

YEAR 9: 2025/26 COHORT YOUR CHOICES AT KEY STAGE 4



**THE BRUNTS
ACADEMY**

YOUR CHOICES AT KEY STAGE 4

We have put together this booklet to guide you in choosing subjects you will study during key stage 4 (year 10 & 11).

So far you have been studying a wide range of subjects and now you will have to think carefully about these, so that you can choose a smaller number to study in greater depth over the next two years.

Everyone will study the following common core of subjects:

Core Curriculum:

ENGLISH LANGUAGE
ENGLISH LITERATURE
MATHEMATICS & STATISTICS
SCIENCE
PHYSICAL EDUCATION
PERSONAL DEVELOPMENT (PD) /
RELIGIOUS STUDIES (RS)

PD is delivered explicitly during the tutor programme as it is currently. During KS4, core RS is also delivered in this way instead of standalone lessons as you have at Key Stage 3.

To do further lessons of RS is you will need to opt to study GCSE RS as one of your GCSE options. You will then have an additional 3 lessons per week.

Which subjects should you choose?

Reasons for choosing a subject include:

- you are making good progress currently
- it links to your future career ambitions
- you enjoy it

Reasons to not choose a subject include:

- your friend is doing it
- you think it will be easy

For some students with aspirations of university, specific future careers, or who are particularly strong academically, you may be suited to subjects that follow the EBacc qualification (see page 3 for further details).

In addition to the information included in this booklet, you can ask for advice from your subject teachers, form tutor, your head of year and from Mrs Emery who is overseeing the options process this academic year.

During the Spring term your child may meet with one of the senior team to receive some guided support with their options. These meetings often take place with small groups of pupils together.

Please note: With pupils choosing from a wide variety of options, it can be difficult to ensure every pupil secures all their first choices. We therefore request that pupils also select two additional reserve choices. Previous experience tells us over 95% of pupils secure their first choices, but in the small number of cases where this is not the case, we would like to ensure pupils get their reserve.

Potential subject changes: Whilst the courses offered in this option booklet are intended to be our full suite of courses for September 2026, there can be factors which change this. For example, a course could be removed if the number of pupils wanting to do this course are not viable. Where this is the case, the reserve choice will be allocated, or we will discuss alternatives with pupils on an individual basis.





VOCATIONAL QUALIFICATION FAQ

What is a BTEC?

BTEC stands for the Business and Technology Education Council. BTECs are specialist vocational/work-related qualifications available in a range of sectors. They combine practical learning with subject and theory content. The BTECs that we offer at Key Stage 4 are equivalent to 1 GCSE and offer the equivalent levels of rigour and challenge to a GCSE. BTECs also have clear progression routes and career pathways beyond Key Stage 4.

What is a Cambridge National (CNAT)?

Cambridge Nationals are equivalent in size to GCSEs and are available in a range of subject areas. They are considered an excellent start to vocational study and enable progression to Level 3 vocational qualifications. For specific subject details see the relevant subject page later in this booklet.



ENGLISH BACCALAUREATE (EBacc)

What is the English Baccalaureate (EBacc)?

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study at A level and university level but also for specific future careers.

The EBacc consists of the following subjects:

- English language and literature
- mathematics
- the sciences
- geography or history
- a language

These subjects are considered essential to many degrees and open many doors. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The government's ambition is to see 90% of pupils studying the EBacc subject combination at GCSE by 2025.

To attain a strong pass in the EBacc, pupils must achieve a grade 5 or higher in GCSE:

English Language or English Literature

Mathematics

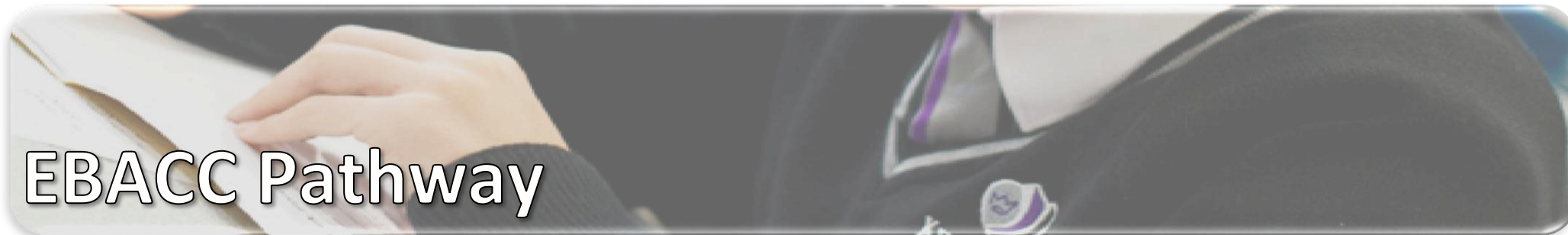
Science

Geography or History

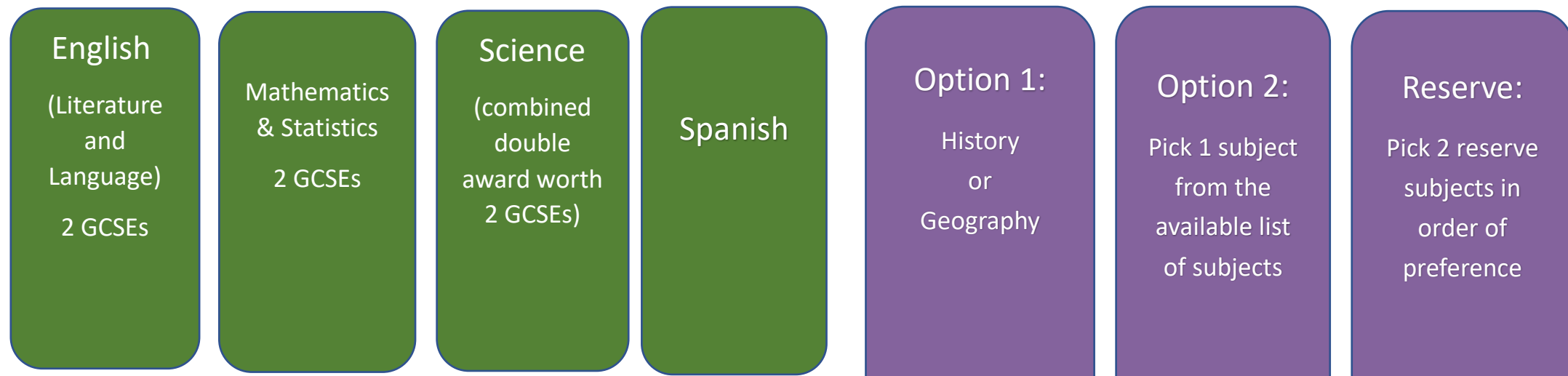
A Modern Foreign Language

[note: a standard pass can be achieved with a grade 4 or higher in each of the above]





