

# Five Acres High School

## Year 9 Curriculum Pathways

2026-2028



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## Introduction 26 -28

As students finish Year 9 and start Year 10 they make the transition from Key Stage 3 to Key Stage 4. This brings changes to the curriculum, most obviously, students no longer study all subjects. This process is traditionally called the Options Process or Pathways. This document is designed to provide the information about the Options Process, the subjects all students take, and the subjects that are now optional. If you have questions about individual subjects, please contact subject teachers directly. If you have questions about the Options Process, please email [smckenzie@5acreshighschool.co.uk](mailto:smckenzie@5acreshighschool.co.uk)

## The Options Process

**Step 1** - Information is provided during Options Pathways Information Evening on **Thursday 22nd January** and in this document

**Step 2** - Students can attend the Options Fayre in 10 block to talk to subject teachers from 1.10pm on **Thursday 29th January**

**Step 3** - Students and parents/carers have the opportunity to discuss options with teachers during Year 9 Parents' Evening on **Thursday 5th February**

**Step 4** - Students should make their choices using the Google form sent directly to their school email address. Changes are possible until **Friday 27th February** at 9am.

Over the following pages information can be found on the subjects that are available for students to choose in the upcoming process.

There are two categories of subject:

- **Core subjects:** these are the compulsory subjects all students must learn
- **Options subjects:** these are the subjects students need to choose - students choose four subjects in total. Students must choose either 2 humanities subjects (History and Geography) or a humanities subject and a language. Please note you can only study the language which you currently study.
- **Reserve choices:** choose 2 reserve choices. These cannot be the same subjects that you have previously selected.

Core Subjects	Choose 2 out of the following:	Choose 2 out of the following plus 2 reserve choices:
Maths English Language English Literature Science Core Religious Studies Core PE* ICT* PCSHE*  *Non examined (no qualification gained)	History Geography French* Spanish*  *You can only study the language that you currently do.	History Geography French Spanish RE Art and Design Photography Business Studies Economics Design and Technology Hospitality and Catering PE Music

		Drama Digital Information Technology Dance
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## Guidance

Some students may already have a clear idea of what Options Subjects they wish to do, while others may still be deciding. For many students, choosing Options Subjects will be the first time that they have been given the opportunity to take ownership of their learning. The points below are advice for selecting Options:

- It is essential that students take this process seriously as the decisions students make will directly affect the next two years of their education, and will affect what they do once they have finished their journey at Five Acres High School.
- Consider possible courses at college and possible careers. Many subjects require specific subjects at Key Stage 4.
- Before selecting a subject, students should think about whether they like the subject and would be happy to study the selected subject for two more years to the end of Year 11. Changing Options subjects midway through Year 10 is not advisable, and may not be possible at all due to timetable constraints.

Further points to consider:

1. Students generally need to select a Humanities subject (Geography and/or History) and/or a Modern Foreign Language (French or Spanish). Educational research highlights that studying these subjects allows students to progress to Russell Group universities, which should be a key aim for all students.
2. This process is not based on a first come first served basis; where a subject is chosen by a lot of students there will be multiple classes. Students shouldn't rush their decisions, instead taking time to carefully consider the subjects they would like to study for the next two years.
3. We may be unable to offer some courses following this process if numbers mean it is not viable for the course to run effectively. Please be advised that courses are not finalised until all students have selected their subjects and the process is finalised.
4. Should events transpire to disrupt the Options Process we maintain the right to re-run this process.
5. We have included potential costs for materials, revision guides etc for courses where known. Please note that allowances will be made for Pupil Premium students where appropriate.

**If you have any queries about individual subjects you can email the specific teachers identified on the subject pages. The deadline to make changes to your choices is **Friday 27 February 2025 at 9am.****

# Core Subject - GCSE English

## Further information available from Mrs Rontree-Jones

### What does English involve?

You will achieve two separate GCSEs in English: English Language and English Literature. English Language requires you to develop your reading skills through responding to unseen texts. You will also be assessed for both your fiction and non-fiction writing skills. English Literature requires you to study a range of texts. These are currently *Macbeth*, *Lord of the Flies*, *A Christmas Carol* and the *AQA Love and Relationships Poetry Anthology*. There is also an examined unseen poetry element on Literature Paper 2.

### What should I do to succeed?

Reading widely is one of the most important things that you can do to be successful. We also encourage you to take on an active role as a participant in all of your English lessons. This will help you to develop the confidence and curiosity needed to be successful in this subject. Have the faith and belief in yourself that you can achieve in English. The responses that you will need to produce are part of a process and the more that you commit to the process the more likely you are to achieve. It is a two year course and by working hard consistently through years 10 and 11, you improve your chances of successful GCSE grades at the end of year 11.

