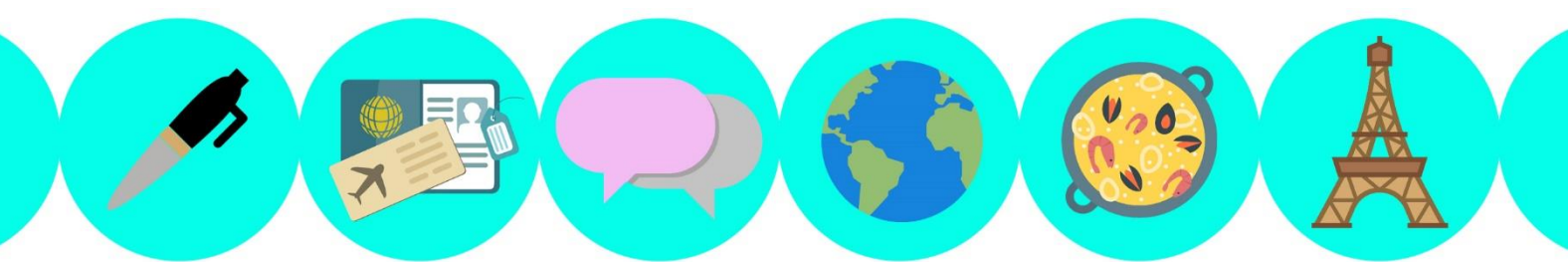
[OCR GCSE Geography B 9-1 \(J384\)](#)

100% Examination.

- Our Natural World: 75 minutes, 70 marks (35%)
- People & Society: 75 minutes, 70 marks (35%)
- Geographical Exploration: 1 hour 30 minutes, 60 marks (30%)

Beyond GCSE

Geography provides students with many universal skills that can be used for further and higher education, or in the workplace. Many of our students go on to successfully study Geography at A level and Degree level. Geography is a well-respected and facilitating subject, so is suitable for many pathways.



GERMAN - GCSE (EBACC)

You may only choose a language you have previously studied in KS3. If you have studied two languages you **MUST** select one to study to GCSE level.

Aims of the Course

The aim of the course is to enable you to communicate effectively in German in a variety of situations. You can understand what you hear and read, and create language yourself through speaking and writing.

German is the twelfth most spoken language in the world and the most spoken language in the EU. It is spoken by 76 million people as a first language and 132 million including second-language speakers mainly in Europe. Germany is an engineering, manufacturing and financial powerhouse; the largest economy in Europe and the fourth largest in the world. It also has a rich cultural history that is hugely influential the world over. All this makes German the most sought after language by UK employers and German-speaking posts are the highest paying jobs requiring a second language in the UK.

Learning a language means, you also learn huge amounts about your own language and how it is structured. It supports your other subjects. You develop memory skills, communication and interaction skills, learn to speak in public, learn to live off your wits (problem solving strategies) learn to make rational links between ideas and learn to and think quickly. You can practically feel your brain growing.

Course Content

Topics are covered in the following themes:

- Identity and culture: personal relationships, technology, free time, customs and festivals;
- Local, national and global areas of interest: home-town and region (with a focus on Austria and Germany), healthy living, environment, social issues, global events, travel and tourism;
- Current and future study and employment: school, post-16 education, work.

Assessment

[AQA GCSE \(9-1\) German](#)

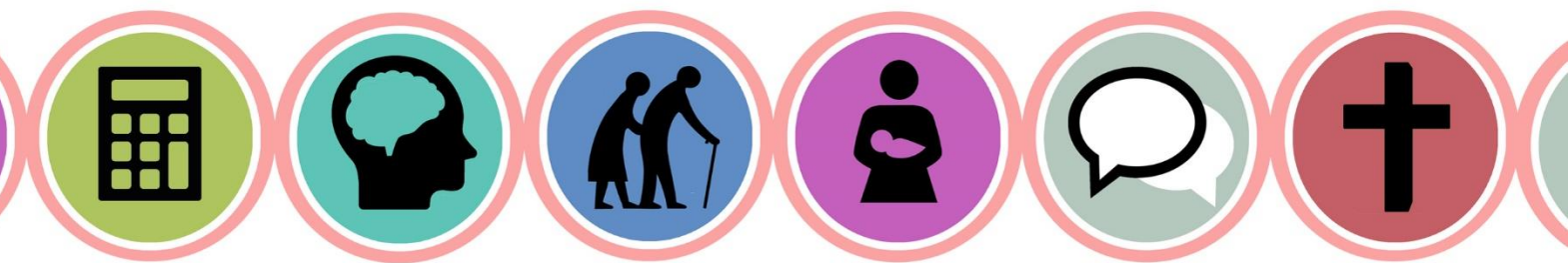
Assessment is by examination. There are assessments in listening, speaking, reading, and writing. Each skill is worth 25% of the final GCSE mark. You can enter the assessments at higher or foundation tiers.

