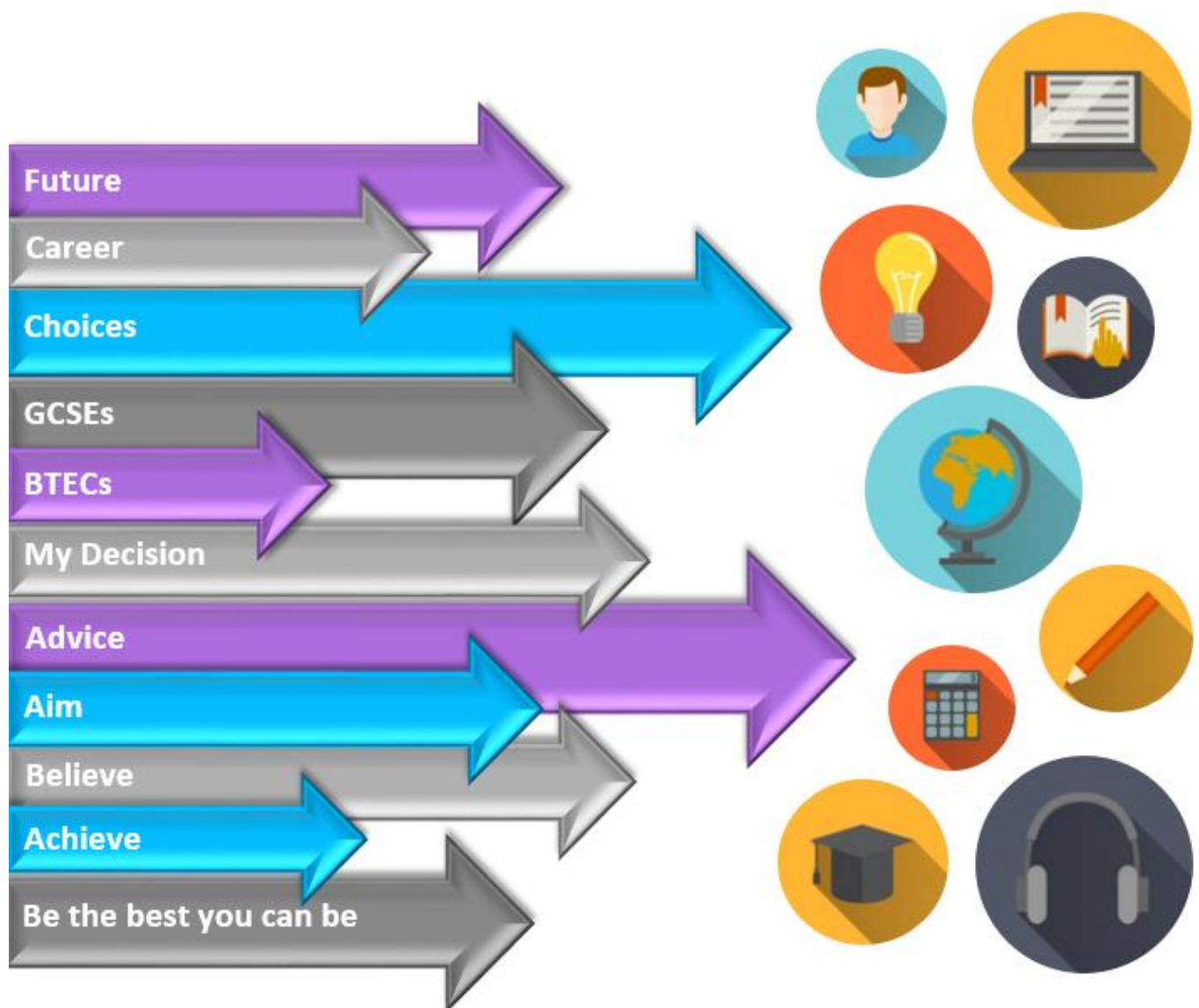




Breckland School

# Key Stage 4 Options Booklet

Year 9 2022/2023



Dear Year 9 Students,

Welcome to your 2023 GCSE options process. It's here that your chance to choose your own path and shape your own future really begins. Until this point you have had your education largely dictated to you, now you begin to take some control. It's a big responsibility and we're here to support you with it.

Over the next few weeks, you will decide which subjects you would like to study in years 10 and 11. In most cases these will be GCSEs, but we also offer some other types of qualification too.

In these pages you will find useful information to help you make informed and careful options choices. There is also a notes page at the back which you may like to use to record ideas and 'next steps'. We are here to help – please talk to us if you need guidance.

**The deadline for submitting your choices is Friday 24<sup>th</sup> February 2023.**

Very best wishes,

Mrs Berry

Assistant Principal

[Tberry@brecklandschool.co.uk](mailto:Tberry@brecklandschool.co.uk)

## Contents

### Page

3	A Guide to Decision Making
4	The Core Curriculum
5	What do I get to choose?
7	Your Options Blocks
8	Subject pages:
	Ancient History
	Art
	Business
	Computer Science
	Design and Technology (DT)
	Drama
	Film Studies
	French
	Food Preparation and Nutrition
	Geography
	History
	Music
	PE (GCSE)
	Philosophy and Ethics
	Textiles
29	Notes page
30	Planning page

# A Guide to Decision Making

Selecting which subjects you study at Key Stage 4 (years 10 & 11) is an exciting time. You're coming to the end of your Key Stage 3 study and for most of you it will be the first time you will have the opportunity to have a big say in what you study at school.

However, these will have an impact on your future: what you can go on to study and where, the jobs will be qualified for. The information in this booklet should help you think not only about what will be good for you now, but also what will help enable you in the future too.

