

Year 9 Option Choices 2025/26



WEST GRANTHAM

Church of England Secondary Academy

CONTENTS

THE GCSE CURRICULUM	5
FINE ART	7
CONSTRUCTION AND THE BUILT ENVIRONMENT	8
DRAMA	9
ENGINEERING	10
ENGLISH LANGUAGE	11
ENGLISH LITERATURE	12
ENTERPRISE (BUSINESS STUDIES)	14
GEOGRAPHY	15
HEALTH AND SOCIAL CARE	17
HISTORY	
HOSPITALITY AND CATERING	19
MATHEMATICS	20
MUSIC	21
RELIGIOUS EDUCATION SHORT COURSE	22
THEOLOGY, PHILOSOPHY AND ETHICS (TPE)	23
SCIENCE	24
SPANISH	26
SPORT	27



West Grantham Church of England Secondary Academy are delighted to present your son/daughter with their Key Stage 4 options for the 2025/26 academic year. We recognise that this is a significant and important moment in their educational journey and trust that the information found in this booklet, alongside the expertise and support offered by staff, will guide them into making reasoned and exciting choices that will continue to support their development as learners. We also appreciate that this may well be rather daunting for many students and with that in mind, as always, please reach out for us to best support you with the process.

All staff, regardless of role, have a strong belief that all our students are unique and talented in a variety of different ways. As such, we believe that our curriculum offer has something to suit everyone and marks a very exciting time for both students and staff in the Academy. The curriculum is broad, but at the same time balanced, allowing students to continue to develop key subjects whilst exploring courses that may ignite a passion or interest. Thought has also been given to next steps in reference to life beyond Key Stage 4 and certainly with possible future careers in mind.

Pupils follow a broad and balanced curriculum at GCSE, which enables them to learn key skills and knowledge in a range of subjects. Most pupils will follow courses leading to the award of eight or nine GCSEs or equivalent at the end of Year 11.

Please read through this booklet with your son/daughter and return the options choices by **Thursday 24th April 2025**. The information contained explains which courses are on offer and will ask relevant questions which all students will need to consider when deciding on their choices.

All of us at West Grantham Church of England Secondary Academy look forward to working collaboratively with you and our students to best support their progress and achievement over the coming years.

THE GCSE CURRICULUM

At West Grantham Secondary Academy, we aim for all pupils to fulfil their learning potential. We will ensure that all pupils receive the support and guidance they need in order to make an informed decision about which combination of subjects to embark upon in Key Stage 4.

Compulsory subjects:

All pupils will study English Language, English Literature, Mathematics, Science and Religious Studies, and core PE.

Other options:

Following the provisional choices, we will draw up option blocks to accommodate as many subject combinations as possible. The table below shows a POSSIBLE set of option blocks.

Block A	Block B	Block C
Health and Social	Drama	Art
History	Enterprise	Construction
Spanish	Hospitality	Engineering
Sport	Music	Geography
		Theology

ARE THERE CONSTRAINTS ON THE SUBJECTS THAT MAY BE CHOSEN?

Pupils can only opt for one subject in each block. Subjects may appear in more than one option block where they have been chosen by a large number of pupils and we need to create more than one teaching set. At West Grantham Secondary Academy, we believe it is important that pupils follow a balanced curriculum. We would recommend pupils opt for one creative subject, one of the humanities and one language within their options so that they have the necessary breadth and balance.

Please note:

The school endeavours to support as many options choices as possible by remaking the option blocks each year. However, we cannot guarantee that every combination of subjects will be possible. If we are unable to deliver a particular combination of subjects, we will inform you of this in due course.

ENRICHMENT

Enrichment provides learners with the opportunities to try new and varied activities that may not strictly fit into the National Curriculum, but that develop integrity, courage, love, belief, and ambition and encourage them to pursue wider goals.

Enrichment at the West Grantham Secondary Academy helps to teach life skills that benefit our learners far beyond the classroom and can develop an appreciation for cultural and community issues, teamwork and social responsibility.

Our enrichment program consists of a wide variety of options that pupils get to choose and experience every Friday during tutor time on a termly cycle. These include activities such as:

- Food club
- Archery
- Golf for beginners
- Sculpturing with clay
- Cycling repair and maintenance
- Asian culture
- Couch to 5K
- Bird Watching
- Duke of Edinburgh
- Animal Welfare club
- Drama
- Chess and board games
- International film club
- Science club
- HIIT training
- ...and many more!

CAN I CHANGE MY MIND?

It is important to make an informed decision this term as opposed to waiting until later in the academic year. We will attempt to accommodate the option choices of all pupils, but it is inevitable that some combinations of subjects will not be possible.