Beyond GCSE

Languages combine well with almost any other A-level subject. They also combine well with degree courses in other subjects and previous students have studied a language with maths, history, business studies among others. Languages help you stand out in the university application process, with some universities (UCL, certain Russell Group universities) requiring a GCSE language in order to study any subject.

In language lessons, you see things from a range of perspectives; develop problem solving skills, persistence, resourcefulness and creativity – attributes all highly sought after by employers.





HEALTH & SOCIAL CARE – BTEC TECH AWARD HEALTH & SOCIAL CARE

Aims of the Course

Through studying Health and Social Care students develop an understanding of the different ways people grow and develop across their lifespan.

Students will complete THREE units of work (components). During component one, students are expected to be able to describe and explain the patterns of physical growth and change, and the physical, social, intellectual, and emotional development that typically take place in each life stage. In addition to this, students will student life events such as long-term illnesses, injury, trauma and explain the impact of these life events on health and wellbeing of individuals. Students will gain a large proportion of this understanding by exploring well known celebrities and their life experiences.

In component two, students will explore care values and careers involved in the caring industry. Students will investigate job roles and the requirements of these positions. As part of this unit, students will be required to develop their own cases studies by interviewing family and friends. The final component is an externally assessed unit of work (examination), students will be required to build on their existing knowledge from components 1 and 2 to analyse a case study and provide recommendations of how humans can have a positive impact on their life choices and the impacts of negative choices.

Course Content:

- The stages and patterns of human growth and development
- The different factors that can affect human growth and development
- The development of self-concept and personal relationships
- Major life changes and how people manage the effects of these
- The role of relationships in personal development
- The range of care needs of major client groups
- How health, social and early years care services are accessed and the barriers to these services
- Care values which underpin service provider interaction

Assessment:

[BTEC Tech Award Health & Social Care](#)

The course is made up of three components: two internally assessed and one that is externally assessed. The three-block structure, explore, develop, and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

Beyond BTEC Tech:

This course is ideal for progression to a more detailed study of Health and Social Care and Early Years at A Level or a vocational qualification or working/training in a specialised area. It will be useful for students who wish to pursue a career in nursing, childcare, mental health or work with the elderly.



HISTORY - GCSE (EBACC)

Aims of the Course

This is a course which gives the opportunity to study History in various different periods, from many perspectives. It's not really about remembering lots of facts and dates, although that does come into it. Students develop skills in gathering information, making sense of that information and then presenting their own arguments.

This course will develop analytical skills and help students to become highly effective at written communication. Students will be able to evaluate evidence and different interpretations of the past. At the end of the course students will have a better understanding of the world they live in.

Course Content

- "The People's Health (1250 - present)" looks at: the impact of living conditions on people's health, the response to epidemics and attempts to improve public health
- "The Elizabethans, 1580–1603" explores the political, religious, economic, social and cultural forces of late Elizabethan society.
- "The study of a site in its historical context" focuses on Quarry Bank Mill
- "The Making of America c1789-1900" traces the development of the USA from the inauguration of the first president to the end of the 19th century when the USA was set to become the world's dominant power.
- "Living under Nazi Rule, 1933–1945" examines the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe.