EBACC Pathway

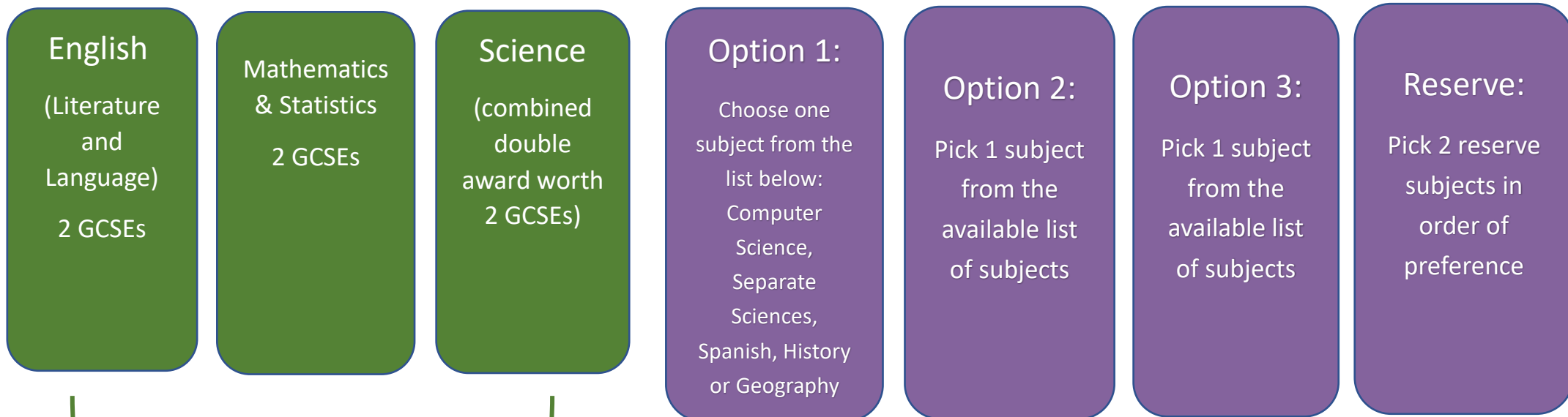


Compulsory examined subjects

Note: All students take core PE (non-GCSE) and Personal Development including Religious Studies – these are not examined



Guided Pathway



Compulsory examined subjects

Note: All students take core PE (non-GCSE) and Personal Development including Religious Studies – these are not examined



Subjects offered

Compulsory subjects which are part of our core offer:

- English Language
- English Literature
- Mathematics & Statistics
- Science – combined double award
- Personal Development/ core Religious Studies (non-examined)
- Core Physical Education (non-examined)

Options:

- Art (GCSE)
- Child Development (vocational)
- Computer Science (GCSE - limited to students in 9O1, 9W1 and 9R1 Maths groups – the Computing faculty will advise if this is suitable for you)
- Construction (vocational)
- Dance (GCSE)
- Information Technology (vocational)
- Geography (GCSE)

- Graphic Design (GCSE)
- Health & Social Care (vocational)
- History (GCSE)
- Hospitality & Catering (vocational)
- Music (vocational)
- Performing Arts (vocational)
- Photography (GCSE)
- Product Design (GCSE)
- Religion, Philosophy and Ethics (GCSE)
- Separate Science – Biology, Chemistry, Physics (3 x GCSEs - the Science faculty will advise if this is suitable for you)
- Spanish (GCSE)
- Sports Science (vocational)

NOTES:

- 1). You cannot take the following combinations:
Product Design & Graphics / Art & Photography
- 2). Subjects only run if enough students opt for that course.

ENGLISH LANGUAGE & LITERATURE

(compulsory/ part of the core offer)

Course title: English Language

Specification code: 8700

Exam board: AQA

Course title: English Literature

Specification code: 8702

Exam board: AQA

English GCSE (AQA)

The English Department offers both Language and Literature courses for the majority of GCSE students, providing you with two GCSEs at the end of the course.

English Language GCSE

The course encourages you to enjoy and appreciate language, teaching you analytical skills and the ability to communicate accurately, appropriately, confidently and effectively. You will explore how writers influence readers and use these skills in your own writing. This course will be assessed by examination in Year 11.

English Literature GCSE

GCSE English Literature allows you to explore several aspects of literature through the in-depth study and wider reading genres: prose (novels or short stories); poetry; drama.

The course will be assessed by examination in Year 11. From your study of Literature, it is hoped you will gain the benefits of enjoying books, of being exposed to writing from different cultures and of experiencing emotional and intellectual growth through reading about new experiences and considering different viewpoints. You will develop an appreciation of literary tradition and heritage, develop your powers of analysis and learn to make connections between texts with greater skill, confidence and independence.

You will study:

- **A play by Shakespeare**
- **A nineteenth century novel**
- **A selection of poetry since 1789**
- **Post 1914 fiction or drama**

If you require any further information, please email:

mmillward@bruntsacademy.org

jcrump@bruntsacademy.org



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MATHEMATICS & STATISTICS

(compulsory/ part of the core offer)

Course title: Mathematics (9-1)

Course title: Statistics (9-1)

Specification code: J560

Specification code: 1ST0

Exam board: OCR

Exam board: Pearson Edexcel

Understanding Mathematics and Statistics is essential for future opportunities in further education and careers. Students will need to reach certain levels of competency in Mathematics to take Sixth Form courses, to be admitted to colleges and universities, and to have a wide variety of career choices.

We aim as a Faculty:

- to provide a broad Mathematical learning experience
- to provide the skills required to succeed in higher education and employment
- to promote a positive attitude to mathematics study
- to ensure students have a feeling of success, and progression is appropriate to their level
- to encourage students to carry on with mathematics post-16 where appropriate
- to play an active role in contributing to cross-curricular themes and improving Literacy, Numeracy and ICT.

Course Details:

Mathematics is a core subject in the National Curriculum and important for many jobs and careers. A good understanding of Mathematics will help you with other subjects at Post-16. All students will need some specialist equipment for this subject. A ruler, protractor and especially a Casio Scientific calculator are essential for all external exams and will also be required during lesson time.

The course will enable you to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Statistics develops the skills to understand data and make informed decisions under uncertainty. It is a highly versatile area of Maths, teaching students how to collect, analyse, interpret and present data. The subject complements Biology, Psychology, Geography, Business and Economics, and leads to diverse careers ranging from weather forecasting to the biological sciences.

Examination Details:

- Both Maths and Statistics have two tiers of entry, higher (grades 9, 8, 7, 6, 5, 4 and 3) and foundation (grades 5, 4, 3, 2 and 1).
- Maths is assessed with three terminal examination papers, one non-calculator and two calculator exams.
- Statistics is assessed with two terminal calculator exams.
- Each paper is 1.5 hours long.
- We follow the OCR GCSE mathematics syllabus. For Statistics we follow Pearson Edexcel.

Where to go to learn more about the course:

Further information about this course can be found on the OCR website:

[GCSE Maths \(9-1\) - J560 – OCR](#)

[GCSE 9-1 Statistics](#)

If you require any further information, please email:

jhough@bruntsacademy.org

eclapham@bruntsacademy.org



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COMBINE SCIENCE- TRILOGY (DOUBLE AWARD)

(compulsory - part of the core offer)

Course title: Combine Science- Trilogy

Specification code: 8464

Exam board: AQA

Course details:

GCSE specifications in combined science award should enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- 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, both in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

What might the course lead on to?