It is also important to remember that you are not on your own! The key to making the best decision is to be resourceful. Use all of the support and guidance which is available to you, including:

- Conversations at home with your **parents/carers** about your thoughts and ideas
- Conversations with your **Mentor** who knows your strengths in school
- Conversations with **subject teachers** and Heads of Faculty on subject specific topics
- The information in this Key Stage 4 **Options Booklet**
- Visiting the **Key Stage 4 Options page on the school website** and watching the **subject videos** which have been made especially for your year group  
<https://www.brecklandschool.co.uk/gcse-options/>
- Conversations with our assigned **Higher Education Champion (HEC) Kit Rackley**, who can help you make informed decisions: [krackley@brecklandschool.co.uk](mailto:krackley@brecklandschool.co.uk)
- Communicating with our **Careers Advisor, Ellen de Winnaar**, who can give you information about jobs and future courses: [edewinnaar@brecklandschool.co.uk](mailto:edewinnaar@brecklandschool.co.uk)
- The Careers section of the **government's website** also gives lots of advice and guidance (<https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18>).

## When making your choices please take note of the following:

At the beginning of this process it might be helpful to hear some of the advice 'handed down' from older students who have been where you are now.

**Do** choose subjects because:

- You enjoy the subject
- You would like to study the subject at Sixth Form or college (and perhaps beyond!)
- You will have a 'broad and balanced' mix of subjects with variety in your timetable and the possibility of studying a wide range of subjects at Sixth Form or college
- You are making good progress in the subject

**Do not** choose subjects because:

- Your friends have chosen it (you might not be in their class!)
- You like the teacher (you might not have this teacher!)
- You don't know much about it so it must be better than the other options

# The Core Curriculum Subjects

These are the subject qualifications which **everyone studies**. You can Google the subject specification to view it. The specification describes in detail what is covered in the course and how it is assessed.

## GCSE English Language

**Exam Board:** AQA

**Specification:** AQA Level 1/2 GCSE (9-1) in English Language (601/4292/3)

## GCSE English Literature

**Exam Board:** AQA

**Specification:** AQA Level 1/2 GCSE (9-1) in English Literature (601/4447/6)

## GCSE Mathematics

**Exam Board:** AQA

**Specification:** GCSE Maths (8300)

**Tiered Entry:** Higher Tier (Grades 4-9), Foundation Tier (Grades 1-5). Students will be entered for the appropriate tier in year 11 based on progress across the key stage.

In year 11 some students will be invited to complete a course in Further Mathematics as an after-school enrichment activity to help develop skills and knowledge to help them access post 16 mathematics courses.

## GCSE Combined Science or Separate Sciences

**Exam Board:** AQA

**Tiered Entry:** Higher Tier (Grades 4/4 - 9/9), Foundation Tier (Grades 1/1 - 5/5).

Students will be entered for the appropriate tier and for the double or separate science award in year 11 based on progress across the key stage.

# Non-Exam Core Subjects

Physical Education

Religious Education

Personal, Social, Health & Economic Education with Relationships & Sex Education

# What do I get to choose?

## EBacc – the English Baccalaureate

The EBacc consists of the subjects that are considered essential to many degrees and open up doors to future careers and education: English language and literature, maths, the sciences, a language and geography or history.

**Did you know:** 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 Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

Every student must study an EBacc subject in Block A, and you can choose more than one by selecting them as options. They are highly regarded subjects, and we strongly recommend you choose options in a combination of:

- French

**And** one of these humanities

- Geography
- History
- Ancient History

To be clear, to take the full EBacc, you should choose both French and one of these humanities subjects

## Options

You will also choose **three options**: one from each block B, C and D (see page 7)

In order to achieve **a balanced curriculum** you may wish to consider choosing **one subject from each of the four subject groups**:



- **STEM:** Science, Technology, Engineering and Maths. In addition to excellent employment opportunities STEM subjects provide useful transferable skills including problem solving, creative thinking, analysis and teamwork.



- **Languages:** As well as boosting employability, an additional language improves general cognition, especially memory, and has been shown to improve students' use of English by encouraging them to focus on the mechanics of language. Some universities require a GCSE language for their degree programmes.



- **Creative and Practical Disciplines:** As well as offering a wide range of exciting employment opportunities, these subjects are excellent for promoting self-confidence, effective time management, effective team work and many other transferable skills.



- **Humanities and Social Sciences:** Employers have high regard for Humanities and Social Science subjects because they encourage students to develop enquiring minds, to think creatively, to reason and ask questions, and to develop excellent skills in written English.

## What subjects can I choose?

All the subject/courses are listed on pages 8-29

Please ensure that you have read and considered the **rules** for choosing between the **Art/Textiles courses** as detailed on the Options Form and in this booklet on page 7.

## Will I get my first choice subjects?

We will try to give you your first choice of subjects and most students do get the choices they make. However, we cannot guarantee this because we are limited by the number of teachers of a subject, the number of students in a class and, in some cases, the number of specialist rooms available. Also, if a course is undersubscribed it may not be able to run. Therefore, on your Options Form we require you to indicate your first choices and also some reserve choices.

If you have a particular reason to study a specific subject or combination of subjects, you should explain this on your Options Form so that this can be taken into account when allocating places to oversubscribed subjects.

## Can I change my mind later?

If you change your mind at a later date, your new selections may no longer be available. Once the new term has started in September there are no opportunities to make changes. The best advice is to work hard on the decision making process over January and February so that you get it right first time!

Your Mentor and teachers are also here to help ensure you are making the right choices. They may offer you advice to help guide you along the right path, and we would always encourage you to ask them for advice.

## Why should you consider studying French at GCSE?

Having a language on your CV is impressive. You will stand out from other candidates when applying for college or university.

French is essential or useful for jobs in education, engineering, fashion, web and software design, the food industry, international banking, social media, international aid, policing, sales, travel, video game design, law... the list is endless!

It's not just language you are learning in a classroom. The transferable skills you can gain from learning a language are as valuable as the language itself.

- You can become a global citizen: travelling, working, collaborating, and communicating with other cultures
- You can earn more and work in more places
- You gain valuable perspective on your own language and culture
- You can increase your brain capacity and memory

# Your option choices

You will choose **one subject from each of the option blocks** below and you will identify some reserve choices.