Assessment

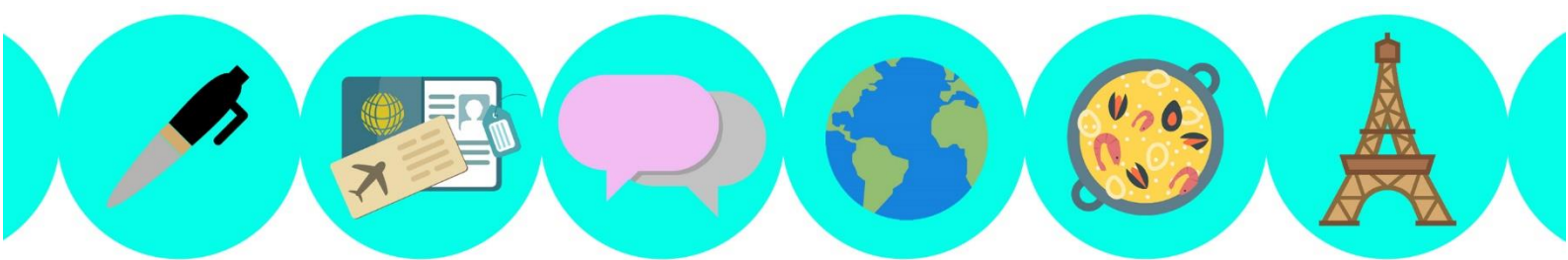
[OCR GCSE History \(SHP-B\) - J411](#)

- Paper 1: The People's Health and the Elizabethans 1580—1603. 1hr 45 min, 40%
- Paper 2: Historical Investigation. 1hr, 20%
- Paper 3: The Making of America c1789-1900 and Living under Nazi Rule, 1933-45.

Beyond GCSE

The GCSE course provides a good basis for A level study, not just in History, but in any subject that requires a high standard of literacy, and analytical ability. A level History is one of the facilitating subjects that are highly regarded by top universities and the SHP course of study prepares students very well for the academic demands of History A level.

Historians find jobs in a wide range of careers including law, economics, heritage work and any job that requires the ability to think analytically.



SPANISH - GCSE (EBACC)

You may only choose a language you have previously studied in KS3.

Aims of the Course

The aim of the course is to enable you to communicate effectively in Spanish in a variety of situations. You can understand what you hear and read, and create language yourself through speaking and writing.

Spanish is the fourth most spoken language in the world. It is spoken by 460 million people as a first language and 534 million including second-language speakers globally, mainly in Spain, Latin America and increasingly in the United States. Spanish is the official language of 22 countries and territories. Spain is a travel and tourist hot spot – the most popular with British holidaymakers. Latin America is a rapidly growing economy. The Spanish language also has a rich culture with Spanish-language music and entertainment becoming mainstream outside of the traditional Spanish-speaking regions. All this makes Spanish the fourth most sought after language by UK employers.

Learning a language means, you also learn huge amounts about your own language and how it is structured. It supports your other subjects. You develop memory skills, communication and interaction skills, learn to speak in public, learn to live off your wits (problem solving strategies) learn to make rational links between ideas and learn to and think quickly. You can practically feel your brain growing.

Course Content

Topics covered include the following themes:

- Identity and culture: personal relationships, technology, free time, customs and festivals;
- Local, national and global areas of interest: home-town and region (with a focus on Spain and Latin America), healthy living, environment, social issues, global events, travel and tourism;
- Current and future study and employment: school, post-16 education, work.

Assessment

[AQA GCSE \(9-1\) Spanish](#)

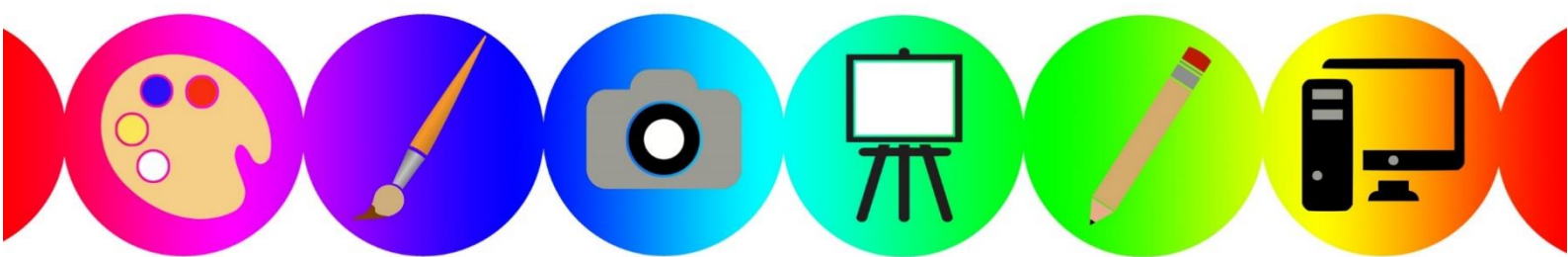
Assessment is by examination. There are assessments in listening, speaking, reading, and writing. Each skill is worth 25% of the final GCSE mark. You can enter the assessments at higher or foundation tiers.