Depending on the grade achieved it may then be possible to gain entry onto the Science A levels Biology, Chemistry and Physics Post -16. If you are more suited to a vocational course involving a more course work based approach, you could enrol on the L3 BTEC course, which is suitable for those wanting a stepping stone to further science course. The skills and knowledge that you have gained doing GCSE Sciences also allow you to do other A level courses and vocational courses. For those students who want to work in one of the main professions, for example, law, medical science, nursing, teaching, accountancy and engineering etc.

What type of student is this suitable for?

Most students study the AQA combined Science (trilogy) GCSE Course. This qualification gives students 2 GCSE Grades and has been selected to allow students to study aspects of Biology, Chemistry and Physics throughout each year in the Key Stage. These qualifications also ensure that those students who wish to can make the transition from GCSE to Post-16 courses very easily.

Examination Details:

Assessment is at the end of the two-year course. There are 6 exams (2 biology, 2 chemistry and 2 physics) at the end of Year 11. Each exam is 1 hour and 15 minutes long and is worth 16.7% of the 2 total grades. Grading will follow the new guidelines of 9-1 and students will gain 2 GCSE grades in science (based on 17-point grading system from 1,1 up to 9,9). The exams will all be a combination of multiple choice, structured, closed short answer, and open response questions. Some of the questions will link to key practical tasks covered in lessons and numeracy skills.

Where to go to learn more about the course:

Further information about this course can be found on the AQA website:

<https://www.aqa.org.uk/subjects/science/gcse/combine-science-trilogy-8464>

If you require any further information, please email:

jgamble@bruntsacademy.org

sdickinson@bruntsacademy.org



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Course title: GCSE Art (Art, Craft and Design)

Specification code: 8201

Exam board: AQA

Programme Overview

The qualification consists of 2 components; component 1 is the Coursework Portfolio. Component 2 is the Exam Portfolio. This is an 'Externally set assignment' where students create a personally selected project from a selection of themes provided.

The Externally Set Assignment

Students will be given a list of themes set by the exam board, from which they will select a theme that inspires them. They will be required to develop this project independently, responding to this chosen theme.

This project will use all the skills and knowledge developed in the first two components and will culminate in producing a final outcome that finalises their investigation realises their intentions.

The Coursework Portfolio

This will be an exploration of ideas relating to a given theme, exploring Artist examples, contextual links as a starting point to explore 2D and 3D ideas, media, techniques, and processes. Students will complete lessons and workshops exploring a of different media, techniques and materials including drawing, painting, sculpture, installation and mixed to produce a range of practical ideas and outcomes relating to their investigation.

Each component will result in a personally developed practical response/ outcome.

Post 16 Progression

This is a recognised course for progression onto a post-16 (Level 3) Art & Design based courses for further studies. Below are examples of some of the Post 16 routes GCSE art students have previously chosen following this course.

- A level Art & Design (Fine Art)
- A level Art & Design (Photography)
- Level 3 Art & Design;
- General Art & Design
- Spatial Graphic Design
- Fashion & Clothing
- Fine Art (Painting & Drawing)
- Photography

If you require any further information, please email:

lsolly@bruntsacademy.org



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CHILD DEVELOPMENT

Course title: OCR Level 1/2 CNAT in Child Development

Specification code: J809

Exam board: OCR

Programme Overview

This qualification is for learners who wish to develop applied knowledge and practical skills where possible in all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.

Are you interested in how children develop and learn?

Are you considering a career working with children?

Would you like to gain a greater understanding of the development, health and well-being of a child from birth to five years?

What will the learner study as part of this qualification?

Unit R057: Health and well-being for child development: EXAM – 40%

In this unit learners will be taught about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. They will also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Assessment - 1 hour 15 minutes written examination 70 marks OCR-set and marked.

R059: Understand the development of a child from birth to 5 years: COURSEWORK – 30%

In this unit learners will be taught the physical, intellectual and social developmental norms for children from one to five years. They will learn the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Assessment - Centre assessed and OCR moderated.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years: COURSEWORK – 30%

In this unit learners will be taught how to create a safe environment for children from birth to five years in childcare settings. They will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years.

Assessment - Centre assessed and OCR moderated.

If you require any further information, please email:

kloach@bruntsacademy.org

gthomas@bruntsacademy.org



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COMPUTER SCIENCE



Course title: GCSE Computer Science

Specification code: J277

Exam board: OCR

What is Computer Science?

Computer Science is the study of computers and computational systems. It allows us to develop a range of skills which are key to being successful in the 21st century world. Computer science provides the foundation skills for many other subjects, and is guaranteed to be a big part of our future.

What do Computer Scientist Study?

- Problem solving skills
- Programming and Software Design
- The structure and operation of the CPU
- Operating Systems - How these work, the differences between them, why different ones are necessary (i.e. Windows, iOS, Android)
- The physical components of the computer – taking them apart, analysing and designing systems for specific purposes
- Logic systems – how do modern electronics work
- Networking - how computers talk to each other, how we share/stream files
- Network Threats/Defence – what are the dangers to our networks/data and how can we defend ourselves?

Key Features of the Course:

The content of the course is extremely varied and aims to develop the students' theoretical knowledge as well as their practical programming skills. Studying these areas will allow students to develop their analytical thinking and problem-solving skills – both of which are essential in the modern workplace.

A wide variety of topics are studied, generally grouped into the following themes:

- 1: Computer Systems
- 2: Computational Thinking & Problem Solving
3. Programming & Logic

What could this course lead on to?

This course will place you in the ideal position to move onto a Level 3 course in Computer Science (or similar), or a Level 3 Apprenticeship. It provides a solid foundation for progression onto any digital based level 3 course. It closely links to games development, digital media and a wide range of IT based courses.

Examination Details:

The course is assessed through 2 written exams at the end of the course. Each exam is worth 50% of the final grade:

Component 1: Computer Systems (1hr 30 mins)

This exam covers most of the more theory-based aspects of the course, but does include some programming and analysis skills.

Component 2: Computational thinking, algorithms and programming (1hr 30 mins)

This exam covers the more technical/practical elements of the course. It involves applying skills to exam-based questions.

Where to go to learn more about the course:

For more information please scan the QR code above or contact:

Mr M Hopkinson (Room 5)

Mhopkinson@bruntsacademy.org



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CONSTRUCTION

Course title: Level 1/2 Construction

Specification code: E819QA

Exam board: Eduqas

Course details:

Would you love the opportunity to transform the world around you? Are you looking to learn about new technologies, materials and processes that are involved in construction projects? Do you want to develop a good foundation for a successful career in construction? If so, it's time to – find out more about this exciting qualification today!

Unit 1: Introduction to the Built Environment

You will:

- Be introduced to the principles of the built environment and have the opportunity to develop the skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment.
- Explore a range of professional and trade roles.
- Explore some of the different structures and buildings of the built environment.