Rules:

You cannot choose the same subject twice (e.g. you cannot take French in both Block A and Block B)

\* You **cannot** select options in both Art and Textiles

## Block A

French  
History  
Geography  
Ancient History

## Block B

Textiles\*  
Business  
Film  
Philosophy and Ethics  
French

## Block C

Computer Science  
History  
Music  
Geography  
Drama

## Block D

Art\*  
Design and Technology  
Food Preparation and Nutrition  
GCSE PE



# Course Name: **Ancient History**

**Examination Specification: OCR Ancient History**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 100%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 0%**

**Timetabled Periods per fortnight: 5**

## Key Information:

<b>Course Tags (key words)</b>	Stories, Persians, Greeks, Romans, Egyptians, Tyranny, Cannibalism, Assassinations, Love Triangles, Kings, Conquering, Madmen, Democracy, Myth, Legend, Reliability.
<b>What's great about this course is</b>	Ancient History is the unknown as so many source of information have been lost or broken – so by studying Ancient History you learn how to piece together stories, working out what you believe happened for yourself. Ancient History is not offered in many Secondary schools – so it might also be the qualification that helps you stand out in the job market.
<b>Think again if</b>	...longer periods of writing are challenging to you or you do not feel confident in explaining your opinions and judgements in writing. This GCSE requires you to write extended responses under timed conditions. You will also be required to read and make inferences from sources that can be complex in nature due to their ancient origins.
<b>Great preparation for post-16 study in</b>	History, Law, Ancient History, English Literature, Classics.
<b>Get ahead! This will support higher education/careers in</b>	Some Ancient History students go on to write their own historical texts, or even become famous for presenting historic TV series. However the challenging nature of a GCSE in Ancient History prepares you for understanding the world around you, analysing the origins of ideas and expressing these confidently both verbally and in writing – this prepares you for almost any career you can think of!

Teacher to contact for further information: Miss Pitts [spitts@brecklandschool.co.uk](mailto:spitts@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes





**Course Name:** **Art\***

**Examination Specification:** Edexcel

**Assessment and qualification:** GCSE

**% of Grade determined by examination:** 40%

*All examinations will take place in 2025*

**% of Grade determined by coursework:** 60%

**Timetabled Periods per fortnight:** 5

### **Key Information:**

In year 10 you will cover two projects; each will allow you to explore a wide range of different media. The aim of these projects is to expose you to new and exciting artists and techniques. These projects will allow you to find the areas of Art you love and develop your skills within them.

Alongside improving your practical expertise, you'll learn how to:

- develop, refine and record your ideas
- present a personal response that realises your intentions
- improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- successfully use visual language and the formal elements e.g., colour, line, form, shape, tone, texture
- use drawing skills for different needs and purposes.

In year 11 you will complete a personal project, exploring your developing skills within a topic of your choice. This gives you the opportunity to show how you can use Art to communicate and express ideas. By this stage in the course, you will have developed your own area(s) of strength; you are encouraged to exploit this fully and show the extent to which you can use the language of the subject. Your work will demonstrate your understanding of Art processes and techniques and show how you can use visual elements to communicate ideas, thoughts and feelings.

The final project in year 11 will be your ESA, this is your exam unit, for which the title is outlined by the exam board. Your ESA unit tends to run from January till May. The unit ends with your formal exam, which is 10 hours split across a two-day period. You will spend this time in the Art room creating a final piece, based on the theme given.

<b>Course Tags (key words)</b>	Creative, experiment, investigate, explore, analyse, develop, research, techniques, media, imagine, design, artists, inspiring.
<b>What's great about this course is</b>	If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art is a great choice. Art is a way of seeing things and making sense of the

	<p>world around you. It can help you with further study and prepare you for the world of work.</p> <p>The Art course has been designed to encourage an adventurous and enquiring approach in a series of visually creative disciplines. You will have the opportunity to explore a range of different media and techniques from printmaking, acrylic painting to sculpture work.</p>		
<b>Think again if</b>	<p>There is often a misconception that Art is an 'easy' subject. However, there is more to Art than just drawing and painting.</p> <p>It often surprises students that there is a written element to the course, this is mainly research based, look at artists or writing about the work you have created. The written element makes up a quarter of your overall grade.</p> <p>As a GCSE, Art does require you to invest time into your work both in and out of the classroom. Home learning can sometimes be set on a weekly basis, it is vital that you meet set deadlines to avoid falling behind.</p>		
<b>Great preparation for post-16 study in</b>	<p>Art</p> <p>Textiles</p> <p>Photography</p> <p>Fashion</p> <p>Graphic Design</p>		
<b>Get ahead! This will support higher education/careers in</b>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Fashion design</li> <li>• Graphic design</li> <li>• Theatre designer</li> <li>• Animator</li> <li>• Video game designer</li> <li>• Illustrator</li> <li>• Museum curator</li> <li>• Photographer</li> <li>• Architecture</li> <li>• Product design</li> <li>• Textiles design</li> <li>• Ceramics</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Publishing</li> <li>• Interior design</li> <li>• Fashion and media journalism</li> <li>• Hair and make-up design</li> <li>• Retail design</li> <li>• Exhibition design</li> <li>• Jewellery design</li> <li>• Artist</li> <li>• Visual media</li> <li>• Teaching</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Fashion design</li> <li>• Graphic design</li> <li>• Theatre designer</li> <li>• Animator</li> <li>• Video game designer</li> <li>• Illustrator</li> <li>• Museum curator</li> <li>• Photographer</li> <li>• Architecture</li> <li>• Product design</li> <li>• Textiles design</li> <li>• Ceramics</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Publishing</li> <li>• Interior design</li> <li>• Fashion and media journalism</li> <li>• Hair and make-up design</li> <li>• Retail design</li> <li>• Exhibition design</li> <li>• Jewellery design</li> <li>• Artist</li> <li>• Visual media</li> <li>• Teaching</li> </ul>
<ul style="list-style-type: none"> <li>• Fashion design</li> <li>• Graphic design</li> <li>• Theatre designer</li> <li>• Animator</li> <li>• Video game designer</li> <li>• Illustrator</li> <li>• Museum curator</li> <li>• Photographer</li> <li>• Architecture</li> <li>• Product design</li> <li>• Textiles design</li> <li>• Ceramics</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Publishing</li> <li>• Interior design</li> <li>• Fashion and media journalism</li> <li>• Hair and make-up design</li> <li>• Retail design</li> <li>• Exhibition design</li> <li>• Jewellery design</li> <li>• Artist</li> <li>• Visual media</li> <li>• Teaching</li> </ul>		