### How is the course marked?

#### English Language

Fully assessed through two final exams. There is an English Language fiction paper (10) and an English Language non-fiction paper (2). On each paper, you will respond to a variety of questions based on an unseen text. These questions remain the same, only the texts change. You will be expected to complete an extended piece of writing for each paper which is worth half your overall grade at language.

#### English Literature

Fully assessed through two final exams. Literature Paper 1 has an 'extract' question on *Macbeth* and *A Christmas Carol*. Literature Paper 2 consists of a modern text essay question, a poetry comparison (the anthology) and an unseen poem essay question then a comparison question.

All exams are 'closed text', meaning that you will not be able to have copies of the texts in the exam.

### Possible careers

There are many careers that require English for further study. Some of these include:

- Journalist
- Lawyer
- Solicitor
- Teacher
- Copywriter
- Librarian
- Media researcher
- Marketing executive
- Arts administrator
- Publishing
- Travel and tourism
- Armed forces
- Retail
- Advertising

### **Useful websites**

<https://www.aqa.org.uk/subjects/english>

<https://senecalearning.com/en-GB/>

<https://www.shmoop.com/>

### **Cost**

Personal copies of texts can be ordered for approximately £5.

Revision guides can be ordered at a cost of around £3

# Core Subject - GCSE Maths

## Further information available from Miss Harvey

### What does Maths involve?

We cover a wide range of core and advanced mathematics skills. They are split into the five big ideas: Number, Ratio & Proportion, Algebra, Geometry and Statistics & Probability. The ability to use your skills to solve multi-dimensional mathematics problems is key to achieving the highest grades.

### What should I do to succeed?

Take increasing responsibility for the planning and execution of your work, particularly revision for exams. Use a variety of methods for consolidation of classwork including Sparx Maths, revision guides and past papers. The scientific calculator that we use in class is the Casio FX-991CW. The ability to apply mathematical skills in different contexts is becoming more important within GCSE Maths.

### How is the course marked?

This qualification consists of three exams (1x non calculator and 2x calculator) that are 1 hour and 30 minutes each. Each exam is marked out of 80 marks and your final grade is determined by the total of these three papers. Qualifications are graded as U or the grades 1-9 (1 being the lowest and 9 being the highest).

Higher Tier grades: 9-3 / U

Foundation Tier grades: 5-1 / U

### Possible careers

- Acoustic Consultant
- Actuarial Analyst
- Astronomer
- Bank Manager
- Chartered Accountant
- Data Analyst
- Investment Analyst
- School Teacher
- Software Engineer
- Sound Engineer
- Statistician

### Useful website

[www.sparx.co.uk](http://www.sparx.co.uk)

<https://www.hannahkettlemaths.co.uk/>

<https://www.1stclassmaths.com/>

### Costs

Casio FX-991CW Scientific Calculator — £20 (current school shop price but very limited)

# Core Subject - Science

GCSE AQA Combined Science –  
this qualification will be worth 2 GCSEs  
GCSE AQA Separate Science - this is worth 3 GCSEs

## Further information available from Mrs Motterham

### What does Science involve?

Science is taught across three subjects: Biology, Chemistry and Physics - all students study all three at GCSE.

There are two different GCSE courses offered at Five Acres: Combined Science (Trilogy) and Separate Science. Combined Science results in two Science GCSEs, ranging from a 1-1 to a 9-9. Separate Science results in three GCSEs, one in Biology, one in Chemistry and one in Physics. The grades range from 1 to 9. Both Combined Science and Separate Science courses are structured similarly, and students will learn the foundation knowledge of each subject, ready to study A Levels, a range of skills around practical work, such as methodology, data processing, analysis, and evaluation.

### What should I do to succeed?

Take responsibility for your learning by working hard in lessons. We use Seneca as our homework platform and set weekly assignments in Biology, Chemistry and Physics. The assignments we set are focussed on helping you revise and consolidate knowledge, so if you complete your homework well you will give yourself a big advantage in your Science studies. Further support for your studies can be found in your Science Knowledge Organisers.

### How is the course marked?

Both Combined Science and Separate Science are structured in a similar way: students will take two papers each in Biology, Chemistry and Physics.

Students studying Combined Science therefore have six 1-hour 15mins papers out of 70 marks. Separate Science students have six 1-hour 45mins papers out of 100 marks.

The key difference between Separate Science and Combined Science is the additional content taught, otherwise, the two courses are similar. Both Combined Science and Separate Science are available at Higher and Foundation tier. In Combined Science, grades available are 1-1 to 5-5 on Foundation and 4-4 to 9-9 on Higher tier. In Separate Science, each science can be tiered separately, and in each case the grades available are 1-5 on Foundation and 4-9 on Higher.