Beyond GCSE

Languages combine well with almost any other A-level subject. They also combine well with degree courses in other subjects and previous students have studied a language with maths, history, business studies among others. Languages help you stand out in the university application process, with some universities (UCL, certain Russell Group universities) requiring a GCSE language in order to study any subject.

In language lessons, you see things from a range of perspectives; develop problem solving skills, persistence, resourcefulness and creativity – attributes all highly sought after by employers.





ART AND DESIGN – GCSE

Aims of the Course

Our students work in three main specialist areas; painting, drawing and print. They experiment and explore a range of ideas and media, with observational drawing at the core of everything they do. We encourage individual experimentation at every stage and enhance learning by exposing students to external artists and designers. Student artwork is exhibited around the school. Co-curricular lunchtime clubs are offered and intervention sessions are an after school option for pupils who are highly motivated or who get behind and need extra support. The aim of the course is to develop students' practical and critical skills in drawing, painting and ceramics. They will be required to increase their capacity to work in a personal and creative way, informed by the work of other artists, using appropriate media and working methods.

Course Content

A starting point, theme or idea may be based on the themes of food, the figure, man-made or natural objects. Work will involve a range of materials and techniques including drawing, photography, painting, printing, fabric and clay. Throughout the course students will be encouraged to look at and study relevant artists, designers and crafts people by way of textbooks, visual aids and the Internet. Appreciation and critical studies will be linked to their own practical work to enhance and develop their themes, designs and projects. A visit will be made to a Gallery or Museum, where and when appropriate to their studies. Students will be encouraged to use a sketch pad and/or design sheet format. Students should record ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary as work progresses. Annotation must be explicitly evidenced in both Component 1 & Component 2.

Assessment

[AQA Syllabus A - Art and Design](#)

Assessment throughout the course will be carried out by the teacher.

The course content will enable students to meet the full range of assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that relates to the work of other artists.

COMPONENT 1: PORTFOLIO OF WORK 60% of overall grade

COMPONENT 2: EXTERNAL ASSIGNMENT 40% of overall grade

Question papers, set by AQA, will be issued in January of the second year of the course. Students will be asked to develop an idea/theme. They are allowed unlimited preparation time which is submitted at the start of their first examination session. A final piece will be produced during a period of 10 hours sustained focused exam.

Beyond GCSE

Our past students have gone on to study at both the Stockport and Manchester University Art Foundation Courses before applying to top art colleges such as Goldsmiths, Chelsea, Wimbledon School of Art and The Royal Academy. Art can lead to potential careers including Architecture, Fashion Design, Art Therapy, Animation, Furniture Restoration, Illustration, Printmaking, Photography, Theatre Management, etc.



CONSTRUCTION – VOCATIONAL AWARD

Aims of the Course

The Construction Award has been designed to provide students with a hands on introduction to the construction industry from the built perspective. Students will spend most of their time in the construction workshop, developing their skills in a range of trades. Students will demonstrate their skills by building a brick wall, by building a stud wall, complete with light switch and skirting board, and painting & decorating their stud walls. Students will also learn skills that employers in the construction industry value such as planning and preparation whilst learning about health & safety on building sites. The course also provides valuable life skills that can be very valuable later in life regardless of chosen career paths.

Course Content:

Unit 1: Safety & Security in Construction - Students will learn that safety and security are important considerations for those involved in construction projects. This may relate to commercially sensitive information such as tenders or construction designs and working in potentially unsafe environments. Safety and security relates to belongings, environments and people, whether they are colleagues or members of the public. A knowledge of safety and security is highly valued by employers in the construction industry.

Unit 2: Practical Construction Skills - Student demonstrate skills in 3 practical areas. Currently Brickwork, Joinery and painting & decorating. Students demonstrate their skills in brick work by building a wall. Joinery, by building a plaster boarded stud wall, complete with light switch and skirting board, and painting & decorating in which students will wall paper and paint their stud walls. Students will have to plan & evaluate each task although the real focus is on the practical work.

Unit 3: Planning Construction Projects - Students will learn how to plan construction projects and gain knowledge about the range of different roles it takes to complete a build. They will learn how to cost construction jobs, applying skills learnt in maths to calculate the amount of materials needed for a range of different jobs.

