

An ambitious and inclusive learning environment, where excellence becomes habit and success is experienced by all.

GCSE Options Booklet

2025 - 2026



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INTRODUCTION

As you embark on the exciting journey of choosing your subjects for GCSEs, this booklet will help guide you through the options available to you. The choices you make now will play a key role in shaping your academic future and the path you take through the rest of your education.

In this booklet, you'll find a wide range of information about each subject on offer, the skills they develop, and how they align with future opportunities. Take your time to explore each section in detail, think about what subjects will inspire you, challenge you, and help you develop the knowledge and skills needed for your next steps.

Choosing your options is a big decision, and it's important to consider not only your interests but also your strengths, aspirations, and future career goals. Remember, there's no need to rush – talk to your teachers, ask questions, and get advice from your family to make the best choices for you.

Pupils, parents and carers will have opportunities to seek guidance and discuss possible choices with their subject teachers. We want to ensure every pupil is able to make the choices that are right for them and meet their needs fully. However, like all schools, we need to match pupil numbers with the available resources. Please note that where the number of pupils opting for a subject falls beneath a certain number, we may not be able to offer that subject. We therefore aim to provide a curriculum to support all pupils to make excellent progress and exceed expectations at the end of Year 11.

We hope you enjoy exploring the possibilities ahead and look forward to supporting you as you make this important decision. The next phase of your journey is just beginning, we're excited for all the great things you'll achieve!

If you have any questions please ask the subject teachers, Mrs Cleaver-Bailey or a member of SLT. Good luck choosing.



KEY STAGE 4 CURRICULUM

The design of the Key Stage 4 curriculum aims:

- To ensure that pupils follow a broad and balanced KS4 curriculum.
- To provide courses that match particular academic abilities, skills, interests and talents.
- To focus on the quality of examination outcomes rather than the quantity of qualifications gained by the pupils.
- To maximise pupil success in key outcomes, in particular Grade 5 or above in English and Mathematics.
- To ensure that all pupils have the opportunity to progress on to a Post-16 college course, or Apprenticeship and, ultimately, into the world of work.

ENGLISH BACCALAUREATE (EBACC)

The EBACC is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBACC consists of English Language and Literature, Mathematics, the Sciences, Geography or History and a Language. Some of these subjects are compulsory whilst some are optional.

All pupils can choose to study the subjects that would enable them to achieve the full EBACC.

THE STRUCTURE OF THE GCSE COURSES

The main features of current GCSEs include:

- A grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE, a U grade will be awarded.



- Tiers of entry (Foundation and Higher tiers) used only for subjects 'where un-tiered papers will not allow pupils at the lower end of the ability range to demonstrate their knowledge and skills or will not stretch the most able'. English Literature and English Language will be un-tiered. Maths will be tiered with 'improved overlapping', i.e., a foundation tier covering grades 5-1 and a higher tier covering grades 9-4.

- Linear GCSEs, with assessment to be taken at the end of the course in May and June of Year 11. Re-sit opportunity in November for English Language and Maths only, for pupils attending post-16 establishments.

- Assessment by external exam only, except where non-exam assessment is the only way to provide valid assessment of the skills required. Maths, English Literature and English Language to be externally assessed. English Language to have a Speaking assessment that will be reported separately.

WHAT TO CONSIDER WHEN SELECTING THE CORRECT COMBINATION OF SUBJECTS

In selecting the correct combination of subjects, pupils will need to be honest about their current levels of ability and their aptitude. They can best do this by asking themselves the following questions: -

- What is my current Key Stage 3 performance?
- Am I considering a particular vocational course e.g. motor mechanics, veterinary nursing etc. in the future?
- Do I enjoy the science subjects and am I thinking about a career in a science-related area?
- Am I a talented performer in either Music, Art, Drama or PE?
- Would more academic subjects be most appropriate for me?
- Do I struggle with either basic Literacy or Numeracy skills?



