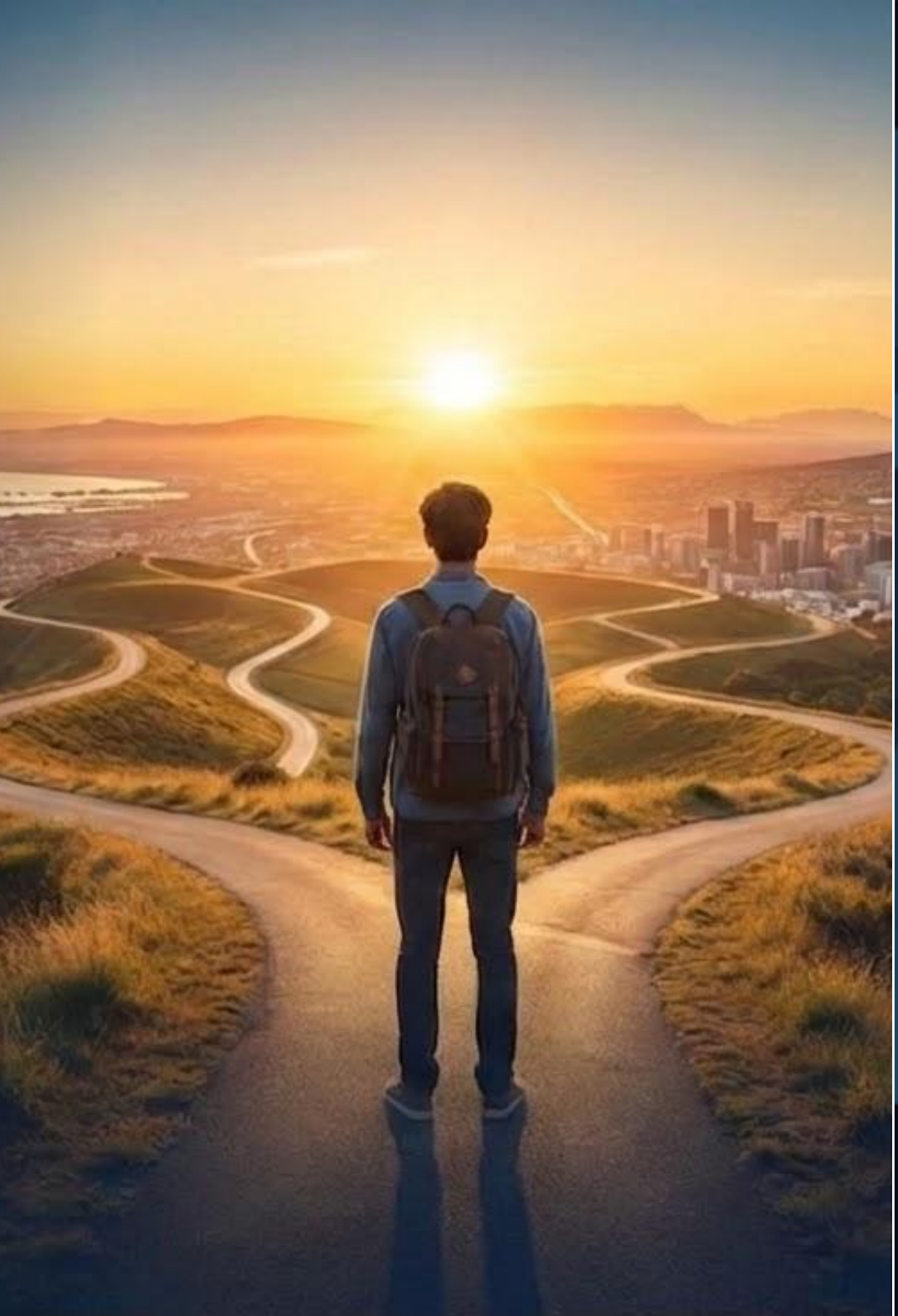


Year 9
Options Booklet 2026/27

Options Evening

Wednesday 15th April 2026

Atlantic Academy Portland
an Aspirations Academy

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Welcome

A Message as You Begin This Important Journey

Choosing your Key Stage 4 options is an exciting step in your journey at Atlantic Academy. The decisions you make now will help shape the subjects you study over the next two years and begin to open pathways for your future.

At Atlantic, we are committed to providing a broad and ambitious curriculum. We continue to develop our offer so that students have access to a wider range of subjects and opportunities, allowing you to pursue areas that inspire you while building the knowledge and skills needed for the next stage of your education.

As you consider your choices, I encourage you to reflect on the values that guide life at Atlantic: **Self-Worth, Engagement and Purpose.**

Have the **self-worth** to recognise your strengths and choose subjects where you can grow and succeed.
Find the **engagement** to study areas that genuinely interest and challenge you.
Think about the **purpose** behind your choices and how they might help shape the direction of your future.

Your teachers and family will help guide you through this process, but these choices are ultimately yours to make. Take time to reflect, ask questions, and choose the subjects that feel right for you.

I look forward to seeing the journeys you choose and supporting you as you continue to grow and succeed at Atlantic.



Miss. Heppell
Principal

Options Timeline

Monday 16th March:

- Options Launch

Monday 16th March onwards:

- Options Taster Lessons
- Careers Education in PSHE

Wednesday 15th April:

- **Options Evening** (4:30–6:00 PM) for students and parents/carers.

Wednesday 15th April:

- Online Google Options goes live.

Friday 15th May:

- Deadline to submit the Options Form online.



Key Stage 4

We have designed an ambitious and diverse curriculum to meet your individual needs and aspirations, ensuring a personalized approach to your learning journey. Key Stage 4 begins at the start of Year 10 and continues until the end of Year 11. During this time, you will choose to study either **GCSE** or **Vocational Qualifications**.