Please note: pupils will not be able to change subjects after the first two weeks of the Autumn term 2025 if they find it difficult, or it is not what they were expecting.

CHOOSING THE RIGHT OPTIONS

With respect to suitability for different subjects, tutors and subject teachers are a valuable source of support and guidance for pupils and parents. The key questions to consider are as follows:

- What is the subject content?
- How is the subject assessed? (Examination, coursework, practical)
- Is the subject an essential requirement for a career aspiration? (e.g. medicine)
- Does the subject complement the other subjects chosen, and in keeping with Higher Education and career aspirations?

Pupils are expected to discuss the courses that are of interest to them with teachers and parents, taking into consideration their areas of strength and interest. Staff will have more in-depth knowledge about the courses on offer and, if anyone needs more information than is contained in this booklet, we strongly encourage you to attend our Options' Evening on the 1st April 2025. The more information pupils have, the more able they are to make the choice that is right for them.

WHAT IS THE DIFFERENCE BETWEEN A BTEC AND A GCSE?

The Business and Technology Education Council is the British body which awards vocational qualifications. Such qualifications are commonly referred to as 'BTECs'. BTEC qualifications are undertaken in vocational subjects ranging from construction to sport. BTECs are worth the equivalent of 1 GCSE 9-4 but are assessed differently. Awards are Pass (4 grade), Merit (6 grade) and Distinction/Distinction* (7/9). If students study a Level 1 qualification, then this is the equivalent of a 3-1 GCSE grade.

Vocational qualifications offered by exam boards other than Pearson are simply referred to as a vocational award, an example of this in engineering where the students will receive a "vocational award" in the subject area studied.

WILL I SIT ANY OF MY EXAMINATIONS EARLY?

It is not current policy for pupils to sit GCSE examinations before the end of year 11. It is important that all pupils aim to achieve the highest grades possible.

LEARNING SUPPORT

Students with SEND are supported across the curriculum. The level of support given will be dependent on individual need and will usually be provided within the classroom to ensure all students have access to a full curriculum. All teachers are trained and receive ongoing CPD in supporting students with SEND with a wide variety of needs.

Support in assessments and final exams is applied following a rigorous testing process. This will be carried out in school by a specialist assessor and parents will be informed of the outcome and, where relevant, the level of support awarded.

EAL

When pupils have English as an additional language, we aim to be supportive in a holistic way across the curriculum. Additional language support lessons are available to pupils whose first language is not English and who need extra assistance in order to follow their chosen curriculum. The lessons will be aimed at improving pupils' ability to use English competently in their academic subjects and to communicate fully in an English-speaking environment.

FINE ART

POINT OF CONTACT Mrs Alex King aking@wgacademy.org.uk

Examining Board	Subject Entry Code
Edexcel	1FA0

ASSESSMENT

Students are assessed on four assessment criteria:

- **AO1 Developing** ideas through research and inspiration from artists.
- AO2 Experimenting with techniques and refining their approach.
- AO3 Recording observations through sketches, photography, and annotations.
- AO4 Presenting a personal response, demonstrating originality and artistic evaluation.

COURSE OVERVIEW

The Pearson Edexcel Fine Art course is an exciting opportunity for students to explore their creativity, develop technical skills, and express personal ideas through various artistic media. This course encourages students to develop their own aesthetic values and critical thinking skills, helping them refine their style and effectively evaluate their work and that of others. The course is divided into two main components:

- Coursework (Personal Portfolio) 60% Students produce a body of work that explores their chosen themes, techniques, and media, developing a unique artistic style. This includes sketchbooks, research, experimentation, and final pieces demonstrating creative and technical growth.
- Exam (Externally Set Assignment) 40% Students respond to a set theme through preparatory work, which leads to a 10-hour practical exam. During this exam, they create an outcome that showcases their artistic skills and understanding.

Fine Art isn't just about creativity – it also develops:

- Problem-solving Finding innovative solutions to creative challenges
- Critical thinking Analysing and evaluating ideas effectively
- Time management Meeting deadlines and working independently
- Resilience and adaptability Experimenting and refining ideas through trial and error
- Communication Expressing concepts visually and verbally

Fine Art is an inspiring course that nurtures creativity while equipping students with valuable skills for the future. Whether pursuing an art-related career or applying these skills elsewhere, Fine Art fosters innovation and personal expression.