WHAT PUPILS WILL STUDY

All pupils will follow a core curriculum. This will fulfil the key requirements of the National Curriculum and will also ensure that pupils have the basis of qualifications that would enable them to progress on to higher level courses. The core curriculum also comprises some non-exam subjects which may either be taught discretely or during whole-school “off-timetable” days or in assemblies. These subjects provide pupils with a more rounded education and prepare them for later life.

A final element of the Key Stage 4 Curriculum is the optional element where pupils have a degree of choice of which subjects they study. Although this is not a totally free choice for pupils, they will have an opportunity to specialise in certain subjects and will no longer be required to study others.

The following provides an illustration of the Key Stage 4 curriculum:

Core Curriculum

Type	Subject	Qualifications
Core Exam Subject	English	GCSE English Language GCSE English Literature
Core Exam Subject	Maths	GCSE Mathematics
Core Exam Subject	Science	Separate GCSEs in Biology, Chemistry and Physics
Core Non-Exam Subject	PE	Taught in discrete lessons but with no qualifications
Core Non-Exam Subject	Citizenship, PSHE, RSE, Religious Education and Careers Education	Taught in discrete lessons and in assemblies but with no qualifications (unless GCSE RE called Religious Studies is chosen as an option).



Optional Subjects Leading to a GCSE Qualification

EBACC Option Subjects	Other Option Subjects *
French German Geography History	Art and Design Drama Music Physical Education Religious Studies Design and Technology Business Studies Hospitality and Catering (Level 2 BTEC) Animal Care (Level 2 BTEC) Health and Social Care (Level 2 BTEC) Media Studies

*NOTE: The above courses will only take place if there are sufficient pupils to make the course viable.

Pupils will be required to study either History or Geography. They will have an opportunity to study both if they choose to do so.

Please only choose one BTEC course due to the amount of workload that will be required.

English

Subject	English Language
Exam Board	AQA
Specification	8700
Assessment	100% Examination

Course Content

During Key Stage 4 pupils will analyse the use of language in non-fiction texts and will practice writing for a variety of purposes. These include writing to describe and narrate, techniques for writing speeches, articles and formal letters.

Course Skills:
<p>The GCSE English Language course builds on the skills that pupils have developed throughout Key Stage 3. In particular, pupils will further develop the ability to:</p> <ul style="list-style-type: none"> • Read a wide variety of texts, analyse and understand how writers deliberately craft to create meaning. • Write in a variety of ways for different purposes and audiences. • Adapt speech to engage and impact their audience.
Assessment:
<p>Two examinations:</p> <ul style="list-style-type: none"> • Paper 1 – read & understand a 20th Century piece of fiction and produce a piece of creative writing. • Paper 2 – read & compare two texts, one hundred years apart in age, and produce a piece of transactional writing

Subject	English Literature
Exam Board	AQA
Specification	8702
Assessment	100% Examination

Course Content

Pupils will critically analyse texts from the British literary canon, exploring plot, characters, themes, settings and context.

Course Skills:
<p>How to read and respond to the following texts:</p> <ul style="list-style-type: none"> • Shakespeare • Poetry • Modern text • 19th Century prose
Assessment:
<p>Two examinations:</p> <ul style="list-style-type: none"> • Paper 1 Shakespeare and 19th Century prose • Paper 2 Modern text, Poetry anthology and unseen poetry

Mathematics

Subject	Mathematics
Exam Board	Edexcel
Specification	TMA1
Assessment	100% Examination

Course Content and Skills:

Throughout this course pupils will continue to study the four main areas of Mathematics: Number, Algebra, Shape and Space and Statistics and Probability

In addition to this, pupils will develop the ability to:

Use and apply standard techniques.

- Accurately recall facts, terminology & definitions
- Use & interpret notation correctly.
- Accurately carry out routine procedures or set tasks requiring multi-step solutions.

Reason, interpret and communicate mathematically.

- Make deductions, inferences and draw conclusions from mathematical information.
- Interpret and communicate information accurately.
- Present arguments and proofs

Solve Problems within mathematics and in other contexts.