Assessment:

[WJEC Level 1/2 Award – Constructing the Built Environment](#)

In total: 50% coursework, 50% exam

Unit 1: Safety & Security in Construction. 30% of total mark. External exam

Unit 2: Practical Construction Skills. 40% of total mark. Internally assessed

Unit 3: Planning Construction Projects. 30% of total mark. External exam.

Beyond Technical Award

The course leads very well into a range of vocational courses post 16. Students also find that the course prepares them well for apprenticeships and the world of work. One of the main aims of the course is to give students a broad oversight of the construction industry an enable them to get an idea of career paths that they would like to peruse.





DRAMA - BTEC TECH AWARD PERFORMING ARTS

Aims of the Course

The BTEC Tech Award in Performing Arts aims to develop a vocational understanding of Drama and allows students to further their skills and knowledge in a practical context. The course aims to facilitate and encourage excellent performance skills whilst developing their theoretical understanding of theatre. Drama also fosters a range of independent learning skills and collaborative abilities that have a far-reaching effect in terms of how students achieve and progress in a wide range of other subjects.

Course Content

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus
- process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

Assessment

[BTEC Tech Award Performing Arts](#)

Component 1: Exploring the Performing Arts

- Internal Assessment
- Written document exploring three different styles of theatre

Component 2: Developing Skills and Techniques

- Internal Assessment
- Staged performance
- Diary logging progress throughout

Component 3: Performing to a Brief

- External assessment
- Performance
- Three sessions of controlled assessment
- Working to constraints set by the exam board



Beyond Tech Award

With a BTEC Tech Award in Performing Arts, students are able to explore, challenge and realise their potential. During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps.

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



ENGINEERING - VOCATIONAL AWARD

Aims of the Course

The course is ideal for students with an interest in how things are made, both on a small scale and industrially. It would provide a great springboard for students wanting to progress to a career in manufacturing, engineering or design and architecture.

Course Content

The course will enable students to:

- develop a broad knowledge of materials, components and technologies;
- develop practical skills to produce high quality functional prototypes and products;
- develop decision making skills through both independent, team and collaborative work
- communicate their decisions effectively to a third party
- be able to read, interpret and work from technical drawings, plans and instructions;
- be able to produce working drawings and production plans;
- develop an understanding of quality and how this can be achieved by making to fine tolerances;
- use materials efficiently in relation to cost and environmental impact
- demonstrate safe working practices;
- use key technical terminology related to materials and processes;
- develop the knowledge and understanding to evaluate and refine their own skills;
- develop an awareness of industrial practices and employment opportunities.

Assessment

WJEC Level 1/2 Award – Engineering

Producing Engineering Products 60 marks (50%)

This will occupy most of your time. You will develop lots of manufacturing skills, working with engineering machines such as centre lathes and mills, alongside hand tools and computer aided design & manufacturing equipment. Using the skills you develop throughout Year 10, you will create a high end product from provided technical drawings.

Engineering Design 30 marks (25%)

You will learn about an existing product by using it, testing it and taking it apart. You will then re-design the product for a specific user group.

Solving Engineering Problems (Exam) 30 marks (25%)

This unit is an exam that will test your engineering knowledge and your skills at problem solving. It can be sat at the end of Year 10 and re-sat at the end of Year 11, only your best mark counts.

Beyond Vocational Award

The skills and knowledge developed during the course will help students wishing to progress onto a variety of further education & career paths. Students wishing to go down a creative path into design or architecture will have a solid understanding of how the products they will design can be made. Students wishing to go onto apprenticeships in engineering or the trades will have developed useful skills, knowledge of tools & machinery and an understanding of the materials they will be working with.



HOSPITALITY AND CATERING - VOCATIONAL AWARD

Aims of the Course

This course concentrates on the hospitality and catering industry. Students develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

Students have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students also develop food preparation and cooking skills as well as transferable skills of problem solving, budgeting, organisation and time management.

Course Content

- Building high level practical skills with weekly practical lessons. It is essential that students are prepared to bring ingredients at least once a week.
- Discover hospitality and catering in context. Students investigate how the industry operates and the environment in which operators work.
- Investigate food hygiene and food allergens, including completing a basic food hygiene qualification.
- Discover and apply principles of nutrition, diet and good health. Students look at why people make the food choices they do and how this affects them. Students also look at the main nutrients in the diet, their sources, function and effects of excess or deficit of nutrients.
- Plan nutritious and appetising meals that students produce as part of our infamous 'Pop Up Restaurant'.