CAREERS

- Concept Artist (games/film)
- Graphic Designer
- Photographer
- Set and Costume Design
- Museum and Gallery Curator
- Illustrator
- Fashion Designer
- Interior Designer
- Animator
- Makeup and Special Effects Artist
- Art Therapist

CONSTRUCTION AND THE BUILT ENVIRONMENT

POINT OF CONTACT

Mr Wayne Martini

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Examining Board	Subject Entry Code
Pearson	603/7051/8

ASSESSMENT

This course is assessed over three components. The first component is externally assessed at the end of the course and makes up 40% of the grade. Components 2 and 3 make up 30% of the grade each and are assessed through non-exam-based tasks. The three components focus on the assessment of applied knowledge, skills, and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification

COURSE

Component 1 - In understanding how to set up a site you, will examine the information that must be completed before starting work, along with the infrastructure you will need to put in place to run the job efficiently and safely. You will develop a detailed understanding of how walls, floors, roofs, and external works are constructed, and you will be able to name each component part, along with its functions. This will change with each different type of construction method that can be employed in a building.

Component 2 - This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials to safely produce quality outcomes. In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You will also have to analyse hazards and risks and then complete some practical work in one of two craft areas: brickwork and carpentry and joinery.

Component 3 - Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints. Upon completion of this component, you will be able to create a developed design brief and generate several concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise several graphical communication methods, including sketching skills. The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training.

CAREERS

- Builder
- Joiner
- Electrician
- Plumber
- Site manager

PLEASE NOTE – PLACES ON THIS COURSE ARE VERY LIMITED AND MAY INVOLVE AN INTERVIEW. ATTITUDE TO LEARNING, ATTENDANCE, AND GENERAL SCHOOL CONDUCT WILL ALL PLAY A ROLL IN DECIDING WHO IS SELECTED FOR THIS COURSE.

DRAMA

POINT OF CONTACT

Miss Lucy Phillips

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Examining Board	Subject Entry Code
AQA	8261

ASSESSMENT

Component 1-40% Written examination

Component 2- 40% Internally assessed Performance log and performance.

Component 3- 20% Performance assessed by AQA.

COURSE

This course gives students the chance to develop a range of skills in acting and the technical aspects of theatre such as sound design, lighting and costume design. Students will perform both studied extracts and work that they create throughout the course to develop their communication, movement, characterisation and creative writing skills. They will also evaluate their own and others' work to continually improve.

Component 1- Understanding Drama

In this unit you will learn and understand how drama and theatre is developed and performed. You will study a set text and answer design and performance questions that link to one extract and the whole play. You will also evaluate a professional performance that we will watch live.

Component 2- Devising drama

In this unit you will build on work you have completed throughout Key Stage 3 to improve upon your acting skills. You will work in a group to create a short performance based on a Stimuli. For this unit you will create a performance log as you create, rehearse and refine your work to show the development you have undertaken. This unit allows you to be assessed as: a performer, lighting designer, sound designer, set designer, costume designer or puppet designer.

Component 3 - Texts in Practice

This unit is a practical component in which you will further develop your theatrical skills. You will choose two extracts from a single play, these can be monologues, duologues or group extracts, and perform them. You must be able to show your artistic intentions and explain your theatrical decisions. This unit allows you to be assessed as: a performer, lighting designer, sound designer, set designer, costume designer or puppet designer.

CAREERS

ESSENTIAL FOR CAREERS IN

- Acting
- Directing
- Scriptwriting

- Designer
- Choreography
- Dancing
- Singing

ENGINEERING

POINT OF CONTACT

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WJEC

5799QA

ASSESSMENT

There are three units on this course which students will be assessed on.

Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. This will be assessed through a controlled assessment (20 hours) based on an assignment brief, provided by the exam board.

Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1. Unit two will also be assessed through a controlled assignment (10 hours) following an assignment brief.

Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. It is assessed by written examination.

COURSE

This Vocational Award in Engineering will develop students' knowledge and understanding of the engineering sector and provide them with opportunities to develop associated practical skills. It covers manufacturing engineering products, designing engineering products and solving engineering problems which focuses on how modern engineering has had an impact on modern day life at home, work and in society in general.

We are proud to be working hand-in-hand with engineering firms in Grantham. Students will split

their time on this course between lessons in school and practical work in local engineering workshops.

CAREERS

Engineering deals with the design, development, installation, operation, and maintenance of anything that has moving parts. Because of this, you'll find relevant opportunities in a range of sectors, including:

- aerospace engineering
- automotive engineering
- construction
- energy
- manufacturing
- mechanical engineering
- medicine
- railway engineering
- sport.

PLEASE NOTE – PLACES ON THIS COURSE ARE VERY LIMITED AND MAY INVOLVE AN INTERVIEW. ATTITUDE TO LEARNING, ATTENDANCE, AND GENERAL SCHOOL CONDUCT WILL ALL PLAY A ROLL IN DECIDING WHO IS SELECTED FOR THIS COURSE.

ENGLISH LANGUAGE

POINT OF CONTACT

Mrs Andrea Mitchell

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Examining board	Subject entry code
AQA	8700

ASSESSMENT

Assessment is through two written examination papers taken at the end of year 11. Paper One is worth 50% of the qualification and Paper Two is worth 50% of the qualification.