GCSEs

GCSEs (General Certificate of Secondary Education) are academic courses focused on the theoretical aspects of subjects. Most GCSEs are assessed through final exams at the end of Year 11, with limited coursework or controlled assessments. GCSEs are graded on a **9-1 scale**, replacing previous A*-G grades:

Vocational Qualifications

Vocational courses offer a practical alternative to GCSEs, emphasizing real-world skills. Each course is equivalent to one GCSE

Vocational qualifications are assessed differently, focusing on coursework and a portfolio built over the duration of the course. Most include:

- 75% internally assessed portfolio work (externally moderated).
- 25% external examination.

The English Baccalaureate (EBacc)

The EBacc is not a qualification but a measure of achievement in core academic subjects: English; Mathematics; History or Geography; Sciences; A Language

All students will study English, Mathematics, and Science. Additionally, you will choose one Humanities subject (History or Geography). If you wish to achieve the EBacc, you should also consider studying a Language or taking an exam in your home language.

While the EBacc subjects are highly regarded, they are not necessarily better than other options. We encourage you to choose subjects that inspire you and align with your strengths and interests.

Our Atlantic curriculum allows you to explore your passions while building a strong foundation for your future. Choose wisely and make the most of this exciting opportunity!



Grade Equivalents

New Grades	Old Style Grades	Vocational Grades	Ofqual Guidelines
9	A**	Level 2 Distinction*	Broadly the same proportion of Pupils will achieve a Grade 7 and above as used to achieve a Grade A and above
8	A/A*		
7	A	Level 2 Distinction	
6	B	Level 2 Merit	Broadly the same proportion of pupils will achieve a Grade 4 and above as used to achieve a Grade C and above.
5 (strong Pass)	B/C		
4 (Standard Pass)	C	Level 2 Pass	
3	D/E	Level 1 Pass	The bottom of Grade 1 will be aligned with the bottom of an 'old style' Grade G
2	E/F		
1	F/G		
U	U	U	Unclassified

Courses at Atlantic

The courses students will study at KS4 are either 'core' subjects or 'open' subjects.

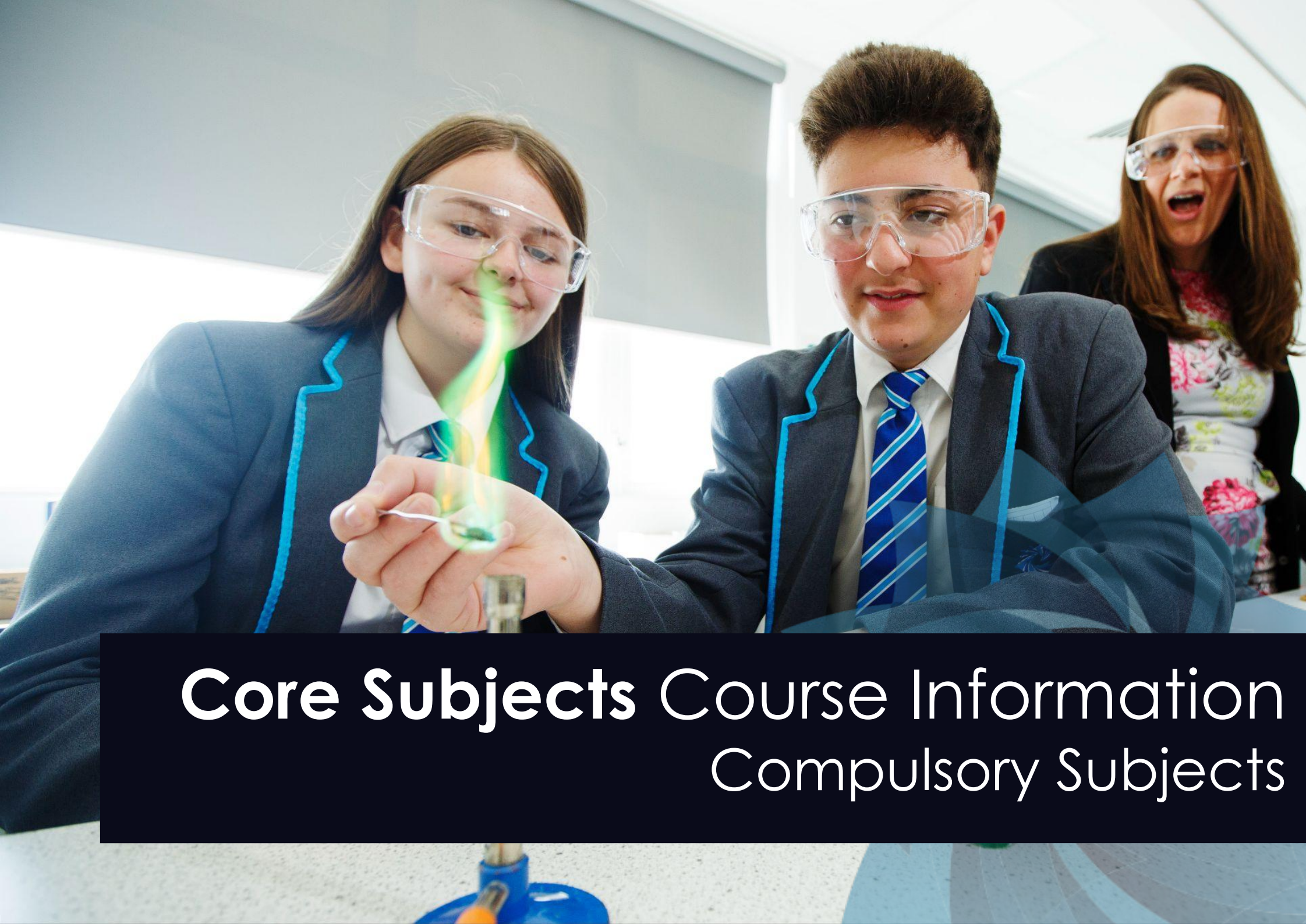
Core subjects must be studied by all pupils and most of them are examined at GCSE. In total, the core subjects contain 5 GCSEs.