Assessment

[WJEC Level 1/2 Award - Hospitality & Catering](#)

Unit 1 (40%) The Hospitality and Catering Industry: externally assessed with an on-line examination that lasts 90 minutes. You will be graded as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction.

Unit 2 (60%) Hospitality and Catering in Action: internally assessed and externally moderated. This involves you completing a Non-Examined Assessment in school under examination conditions. You will be set a task by WJEC and will have to safely plan, prepare, cook and present dishes to satisfy the task.

Beyond Vocational Award

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in the hospitality industry, such as;

- NVQ Diploma in Hospitality Services (L2)
- Hospitality (L3)
- Diploma in Advanced Professional Cookery (L3)
- Apprenticeship in Food Production and Catering or Commis Chef
- Food and Beverage Service Supervision (L3)

Potential careers include: Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.



MEDIA STUDIES – BTEC TECH IN CREATIVE MEDIA PRODUCTION

Aims of the Course

As we move deeper into the 21st Century it becomes ever harder to escape the reach and influence of modern media. We carry it with us on our smartphones; we sit with it in our homes and offices. We actively seek it out, using social networks to find it and share it. It influences everything that we do and it is the most powerful tool in shaping and framing the world in which we live.

We believe that understanding the media and the way it shapes our lives is an indispensable tool in today's society. In Media Studies we encourage students to explore how the choices they make and the media they consume effects their attitudes, outlook and behaviour

It is our goal to equip you with a knowledge and understanding of a wide range of media sectors. To give you the language to explore the texts you enjoy and to give you the insight to see how they influence you. We want you to leave with both a good theoretical knowledge of the media and with practical skills that are applicable in the real world.

Course Content

Media Studies offers an exploration of a wide range of media texts and industries. You will tackle both print and moving image texts looking at examples from film, TV, magazines, newspapers, posters, adverts and even computer games.

All projects will include practical work as well as written. You will get a chance to use the editing suite and industry standard software such as Photoshop and Premier Pro. These machines and this software are used across the media sectors and can be found in advertising agencies, film studios and editing houses. You will also complete a wide range of creative design tasks; drawing storyboards, creating 'mock ups' and planning your own films, posters and magazines.

Assessment

[BTEC Tech in Creative Media Production](#)

In media studies 60% of your overall grade is determined through coursework. You will complete 2 coursework components, each worth 30%.

Component 1 - Exploring Media Products: You will examine existing media products and explore media production techniques. Your assessment will be a set coursework assignment, completed in the classroom (under exam conditions) over 10 lessons.

Component 2 - Developing Media Production Skills: You will develop and apply media production skills for the audio/visual sector. Your assessment will be a set coursework assignment, completed in the classroom (under exam conditions) over 10 lessons.

The remaining 40% of your grade is determined by an external exam (Component 3). This exam is very similar to the set assignments above. You will respond to a design brief by creating a portfolio of evidence under exam conditions across a 10 hour period.

Beyond BTEC Tech

Most Media Studies students at New Mills School go on to study Media as an A level.

They enjoy developing the skills and knowledge they have gained and our most successful alumni can be found in a wide range of institutions. Some have gone on to prestigious Film and Media Institutions such as Media City Campus in Salford and Westminster University Film School, others can be found working at the BBC, ITV and for independent studios and agencies across the UK



MUSIC – BTEC TECH AWARD MUSIC PRACTICE

Aims of the Course

Do you like Music Technology? Get a buzz from performing Music? Enjoy playing an instrument, rapping/singing? Discovering new music to listen to? Do you write songs or compose your own music? Do you enjoy practising your part and rehearsing with others? If the answer to any of the above is yes, then the BTEC Tech Award in Music Practice might just be the thing for you. Music Practice will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. The course also offers a practical introduction to life and work in the music industry. Whilst exploring the sector you will develop skills transferable to other qualifications & careers such as; time management, problem solving, skills auditing, analysis, teamwork, resilience, leadership, and effective communication.