Teacher to contact for further information: Mrs Willgress [jwillgress@brecklandschool.co.uk](mailto:jwillgress@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes

\* You cannot select options in both Art and Textiles



## Course Name: **Business**

**Examination Specification: AQA GCSE Business**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 100%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 0%**

**Timetabled Periods per fortnight: 5**

**Key Information:** Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

<b>Course Tags (key words)</b>	Resources, Labour, Capital, Enterprise, Market, Service, Demand, Influences, Pricing, Tax, Revenue, Assets
<b>What's great about this course is</b>	When students understand how businesses work, they will develop an awareness that can benefit them personally and professionally for years to come.
<b>Think again if...</b>	You think it won't involve a lot of maths and a lot of writing
<b>Great preparation for post-16 study in</b>	Upon completion, students will have the skills, knowledge and confidence for further study or to embark on their career. They will have the basics of the way the business world operates. This will help for further study in many areas related to business, politics, economics or finances.
<b>Get ahead! This will support higher education/ careers in</b>	<ul style="list-style-type: none"> <li>• Entrepreneur</li> <li>• Economist</li> <li>• Financial risk analyst</li> <li>• Data analyst</li> <li>• Financial planner</li> <li>• Accountant</li> <li>• Business Manager</li> <li>• Financial consultant</li> <li>• Investment analyst</li> <li>• Public Sector Roles</li> <li>• Politician</li> </ul>

Teacher to contact for further information: Dr Leader [jleader@brecklandschool.co.uk](mailto:jleader@brecklandschool.co.uk)

# Course Name: **Computer Science**

**Examination Specification: OCR Computer Science (9-1) - J277**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 100%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 0%**

Students are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations.

**Timetabled Periods per fortnight: 5**

## Key Information:

<b>Course Tags (key words)</b>	Programming, networks, coding, problem solving, security, computer hardware, algorithms, database applications
<b>What's great about this course is</b>	Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. In computing, you learn how computer systems work, from the physical stuff (the hardware) to the apps and programs that users interact with (the software). You also learn how to create and manipulate computer systems, and how to apply the skills and approaches you pick up in computing to tackle real-life problems creatively.
<b>Think again if</b>	You think the subject will be easy, just because your friends have chosen it or if you think that you will be using scratch to create games each lesson...This course can be complicated unless you really engage with the subject and it requires a level of patience and motivation. It involves logic for the programming part of it, so if you're quite logical, you will probably enjoy it. If you're less logical, programming at GCSE level probably will require a level of dedication and effort but it is possible. If you have a genuine interest in Computer Science as a subject, then the hours of hard work really won't seem that much of a chore.
<b>Great preparation for post-16 study in</b>	AS Level Computer Science A Level Computer Science Cambridge Technicals IT Level 2 and 3

<p><b>Get ahead!</b>  <b>This will support higher education/careers in</b></p>	<p>Because computing helps hone your computational thinking skills and problem-solving ability, it could be useful for a whole bunch of careers. In job applications, you can use your computing GCSE or A-level to demonstrate these skills. ICT skills are particularly useful in any office-based job. Since Computing is new, GCSE or A-level Computing could give you an edge on other candidates, since you will have developed creative skills and knowledge that they may not have. Your ability to write programs and manipulate information and content are skills that potential employers may value.</p> <p>You could consider studying computer science at university if you want to begin a computer science career in roles such as:</p> <ul style="list-style-type: none"> <li>• Computer programming</li> <li>• Software engineering</li> <li>• Website/app design/development</li> <li>• Computer game development</li> <li>• Cybersecurity</li> </ul> <p>Apprenticeships are also available in IT, cybersecurity and other areas related to computing.</p>
--	---

Teacher to contact for further information: Mrs Pope [lpope@brecklandschool.co.uk](mailto:lpope@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes

# Course Name: **Design Technology**

## Examination Specification: AQA Design Technology

### Assessment and qualification: GCSE

**% of Grade determined by examination: 50%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 50% NEA (Non-Examined Assessment)** A large design and make project undertaken in class and at home

**Timetabled Periods per fortnight: 5**

### Key Information:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

<b>Course Tags (key words)</b>	Design, make, evaluate, research, develop, create, analyse, innovate, sustainability, the environment.
<b>What's great about this course is</b>	You get to do something practical and form a better and more independent understanding of all the tools and equipment in the workshop.
<b>Think again if...</b>	You think it is all practical! Half of your time will be spent learning the theory: this comes as a shock for lots of students, you have to be prepared to do lots of writing.
<b>Great preparation for post-16 study in</b>	A-Levels in: design and technology, product design (3D), product design (textiles), systems and control technology, food technology, graphic design, sculpture, textiles, engineering. Apprenticeships in: junior product designer, carpenter, farrier, service technician, civil engineering technician, plumber, electrician, engineering model maker BTECs, NVQ/SVQs, and diplomas in: graphic design, fashion styling, engineering, photography, construction and building services, motor vehicle – technology and repair, art and design.
<b>Get ahead! This will support higher education/ careers in</b>	Architecture, Carpentry, Costume Design, Engineering, Graphic Design, Fashion Design, Quantity Surveying, Mechanics, Product Design, Software Engineering.