- Make and use connections between different parts of Mathematics.
- Interpret results in the context of the given problem.
- Evaluate methods used and results obtained.

Assessment:

Ongoing assessment will take place during the course using a range on online and other resources. Feedback will guide pupils to address misconceptions.

Assessment at the end of the course involves three examinations. In two of these, pupils are permitted to use a calculator, and in one they are not.

Science

Subject	Biology, Chemistry and Physics
Exam Board	AQA
Specification	8461, 8462, 8463
Assessment	100% Examination

Course Content and Skills:

The GCSE in Separate Sciences should pupils to:

- develop scientific knowledge and conceptual understanding of Biology, Chemistry and Physics.
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries.
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.

Topics covered include: -

Biology – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology.

Chemistry – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources.

Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.

Pupils will also be encouraged to develop knowledge and understanding in science through opportunities for working scientifically.

Assessment:

Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in Year 11. These will then be amalgamated to give a Biology, Chemistry and Physics GCSE grade. Pupils can sit different papers in the different disciplines, but paper 1 and 2 must be the same tier.

Art

Subject	Art, Craft and Design
Exam Board	OCR
Specification	Art, Craft and Design (J170)
Assessment	60% Portfolio Project, 40% Externally Set Project

Course Content and Skills:

The GCSE in Art and Design helps students develop the knowledge, skills, and understanding to enable them to express their creativity and imagination through responses to visual and written stimuli.

Exploring the formal elements of colour, line, form, tone and texture, learners must show knowledge of practical skills in the development of ideas and the realisation of intentions and outcomes.

As reflective and independent learners, students will explore the practices of artists, craftspeople and cultural industries in historical and contemporary contexts and use this critical awareness to inform and develop their own creative ideas.

Learners must demonstrate safe working practices and experiment and take risks with their work, exploring and testing ideas, processes, media and techniques to develop personal solutions with increasing independence.

Students will develop the skills and understanding of different forms of drawing for various purposes to support the development of ideas from within their chosen area of study. It will also be necessary to record observations and insights using subject specific language critically in the form of annotations.

Assessment:

There are two components to the GCSE Art course:

- A portfolio of work (60%) which contains explorations of ideas, media, processes and techniques and personally developed outcomes or final pieces.
- An externally set task (40%) which provides students with several options from which to respond and create a project and outcomes which are produced in a controlled assessment environment.

For each component students will need to demonstrate how their research has influenced their work through the creation of sketchbooks or presentation boards.

Design and Technology

Subject	Design and Technology
Exam Board	AQA
Specification	8552
Assessment	50% Examination 50% Non-Examination Assessment

Course Content and Skills:

This course focusses on the process of design development.

- Pupils learn how products are designed and made in a wide range of material areas including: Textiles, Wood, Electronics, Metals and Plastics
- Pupils experience designing and making your own products using a range of materials.
- Pupils develop an informed opinion about designed products - regardless of their material – and the aesthetic, social, environmental and practical issues involved in their lifecycle from manufacture to end of life.
- Pupils learn to explore, design, create and evaluate quality products and consider the demands placed on designers, such as sustainability, environmental issues and ethical trading.
- The 50% Non-Exam Assessment is completed in Year 11 This work will be an independent response to a context within your preferred material area.

Assessment:

50% written exam

Section A – Core technical principles (20 marks)

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

Section B – Specialist technical principles (30 marks)

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

Section C – Core Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

50% No exam assessment is a Practical Assessment

Investigating, Designing, Making, Analysing and Evaluating

Pupils spend 30 – 35 hrs producing a working prototype and an A3 portfolio of approximately 20 pages.

Drama

Subject	Drama
Exam Board	OCR
Specification	GCSE (9-1) Drama
Assessment	60% - Non exam assessments (Practical performances and written tasks) 40% - Exam Assessment (Written)

Course Content and Skills:

During the course pupils will:

- become more independent and responsible.
- show leadership and become a better communicator.
- make better decisions and solve disagreements more effectively.
- gather knowledge and understanding of Drama, Theatre and related skills.
- learn about the social, historical and cultural influences that inform the way drama is devised and structured.
- develop their use of different performance styles and genres.
- look at creating Drama from the point of view of a deviser, director, performer and designer.
- learn how to analyse their work and improve it after self and peer evaluations.
- learn how to write about their performances and the plays they have studied.