Course Content

Three components completed over two years:

1. Exploring Music 'Products' and Styles
 - Develop an understanding of styles and genres of music.
 - Explore techniques used to create music industry 'products' e.g. live performances, audio recordings, composition for various media, or DAW projects
2. Music Skills Development
 - Explore professional and commercial music industry skills.
 - Develop two musical disciplines through engagement in practical tasks, while documenting your progress and planning for further improvement.
3. Responding to a Music Brief
 - Put skills into practice by responding to a commercial brief as a composer, performer, or producer. Present, then evaluate final 'product'.

Assessment

BTEC Tech Award in Music Practice

Component 1: Exploring Music 'Products' and Styles. A portfolio of evidence in response to assignment of 2 tasks set by exam board. Internally assessed, externally moderated: 30%

Component 2: Music Skills Development. A portfolio of evidence in response to assignment of 1 task set by exam board. Internally assessed, externally moderated: 30%

Component 3: Responding to a Music Brief. A portfolio of evidence submitted with video recording of the final presentation of 'product'. Externally assessed by exam board: 40%

Beyond BTEC Tech

Once you have completed the qualification, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. Since you will be developing skills across a number of disciplines – such as music creation, production and performance – you will have a better understanding of whether the music industry is for you and, if so, which part of it you might want to study further.

You could progress to Level 3 programmes such as; A or T levels including A level Music or Music Technology, BTEC Extended Diploma Musical Theatre, BTEC National in Music, either on its own or in combination with other A levels, RSL Certificate for Music Practitioners or Apprenticeships in the Performing Arts

Music often leads to careers in the Performing Arts, sound engineering, composing, teaching, arts administration or media. It can also be used in areas such as journalism, publishing, arts management, digital media, law, recording, broadcasting, etc.



SPORT SCIENCE - BTEC TECH AWARD IN SPORT, ACTIVITY & FITNESS

Aims of the Course

This course provides the opportunity to become an informed and competent performer with an awareness of both the benefits and the risks of participation in sporting activities in a variety of roles (Performer, Referee and Coach).

Course Content

Preparing Participants to Take Part in Sport and Physical Activity

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

Taking Part and Improving Other Participants Sporting Performance

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

Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

- Understand and apply your knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

Recommended Course Requirements:

- Leadership Level 1
- Perform practically in at least 1 sport competitively outside school

Assessment

[BTEC Tech Award in Sports Activity and Fitness](#)

The assessments in Sport Science are a mix of coursework and a summative examination. You will complete two coursework units that are internally assessed by your class teacher and externally moderated by the exam board. These coursework units will include a mix of essay writing, presentations and practical performance. They are worth over 50% of your overall grade. There is also a synoptic final exam that you will sit at the end of Year 11. This exam builds directly on all the knowledge gained in the course and enables learning to be brought together and related to a real-life situation.

Beyond BTEC Tech Award

A Level Sport Science or Level 3 vocational qualifications e.g. BTEC National in Sports and Exercise Science provide a natural progression for candidates who have studied the BTEC Tech Award in Sport, Activity and Fitness by extending their knowledge of skills, techniques and effective performance.

These courses provide a transition for those intending to study related courses in higher education and for those who do not wish to go to further study it provides valuable experience and a pathway into a career in sport and leisure related vocations.



EXPRESSION OF INTEREST FORM INFORMATION

Submit online by Friday 17th December

The form is available at: <https://forms.office.com/r/DDLVcahEKK>

Your expression of interest will inform the timetabling of the options.

All students must study GCSE English Language, GCSE English Literature, GCSE Mathematics, Personal Development and PE.

From September you will study **four option courses** in total, at least one of which will be an EBacc subject.

You will be asked to select your preferred EBacc Option subject from

- Computer Science GCSE
- French GCSE
- Geography GCSE
- German GCSE
- Spanish GCSE
- History GCSE

You will be asked to select 5 more courses from the following **IN ORDER OF PREFERENCE**.

- Art & Design GCSE
- Computer Science GCSE
- Construction Technical Award
- Drama BTEC Tech Award
- Engineering Technical Award
- French GCSE
- Geography GCSE
- German GCSE
- Health & Social Care BTEC Tech Award
- Hospitality & Catering Technical Award
- History GCSE
- Media Studies
- Music GCSE
- Separate Science GCSEs (if you do not select this, you will be enrolled on the Combined Science GCSE)
- Spanish GCSE

Your option courses will be decided upon using the information you provide on this form.

Please consider both the subjects and the order of preference very carefully.