There is a Spoken Language Assessment in the form of a presentation or speech which will be undertaken during Y10/Y11.

COURSE

The GCSE English Language qualification is made up of two externally assessed examination components and one internally assessed non-examination component. The qualification is designed to help you engage with a wide range of 19th, 20th and 21st century texts (fiction and nonfiction) and to develop critical skills in reading, writing and spoken language.

Throughout the course you will learn how to read, understand, and analyse literary material from the 20th century as well as nonfiction texts from the 19th and 21st centuries including:

- extracts from literary prose
- letters
- reviews
- biographies
- autobiographies
- journalism

All reading texts in the examinations will be 'unseen'. This means that the texts on which you must answer questions will not be ones you have studied in class. In preparation for this, you will be given opportunities to develop the skills necessary to respond to these unseen texts using previous exam papers. The course also provides opportunities for extended creative and non-fiction writing. Throughout the course, you will practise writing for a range of different audiences and purposes and in various formats including:

- narrative writing
- letters
- articles
- speeches
- reports
- reviews

The Spoken Language non-examination assessment is an endorsement which means it is a compulsory part of the qualification, but the assessment outcome will not form part of the 9-1 grade achieved at the end of the course. Instead, you will receive a separate grade for your performance in Spoken Language (Pass, Merit, Distinction or Not Classified) and this grade will be reported on your certificate.

The Spoken Language endorsement requires you to give a presentation in front of an audience and answer questions asked by the audience on your presentation. The topic for the presentation will be chosen by you with guidance from your teacher.

CAREERS

ESSENTIAL FOR CAREERS IN

- Journalism
- Copywriter
- Teacher
- Law
- Marketing
- Editor

- Social Media Manager
- Public Relations (PR)
- Human Resources (HR)

ENGLISH LITERATURE

POINT OF CONTACT

Mrs Andrea Mitchell

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Examining board	Subject entry code
Edexcel	1ET0

ASSESSMENT

Assessment is through two written examination papers taken at the end of year 11. Each paper is worth 50% of the qualification.

COURSE

The GCSE English Literature qualification is made up of two externally assessed examination components. The qualification is designed to help you engage with a wide range of 19th, 20th and 21st century texts and to develop critical skills in reading and writing.

Throughout the course you will learn how to read, understand, and analyse literary material from a range of time periods. You will study:

- *Romeo and Juliet* by William Shakespeare
- A Christmas Carol by Charles Dickens
- An Inspector Calls by J.B. Priestley
- Relationships Poetry Anthology
- Unseen Poetry

All reading texts in the examinations will be 'closed text'. This means that the texts on which you have to answer questions will not be in the exam hall with you. In preparation for this, you will be given opportunities to develop the skills necessary to respond to these texts with only extracts available to you.

CAREERS

ESSENTIAL FOR CAREERS IN

- Journalism
- Copywriter
- Teacher
- Law
- Marketing
- Editor

- Social Media Manager
- Public Relations (PR)
- Human Resources (HR)



ENTERPRISE (BUSINESS STUDIES)

POINT OF CONTACT

Mr Stevie Thornton

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Examining board	Subject Entry Code
Pearson	603/7063/4

ASSESSMENT

This course is assessed over three components. The first and second component are internally assessed and then externally moderated and make up 30% of the overall grade each. Component 3 is an external synoptic assessment and makes up 40% of the overall grade. The three components focus on the assessment of applied knowledge, skills, and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components to achieve the qualification

COURSE

Component 1: Exploring Enterprises

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning and Presenting a Micro-Enterprise Idea

Learners will generate two realistic ideas for a microenterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Component 3: Marketing and Finance for Enterprise

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success.

CAREERS

- Civil service
- Marketing
- Clerical work
- Public relations
- Manufacturing
- Importing/exporting
- Banking
- Accounting
- Administration
- Advertising
- Entrepreneurship
- Office management
- Transport and logistics
- Insurance
- Retail and sales
- Human resources
- Business development
- Quantity surveying

GEOGRAPHY

POINT OF CONTACT

Ms Rachel Atkins

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Examining Board	Subject Entry Code
AQA	8035

ASSESSMENT

Paper 1- Living with the physical environment

- Natural hazards earthquakes and volcanoes
- Weather hazards tropical storms and UK weather events such as the Beast from the East
- Climate change
- Ecosystems including tropical rainforests and cold environments.
- UK physical landscape including rivers and coasts.

Paper 2 - Challenges in the human environment

- Urbanisation
- Urban issues and challenges including a case study on Rio de Janeiro and Nottingham
- Urban sustainability
- Development including a case study on Nigeria.
- Changes in the economy of the UK
- Resource management including food, water and energy.