Assessment:

60% - Non-Exam Assessments:

Component 1 – Devising Drama – Pupils create their own piece of Drama using one of 10 stimuli set by the board as a starting point. **(COMPLETED IN YEAR 10)**

Component 2 – Text Performance – Pupils study a text chosen by the centre and then perform two extracts from the text to be performed in front of a visiting examiner. **(COMPLETED IN SPRING TERM OF YEAR 11)**

40% - WRITTEN Exam Assessment:

Pupils sit a 1 hour 30-minute exam where they answer questions based on a set text and on a live performance they have seen.

Hospitality and Catering

Subject	Hospitality and Catering (Technical Award)
Exam Board	EDUQAS / WJEC
Specification	8552
Assessment	40% Written Examination 60% - Controlled Assessment, including practical assessment

Course Content and Skills:

The Vocational Award in Hospitality and Catering has been designed to support pupils who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

The course will comprise two key areas:

Unit 1: The hospitality and catering industry

In this unit pupils will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2: Hospitality and catering in action

In this unit pupils will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Hospitality and catering is an important sector for the UK and for the Test Valley region. The sector is a major employer in this area, which features a wide range of hotels, restaurants, coffee shops, pubs, food producers and visitor attractions. The course will provide a valuable insight in to a variety of employment opportunities including waiting staff, chefs, bar and restaurant managers and food technologists.

Assessment:

Unit 1 (40%): Assessed through a written examination featuring short and extended questions.

Unit 2 (60%): Assessed through controlled assessment following an externally set assignment brief.

Geography

Subject	Geography
Exam Board	EDUQAS formerly WJEC
Specification	B (601/8153/9)
Assessment	100% Examination

Course Content and Skills:

There are three themes.

Theme 1: Changing Places, Changing Economies.

Theme 2: Changing Environments.

Theme 3: Environmental Challenges.

Pupils learn about the world around them, about people, places and are given geographical problems to investigate and solve. This will involve learning about local, national and global geographical issues. In addition, they will have the opportunity to study current issues as they unfold, such as natural disasters and climate change.

This course also gives pupils the opportunity to construct fieldwork and to collect and analyse results. They have the opportunity to make decisions and to explore solutions to geographical problems.

Assessment:

There are three examinations (components).

Component 1 is worth 40% of the qualification and is based on the three themes studied throughout the two-year course. The exam for this component will be 1hr45.

Component 2: This is a problem-solving paper. It is 1hr 30 minutes long and is worth 30% of the qualification.

Component 3: Applied fieldwork. This will take the form of a written exam. This element is worth 30% of the qualification and is 1hr 30 minutes long.

Pupils are assessed regularly throughout the course with class discussion, exam questions and other written work and feedback is given on improvements needed.

History

Subject	History
Exam Board	EDUQAS
Specification	C100QS
Assessment	100% Examination

<p>Course Content and Skills:</p> <p>The Elizabethan Age 1558-1603: Elizabethan government, lifestyles of the rich and poor, popular entertainment, Religion, the catholic threat, the Spanish Armada and the Puritan threat.</p> <p>The USA 1929 to 2000: This unit covers the impact of the Wall Street Crash and the ensuing Depression, Civil Rights movement, social and political change in the 20th Century and the relations between the USA and USSR.</p> <p>Germany 1918 to 1939: You begin by exploring how Germany came to terms with the end of the First World War, questioning what losing a war meant for a country and its people. This is followed by looking at the birth of the Nazi Party and establishing how Hitler successfully took control of Germany and what it was like for ordinary people living under the control of the Nazi Party.</p> <p>Changes in Health and Medicine 500 to present day: This thematic unit explores the ideas of continuity and change through time focusing on illness, disease and changes in medicine, surgery, medical care and public health. It will be linked to a study of the historic environment, which when examined, will focus on Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856.</p>
<p>Assessment:</p> <p>Examination: Four exams in two sessions, contributing 100% of the final grade</p>