Subject	Number of GCSEs or equivalent
English	2 (Literature and Language)
Maths	1
Science	2 (combination of Biology, Chemistry & Physics)
Core PE*	0
PSHE	0
HPQ	0.5

*Core PE is an important lesson for all students, every week. PE promotes a healthy lifestyle, a healthy mindset, and allows students the time to work with their peers in a fun, assessment free environment.

Open subjects are chosen by students. Either History or Geography will need to be selected in the first option block. Below is a list of all other subjects being offered, of which you can find details on in the subsequent subject pages. Each of the open subjects are equal to one qualification.

Open Subject	
Art (GCSE)	Hospitality & Catering (BTEC)
Health and Social Care (BTEC)	Philosophy and Ethics (GCSE)
Engineering (BTEC)	French (GCSE)
History (GCSE)	Geography (GCSE)
Drama (BTEC)	Sport (Cambridge National)
Photography (GCSE)	



Core Subjects Course Information

Compulsory Subjects

GCSE **English**

What will I study?

English Language
This course will expose you to a variety of texts from different time periods and genres, helping you analyze language and how it shapes perspectives to influence readers. You will also learn various writing techniques, tailored to specific audiences, purposes, and forms, while developing your own perspective on key themes.

English Literature
In this course, you will study a Shakespearean play, a 19th-century novel, modern prose and drama, and a selection of poetry. You will develop critical analysis skills for these texts, culminating in a final exam.

What will I learn?

Reading
You will learn how to read and analyze a wide range of texts. The course will help you develop skills in critical analysis for both the texts studied in English Literature and the unseen fiction and non-fiction passages in the English Language GCSE exam.

Writing
You will learn how to write effectively and accurately across various genres, creating both fiction and non-fiction texts. The course will emphasize confident control of Standard English and grammatical accuracy.

Speaking and Listening
You will develop skills in listening and responding appropriately, including handling questions and feedback during presentations. Additionally, you will learn to use spoken Standard English and effective presentation techniques in speeches and presentations.

How am I assessed?

AQA Realising potential

English Language GCSE

Paper 1: Explorations in Creative Reading and Writing
Section A: Reading
- one literature fiction text for analysis

Section B: Writing
- descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives
Section A: Reading
- one non-fiction text and one literary non-fiction text for analysis

Section B: Writing
- writing to present a viewpoint

Non-examination: Spoken Language
What is assessed?
- presenting
- responding to questions and feedback
- use of Standard English

English Literature GCSE

Paper 1: Shakespeare and 19th century novel
What is assessed?
- Shakespeare
- The 19th-century novel

You will answer one question on each text. You will be required to write in detail about an extract from the play and the novel, and then to write about the play and the novel as a whole.

Paper 2: Modern texts and poetry
What is assessed?
- Modern texts - you will answer one essay question from a choice of two on your studied modern prose or drama text - *An Inspector Calls*
- Poetry - you will answer one comparative question on one named poem printed on the paper and one other poem from your anthology cluster.
- Unseen poetry - you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



GCSE **Mathematics**

What will I study?
The aim of GCSE Mathematics is to enhance students' numerical skills, enabling them to progress in further mathematics studies or related subjects. It also equips students for direct employment by providing them with a functional level of mathematical ability.

The syllabus follows the requirements set out in the National Curriculum for Key Stage 4.

What will I learn?

The course is designed to encourage students to:

- Develop a positive and confident attitude towards mathematics
- Consolidate fundamental mathematical skills
- Apply knowledge and understanding to solve problems

The topics studied include: Number, Algebra, Ratio, Proportion & Rates of Change, Geometry & Measures, and Handling Data.

How am I assessed?
The scheme of assessment is linear, with three question papers at each tier, all taken in the same examination series, as detailed below:

Paper 1
Written paper (Non-Calculator) 33.3% of the GCSE Mathematics assessment

- Foundation tier: 1 hour 30 minutes – 80 marks
- Higher tier: 1 hour 30 minutes – 80 marks