Teacher to contact for further information: Mrs Ball [hball@brecklandschool.co.uk](mailto:hball@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes

Course Name: **Drama**

**Examination Specification: EDUQAS**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 40%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 60%**

**Timetabled Periods per fortnight: 5**

### **Key Information:**

GCSE Drama is an exciting, inspiring and practical course which brings out high levels of achievement and results in dedicated students. The course promotes involvement in and enjoyment of Drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study which enables learners to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

The course is divided into 3 Components:

**Component 1- Devised Theatre (40%)** Students will create their own original pieces of theatre in response to a stimulus, using the techniques of influential theatre practitioners. Alongside the performance, students will also submit a portfolio detailing their creative process and a written evaluation of their performance.

**Component 2- Performing from a Text (20%)** Students will explore a wide range of plays from different eras and perform two sections of one of the scripts. Under usual circumstances, this component is marked and graded by an external examiner.

**Component 3- Written Exam (40%)** The written exam takes place in the summer term and focuses on one set text and one piece of live theatre.

At the start of the course you will be introduced to your exam and take part in practical exploration of the play to learn about the characters and plot as well as understanding how set, lighting, sound and costume can be created for the play. During year 10 we aim to foster your passion for Drama and theatre and develop your academic skills as well as your acting skills to prepare you for year 11. At the end of year 10 you will begin exploration of Component 1, ready to perform in year 11. In the spring term we will then move on to Component 2 performances and finally completing your Component 3 exam (1 Hour 30 Minutes) in the summer.

<b>Course Tags (key words)</b>	Devise, create, rehearse, reflect, evaluate, analyse, design, perform, realise, explore, collaborate, social cultural historical context, communicate	
<b>What's great about this course is</b>	You gain a lot of ownership over your performances and are able to express yourself creatively. You will also be exposed to a wide range of plays and live theatre to broaden your knowledge of theatre and build your cultural capital.	
<b>Think again if</b>	Drama is often viewed as an 'easy' GCSE subject, this is not the case. Drama has commitments that expand beyond the classroom such as rehearsals and requires a lot of focus in the classroom. Due to the group work in the course, one person not committing or communicating can have a big impact. Despite being a practical subject, Drama also has written requirements too. Throughout the Components students are required to submit written portfolios, evaluations and a written exam.	
<b>Great preparation for post-16 study in</b>	Drama English Literature Creative Writing	
<b>Get ahead! This will support higher education/careers in</b>	Acting/ Drama School Creative Writing Script Writing Teaching & Education Director Producer Stage Manager Set Designer Lighting technician Costume and makeup designer	Sound Technician Choreographer Front-of-House Stage Crew Marketing Drama therapist Media Management roles Presenter Camera Operator

Teacher to contact for further information: Miss Bevis [gbevis@brecklandschool.co.uk](mailto:gbevis@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes



## Course Name: **Film Studies**

**Examination Specification: Eduqas Film Studies**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 70%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 30%**

**Timetabled Periods per fortnight: 5**

### Key Information:

<b>Course Tags (key words)</b>	Cinema, History, Technology, Editing, Cinematography, Creativity, Analysis, Culture, Scriptwriting.
<b>What's great about this course is</b>	<p>Film Studies is an exciting and challenging course that equips you with social, cultural and historical knowledge as well as analytical skills.</p> <p>Throughout the two-year course you will study a range of films, encouraging you to consider the way different groups in society are represented through cinema. In addition, you will learn about the development of US film and how different funding models and institutional practices impact on the visual style of a film.</p> <p>The course will appeal to you if you are interested in studying a wide range of films including independent, foreign and non-contemporary. A willingness to think creatively and critically and respond analytically is essential.</p>
<b>Think again if</b>	...you think that this course is just making films and watching Netflix! There is no practical filmmaking element to this course and you will be required to write extended responses under timed conditions. You will, however, learn a lot of new skills and get to discuss and analyse lots of films!
<b>Great preparation for post-16 study in</b>	Film Studies, Art, Photography, English Literature, English Language, History and Sociology.
<b>Get ahead! This will support higher education/ careers in</b>	Many students who gain a qualification in Film Studies go on to have a career in the creative industries. Some work in film, television or advertising, while others work as photographers or artists. Others become writers, researchers and journalists.

Teacher to contact for further information: Mrs Oslavio [TOslavio@brecklandschool.co.uk](mailto:TOslavio@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes



Course Name: **French**

**Examination Specification:** AQA GCSE French

**Assessment and qualification:** GCSE

**% of Grade determined by examination:** 100%

*All examinations will take place in 2025*

**% of Grade determined by coursework:** 0%

**Timetabled Periods per fortnight:** 5

**Key Information:**

<b>Course Tags</b>	Relationships, Media, Film, Music, Internet, Food, Sport, Travel, Culture, Traditions, Environment, Careers, School, Francophone
<b>What's great about this course is</b>	It's all about communication! You will continue with the fun and interactive activities from KS3. GCSE French will also explore media, technology and global issues which link us to the rest of the world. By taking a language GCSE you don't just learn the language, you get to find out about other people, countries and cultures so it really is an interesting and varied subject! Learning a language helps your memory, creativity, listening skills and self-confidence.
<b>Think again if</b>	...you don't like putting the time in to learn new vocabulary at home. You will need to be resilient, because you will work with texts and recordings that you will not understand immediately.
<b>Great preparation for post-16 study in</b>	French and other languages, Business Studies, Travel and Tourism, Media, Journalism, English. Studying French gives you a better understanding of language generally, which will help you in all post-16 studies.
<b>Get ahead! This will support higher education/careers in</b>	Many universities require a GCSE language for entry to their degree programmes. Languages are useful for a wide variety of careers especially those involving communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, fashion, journalism, hospitality, finance and IT. The confidence, communication skills and understanding of other cultures you gain by learning French will give you an advantage in any career that you choose!