Paper 3 - Geographical applications

- Issue evaluation this includes looking at materials pre-released by the exam board to allow students to immerse themselves in the issue.
- Fieldwork students must complete two fieldwork enquiries as part of the course and therefore this allows us the opportunity to take the students off site to see some Geography in action and develop their fieldwork techniques.



COURSE

GCSE (AQA) Geography at West Grantham Academy explores several geographical topics discovering both the geography of the UK and the rest of the world. Geographers will be encouraged to use enquiry learning to develop a deep understanding of the world around them.

Geography will appeal to students with a genuine interest in how the world works both in natural and human terms. If you want to understand the planet you live on, the impact it has on our lives and the impact we have on the planet, then geography is the course for you. Geography is also great for students who like to think critically and want to better understand the world they live in.

A requirement of the GCSE course is that students must attend 2 days' worth of fieldwork. One of these needs to have a human geography focus and the other a physical focus. At present we spend one day in Sheffield looking at urban change and one day in Skegness looking at coastal processes.

CAREERS

Essential for Careers In

- Architectural technologist
- Business analyst
- Cartographer
- Data analyst
- Environmental consultant
- Geographical information systems officer
- Marketing executive
- Secondary school teacher
- Social researcher
- Town Planner

Useful for Careers In

- Construction manager
- Landscape architect
- Market researcher
- Nature conservation officer
- Political risk analyst
- Sustainability consultant
- Transport planner



HEALTH AND SOCIAL CARE

POINT OF CONTACT

Miss Ruth Allery

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Examining Board	Subject Entry Code

Pearson

603/7047/6

ASSESSMENT

The course is made up of three components:

Component 1 and 2 are coursework controlled assessments sat at school. These are internally assessed, and each component is worth 30% of the final grade. Component 3 is an externally assessed paper and is worth 40% of the final grade.

COURSE

The course covers some of the fundamental aspects of health and social care and gives learners a broad introduction to a sector that covers a wide range of careers. The course uses realistic vocational contexts in a way of looking at different healthcare scenarios and analysing them. Learners will explore a range of healthcare conditions and social care needs and will consider how the different health and social care services available can help meet individuals' needs. It is structured into three components:

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 duty the skills, attributes and values required when giving care. This is internally assessed is worth 30% of the overall mark.

Component 3 –Health & 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.

CAREERS

The BTEC Tech award in Health & Social Care will appeal to students with an interest in working in one of the fastest growing sectors in the UK: Health & Social Care.

ESSENTIAL FOR CAREERS IN

- Physiotherapy
- Nursing
- Care and support for the elderly
- Occupational therapist
- Care worker
- Hospital Technician

- Childcare
- Social worker
- Community support and outreach worker
- Support worker

POINT OF CONTACT

Ms Rachel Atkins

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Examining Board	Subject Entry Code
AQA	8145

ASSESSMENT

Paper 1

- Period studies Germany 1890-1945
- Conflict and tension between East and West, 1945-1972

Paper 2

- Thematic studies Britain: Migration, empires and the people: c790 to the present day
- British depth study Elizabethan England c1568-1603

COURSE

GCSE (AQA) History at West Grantham Academy takes students through a journey of discovery to witness how History is continuously changing the world around us, and how past events have helped shape the society we live in today.

History appeals to people who have an enquiring mind, who want to know about the lives of real people and how their actions have shaped the world we live in today. If you want to answer important questions such as 'why do wars happen?' or 'how have we come to live in a multi-cultural society?', then History will help.

If you have an interest in developing a range of handy skills which will help you in the world of work or with further study, then studying History is a great opportunity to do this. You will need to want to develop your communication and written skills, be keen to gain ideas on how to construct an argument and be ready to interrogate and interpret sources.

CAREERS

Essential for Careers In:

- Academic Researcher
- Archivist
- Heritage Manager
- Historic Buildings Inspector/Conservation
 Officer
- Museum Education Officer
- Museum/Gallery Curator
- Museum/Gallery Exhibitions Officer
- Secondary School Teacher

Useful for Careers In:

- Academic Librarian
- Archaeologist
- Broadcast Journalist
- Civil Service Administrator
- Policy Officer
- Politician's Assistant
- Solicitor

HOSPITALITY AND CATERING

POINT OF CONTACT

Mrs Kirsty Kuffour

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Examining Board Subject Entry Code

WJEC

603/7022/1

ASSESSMENT

Unit 1	Written	1 hr 20	80 marks
	Examination	minutes	40% of
			qualification
Unit 2	Controlled	Approximately	120 marks
	assessment	12 hours	60% of
			qualification

COURSE

Unit 1 – The UK is currently perceived to offer the friendliest hospitality service in Europe. For the majority behind this vibrant industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity - a form of 'art.' For the public, dining out is not just 'eating,' it is a whole experience, a time to let go and encounter new senses. The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all.