Unit 3: Constructing the Built Environment

You will study three construction trade areas of the built environment (*plumbing, electrical and tiling*), including planning, undertaking, and evaluating construction tasks.

What might the course lead on to?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Critical thinking
- Independent learning
- Research
- Time management.

the career pathways within the Construction industry are vast, from trades you can start as soon as you leave school such as plumbing, electrician, bricklayer, to careers you can develop through university-level learning such as quantity surveyor, architect, design engineer.

We are very lucky to have West Notts College in our immediate vicinity, as it has a purpose-built construction centre offering a wide range of courses. In previous years we have been very successful in helping our students' securing placements at the WNC Construction centre, as well as a variety of construction-based apprenticeships.

Examination Details:

You will have one exam for Unit 1 which will be worth 40% of your qualification. The exam will last 1 hour and 30 minutes, it will be made up of short and extended response questions.

Unit 3 will be assessed via project work (no exam), which is worth 60% of your qualification. Here you will be asked to prepare and complete three trade-based tasks e.g. creating a simple lighting circuit, building a brick structure and making a wooden planter.

Where to go to learn more about the course:

Further information can be found at;

[Level 1/2 Vocational Award in Construction and the Built Environment \(eduqas.co.uk\)](https://www.eduqas.co.uk/level-1-2-vocational-award-in-construction-and-the-built-environment)

If you require any further information please email:

alindsay@bruntsacademy.org



Information Technology



Course title: Level 1/2 in Information Technology

Specification Code: 603/7115/8

Exam Board: OCR

Course details:

Digital skills open the door to the systems and tools that power almost everything people use every day. Students explore how networks keep businesses running, how cybersecurity protects hospitals and banks, how data shapes decisions in sport and entertainment, and how real organisations design and test the technology the world relies on. The work is hands-on and practical, built around the kinds of tasks employers actually expect—creating digital solutions, managing projects, and solving real problems.

It suits students who enjoy figuring out how things work, solving challenges, or being creative with technology. It builds confidence with industry-relevant software, strengthens teamwork and communication, and offers a strong head start toward careers in IT support, cybersecurity, software development, digital marketing, and many other tech-driven fields

What might the course lead on to?

Studying an IT course opens many doors, both academically and in the business world. IT skills are essential to all industries. Students go on to student IT and Computer Science at higher levels – both at college and in 6th Form. This course is a bridge to both more practical and technical courses as well as more creative ones. It gives a firm foundation on which to move into any digital industry, job or apprenticeship.

Course requirements:

Component 1 - IT in the digital world: In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include: Design Tools, Human Computer Interfaces, Data and testing, Cyber security and the internet of everything.

Component 2 – Data Manipulation using

Spreadsheets In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client’s requirements. You will be able to evaluate your solution based on the user requirements. Topics include: Designing,

Planning, testing and evaluating spreadsheets. These are real world skills that will be incredibly useful.

Component 3 – Using Augmented Reality to present information: In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client’s requirements. You will design, make and test real world augmented reality systems.

Examination Details:

The course is examined through two in class, coursework style assessments with the class teacher. These are practical assessments and are well prepared for. The third component is a 1 hour and 30-minute written exam on the theory-based aspects of the course.

Course Contact:

MHopkinson@bruntsacademy.org

NMellers@bruntsacademy.org



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DANCE

Course title: GCSE Dance

Specification code: 8236

Exam board: AQA

Course details:

Students will develop their practical performance skills leading to a solo and group performance. These will both be based on set phrases of movement provided by the exam board. Students will also create a group choreography based on guidelines set by the exam board.

Students will be required to show knowledge and understanding of the choreographic process and performing skills, both practically and theoretically. Also, students will be required to show a critical appreciation of their own work and of 6 professional works.

Who is this suitable for?

GCSE Dance is for students who wish to develop their performance and choreographic skills and who wish to explore a wide variety of dance. They will need to be committed to regular rehearsals out of lesson and take part in group performance opportunities.

If you require any further information, please email: dfeatherstone@bruntsacademy.org

What could this course lead to?

The skills that you develop and the knowledge that you acquire will provide a firm foundation for study of dance at A level. It will also support study of other creative and performing arts-based subjects including Performance Studies.

How is it assessed?			
Unit	Title	Unit Content	Assessment
Unit 1	Performing	Performance: <ul style="list-style-type: none"> - Set phrases through a solo performance (approx.. 1 minute duration) - Duo/trio performance (3 minute in a dance which is a maximum of 5 minutes duration) 	30% of GCSE 40 marks
Unit 2	Choreography	Choreography: <ul style="list-style-type: none"> - Solo or group choreography (2 – 2.5 minutes) - Group dance for 2-5 dancers (3-3.5 minutes) 	30% of GCSE 40 marks
Unit 3	Dance appreciation	The 1.5 hour exam paper is made up of 3 area and is out of a total of 80 marks. Skills – students will need to show knowledge and understanding of the choreographic process and performing skills. Critical appreciation of own work – students will be required to discuss their own practical work and training. Critical appreciation of professional works – students will study 6 professional works in detail and will be required to describe, analyse and evaluate these in detail.	Externally assessed exam 40% of GCSE





Course title: Geography

Specification code: 8035

Exam board: AQA

Course details:

Geography is a unique discipline that connects the natural and the human, the local and the global and in doing so, enables us plan sustainably for the future. Whether your future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, geography opens up a range of choices for your future work and career.

Geography will give you opportunities to make use of your English, science and mathematics. You will need to utilise your skills of written English as you will be required to write at length about places and issues. Here you will need to have clear opinions which will need to be expressed. You will make use of your science when we write up our fieldwork using scientific method. Mathematics is also important in Geography, to interpret data and statistics.

This course would be suitable for students who are interested in current affairs and world events, seeking to understand why they happen and how they relate to society and their own lives. There has never been a more important time to use geographical knowledge and skills to pursue a career. None of the changes and challenges facing the UK and the world in the 21st century, including climate change, energy security, migration, urbanisation and globalisation, can be properly understood, let alone tackled, without geography.

What might the course lead on to?

Studying GCSE geography provides you with a variety of valuable skills and knowledge that can be transferred and used across other subject areas and in everyday life. Forbes identify digital literacy, data literacy and critical thinking as the top three most in-demand skills for the next 10 years, all of which you will gain through studying Geography. You will also gain invaluable planning and problem solving skills, written and oral communication skills, research and data analysis skills and so much more. Then there is the growth of the 'green' economy, which has seen a growth in employment by 8% between 2021-22, a trend which is only set to increase.

Some careers that employ geographers directly for their specialist knowledge and skills include town planner, oceanographer, sustainability consultant, environmental impact assessor, GIS analyst, cartographer, nature conservation officer.

Some careers that employ Geographers for their general skills: transport planner, international aid/development worker, logistics and distribution manager, market researcher, tourism officer, transport planner.

It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do.

Examination Details:

Geography is assessed through 3 x 90 minute exam papers.