Teacher to contact for further information: Mrs Hill [nhill2@brecklandschool.co.uk](mailto:nhill2@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes.



Course Name: **Geography**

**Examination Specification: Geography OCR B**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 100%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 0%**

**Timetabled Periods per fortnight: 5**

**Key Information:**

<b>Course Tags (key words)</b>	Our World, Plate Tectonics, Climate Change, Geomorphic Processes, Humanitarian, Conservation, Ecosystems Development, Sustainability, Oceans.
<b>What's great about this course is</b>	GCSE Geography is a broad and diverse course that explores the natural and human elements of life on Earth. GCSE Geography investigates scientific theory of Earth's natural forces beyond our control as well as delving into humanitarian crises over which humans regulate the narrative.
<b>Think again if</b>	... fieldwork, data presentation and a reliance on numeracy skills are things that you find challenging to the point that you would not be confident to put these skills to the test. GCSE Geography also relies on the ability to make decisions using evidence which will test your capacity to comprehend data, analyse key points and write reports based on your findings.
<b>Great preparation for post-16 study in</b>	Human Geography, Physical Geography, Geology, Geomorphology, Environmental Science, Ecology, Wildlife Conservation.
<b>Get ahead! This will support higher education/careers in</b>	GCSE Geography prepares you with the understanding of our natural world along with studies of people and our society, preparing you with a broad and rounded respect of Earth's power and its vulnerabilities. The knowledge and understanding gained with GCSE Geography will give you the chance to go on to help change our world – and you can do that in a wide variety of careers ranging from Politics to Activist!

Teacher to contact for further information: Mr Morgan [jmorgan@brecklandschool.co.uk](mailto:jmorgan@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark scheme



Course Name: **History**

**Examination Specification: Edexcel History**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 100%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 0%**

**Timetabled Periods per fortnight: 5**

**Key Information:**

<b>Course Tags (key words)</b>	Investigation, Medicine, Henry VIII, Hitler, Cowboys, Indians, Sources, Judgements, War, Conflict, Reliability, Politics, Opposition, Rebellion, Superstition, Religion.
<b>What's great about this course is</b>	Through 4 distinct time periods you will explore historical events that have had rippling effects that last to this day. The course is varied, goes into lots of gory detail in places, and allows you to fully explore the past. You get to delve into topics in much greater detail than at KS3, allowing yourself to become immersed in the subject, reading the thoughts of published Historians and potentially following in their footsteps.
<b>Think again if</b>	...longer periods of writing are challenging to you or you do not feel confident in explaining your opinions and judgements in writing. This GCSE requires you to write extended responses under timed conditions. You will also be required to read and make inferences from sources. You will also be required to grasp chronology and be able to recall key dates, events and people.
<b>Great preparation for post-16 study in</b>	History, Law, Ancient History, Medical based Sciences, English Literature, and Classics.
<b>Get ahead! This will support higher education/careers in</b>	Obviously some History students go into careers writing history books or teaching history at various levels. However nearly every further education course and career requires you to be able to confidently express a justified opinion based on information provided, and History prepares you to do just that.

Teacher to contact for further information: Miss Doughty [cdoughty@brecklandschool.co.uk](mailto:cdoughty@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes

# Course Name: **Food Preparation and Nutrition**

**Examination Specification: WJEC EDUQAS**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 50%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 50 % NEA (Non-Examined Assessment)**

**Timetabled Periods per fortnight: 5**

## Key Information:

<b>Course Tags (key words)</b>	Seasonality, sustainability, macro-nutrients, micro-nutrients, commodities, health and safety, mise en place, preparation techniques, cooking methods, knife skills, presentation techniques, review, evaluate
<b>What's great about this course is</b>	<b>This hands-on topic will cover a wide range of topics and skills with particular focus on improving and learning a variety of practical food preparation skills. The course also covers the understanding of nutrition, diet and the scientific processes involved in cooking. Students will participate in practical lessons often and will also complete theoretical learning.</b>
<b>Think again if</b>	...you think you will only be cooking. There are theory elements to learn that will prepare you for the workplace and further study. This course does require a careful balance of developing practical skills and theory based work, as well as learning about a healthy balanced diet.
<b>Great preparation for post-16 study in</b>	Food Science and nutrition, apprenticeships in hospitality and catering, nutrition, sports science or healthcare.
<b>Get ahead! This will support higher education/ careers in</b>	Chef de partie, nutritionist, commis chef, concierge, executive chef, front of house, head waiter, sommelier, housekeeper, maître d'hotel, pastry chef, receptionist, sous chef, barista are just some of the opportunities, but this qualification will open doors to further study

Teacher to contact for further information: Mrs Culley-Tea [aculleytea@brecklandschool.co.uk](mailto:aculleytea@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes

Course Name: **Music**

## **Examination Specification: Eduqas Music (from 2016)**

### **Assessment and qualification: GCSE**

**% of Grade determined by examination: 40%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 60%**

**Timetabled Periods per fortnight: 5**

### **Key Information:**

GCSE music is an exciting and challenging course for all you students that have a real love of playing and enjoying music, and who want to make music a bigger part of your lives. The course combines instrument learning, solo and group playing, and a deep technical understanding of what makes music work. You will study music from all over the world and across the centuries, discovering how to analyse a score and recognise characteristics just by listening. You will learn how to use music technology to create your own music in lots of different styles, and you will extend your skills as performers, pushing your instrumental skills to new heights.

#### **Component 1: Performing**

You will develop as a musician by learning challenging pieces of music with your chosen instrument or your voice. At the end of the course, you will submit a recording of your best solo performance and your best ensemble performance, and these two recordings combined contribute to 30% of your final grade. However, the music that you choose to learn and perform can be of any style – pop / rock / classical / hip-hop – anything! You can learn and master as many pieces of music as you like along the way, and you will always have help and guidance about what to play and how to play it.