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

The topics covered in unit 1 are:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

Unit 2 – In this unit learners 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. This unit is synoptic and draws upon the knowledge gained in Unit 1.

The topics covered in unit 2 are:

- The importance of nutrition.
- Menu planning.
- The skills and techniques of preparation, cooking and presentation of dishes.
- Evaluating cooking skills.

CAREERS

ESSENTIAL FOR CAREERS IN

- Chef
- Restaurant manager
- Sommelier
- Food safety standards
- Food manufacture
- Food Science
- Teaching

USEFUL FOR CAREERS IN

- Environmental health
- Dietary Advisor
- Food Microbiology
- Hotel manager
- Marketing

PLEASE NOTE – PLACES ON THIS COURSE ARE VERY LIMITED AND MAY INVOLVE AN INTERVIEW. ATTITUDE TO LEARNING, ATTENDANCE, AND GENERAL SCHOOL CONDUCT WILL ALL PLAY A ROLL IN DECIDING WHO IS SELECTED FOR THIS COURSE.

MATHEMATICS

POINT OF CONTACT

Ms K Barker

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Examining board	Subject entry code
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AQA

8300

ASSESSMENT

Assessment is through three written examination papers taken at the end of year 11. Each paper is worth one third of the final total for the qualification and will be of 1 hour and 30 minutes duration.

There is no coursework or controlled assessment component for the GCSE in Mathematics.

COURSE

The course gives a wide and balanced overview of the key concepts and ideas of the six central assessment objectives in mathematics – number, algebra, ratio and proportion, geometry and measures, probability, and statistics. The aim of the course is to develop a knowledge and understanding of mathematical concepts and methods to give pupils a foundation in mathematics for further study in the subject or related areas to enable pupils to have a positive attitude towards using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems, and to give pupils an appreciation of the importance of mathematics in society, employment and further study.

Pupils will sit the three papers (one non-calculator, land two non-calculator papers). It is split into Higher and Foundation tiers. The Higher tier is targeted at grades 4-9, with an allowable grade 3. Pupils who find the subject more challenging will be invited to sit the Foundation level which is targeted at grades 1-5. Each paper will assess the full range of targeted grades with approximately equal marks available for each of the targeted grades. A calculator may be used in papers two and three. Content from any part of the specification can be examined on any of the three papers. Students will need to be competent in their written methods of calculation and be fluent in using a calculator. It is therefore suggested that students are equipped with their own calculators in preparation.

CAREERS

ESSENTIAL FOR CAREERS IN

- Engineering
- Physics
- Chemistry
- Accountancy
- Computer Science
- Technology

- Economics
- Biology
- Psychology
- Banking
- Sports Science
- Business

MUSIC

POINT OF CONTACT

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Examining	Board
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Subject Entry Code 603/7055/5

ASSESSMENT

Pearson

This is a vocational course, most of the work that you complete during the lessons will be assessed by your teacher.

For your assessments, you will produce a variety of work helping you acquire technical knowledge and technical skills through vocational contexts by exploring and developing your musical skills and techniques, and by responding to a music industry brief. This will be done through various means including research presentations and recorded workshops.

COURSE

The course consists of three components, two of these components are internally assessed and externally moderated, completed within a given assignment window. These two components will build skills in researching, performing, producing and composing. The third component is externally assessed and completed within twenty-three hours. In this component you are given a brief and you choose which of the three musical skills from performing, producing and composing you will use.

It is ideal if pupils can play an instrument / use a DAW / sing and have basic knowledge of music theory, but not essential.

Component 1 30% - Exploring the Music Industry

Exploring different styles and genres of music and take part in practical workshops to understand.

- The Music Creation process
- Learn Key Features of Various Genres of Music.
- Investigate Relationships between different areas of the music industry

Component 2 30% – Developing Music Skills

- Reflect on your musical progress, and on areas for improvement.
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of musical skills.
- Apply skills and techniques in a music performance, creation, or production.

Component 3 – Responding to a Music Brief

Choose an area of the industry that excites and intrigues you (composer, performer, or producer)

- Explore the brief and consider possible responses and ideas.
- Use relevant resources, skills, and techniques to develop and refine musical material.
- Present final response, either solo or in a group
- Review and reflect on your approach to the brief.

BTEC Music Performance students benefit from taking a hands-on course that gives them a taste of what the music sector is like, as well as the skills and confidence to succeed in their next steps.