Paper 1 – Living with the Physical Environment (35%)

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in UK

Paper 2 – Living with the Human Environment (35%)

- Urban Issues and Challenges
- The Changing Economic World
- Resource Management

Paper 3 – Geographical Applications (30%)

- Issue Evaluation
- Fieldwork
- Geographical skills

Students will undertake 2 days of mandatory fieldwork during the course of their GCSE, which will be examined as part of Paper 3.

If you require any further information, please email: kwest@bruntsacademy.org



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GRAPHIC DESIGN

Course title: GCSE Design and technology Specification code: 8552

Exam board: AQA

Course details:

Graphic Design enables students to design and make products with creativity and originality, using a range of graphic and modelling materials. Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn to use, understand and apply colour and design through images, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make product(s) using graphic media and new technologies such as Computer Aided Design, Photoshop and a range of CAD/CAM processes to prepare them for the world of work in a design-based industry.

Key Features of the Course:

- Technical drawing
- Typography
- Application of colour
- CAD/CAM
- Photoshop
- Product development
- Manufacture
- Architectural drawings
- Marketing and Advertising
- Product sustainability

What might the course lead on to?

The course will give the learners opportunity to enter employment in the 'Design sector', move on to the product design course at Brunts 6th form or to progress onto further design qualifications which request a creative subject as an entry requirement. Possible careers which Graphic products could lead to are: Architecture, Product Designer, Three Dimensional/Product Design, Graphic Designer, Fashion, Textiles, Interior Design, Landscape Gardening, Illustration, & Teaching.

What type of student is this suitable for?

GCSE Design and Technology: Graphic Products provides education and training for those who are intending to work in Graphic Design and Product Design industries. Students who have an interest in developing skills in 2 and 3 dimensional design will be particularly suited to this course. It is recommended that you have the ability to express yourself, are able to work independently and manage your time well.

Examination Details:

Unit 1: Exam

Paper 1: Written Paper 50% of total marks 2 hours 100 marks the paper will cover ALL design technology material areas (paper/card, woods/metals/plastics and textiles).

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles (30 marks)

Section C – Designing and making principles (50 marks)

50% of GCSE Externally marked. Externally moderated.

Unit 2: NEA Coursework

Non-Exam Assessment 30–35 hours approx. 100 marks 50% of GCSE Consists of a substantial design and make task selected from a range of exam board set tasks and focussing on the Product Design material area.

Assessment: 50% of GCSE Internally marked. Externally moderated.

Where to go to learn more about the course:

[AQA | Subjects | Design and Technology](#)

If you require any further information, please email: aemery@bruntsacademy.org



**THE BRUNTS
ACADEMY**

HEALTH & SOCIAL CARE

Course title: OCR Level 1/2 CNAT in Health & Social Care

Specification code: J835

Exam board: OCR

Overview:

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare services as well as a range of independent providers which provide care in a variety of settings. It introduces students to this vocational sector and the role it plays in the health, well-being, and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid.

As you might expect, both the bulk of learning and assessment is through practical means.

This qualification has two mandatory units and two optional units. Each unit contributes to 25% of the total marks. Units R033-35 are controlled assessment units. This means they are completed in lesson time as coursework. Internally marked and then moderated by the exam board.

Mandatory units:

Unit R032: Principles of care in health and social care settings.

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security. This unit is externally assessed through an OCR set and marked 1 hour 15-minute examination.

Unit R033: Supporting individuals through life events.

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific Individual.

Optional Units:

Unit R034: Creative and therapeutic activities.

In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional, and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Unit R035: Health promotion campaigns.

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.

If you require any further information, please email:

cwood@bruntsacademy.org

aolsen@bruntsacademy.org



**THE BRUNTS
ACADEMY**



HISTORY

Course title: History (9-1)

Specification code: 1HI0

Exam board: Edexcel

Course details:

Crime and Punishment (30%) – An exploration of how the types of crime and the ways they have been dealt with have changed since 1000AD to the modern day. There is also a historical environment section which focuses on Whitechapel during the time of Jack the Ripper.

Elizabethan England (20%) – An investigation into the various challenges and obstacles faced by Elizabeth I between 1558 and 1588.

Superpower Relations and the Cold War (20%) – The topic examines the way the relationship between USA and USSR broke down after World War Two and at the various flashpoints that took place as a result.

Weimar and Nazi Germany 1919-1945 (30%) – A study into Germany between the two World Wars. Focusing on the recovery from World War One and struggles of Weimar Germany. We then examine how Hitler gained and maintained control until World War Two.

What might the course lead on to?

This course will help to prepare students for employment or further study at A level. The many transferrable skills that are on offer are ideal preparation for careers in research, journalism, TV/media as well as fields such as the Civil Service and teaching. A Level courses such as History, Politics, and Philosophy are all suitable options for History candidates.

Key Features of the Course:

Develop knowledge and understanding of key historical periods and events through an examination of interpretations and sources.

Improve key transferable skills such as the ability to evaluate different options, analysis of evidence and written and verbal communication.

Develop a sense of how the modern world has been shaped by events of the past.

Understand how events can have a variety of different consequences.

Understand how events can be interconnected.

Examination Details:

Three exam papers:

Paper 1: Crime and Punishment and Whitechapel

1hr 15mins

Paper 2: Early Elizabethan England and Superpower Relations

1hr 45mins


Paper 3: Weimar and Nazi Germany

1hr 20mins

Website: see QR code

Course contact: Miss Hoole
vhoole@bruntsacademy.org





HOSPITALITY & CATERING

Course title: Hospitality and Catering

Specification code: 5409QA

Exam board: EDUQAS

Course details:

You will:

Unit 1: Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

What might the course lead on to?

Hospitality and Catering supports students in beginning a career in the hospitality and catering industry, whether this be something back of house like a chef or a front of house role such as management.

Many students go on to study service-based courses at West Notts college with their qualifications.

There are many jobs in the Hospitality industry, including;

- *Chef de partie*
- *Commis chef*
- *Concierge*
- *Executive chef*
- *Front of housemanager*
- *Head waiter*
- *Housekeeper*
- *Maître d'hôte*
- *Pastry chef*
- *Receptionist*
- *Sous chef*

Examination Details:

You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

Coursework requirements:

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

You can find out more about the Hospitality and Catering course on the EDUQAS website.

If you require any further information, please email:

forward@bruntsacademy.org

gcox@bruntsacademy.org



**THE BRUNTS
ACADEMY**

MUSIC

Course title: BTEC Tech Award in Music Practice

Specification code: RMP3

Exam board: Pearson

How does the course work?

This is a vocational qualification where students will gain knowledge and skills within the sphere of music technology and associated music industry disciplines. This course lends itself to the experiences currently being delivered in year 9 and is appropriate for those students who play an instrument alongside others who have an interest in creating music and the creative industries.

There are three components:

Component 1: Exploring Music Products and Styles,

Component 2: Music Skills Development,
Component 3: Responding to a Commercial Brief. This course follows the Pass, Merit & Distinction classifications.