#### **Component 2: Composing**

*Composing* is a very grand word that means creating your own music. You will be working on Mac computers using Garageband to develop your own chord sequences, beats, melodies, harmonies and anything else that you can imagine. By the end of the course, you will be ready to submit two of your own compositions; the first is a piece in your own chosen style, and the second is a response to a brief set by the examiners at the beginning of year 11. In the meantime, you will have learned how to synchronise different parts, layer different instruments into an ensemble, and create real music using everything we've learned in KS3.

#### **Component 3: Listening and Appraising**

Studying music would not be complete without listening to new pieces and working out how what makes them so effective. There are eight set works that we experience in great detail, learning how the different bands, composers and writers were able to use the language of music in diverse and challenging ways. You will develop your music reading skills, enhance your musical vocabulary, and find characteristics that help you appreciate and understand whole genres of music. At the end of the course, you will undertake a 1 hour and 15minute listening exam based on the music that we have studied, and this will contribute to 40% of your final grade.

<b>Course Tags (key words)</b>	Music compose perform listen analyse appreciate practise collaborate rehearse create program technology instrument																
<b>What's great about this course is</b>	You have the chance to immerse yourself in the world of music, playing instruments, working in groups, making your own choices about what music to play, and discovering new things to listen to.																
<b>Think again if</b>	<p>This is a challenging course, and the demands of music literacy are high. This is certainly not an 'easy' choice, and you must be prepared to listen carefully and closely to the music we study even if you do not like it. While there is no obligation to perform in front of other students or in public, as a music student you will be expected to take part in school productions and concerts. Performing is a vital part of music learning and you must be ready to show what you can do.</p> <p><b>To succeed on this course, students must be comfortable singing or playing a musical instrument, achieving at least a 'secure' level at KS3</b></p>																
<b>Great preparation for post-16 study in</b>	<p>A-level Music and Music Technology / BTEC Level 3 Music (or similar)</p> <p>Music is also seen as developing a wide range of transferable skills and is a very attractive addition to your CV for any post-16 venture.</p>																
<b>Get ahead! This will support higher education/careers in</b>	<table border="0"> <tr> <td>Performance</td><td>Musicology</td></tr> <tr> <td>Professional Musician</td><td>Music Education</td></tr> <tr> <td>Recording studio engineer / producer</td><td>Music Therapy</td></tr> <tr> <td>Film and TV composition</td><td>Stage technician</td></tr> <tr> <td>Music for gaming</td><td>Instrument-making</td></tr> <tr> <td>Software development</td><td>Music journalism</td></tr> <tr> <td>Advertising / PR</td><td>Songwriting and composing</td></tr> <tr> <td>The Entertainment Industry</td><td></td></tr> </table>	Performance	Musicology	Professional Musician	Music Education	Recording studio engineer / producer	Music Therapy	Film and TV composition	Stage technician	Music for gaming	Instrument-making	Software development	Music journalism	Advertising / PR	Songwriting and composing	The Entertainment Industry	
Performance	Musicology																
Professional Musician	Music Education																
Recording studio engineer / producer	Music Therapy																
Film and TV composition	Stage technician																
Music for gaming	Instrument-making																
Software development	Music journalism																
Advertising / PR	Songwriting and composing																
The Entertainment Industry																	

Teacher to contact for further information: Mr Birt [mbirt@brecklandschool.co.uk](mailto:mbirt@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark schemes



## Course Name: **GCSE PE**

### Examination Specification: Edexcel

### Assessment and qualification: GCSE Physical Education

#### % of Grade determined by examination: 60%

*All examinations will take place in 2025. You will sit two exams which contain a mixture of multiple choice, short answer questions and at least one extended essay style exam question on each paper.*

#### % of Grade determined by coursework: 40%

*10% written coursework on improving your own physical health and sporting performance. Practical assessment in 3 different sports each worth 10%.*

#### Timetabled Periods per fortnight: 5

### Key Information:

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

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and wellbeing
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

<b>Course Tags (key words)</b>	Anatomy, physiology, movement analysis, physical training, health, fitness and well-being, injuries, socio-cultural influences in sport, psychology in sport, diet and nutrition, participation in sport.
<b>What's great about this course is</b>	<p>You will get a lot out of this course if you...</p> <ul style="list-style-type: none"> <li>• Work hard practically and physically</li> <li>• Are prepared to improve your own fitness and skill</li> <li>• Are interested in how physical activity impacts health</li> <li>• Have an interest in anatomy</li> <li>• Participate in physical activity regularly outside of school</li> </ul>
<b>Think again if</b>	<ul style="list-style-type: none"> <li>• you think it is mostly practical</li> <li>• believe being good at one sport is enough</li> <li>• are not prepared to improve fitness and skill in your own time</li> </ul>



	<ul style="list-style-type: none"> <li>• are not prepared to learn about the human body and how to keep fit and healthy</li> <li>• are not prepared to work hard both practically and physically</li> </ul>
<b>Great preparation for post-16 study in</b>	Sports coaching PE A-Level Anatomy and physiology Sport psychology
<b>Get ahead! This will support higher education/careers in</b>	PE Teacher Coach Physiotherapist Personal trainer Fitness instructor First aid Strength and conditioning Sports science Professional sportsperson Sports coach/consultant Sports policy at local and national level Diet and fitness instructor

Teacher to contact for further information: Mr Hynd [dhynd@brecklandschool.co.uk](mailto:dhynd@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website (Pearson. Edexcel) for the course specification and assessment materials including past exam papers and mark schemes