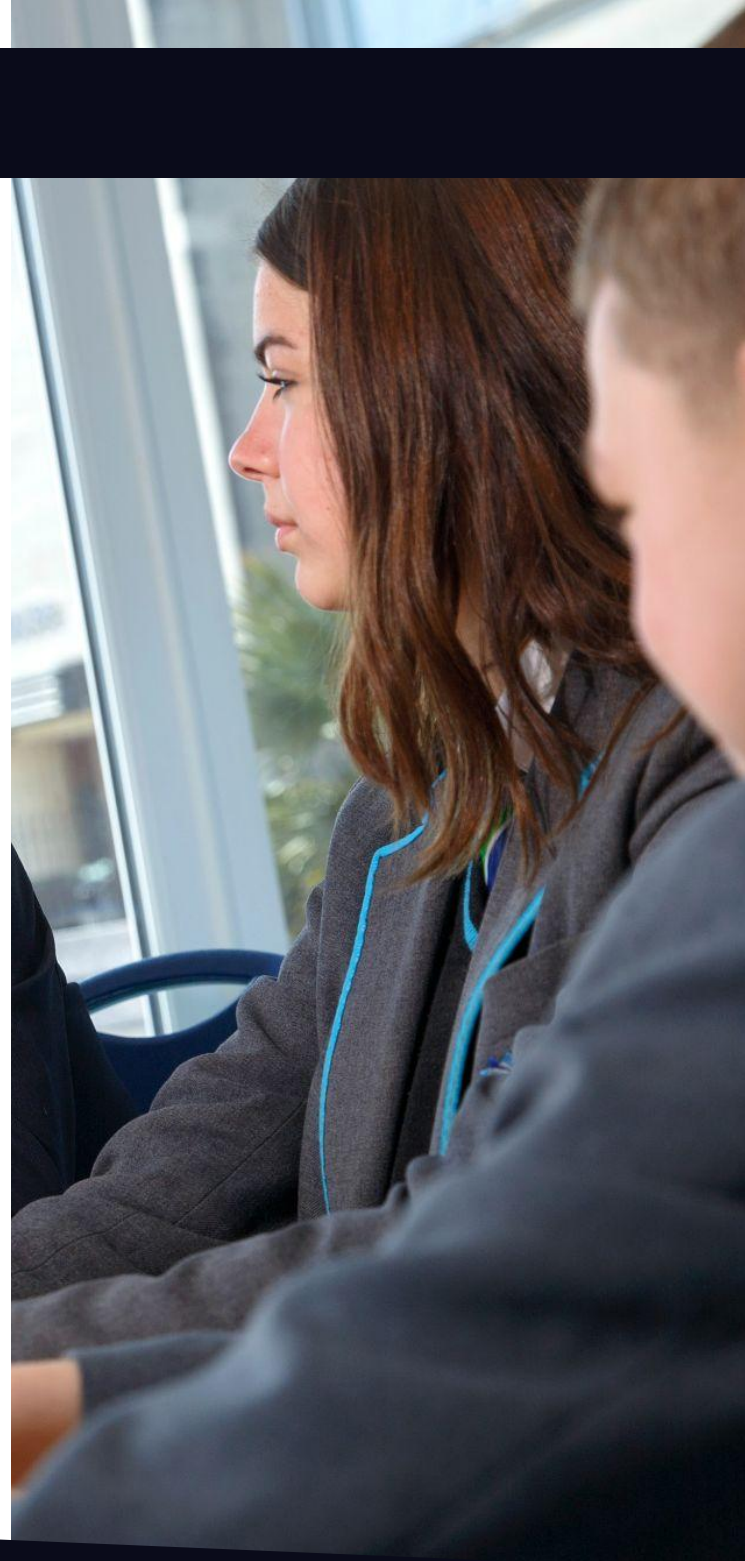
Paper 2 & 3
*Written paper (Calculator)*33.3% of the GCSE Mathematics assessment for each paper

- Foundation tier: 1 hour 30 minutes – 80 marks per paper
- Higher tier: 1 hour 30 minutes – 80 marks per paper

Foundation Tier: Grades 5-1
Higher Tier: Grades 9-4

This specification is designed to reflect the revised Key Stage 4 programme of study, with an increased focus on:

- Applying mathematics in context
- Multiplicative reasoning (ratio and proportion), which constitutes approximately 33% of all the papers
- Problem-solving
- Reasoning
- The functional elements of mathematics



GCSE **Science**

What will I study?

You will learn scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Within these disciplines you will:

- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, in the laboratory, in the field and in other learning environments.
- Develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

What will I learn?

How am I assessed?

There are **six papers** in total : 2 for Biology, 2 for Chemistry and 2 for Physics. You will gain 2 GCSEs for this combined Science. All exams will be taken at the end of Year 11.