Component 1:

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

Component 2:

Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3:

Students will be given the opportunity to develop and present music in response to a given commercial music brief.

Components 1 and 2 are internally assessed and externally moderated. The brief for component 3 is set by the examination board in the January of year 11. This component is externally assessed.

If you require any further information, please email:
cbryan@bruntsacademy.org



PERFORMING ARTS

Course title: Level 1/2 BTEC Tech Award in Performing Arts

Specification code: RPA3

Exam board: Pearson

How does the course work?

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

Apply
Develop
Explore

Exploring the Performing Arts

- Internally assessed assignments
- 30% of the total course

Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments
- 30% of the total course

Performing to a Brief

- Externally assessed task
- 40% of the total course

Explore

Component 1 30%

Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor or dancer.

Assessment: Internally assessed assignments. 30%

Component 1, students will **explore** performance styles, creative intentions, and purpose. **Investigate** how practitioners create and influence what's performed. **Discover** performance roles, skills, techniques and processes

Develop

Component 2 30%

Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in the chosen discipline(s) of acting or dance.

Assessment: Internally assessed assignments. 30%

Component 2, students will **take part** in workshops, classes and rehearsals. **Gain** physical, interpretative, vocal and rehearsal skills. **Apply** these skills in performance. **Reflect** on their progress, their performance and how they could improve.

Apply

Component 3 40%

Performing to a Brief – students pull together all they have learned and apply their knowledge in a performance

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. 40%.

To achieve this aim, students will:

Use the brief and previous learning to come up with ideas, build on their skills in classes, workshops and rehearsals, review the process using an ideas and skills log, perform a piece to their chosen audience and reflect on their performance in an evaluation report.

If you require any further information, please email: cfoster@bruntsacademy.org



THE BRUNTS
ACADEMY



PHOTOGRAPHY

Course title: Art and design Photography

Specification code: 8206

Exam board:AQA

Course details:

Art and Design Photography is a course designed to help students become proficient with cameras, digital editing, composition, lighting and the ability to produce a body of work that expresses an idea or theme. These skills and qualities will be built through a series of workshops at the start of the year leading into a personal project where students produce personal photography work based on a theme of their choice.

The course is broken down as follows:

Identity project – 2 terms spent on workshops where students experiment with composition, variable shutter speeds, double exposure, levitation and other digital editing techniques leading on to a set of personal final pieces.
Advertising project – 2 terms where students pick a personal direction to investigate. This then leads to the production of a developed personal response.

Exam – A 4-month project where students respond to a chosen theme set by the examining board culminating in a final practical exam.

What might the course lead on to?

Photography and the creative arts is a growing and powerful industry in the United Kingdom and Photography as a subject can be viewed as the creative subject that opens the door to the creative arts in the digital space.

Examples of further education courses that photography can lead to are:

Photography, Fashion/fashion photography, video editing, marketing, Media studies, journalism, film studies, animation, special effects, game design, illustration, graphic design.

Examples of the future career's that photography can lead to are:

Professional photographer, Film/video editor, graphic designer, art director, television camera operator, press photographer or Journalist, Magazine features editor, multimedia specialist, social media manager, VFX artist, Visual merchandiser, Web designer, digital marketer.

Examination Details:

All students marks come from coursework produced in lessons or at home.

Students will produce 2 coursework projects and 1 exam project on a theme set by the examination board.

Exam projects will be produced over 4 months and culminate in a 10-hour exam which is completed in lesson time over 2 days in their classroom where students edit and produce a final set of personal responses using photos they have already obtained.

Where to go to learn more about the course:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification>

If you require any further information, please email: lsolly@bruntsacademy.org





PRODUCT DESIGN

Course title: GCSE Design and technology Specification code: 8552

Exam board: AQA

Course details:

Design and Technology encourages students to design and make products with creativity and originality in response to a given design problem. The course offers a variety of practical activities, using a range of materials and manufacturing processes. Graphical design skills are developed through technical drawings, the use of 2D and 3D, CAD and Photoshop, to develop branding and advertising for the products they create. The use of new materials and technologies are encouraged as part of the complete design proposal, to prepare them for the realistic world of work. The students will experience the process of creating products from scratch, which will be evaluated for their commercial viability. Students will be enthused and challenged by the range of practical activities possible as the specification seeks to build upon the multimedia approach of the previous Design and Technology specification.

Key Features of the Course:

- Real world Problem solving
- Product development
- Technical drawing
- Creating design ideas
- Design development
- Modelling/ prototype development
- Computer Aided Design (**CAD**)
- Computer Aided Manufacturing (**CAM**)
- Manufacturing
- Practical making skills

What might the course lead on to?

A creative course would lead onto any career or further education where creativity is a requirement. A-Level or BTEC college courses in; Architecture, Interior Design, Product Design, Engineering, Advertising, Media, Graphic Design, Three-Dimensional CAD work, Ceramics, Fashion, Textiles, Landscape Gardening, Illustration, & Teaching.

What type of student is this suitable for?

Design Technology is suitable for any students who are interest in any aspect of Design, resistant materials, manufacturing and engineering. This course will focus on combining graphic design and resistant materials, and students will design and make commercially viable products to solve real world problems.

Examination Details:

Unit 1: Exam

Paper 1: Written Paper 50% of total marks 2 hours 100 marks the paper will cover ALL design technology material areas (paper/card, woods/metals/plastics and textiles).

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles (30 marks)

Section C – Designing and making principles (50 marks)
50% of GCSE Externally marked. Externally moderated.

Unit 2: NEA Coursework

Non-Exam Assessment 30–35 hours approx. 100 marks
50% of GCSE Consists of a substantial design and make task selected from a range of exam board set tasks and focussing on the Product Design material area.

Assessment: 50% of GCSE Internally marked. Externally moderated.

Where to go to learn more about the course:

[AQA | Subjects | Design and Technology](#)

If you require any further information, please email:
aemery@bruntsacademy.org



**THE BRUNTS
ACADEMY**



RELIGION, PHILOSOPHY & ETHICS

Course title: Religious Studies GCSE

Specification code: 8062

Exam board: AQA

Course details:

Our GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring students have a diverse choice of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for the future.

What might the course lead on to?

A qualification in Religious Studies will allow students to have a broad understanding of the world from different perspectives and build on their ability to empathise with others.

Further study is available in this subject by taking an A Level in Philosophy and Ethics which builds on the content from component 2 of the qualification.

Through the thematic studies students will learn the skill of debate, forming arguments and coming to reasoned conclusions all skills that are paramount in careers such as those in law and in business management.

The enquiry skills built during the qualification would be invaluable to anyone looking to move into journalism as a career.

Examination Details:

Component 1 – The Study of Religion: beliefs, teachings and practices.

What's assessed?

Beliefs, teachings and practices of:

- Christianity
- Islam

Component 2 – Thematic Studies

What's assessed?

Relationships and families

Religion and Life

Religion, peace and conflict

Religion, crime and punishment

How is it assessed?