Modern Foreign Languages – French and German

Subject	French
Exam Board	AQA
Specification	8652
Assessment	Listening, Speaking, Reading and Writing – 25% each

Course Content and Skills:
<p>On this course pupils will</p> <ul style="list-style-type: none"> • develop and build on their understanding of French grammar. • improve listening, speaking, reading and writing skills. • use a variety of learning resources to develop language skills. • learn the language for real life situations. • experience current popular music and films in the target language. • study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.
Assessment:
<p>Four Exams - 25 % each.</p> <p>Listening – understanding and responding to different types of spoken language.</p> <p>Speaking – communicating and interacting effectively in speech for a variety of purposes.</p> <p>Reading - understanding and responding to different types of written language.</p> <p>Writing – communicating effectively in writing for a variety of purposes.</p>

Subject	German
Exam Board	AQA
Specification	8662
Assessment	Listening, Speaking, Reading and Writing – 25% each

Course Content and Skills:
<p>On this course pupils will</p> <ul style="list-style-type: none"> • develop and build on their understanding of German grammar. • improve listening, speaking, reading and writing skills. • use a variety of learning resources to develop language skills. • learn the language for real life situations. • experience current popular music and films in the target language. • study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.
Assessment:
<p>Four Exams - 25 % each.</p> <p>Listening – understanding and responding to different types of spoken language.</p> <p>Speaking – communicating and interacting effectively in speech for a variety of purposes.</p> <p>Reading - understanding and responding to different types of written language.</p> <p>Writing – communicating effectively in writing for a variety of purposes.</p>

Music

Subject	Music
Exam Board	OCR
Specification	J536
Assessment	60% Coursework 40% Listening Exam

<p>Course Content and Skills:</p> <p>There are five Areas of Study.</p> <p>Area of Study 1: 'My Music' – exploring the genres, styles and performance techniques associated with your instrument.</p> <p>Area of Study 2: 'The Concerto Through Time' – studying the development of Western Classical Music and exploring the characteristics of different musical periods.</p> <p>Area of Study 3: 'Rhythms of the World' – Exploring the rhythms, melodies and characteristics of music from a wide range of cultures.</p> <p>Area of Study 4: 'Film Music'- Developing your understanding of the role music plays in creating mood and atmosphere in films and computer games.</p> <p>Area of Study 5: 'Conventions of Pop' – Exploring the development of pop music from the 1950s to the present day.</p> <p>Assessment:</p> <p>Controlled Assessment 60%, completed in class:</p> <ul style="list-style-type: none"> • Integrated Portfolio 30% - a solo performance on your main instrument and a composition for your own choice of instrument(s) and style. • Practical Portfolio 30% - a group performance and a second composition responding to a set brief. <p>Written Examination 40%:</p> <ul style="list-style-type: none"> • A written listening paper, with questions based on listening examples from areas of study 2, 3, 4 and 5.
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Physical Education (GCSE)

Subject	GCSE Physical Education
Exam Board	AQA
Specification	8582
Assessment	60% Examination, 40% Practical (10% of which is a written self-analysis)

Course Content and Skills:

The course has two exams, and you will learn the following:

Paper 1 The Human Body & Movement in Physical Activity and Sport:

- Applied Anatomy & Physiology and Movement Analysis
- Physical Training and Use of Data

Paper 2 Socio-Cultural Influences and Well-being in Physical Activity and Sport:

- Sports Psychology and Socio-cultural Influences
- Health, Fitness and Well-being and Use of Data

Assessment:

You will be assessed in two 1 hour 15-minute exams:

- Paper 1 The Human body & movement in physical activity and sport
- Paper 2 Socio-cultural influences and well-being in physical activity and sport.