Each paper is 1hr 15mins – 70 marks

Biology Paper

- Paper 1 – topics 1-4
- Paper 2 – topics 5-7

Chemistry Paper

- Paper 1 – topics 8-12
- Paper 2- topics 13-17

Physics Paper

- Paper 1 – topics 18-21
- Paper 2 – topics 22-24

Biology Topics

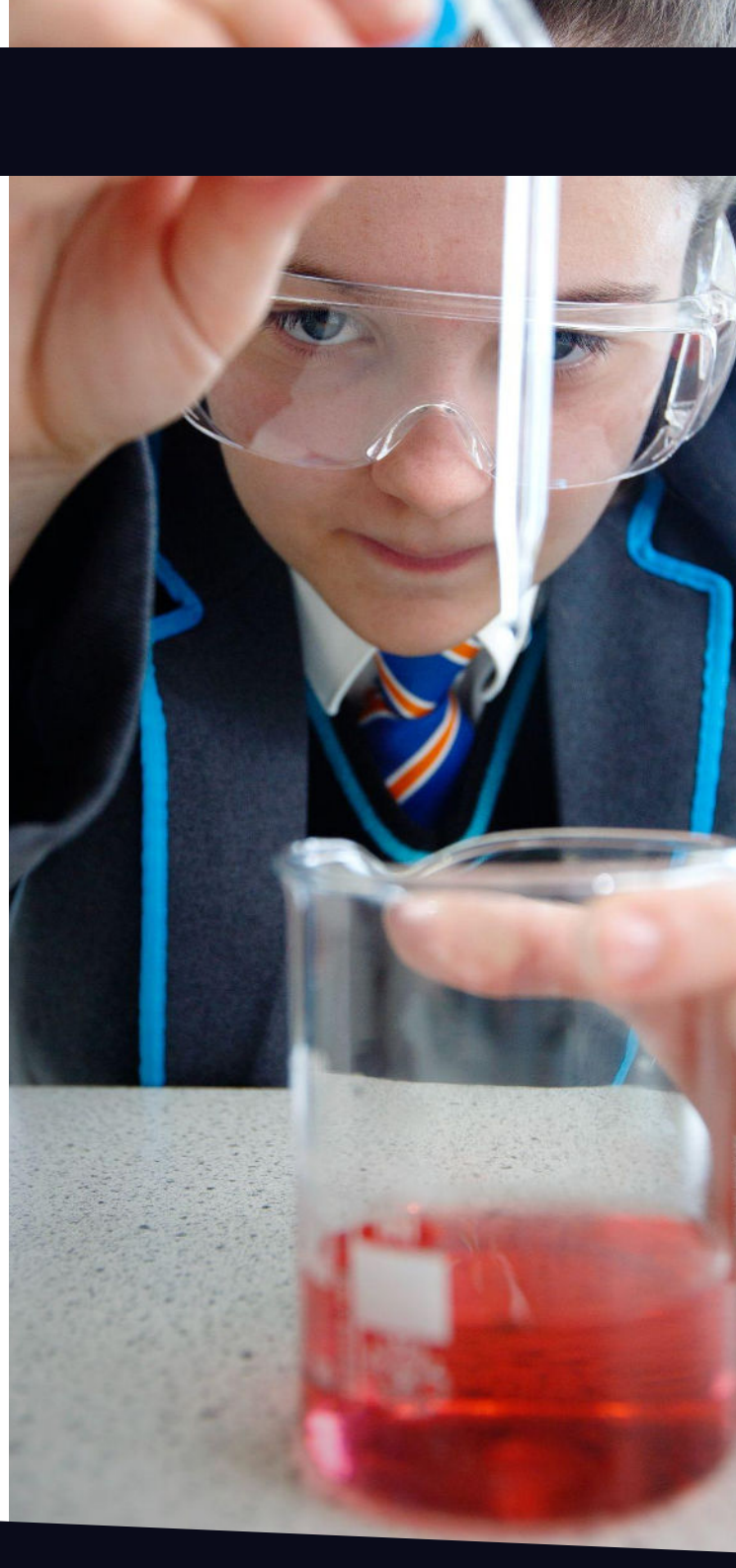
1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance
7. Variation & evolution
8. Ecology

Chemistry Topics

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

Physics Topics

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



Higher Level Qualification (HPQ)

What is HPQ?

A Higher Level Qualification (HPQ) is a nationally recognised Level 2 qualification (equivalent to a GCSE) where students select an area of interest for themselves and complete a guided, independent project. Students will identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives. Students will obtain, critically select and use information from a range of sources. Delivery of the HPQ will require some teaching of the necessary skills required to complete a successful project, this will include analysing data, applying it relevantly and selecting and using a range of skills to solve problems, take decisions and plan creatively and flexibly, to achieve planned outcomes. By the end of Year 11, students will have selected and be able to use a range of communication skills and media to present the evidence outcomes and conclusions of their project.

Students conduct research, create products, analyse data, think critically, present their ideas, and develop their organisational skills through their project work.

By the end of Year 11, their project is assessed and a final grade is achieved.

Students have to apply a range of organisational skills and strategies to meet agreed objectives. They have set guided hours with a teacher who delivers content on how to complete a successful project, followed by time to complete their work under the supervision of the teacher.

Pearson

The student will:

- Identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources. Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidence outcomes and conclusions in appropriate format



Core PE

What will I study?

Physical Education develops students competence and confidence to take part in a range of physical activities that become a central part of their lives both inside and outside of the Academy.

A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions based on this analysis.

They also reflect on their own and others' performances and find ways to improve. In Key Stage 4 Core PE the emphasis is on participation, health and enjoyment. There is a greater emphasis placed on playing games recreationally and competitively depending on the students' requirements. Girls groups and selected boys groups are given an option programme which enables us to include the students in the decision making process and give the students greater ownership of their health and learning which hopefully they will continue post 16.

-

What will I learn?

Core Units:

- Invasion games (football, hockey, netball, basketball, ultimate frisbee)
- Net and wall sports (badminton, volleyball)
- Fitness (components of fitness, methods of training, fitness tests)
- Striking and fielding (cricket, softball, rounders)
- Athletics (throwing, running, jumping)

How am I assessed?

Students will be assessed on technical, tactical, social and emotional ability within a variety of sports that fall into striking and fielding, invasion games, net and wall sports, fitness and athletics. Assessment will continue to follow on from years 7-9 and will focus on personal development within key areas of PE and sport.



Core PSHE

What will I study?

PSHRE stands for Personal, Social, Health and Relationship Education. This subject is where pupils develop their knowledge, skills and characteristics that they need to manage their lives now, and in the future. These skills and characteristics will help pupils to stay healthy and safe, whilst also preparing them for life and work in modern Britain.

PSHRE will aim to help students understand how they develop both personally and socially, whilst taking many Spiritual, Moral, Social and Cultural (SMSC) issues that are part of growing up.

It is through PSHRE that your child will learn about bullying, Citizenship, drugs education, careers, mental and emotional health, well - being and relationships and sex education (RSE).

Our PSHRE programme of study will also aim to develop your child's skills and attributes such as resilience, self - esteem, risk management, working as part of a team and critical thinking.

What will I learn?

Topics covered within the PSHRE include: -

- Drugs Education
- Bullying
- Self-esteem
- Radicalisation and Extremism
- Money/Financial safety
- Self-harm
- Child Sex Exploitation
- Body Image
- Careers
- Relationships and Sex Education
- County Lines
- Identity and Values
- Gangs/Crime
- Internet Safety
- Social media/music
- Domestic Violence
- Opinions e.g. Racism
- Mental Health

How am I assessed?

Students will be assessed continuously and through an end of Unit assignment.





Open Subjects Core Information

Students select 3 subjects

GCSE **French**

What will I study?

The GCSE French course covers the skills of Speaking, Listening, Reading and Writing.
Students will learn to understand, provide information on and give opinions about a variety of contexts relating to the students' own life and that of other people, including people in countries/communities where French is spoken.