Two 1 hour 45 minute written exams 96 marks per exam plus 6 marks for spelling punctuation and grammar on Component 1 and 3 marks for spelling punctuation and grammar on Component 2.

Where to go to learn more about the course:

[AQA | Religious Studies | GCSE | Religious Studies A](#)

If you require any further information, please email: varif@bruntsacademy.org



SEPARATE SCIENCE

BIOLOGY, CHEMISTRY, PHYSICS

Course title: Separate science

Specification code: Bio-8461, Chem- 8462, Phy- 8463

Exam board: AQA

Course details:

The separate sciences route offers Biology, Chemistry and Physics as individual GCSEs. Each of the separate science GCSEs enables students to;

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- 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, both in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

What might the course lead on to?

Depending on the grade achieved it may then be possible to gain entry onto the Science A levels Biology, Chemistry and Physics Post -16. The skills and knowledge that you have gained doing GCSE Sciences also allow you to do other A level courses and vocational courses. Many students go on to universities to do courses such as law, medical science, nursing, teaching, accountancy and engineering etc.

What type of student is this suitable for?

To study Triple science, you need to be in the top set for science in your band. You need to be interested in learning about science, particularly how Science is used in the outside world. Key qualities and skills that will enable students to thrive and achieve highly in the subject include good organisation, resilience, communication, the ability to research, analyse and evaluate, time management and working well practically. You need to be motivated to complete homework and revise in time for the examinations as there is a lot of content to learn.

Examination Details:

All assessment is taken at the end of the two-year course. This means there are 2 exams per subject at the end of Year 11. Each exam is 1 hour and 45 minutes long and is worth 50% of the total grade (50% from each exam in that subject). Grading will follow the new guidelines of 1-9. This is equivalent to 3 GCSE grades. The exams will all be a combination of multiple choice, structured, closed short answer, and open response questions. Some of the questions will link to key practical skills (15% of exam) covered in lessons as set in the specification.

Where to go to learn more about the course:

Further information about this course can be found on the AQA website:

<https://www.aqa.org.uk/subjects/science/gcse>

If you require any further information, please email:

jgamble@bruntsacademy.org

sdickinson@bruntsacademy.org



**THE BRUNTS
ACADEMY**



Course title: Spanish

Specification code: 1SP1

Exam board: Edexcel

Course details:

The GCSE qualification in Spanish requires students to:

- develop the ability to listen to and understand spoken Spanish in a range of contexts
- communicate in speech
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures

100% external assessment. Students will sit all their exams at the end of the course at either Foundation or Higher level.

What might the course lead on to?

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE Spanish is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for. You will create greater opportunities for yourself to work abroad or for companies in the UK with international links.

Examination Details:

There are 4 exams graded 9-1:

Unit 1: (25% of the total GCSE)

Listening – understanding and responding to different types of spoken language

Unit 2: (25% of the total GCSE)

Speaking – communication and interaction in the target language

Unit 3: (25% of the total GCSE)

Reading – understanding and responding to different types of written language

Unit 4: (25% of the total GCSE)

Writing – communication in writing in the target language

Speaking, listening, reading and writing assessments will focus on 3 main themes:


Theme 1. People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

If you require any further information, please email: dstraw@bruntsacademy.org





SPORTS SCIENCE

Course title: OCR Level 1/2 CNAT in Sport Science

Specification code: J828

Exam board: OCR

Cambridge National Sport Science consists of three units:

R181 – Applying the principles of training: fitness and how it affects skill performance: (Weighting - 40%)

Assessed by a set assignment. In this unit you will 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. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

Topics include:

- Components of fitness applied in sport
- Principles of training in sport
- Organising and planning a fitness training programme
- Evaluate own performance in planning and delivery of a fitness training programme.

R183 – Nutrition and sports performance: (Weighting - 20%)

Assessed by a set assignment. In this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

Topics include:

- Nutrients needed for a healthy, balanced nutrition plan
- Applying differing dietary requirements to varying types of sporting activity
- Developing a balanced nutrition plan for a selected sport
- How nutritional behaviours can be managed to improve sports performance.

R180: Reducing the risk of injuries and dealing with common medical conditions: (Weighting - 40%)

This is assessed by an exam. In this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.



Topics include:



- Different factors which influence the risk and severity of injury
- Warm up and cool down routines
- Different types and causes of sports injuries
- Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- Causes, symptoms, and treatment of medical conditions.



If you require any further information, please email: cwood@bruntsacademy.org







Options – Career Inspiration



 <p>Art</p>	<p>Career</p> <ul style="list-style-type: none"> Animator Architect Art therapist Fashion designer Graphic designer Make-up artist Museum curator 	<ul style="list-style-type: none"> Primary school teacher Prop maker Set designer Tattooist Textile designer TV or film director Web content manager
 <p>Biology</p>	<p>Career</p> <ul style="list-style-type: none"> Biomedical scientist Botanist Criminologist Dentist Doctor Environmental consultant Food scientist 	<ul style="list-style-type: none"> Geneticist Oceanographer Pharmacologist Sonographer Speech and language therapist Vet Zoologist

 <p>Chemistry</p>	<p>Career</p> <p>Anaesthetist Chemical engineer Criminologist Data scientist Dentist Forensic scientist Doctor</p>	<p>Laboratory technician Materials engineer Minerals surveyor Nanotechnologist Nurse Pharmacist Vet</p>
 <p>Physics</p>	<p>Career</p> <p>Acoustics consultant Agricultural engineer Architect Astronomer Audiologist Criminologist Design and development engineer</p>	<p>Engineer Geoscientist Meteorologist Nanotechnologist Nuclear scientist Oil and gas operations manager Physicist</p>



 <p>Childcare</p>	<p>Careers</p> <p>Child protection officer Childminder Early years teacher Family support worker Healthcare assistant Learning disability nurse Nanny</p>	<p>Nursery manager Nursery worker Play therapist Primary school teacher Teaching assistant Speech and language therapist Teaching assistant</p>
 <p>Computer Science</p>	<p>Careers</p> <p>App developer Cyber intelligence officer Data analyst-statistician Engineer Head of IT (IT director) Information scientist Intelligence analyst</p>	<p>Investment analyst IT project manager IT security co-ordinator IT service engineer IT trainer Software developer Web designer</p>



 <p>Dance</p>	<p>Careers</p> <ul style="list-style-type: none"> Circus performer Dancer Events manager Fitness instructor Personal trainer Play therapist Sports coach 	<ul style="list-style-type: none"> TV/film production coordinator TV presenter Video editor Visual merchandiser Wardrobe assistant Web content manager Stunt performer
 <p>Drama</p>	<p>Careers</p> <ul style="list-style-type: none"> Actor Community arts worker Digital marketer Drama therapist Entertainer Events manager Lighting technician 	<ul style="list-style-type: none"> Set designer Social media manager Tour manager TV or film producer TV presenter Vlogger Screenwriter