You will be assessed on your practical performance in three sports:

- One team activity from the AQA activity list
- One individual activity from the AQA activity list
- A third area, either in a team or an individual activity from the AQA activity list

You will be assessed on skills in progressive drills (10 marks) and in the full context (15 marks)

Religious Studies (GCSE)

Subject	Religious Studies
Exam Board	AQA
Specification	Route A
Assessment	100% Examination

<p>Course Content and Skills:</p> <p>Units studied cover the following areas:</p> <ul style="list-style-type: none"> • Paper 1 – Study of a World Faith • Christianity: beliefs, teachings and practices • Buddhism: beliefs, teachings and practices • Paper 2 – Religious, Philosophical and Ethical issues in the Modern World • Relationships: Issues of love, marriage and divorce • Religion and Life: Issues of Life and Death, creation and environment • The existence of God and revelation • Religion, Peace and Conflict <p>This course develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. It also provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</p> <p>Many pupils deepen their understanding of the relationship between people and become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.</p>
<p>Assessment:</p> <p>The course is assessed by examination only, with two exams each lasting 1 hour 45 minutes, covering the topics listed above.</p>

GCSE Business Studies

Subject	Business Studies
Exam Board	Edexcel
Assessment	100% Examination

Course Content and Skills:

The Business course we offer is called Edexcel GCSE Business Studies.

Students will study a wide range of topics from all areas of business including Marketing, business finance and financial documents, skills needed by entrepreneurs, factors and activities which affect the success of enterprises.

Assessment:

100% exam based.

Paper 1 – Investigating small businesses – Enterprise, Finances and Marketing. 50% overall grade. 90 marks in total.

Topics:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Paper 2 – Building a business – Growth, Operations and Human Resources (HR). 50% overall grade.

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decision

Each paper follows the same structure for the questions. It begins with some multiple choice and then progresses into small written responses and extended writing tasks.

Health and Social Care (BTEC)

Why choose a BTEC Tech Award in Health & Social Care?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care.

The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the health and social care sector such as research techniques and measuring physical health, as well as developing their written communication skills as they create health and wellbeing plans.

Course Content and Skills:

Component 1: Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

Component 2: Health and Social Care Services and Values Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3: Health and Wellbeing Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Assessment:

The course is assessed by examination only, with two exams each lasting 1 hour 45 minutes, covering the topics listed above.

Animal Care (BTEC)

Why choose a BTEC Tech Award in Animal Care?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work with animals.

In 2022 the animal care sector is worth over £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care. The animals involved can be small or large, domesticated or exotic, and the work can be in sub-sector areas such as animal welfare, business, science and wildlife conservation.

The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the animal care sector such as animal health and welfare, factors affecting animal behaviour and selecting accommodation for animals.

Course Content:

Component 1: Animal Handling - safe animal handling is a daily activity when dealing with animals. There are many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety.

Component 2: Animal Housing and Accommodation - pupils will develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation.

Component 3: Animal Health and Wellbeing – this unit covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation.

Assessment:

Components 1 and 2 are internally assessed through a series of assignments, completed during class time.

Component 3 is assessed by external examination.

Media Studies (GCSE)

Subject	GCSE Media Studies
Exam Board	Eduqas/ WJEC
Assessment	70% Written Examination (40% and 30%) 30% - Non Examination Assessment - Production and Analysis

Course Content and Skills:

The GCSE in Media Studies has been designed to support pupils who want to learn about Media (such as: Film, Television, Advertising, Marketing, Radio, Music and Magazine) and the potential it can offer them for their careers or further study.

The course will comprise three key areas:

Unit 1: Exploring the Media

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. It will also assess knowledge and understanding of media language, representation, media industries and audiences. This unit will base around pre-studied material in the same format.

Unit 2: Understanding Media Forms and Products

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music. Studying both media language or representation, along with how these can relate to television programmes.

Unit 3: An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

Assessment:

Unit 1 (40%): Assessed through a written examination featuring stepped and short and extended questions.

Unit 2 (30%): Assessed through a written examination featuring short and extended questions.

Unit 3 (30%): Assessed through controlled assessment following an externally set assignment brief.