What will I learn?

Students will study the following themes on which the assessments are based and each theme is divided into three topics:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Who is this course suitable for?

A GCSE in French is for students who are driven by precision, creativity and curiosity for the language and culture of Francophone countries. If your strengths lie in problem solving, empathy and analysis, a GCSE in French is the right choice for you.

How am I assessed?

AQA Realising potential

Listening:

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts
- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)

Speaking:

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time

Reading:

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English
- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)

Writing:

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French
- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)



GCSE **History**

What will I study?
Students will study different aspects of the past so that they can engage with key issues such as conflict to understand what drives change and how the past influences the present.

What will I learn?

The GCSE History content comprises the following elements:

Paper 1

- **Section A – Germany, 1890-1945: Democracy and Dictatorship**
  Explore Germany's development through democracy, dictatorship, and Nazism during a transformative half-century.

- **Section B – Conflict and Tension in Asia, 1950-1975**
  Examine Cold War conflicts in Asia, focusing on nationalist movements, ideologies, and the challenges of resolving tensions.

Paper 2

- **Section A – Britain: Health and the People (c.1000 to Present)**
  Study the evolution of medicine and public health in Britain over time.

- **Section B – Elizabethan England (c.1568-1603)**
  Focus on the reign of Queen Elizabeth I and the historical significance of a specific site.

AQA
Realising potential

How am I assessed?

Each section is worth 25% of the exam. There are 4 assessment objectives:

- **AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

- **AO2:** Explain and analyse historical events and periods studied using second-order historical concepts.

- **AO3:** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

- **AO4:** Analyse, evaluate and make substantial judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

Who is this course for?

Dedicated hard workers.
This is a tough academic course that requires focus and drive. There will be plenty of written work, reading, analysis of sources and interpretations and learning how to make substantiated judgements. If you have an interest in developing an understanding of the world through learning about different peoples' experiences and becoming a critical and reflective thinker, History is for you.



GCSE **Geography**

What will I study?
Students will study a mixture of human and physical Geography. Students will undertake two pieces of fieldwork, one human and one physical which will be assessed at the end of the course. Students will need to learn and use high level **mathematical, scientific and cartographic skills** as well as the ability to **debate opinions** when answering exam essay questions.

What will I learn?

Natural Hazards
Study tectonic and weather hazards, including recent earthquakes, tropical storms, and the critical issue of climate change.
Physical Landscapes of the UK
Focus on the coasts and rivers of the UK, with a detailed study of the Dorset coastline.
Fieldwork – Physical Geography
Conduct fieldwork along the Dorset coastline, completing a field study in preparation for an exam.
Urban Issues and Challenges
Explore global urbanization, including the growth of megacities and their challenges. Examine changes in UK cities over time.
The Changing Economic World
Analyze the development gap between rich and poor countries, its causes, and its impact.
Fieldwork – Human Geography
Complete a field study in a local urban area as exam preparation.
The Living World
Investigate tropical rainforests and cold environments, focusing on their evolution and the threats they face.
The Challenge of Resource Management
Examine population growth and the increasing demand for essential resources such as food and water.

AQA
Realising potential

How am I assessed?

There are 3 exams in Geography

Paper 1 - 1.5 hours
Natural Hazards

- Natural Hazards
- The Living World
- Physical Landscapes of the UK

Paper 2 - 1.5 hours
Urban Issues and Challenges

- The Changing Economic World
- The Challenge of Resource Management

Paper 3 - 1.25 hours

- Issue Evaluation Fieldwork.
- Geographical Skills
- Unseen booklet Issue Evaluation

Who is this course suitable for?

Dedicated hard workers.
This is a tough academic course that requires focus and drive. There will be lots of written work, reading, use of data, diagrams and map skills. You will need good English, Mathematical and Scientific skills in this course.
It is expected that you will have good general knowledge and that you have an interest in current affairs; you will need to watch the news every day! If you have an interest in your place on the planet and 'how it all works' then choose Geography.



GCSE **Philosophy and Ethics**

What will I study?
Philosophy and Ethics is all about thinking. Not just thinking about basic concepts- but *how* we think- and why. This subject helps you develop critical thinking skills, reasoning, and allows you to debate complex social topics such as abortion, euthanasia and the death penalty. Philosophy and Ethics is widely recognised as a subject that is not only fun and challenging, but also prepares young people with the knowledge and thinking skills they need for study at sixth form and university.

The course is divided into two halves. On the one hand, students learn about the teachings and beliefs of Christianity and Islam. Additionally, students will also think philosophically about what is 'real' and what is the right way to live. They will examine issues linked to sexual and gender discrimination, violence and conflict, and consider how religious and non -religious people can coexist. Some of the questions we will explore are:

- If God loves us, why does suffering exist in the world?
- What really happens when you die?
- Is the death penalty morally right?
- Do miracles really happen?
- Do souls really exist?

AQA
Realising potential

What will I study?
Everyone wonders about whether there's a meaning to life or why some people are luckier than others. In Philosophy and Ethics, you will learn about some of the big questions that people have puzzled over for centuries and be able to develop your own answers to them.

Students will study the beliefs, practices and teachings of Christianity and Islam. This will involve them learning Christian and Muslim ideas about the nature of God, Creation, the Problem of Evil, issues linked to Suffering in the context of a Benevolent Divine Power, Beliefs about Life after Death, the Role of the Church and Pilgrimage. As well as this, students will explore social issues like abortion, families, war, and crime.

How am I assessed?

- In Year 11 students will do two exams :
- Paper 1 (2 hours)- Christian beliefs and practices; Muslim beliefs and practices
- Paper 2 (1 hour 45 mins)- Thematic studies around social issues and beliefs

Who is this course for?