 <p>Hospitality & Catering</p>	<p>Careers</p> <p>Agricultural engineer Baker Barista Butcher Chef Farmer Food factory worker</p>	<p>Head chef Hotel manager Nutritional therapist Nutritionist Restaurant manager Street food trader Food scientist</p>
 <p>Geography</p>	<p>Careers</p> <p>Archaeologist Cabin crew Climate scientist Countryside ranger Drone pilot Ecologist Estates officer</p>	<p>Geoscientist Land surveyor Landscape architect Seismologist Tourist guide Town planner Travel agent</p>

 <p>Creative Media</p>	<p>Careers</p> <p>3D printing technician Advertising art director CAD technician Computer games developer Costume or fashion designer Dressmaker Graphic designer</p>	<p>Illustrator Kitchen and bathroom designer Marketing manager Photographer Set designer Visual merchandiser Web designer</p>
 <p>Health and Social</p>	<p>Careers</p> <p>Ambulance worker Audiologist Care worker Child protection officer Childminder Family mediator Foster carer</p>	<p>Health visitor Midwife Nurse Pharmacy technician Sexual health adviser Social worker Youth worker</p>

 <p>History</p>	<p>Careers</p> <ul style="list-style-type: none"> Antique dealer Archaeologist Archivist Auctioneer Conservator Heritage officer Librarian 	<ul style="list-style-type: none"> Proof reader Solicitor Sub-editor Tourist guide Web content manager Writer Museum curator
 <p>Spanish</p>	<p>Careers</p> <ul style="list-style-type: none"> Aid worker Air traffic controller Bilingual secretary Broadcast journalist Cabin crew Events manager Hotel manager 	<ul style="list-style-type: none"> Immigration officer Pilot RAF officer Tour manager Tourist guide Translator Transport planner

 <p>Media</p>	<p>Careers</p> <ul style="list-style-type: none"> Community arts worker Computer games developer Drug and alcohol worker Events manager Film critic Media researcher Stagehand 	<ul style="list-style-type: none"> TV or film director TV or film camera operator TV or film production manager TV presenter Video editor Vlogger Web designer
 <p>Music</p>	<p>Careers</p> <ul style="list-style-type: none"> Acoustics consultant Audio visual technician Audiologist Broadcast engineer Community arts worker DJ Entertainer 	<ul style="list-style-type: none"> Events manager Music promotions manager Music therapist Musical instrument maker and repairer Radio broadcaster Singing teacher Sound engineer

 <p>Sports Science</p>	<p>Careers</p> <ul style="list-style-type: none"> Athlete Leisure centre manager Lifeguard Outdoor activities instructor Performance sports scientist Personal trainer Physiotherapist Play therapist 	<ul style="list-style-type: none"> Sport and exercise psychologist Sports agent Sports coach Sports commentator Swimming teacher Yoga teacher
 <p>RE</p>	<p>Careers</p> <ul style="list-style-type: none"> Aid worker Barrister Editor Human resources manager Lawyer Legal executive Local government officer Marketing executive 	<ul style="list-style-type: none"> Paralegal Psychotherapist Public relations officer Recruitment consultant Religious leader Solicitor

 <p>Construction</p>	<p>Careers</p> <ul style="list-style-type: none"> Bricklayer Building control officer Building services engineer Building site inspector Building surveyor Building technician Cavity insulation installer Construction labourer 	<ul style="list-style-type: none"> Plumber Plaster Roofer Tiler Gas service technician Electrician Construction manager Heat pump engineer
 <p>ICT</p>	<p>Careers</p> <ul style="list-style-type: none"> Computer service technician: repairs computer hardware and software. Tech support specialist: provides technical assistance to customers or employees. Programmer: writes and tests code for software applications or systems. 	<ul style="list-style-type: none"> Data analyst: collects, processes, and interprets data to provide insights and solutions. Network administrator: installs, maintains, and troubleshoots network systems and devices.

Options – Helpful Career Websites

Start is a website offering information and articles on choosing G.C.S.E. Options

www.startprofile.com



Read “G.C.S.E.’s explained” and “What subjects should I choose at G.C.S.E.?”

www.brightknowledge.org



Look at different choices for Year 9

www.careerpilot.org.uk



Ask a question on the forums and read existing posts from people seeking help with their career choice

www.thestudentroom.co.uk



Go to the National Careers website for information on job profiles, apprenticeships and a free job health check.

[Explore careers | National Careers Service](#)

National Careers Service

This website allows you to find information about the options available to you in Year 9.

www.sacu-student.com



The Source is a website for young people in Suffolk with information about their G.C.S.E. choices

www.thesource.me.uk/learning/choices-at-13



Parental Guidance is a site for Parents to help guide them through the options process. There is information on this website that could be useful when deciding what options you could take.

www.parentalguidance.org.uk



www.icould.com is an excellent place to start with its buzz quiz to think about your future job (s) with the Buzz Quiz. You can also research how to choose your options and watch videos about options.



Options – Employability Skills

At GCSE level students will learn and analyse a wealth of subject-specific information that can be used within particular jobs or help them progress along a career path. However, our students are now preparing for jobs that might not yet exist and therefore, the employability or personal skills they develop alongside this knowledge will be key for their career success. These are the skills that students will need to demonstrate to an employer and are transferable across a range of jobs. These skills will be developed through learning in subject departments and through the PSHE curriculum from Year 7 to 13.

Problem-solving, creativity, enthusiasm and initiative

Being able to look at a problem and suggesting original, unique ways to overcome it or using well-known methods in innovative ways.

Personal presentation

Being able to take information that has been collected and present it to other groups (large and small) so that it is easily understood.

Teamwork

Working independently is excellent but working together as a team to resolve an issue can be more enjoyable and more efficient / effective within a workplace.

Decision making and negotiation

The ability to make decisions based on information provided and specific factors. Discussing issues with others and reaching a decision that suits a majority of people.

Leadership

Not everyone will reach the position of Managing Director. Leadership is not about being in charge, it is being a role model, helping others to reach their true potential, being a mentor.

Communication and literacy (including listening)

Being able to read a variety of sources of information, communicate verbally with other people, listen and share ideas with others in small groups.

Time management and organisation

Making sure that you are on time within the workplace, from the initial interview, the very first day and every business meeting.

Numeracy

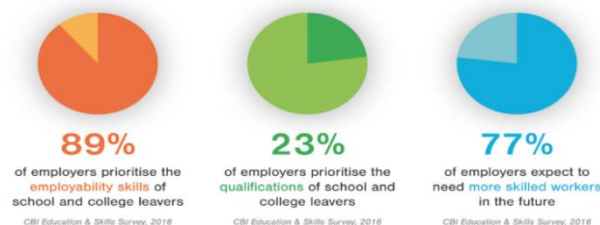
Being able to work with numbers, analyse trends and patterns, complete simple calculations and use money and numbers accurately.

Aspiration (aiming high)

If students do not aim high or do not reach as far as they can imagine is possible they will restrict their options. This could lead to them taking low paid, local jobs with fewer opportunities.

IT / Digital Skills

Coding, programming and network skills are essential skills that lie behind the word processing, spreadsheets and email programmes used in every workplace.



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