CAREERS

The music industry is full of jobs and opportunities, for example:

- Sound Technician
- Music Producer
- Recording Engineer
- Artist Manager
- Tour Manager
- Booking Agent
- Music Publicist
- Composer
- Music Arranger
- Teacher

Additionally, music can provide many skills required in the modern-day workplace, including:

- Team Building
- Independent Research Skills
- Time Management

RELIGIOUS EDUCATION (SHORT COURSE)

POINT OF CONTACT

Mr Stevie Thornton

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Examining Board	Subject Entry Code

AQA

8061

ASSESSMENT

Candidates will have one 1 hour 45-minute exam at the end of Year 11 that will assess the four units of work completed throughout Year 10 and Year 11. Students will receive a half-GCSE.

COURSE

Religious Education develops the ability to explore belief systems within our modern society. The central focus is the study of Christianity and Islam. It also takes account of secular, scientific and those of no belief system. A breadth of beliefs, morals and teachings will also be explored. There are four units in total that include:

<u>Christian Beliefs</u> – Key beliefs (Nature of God, creation, afterlife) and Jesus Christ and salvation

<u>Muslim Beliefs</u> – Key beliefs (Shi'a and Sunni, Tawhid, angels, predestination) and sources of authority (Risalah, prophets, imamate)

<u>Theme A: Relationships and Family</u> – Sex, marriage, and divorce, Families, and gender equality.

<u>Theme D: Religion, Peace, and Conflict</u> – Religion, violence, terrorism and war, Religion, and belief in 21st century conflict.

CAREERS

ESENTIAL FOR CAREERS IN

- Various religious roles
- Primary, Secondary, Higher Education teacher
- Police officer
- Solicitor
- Charity officer

- Advice worker
- Archivist
- Charity fundraiser
- Civil service administrator
- Community development worker
- Editorial assistant
- Equality, diversity, and inclusion officer
- Mediator
- Newspaper journalist
- Youth worker

THEOLOGY, PHILOSOPHY AND ETHICS (TPE)

POINT OF CONTACT

Mr Stevie Thornton

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Examining Board	Subject Entry Code
AQA	8062

ASSESSMENT

Candidates will have two 1 hour 45-minute written exams at the end of Year 11 based on material taught in Year 10 and Year 11. They will be assessed on Christian and Muslim Beliefs and Practices as well as a Thematic unit. The Thematic unit covers the following:

- Relationships and Family
- Religion, Peace, and Conflict
- Religion and Life
- Religion, human rights, and social justice.

COURSE

Theology, Philosophy, and Ethics (TPE) is an extension of the Religious Education short-course GCSE that all pupils complete, by developing skills and content linked to the study of Theology, Philosophy and Social/Human Science. Pupils who choose to complete the course will gain a GCSE in full-course Religious Education, but the content and delivery will be such to prepare pupils for further study in KS5 and beyond. As with the short-course GCSE, pupils will look at Christian and Muslim Beliefs and Teachings but will also study the Practices of each religion and gain insight into the impact of religion in day-to-day life as well as celebrations, rituals, and pilgrimages. Religious belief and non-belief will be both considered and evaluated. A breakdown of the additional units is below:

<u>Christian Practices</u> – Worship and Festivals, Prayer, Sacraments, The role of the church in the local and worldwide community.

<u>Muslim Practices</u> – Worship, The Five Pillars, Jihad, Duties and Festivals. <u>Theme B: Religion and Life</u> – Abortion, Euthanasia, Animal experimentation, the origins and value of the universe, the origins and value of human life

<u>Theme E: Religion, Crime and Punishment</u> – Good and evil intentions and actions, reasons for crime, views about different types of crimes, the aims of punishment, the treatment of criminals, forgiveness, the death penalty.

CAREERS

ESENTIAL FOR CAREERS IN

- Various religious roles
- Primary, Secondary, Higher Education teacher
- Police officer
- Solicitor
- Charity officer

- Advice worker
- Archivist
- Charity fundraiser
- Civil service administrator
- Community development worker
- Editorial assistant
- Equality, diversity, and inclusion officer
- Mediator
- Newspaper journalist
- Youth worker

SCIENCE POINT OF CONTACT Mr Tom Butt tbutt@wgacademy.org.uk

Examining Board	Subject Entry Code
AQA	8464

ASSESSMENT

Candidates will sit 6 papers of equal weighting, each of duration 1hr 15mins. These consist of two Biology, two Chemistry and two Physics papers. As this is a double award, two grades are awarded at the end of the course.

COURSE

Paper 1: Biology: Key concepts in biology; Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2: Biology: Key concepts in biology; Homeostasis and response; Inheritance, variation, and evolution; and Ecology.