Students who are opinionated and love to debate ideas are perfect for this subject. We debate and discuss big topics and listen to different opinions from around the world. People who are looking to complete A- Levels would also benefit as we learn how to complete extended answers and essays.



GCSE **Art**

What will I study?
Art is about thinking outside of the box, using imagination and taking creative risks. If students have a passion for drawing, sketching, design and/or making works of art and craft then this subject is for them. The Creative Arts industry is still one of the biggest growing globally and the increase in social media has made visual platforms a high profit industry. Personal attributes required for the course includes self-confidence, resilience, perseverance, self-discipline and commitment.

What will I learn?

GCSE Art, Craft and Design is designed to encourage an adventurous and enquiring approach to Art. Students complete two units of coursework during Year 10 and the first half of Year 11. Projects are based around flexible themes. Students are expected to analyse the work of other artists and annotate their responses to the work. Analysing and exploring is through imaginative use of a range of materials. Critical and cultural understanding helps to develop an appreciation of art, craft and design and its role in the creative industries that enrich our lives. The department and exam board places an importance on observation and recording through drawing, which can also be explored through photography (if you prefer photography to drawing, please see GCSE Photography course). Students are required to have a passion for the subject and a basic understanding of skills needed for drawing, printing, painting and sculpture. A cultural understanding of how Art is used in different times, contexts and societies is developed.

AQA
Realising potential

How am I assessed?

Unit 1: Worth 60% of overall grade Personal portfolio of art, marked internally and moderated externally.
Unit 2: Worth 40% of overall grade 10 hour examination comprising of one unit of work. Externally set assignment.
For both units you are marked on: 25% AO1: Develop ideas through investigations + critical understanding of sources 25% AO2: Refine work by exploring ideas, experimenting with materials and techniques 25% AO3: Record observations and ideas 25% AO4: Present final piece that demonstrates understanding of visual language.

Who is this course suitable for?

Art is a discipline which develops creative problem solving skills and independence. As such, it is respected by universities and prospective employers. Key stage 4 Art takes discipline and hard work. It will be expected that you work on portfolios in your own time at home also. This course is suitable for self motivated, creative thinkers who are willing to engage in the study and exploration of different artists and media, including photography, print and 3D responses. Please note there could be a cost involved in order to purchase materials to use at home.



GCSE **Photography**

What will I study?
GCSE Photography is for students who will enjoy the immediacy of producing lens-based imagery. We all take snap shots to remember events and people, but we would all like to be more imaginative and creative with our photography. No previous experience is necessary if students wish to join this course. However, it is vital that students have a genuine excitement at the prospect of making and being creative with their images.

What will I learn?

In Year 10, students will learn the functions of a Digital Single Lens Reflex camera and about the basics of digital photography. They will learn about exposure, and shutter speeds (controlling motion) and aperture (controlling the depth of field). Lighting is also an important part in taking an ideal photograph and students will experiment with composition and different lighting techniques. In our darkroom students will learn about traditional photography and the use of the film camera and the process of developing film and making prints and photograms in the darkroom. Students complete two units of coursework during Year 10 and the first half of Year 11. Most of the recording and visual analysis will be made using a camera but some development work will be created using other media. Students will investigate the work of photographers from past and present who, although having a much shorter history than other visual artists, have produced sometimes beautiful, occasionally frightening but always thought provoking work. Progression of work is documented through a sketchbook.

AQA
Realising potential

How am I assessed?

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

Unit 2: Worth 40% of total marks 10 hour examination comprising of one unit of work. Externally set assignment. For both units you get marked on: 25% AO1: Develop ideas through investigations and critical understanding of sources 25% AO2: Refine work by exploring ideas, experimenting with materials and techniques 25% AO3: Record observations and ideas 25% AO4: Present final piece that demonstrates understanding of visual language

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



BTEC **Drama**

What will I study?
This qualification combines practical and written assessments. Students will explore key theatre practitioners and examine how theatre has evolved over time. Working in groups, they will analyze texts, focusing on how language and style influence character portrayal and meaning.

In the final unit, students will apply their skills to create and perform an original piece in response to a brief. The three main focuses are:

- Interpreting, creating, and developing a devised performance
- Performing to an audience
- Analyzing and evaluating the creative process and performance

Additionally, students will develop communication and leadership skills, build self-confidence, and gain a deeper understanding of the world through practical exploration.

What will I learn?

Component 1: Exploring the Performing Arts
- Develop their understanding of the performing arts by examining the work of performing arts professionals and the process used to create performance.
- Develop a broad understanding of performance works and influences and the requirements of being a performer.

Component 2 : Developing Skills & Techniques in the Performing Arts
- Develop their performing arts skills and techniques through acting.
- Work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work.

Unit 03 Responding to a Brief
- Learners will be given the opportunity to work as a performer in response to a brief and a stimulus.

How am I assessed?

- **Component 1: Exploring the Performance Arts -** Internal Non examined assessment (30% of course)
- **Component 2: Developing Skills and Techniques in the Performance Arts** Internal Non examined assessment (30% of course)
- **Component 3: Responding to a brief** Externally marked assessment (40% of course)

Who is this course suitable for?
This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.



CNAT **Engineering**

What will I study?

This course introduces you to design engineering. It highlights the various roles available, and how each of these roles can be combined to engineer the world we see around us.

The aims and objectives of this qualification are to enable students to:

- Understand the different strategies open to designers for the development of ideas.
- Gain proficiency in the primary processes of design engineering; research, product development including advanced CAD, prototyping and evaluation.
- Discover how engineers create products using the manufacturing available in our modern world.
- Learn the necessary skills needed to communicate your design and evaluate the design of everyday objects through the disassembly of existing products and computer

What will I learn?