# Course Name: **Philosophy and Ethics**

**Examination Specification: Religious Studies AQA A (9-1)**

**Assessment and qualification: GCSE**

**% of Grade determined by examination: 100%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 0%**

**Timetabled Periods per fortnight: 5**

## Key Information:

<b>Course Tags (key words)</b>	Religion, Debates, Opinions, Christianity, Islam, Arguing your point, Beliefs, Practises, Relationships, Families, Life, Origins, Universe, Crime, Punishment, War, Peace, Abortion, Euthanasia, Creation, Contraception, Marriage, Sexuality, Divorce, Pollution, Animal Testing.
<b>What's great about this course is</b>	This course offers the chance to explore a wide range of controversial subject matter from both a religious and non-religious perspective. You learn about the two major religions of the UK and look at how religion can alter a person's life, whilst also being able to express your own opinions on specific subjects.
<b>Think again</b>	... you are not tolerant of different beliefs to your own. This course requires you to be able to acknowledge and appreciate the beliefs of different religions and people, whilst being respectful even if not in agreement.
<b>Great preparation for post-16 study in</b>	Religious Studies, Philosophy and Ethics, Theology, Criminology, Sociology, Psychology.
<b>Get ahead! This will support higher education/careers in</b>	Obviously some EPR students go into careers as theologians or 'big thinkers' but this is not for everyone! Equally, not all people who study EPR go on to become Priests or Vicars – although some do. However nearly every further education course and career requires you to be able to interact with people from all different walks of life and belief systems to your own and a GCSE in EPR can prepare you for that.

Teacher to contact for further information: Mrs Mason [emason@brecklandschool.co.uk](mailto:emason@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark scheme



## Course Name: **Textiles\***

### **Examination Specification: Edexcel**

### **Assessment and qualification: GCSE**

**% of Grade determined by examination: 40%**

*All examinations will take place in 2025*

**% of Grade determined by coursework: 60%**

**Timetabled Periods per fortnight: 5**

### **Key Information:**

In year 10 you will cover two projects; these will be enquiry-based units in which you will work with a wide materials, techniques and processes through guided, workshop-style sessions. Throughout the unit there will be much opportunity for experimentation and for you to develop your skill base. You will also demonstrate critical and contextual awareness of both your own and other artists' work. You are encouraged to be experimental and explore different possibilities and outcomes. These projects will allow you to find the areas of Textiles that you enjoy, which you can then build upon in year 11.

Alongside improving practical expertise, you will learn how to:

- develop, refine and record ideas
- present a personal response that realises intentions
- improve creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- successfully use visual language and the formal elements e.g., colour, line, form, shape, tone, texture

In year 11 you will complete a personal investigation project, based on a theme of your choosing. This gives you the opportunity to show how you can use textiles to communicate and express ideas. By this stage in the course, you will have developed your own area(s) of strength; you are encouraged to exploit this fully and show the extent to which you can use the language of the subject. Your work will demonstrate your understanding of textile processes and techniques and show how you can use visual elements to communicate ideas, thoughts and feelings.

The final project in year 11 is set by the exam board. You will be given a theme as your starting point and develop a personal body of work in response to this. You will show your understanding of textile techniques, materials and processes and conclude your body of work with a final outcome / series of outcomes which you will produce, unaided, during a supervised 10-hour period at the end of the unit

<b>Course Tags (key words)</b>	Create, design, explore, stitch, weave, embroidery, felt, print, construct, research, develop, experiment, evaluate, detail, texture, pattern.
<b>What's great about this course is</b>	If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Textiles is a great choice. Textiles gives you the opportunity to learn and explore a range of different techniques from weaving, knitting, stitching, printing to embellishment. Areas of study can include fashion design and illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles.
<b>Think again if</b>	There is often a misconception that in Textiles we don't draw. However, there is more to Textiles than the practical elements. In Textiles all projects start with a series of drawing workshops. Unlike Art, these tend to more be focused on the pattern and textures seen upon our subject matter. When drawing in Textiles we aren't necessarily looking for an accurate study, we tend to focus more on abstract art styles. There is also a written element to the course, this is tends to be research based, looking at artists and designers. Alongside this you must write about the work you have created, all together this makes up a quarter of your overall grade. As a GCSE, Textiles does require you to invest time into your work both in and out of the classroom. Home learning can sometimes be set on a weekly basis, so it is vital that you meet set deadlines to avoid falling behind.
<b>Great preparation for post-16 study in</b>	Textiles Fashion Costume design Art
<b>Get ahead! This will support higher education/careers in</b>	<ul style="list-style-type: none"> <li>• Fashion design</li> <li>• Theatre costume designer</li> <li>• Museum curator</li> <li>• Product design</li> <li>• Textiles design</li> <li>• Advertising</li> <li>• Publishing</li> <li>• Interior design</li> <li>• Fashion and media journalism</li> <li>• Hair and make-up design</li> <li>• Retail design</li> <li>• Exhibition design</li> <li>• Jewellery design</li> <li>• Visual media</li> <li>• Teaching</li> </ul>

Teacher to contact for further information: Mrs Willgress [jwillgress@brecklandschool.co.uk](mailto:jwillgress@brecklandschool.co.uk)

Or for more information please refer to the Exam Board website for the course specification and assessment materials including past exam papers and mark scheme or emails

**\* You cannot select options in both Art and Textiles**

# My notes page

Things I want to find out about from my teacher/ Careers Advisor / HEC

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Things I want to talk to my family and my Mentor about...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Planning page: I might choose...

## Rules

You may choose only one subject in each Options Block, plus one reserve option per block. Your reserve will only be used if a course is unable to run or is oversubscribed. You will be informed if this is the case.

You cannot choose the same subject in two different Option Blocks (e.g. French in Option Block A and C)

\* You cannot select options in both Art and Textiles

### Block A

French  
History  
Geography  
Ancient History

First choice: .....

Reserve choice:.....

### Block B

Textiles\*  
Business  
Film  
Philosophy and Ethics  
French

First choice:.....

Reserve choice:.....

### Block C

Computer Science  
History  
Music  
Geography  
Drama

First choice:.....

Reserve choice:.....

### Block D

Art\*  
Design and Technology  
Food and Nutrition  
GCSE PE

First choice:.....

Reserve choice:.....