Paper 1: Chemistry: Key concepts in chemistry; Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2: Chemistry: Key concepts in chemistry; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Paper 1: Physics: Key concepts of physics; Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2: Physics: Key concepts of physics; Forces; Waves; and Magnetism and electromagnetism

There is no coursework or controlled assessment component to the GCSE in Combined Science. Pupils will be taught practical skills as part of their study of the course and these skills are assessed in the written papers. The types of questions in each paper are a range from multiple choice, structured, closed short answer, and open response.

The course delivers a thorough grounding in all the sciences. This will cover a broad range of topics across all three area of biology, chemistry, and physics, giving students a good foundation in knowledge and develop fundamental skills.

CAREERS

ESSENTIAL FOR CAREERS IN

- Science
- Engineering
- Computer science
- Medicine
- Nursing
- Sport science

- Law
- Accountancy
- Banking
- Childcare



SPANISH

POINT OF CONTACT

Mrs Hannah Lines

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Examining Board	Subject Entry Code
Edexcel	1SP1

ASSESSMENT

All exams will be taken at the end of Year 11 in listening, speaking, reading and writing. All contribute 25% each to your final examination grade in Spanish.

COURSE

Spanish is the second most spoken language in the world, and if you can speak both Spanish and English you can communicate with 80% of the world. In Spanish, our aim is to enable students to communicate effectively and to their full potential using the target language so that they can be part of a global community. As part of the GCSE students cover a range of everyday topics and practice their skills in listening, speaking, reading, and writing to prepare them for using language in real-life situations. The topics covered include:

- Mr personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

CAREERS

Essential for Careers In:

- Translating and Interpreting
- Travel and Tourism
- Hospitality
- National Intelligence and Security

Useful for Careers In:

- Education
- Business
- Construction
- Sport
- Government
- Finance
- Media
- Armed Forces
- Sales
- Human Resources
- Customer Services

Speaking a foreign language is an advantageous skill today, whatever area of work you decide to go into.

Students choosing this subject will also be able to attend trips abroad.

SPORT

POINT OF CONTACT

Mr Dom Brown

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Examining Board	Subject Entry Code
Pearson	603/7068/3

ASSESSMENT

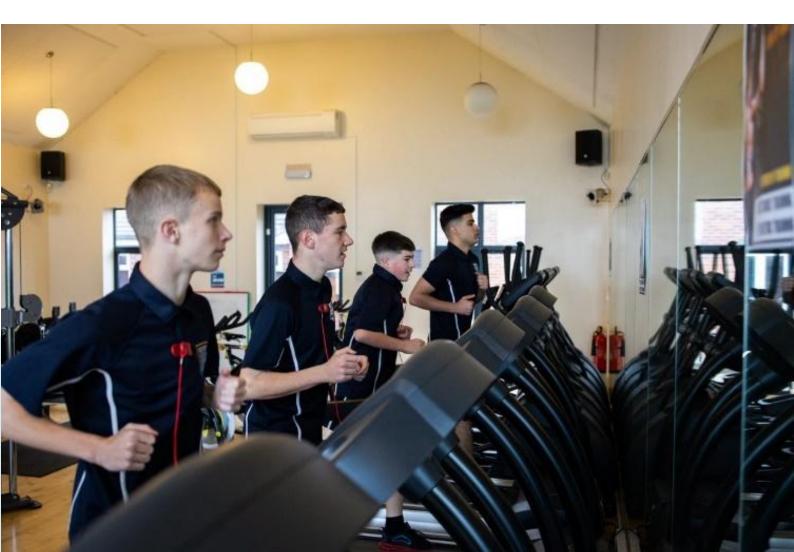
The course is made up of three components:

Components 1 and 2 are coursework-controlled assessments sat at school. These are internally assessed, and each component is worth 30% of the final grade. Component 3 is an externally assessed paper and is worth 40% of the final grade.

COURSE

This qualification enables learners to develop sectorspecific skills such as sports analysis and sports leadership, along with personal skills such as communication, planning, time management and teamwork. This is done through a practical and skillsbased approach to learning and assessment. It is the starting point of a vocational career that can be continued and extended at college and then, if desired, at university too. You must enjoy taking part in a wide range of physical activities but also be prepared to spend a substantial amount of time in the classroom studying the theory of PE & sport.

Component 1 – Preparing Participants to Take Part in Sport and Physical Activity: Learners will explore the different types of provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport. They will research equipment and technological advances in a chosen sport or physical activity and look at how to prepare our bodies for participation in sport and physical activity. Finally they will be asked to demonstrate their knowledge and understanding of how to lead a warm up for their chosen sport.



Component 2 – Taking part and Improving Other Participants Sporting Performance: Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3 – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity: Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

- Coaching
- PE Teaching
- Sports development
- Gym instruction
- Physiotherapy
- Sports journalism