Component 1: principles of engineering design

This unit explores the processes and strategies that engineers use to create new products. You will learn how to draw up a brief and narrow down a specification, how to research a market, how to target your ideas and finally how to optimise their design. Engineering standards form a global language; this unit helps you to become fluent in speaking it.

Component 2: communicating design ideas

This unit focuses on the practical skills needed to develop your own ideas through sketching, technical drawing and production of Computer Aided Design models.

Component 3: Design, evaluation and modelling

In this unit you will learn how engineers quickly create and test models to develop a prototype of a design. You will produce high-quality CAD models that will be able to simulate your design prototype.

How am I assessed?

Component 1:Principles of engineering design- Externally marked assessment (70 marks)

Component 2: Investigating Engineered Products- Internal Non examined assessment (coursework, 60 marks)

Component 3: Responding to an engineering brief- Internal Non examined assessment (coursework, 60 marks)

Who is this course suitable for?

People with engineering skills are always in demand.This course aims to introduce the sector and provide an essential understanding of both the foundational knowledge and skills required to be successful. This course would suit the curious and those keen to understand how the world around them is put together.



BTEC **Health & Social Care**

What will I study?
Health and Social Care explores the positive and negative impact of factors that occur in each life stage of human development. Students studying Health and Social Care will explore (both academically and practically) the factors that influence our development. They will also critically analyse the impact they have on individuals.

The style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

What will I learn?

Component 1: Human Lifespan Development
Explore aspects of growth and development and the factors that can affect this across life stages
Understand how events can impact on an individuals' physical, intellectual, emotional and social development
Understand services and strategies to cope through life events.

Component 2: Health and Social Care Services and Values
Explore how health and social care services meet the needs of service users
Identify and study the skills, attributes and values required when giving care.

Component 3: Health and Wellbeing
Explore factors that affect health and wellbeing
Understand physiological and lifestyle indicators
How to improve an individuals health and wellbeing

How am I assessed?

Component 1: Human Lifespan Development - Internal Non examined assessment (30% of course)
Component 2: Health and Social Care Services and Values Internal Non examined assessment (30% of course)
Component 3: Health and Wellbeing Externally marked assessment (40% of course)

Who is this course suitable for?

Students who have an interest in Health and Social Care or who would like to learn more about the subject.
About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.



WJEC **Hospitality & Catering**

What will I study?
This course provides an overview of the hospitality and catering industry, including potential job roles, to help learners make informed progression choices. It equips learners with essential skills and knowledge to cook, prepare food, and apply the principles of nutrition, sustainability, and healthy eating.

Through this qualification, learners will:

- Gain confidence in cooking and making informed decisions about food, nutrition, and budgeting for themselves and others, both now and in the future.

- Explore sustainability issues, including seasonality, food miles, fair trade, and ethical food production.

What will I learn?

Unit 1: The Hospitality and Catering Industry
- Understand how food can cause ill health
- Understand the importance of nutrition when planning meals
- Understand menu planning
- Understand the environment in which hospitality and catering providers operate
- Understand how hospitality and catering provision meets health and safety requirements

Unit 2: Hospitality and Catering in action
- Cook dishes and develop and improve skills learnt at KS3 Use of commodities
- Produce dishes to be served on a range of different menus
- Learn about the importance of nutrition and how cooking methods can impact nutritional value.

Learn how to plan menus and the factors that affect menu planning required when giving care.

How am I assessed?

Unit 1: Theory of Food, Nutrition and Hospitality and Catering Industry.
The theoretical assessment is weighed as 40 % of the qualification. The exam duration is 1 hour 30 minutes.

Unit 2: Hospitality and Catering in action.
The NEA is assessed and worth 60% of the qualification. Assignment and Practical examination (research, planning, preparation and presentation): duration is 9 hours in total. Students will spend 5 hours producing the Coursework and 4 hours for the Practical session.

Who is this course suitable for?
This course is ideal for anyone interested in cooking or wishing to learn how to cook to a high standard. The course emphasizes practical outcomes and hands-on learning. Please note that there will be a termly cost for purchasing ingredients.



CNAT **Sport**

What will I study?

This course offers an engaging introduction to the science behind sport. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences.

Aims and Objectives
This qualification enables students to:

- Understand how to prevent and treat sporting injuries
- Understand how different medical conditions can affect sports performance
- Apply the principles of training to fitness and skills development for sporting activities
- Understand how the body systems change and develop in response to physical training

What will I learn?

Component 1: Reducing the risk of sports injuries and dealing with common medical conditions
Prepare as a participant- to take part in physical activity minimising the risk of injuries occurring. To prepare how to react to common injuries that can occur during sport and physical activity.
Component 2: Applying the principles of training
Conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme.
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Component 3 -The bodies response to physical activity
In this unit, gain an understanding of how both the cardiorespiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising.

How am I assessed?
Component 1: Reducing the risk of sports injuries and dealing with common medical conditions -External exam 1hr 15 mins in length, 70 marks
Component 2: Applying the principles of training-Non examined assessment (NEA) 80 marks
Component 3: The bodies response to physical activity
Non examined assessment (NEA) approx 8-10 hours (in controlled window) , 40 marks

Who is this course suitable for?

Do you love everything about sports—competing, keeping fit, reading about it, or watching it? Do you want to study with like-minded individuals and be taught by passionate teachers? If you aim to pursue a college education in sport, a university degree, or become a coach, this course is for you.

The course is designed for learners who want to build a strong foundation in exercise, fitness, and sportsmanship, and apply this knowledge practically. It also provides experience with various training techniques and methods, preparing you for further education or apprenticeships.