Each paper will have questions on knowledge recall / knowledge application / drawing links between course topics / science practicals / numeracy and data handling / data analysis / evaluation

### Possible Careers

Science qualifications are valued by all employers due to the level of knowledge students must learn and the skills they must develop to be successful.

Research scientist (medical, biologist, chemist, physicist, climate, astronomy) / Health (being a doctor, nurse, dentist, vet, pharmacy) / Teaching / Engineer / Psychologist / Anthropologist / Astronaut

### Useful websites

[www.senecalearning.co.uk](http://www.senecalearning.co.uk)

<https://www.youtube.com/c/Freesciencelessons/featured>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science>

# Option Subject - Religious Studies

Further information available from Ms Henton

## What does Religious Studies involve?

The course is highly valued and rated by the police, armed forces, nursing and teaching, anyone who is going to work with people.

Religious Studies will develop your skills of organising and using information, describing and explaining ideas, and evaluating different perspectives on various religious and moral issues. It will require you to think, understand different points of view and develop skills of argument. Lessons will involve a wide range of different activities including reflection, discussion and various activities to communicate your ideas and understanding to others.

## What should I do to succeed?

All students have the opportunity to complete a GCSE-level qualification in Religious Studies. Students will be challenged about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and moral 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 of these skills will help prepare them for further study. All students will explore the key teachings, beliefs and practises of Buddhism and Christianity. They will also be assessed through the thematic studies of two or more philosophical and ethical themes.

Topics will include: marriage, divorce, human rights, war and peace, evil and suffering, crime and punishment, death penalty, medical ethics.

## How is the course marked?

Students who take Religious Studies will complete 2 written exam papers, each 1 hour 45 minutes. Students will achieve a GCSE grade 1-9.

## Possible careers

- Retail
- Police
- Armed Forces
- Healthcare
- Aid/Refugee/Immigration
- Conservation

## Useful website

<https://www.natre.org.uk/uploads/NATRE%20exec%20resources/The-Future-of-RE-2024.pdf>  
[https://resources.careersandenterprise.co.uk/sites/default/files/2022-08/1558\\_My%20Learning%20My%20Future\\_Religious%20Studies\\_Completed.pdf](https://resources.careersandenterprise.co.uk/sites/default/files/2022-08/1558_My%20Learning%20My%20Future_Religious%20Studies_Completed.pdf)

# Option Subject - Art and Design

## Further information available from Miss Trumm

### What does Art involve?

Expressing ideas, using your imagination and creativity, and learning new skills. Art is a suitable course for students who wish to develop their interests and enthusiasm for creative activities.

A wide range of practical activities developing your studies and showing links with other artists, experimenting and exploring with different ideas and media, resulting in producing a final piece of work from your studies. If you choose to study Art as one of your options you will work with a wide range of materials. These could include: Drawing, Painting, Printmaking, Design, Clay, Sculpture and Photography, you can develop any of these different disciplines.

### What should I do to succeed?

If you are creative, and enjoy practical activities and exploring art then it could be for you.

Art is fun, but like all subjects it also involves hard work, most people find that their Art coursework requires more effort than they expected.

The blend of qualities that you need are; a desire to be creative, lots of enthusiasm, dedication, different ways of thinking, new ideas and being able to complete homework.

### How is the course marked?

Typically the coursework involves three projects. This will involve creating a portfolio of work that documents your creative journey, which can include investigation and a final outcome.

Two projects will be completed in Year 10 and beginning of Year 11 and are worth 60% of their overall grade. Project 3 will be completed in Year 11 in preparation for the Art exam and is worth 40% of their overall grade. Therefore completing homework and catching up on missed work is essential.

For the exam: You will be expected to respond to an externally set project. You will create a portfolio of work that will result in one final outcome produced within 10 hours under exam conditions.

### Possible careers

Studying Art unfolds creative thinking and risk taking qualities required by many employers

- Visual Merchandising
- Jeweller
- Special FX Make-Up
- Graphic Design
- Interior Design
- Animation
- Fashion Design
- Games Design
- Illustrator
- Artist

### Cost

Art folder with materials — £15

# Option Subject - GCSE Business

## Further information available from Mr Maidment

### What does GCSE Business involve?

Have you ever wondered how a small TikTok trend turns into a million-pound company? Why do some brands like Apple or Nike stay at the top while others disappear from the High Street? How do you actually turn a good idea into a profit? GCSE Business is a practical, fast-paced subject that gives you a "behind-the-scenes" pass to the world of trade. You will learn to apply business concepts to real-world issues, from local start-ups to global giants. The course is divided into two key themes:

- **Theme 1: Investigating Small Business:** This is the "start-up" phase. You will learn how to spot a gap in the market, create a brand, and manage the "make or break" world of business finance. We look at why some small businesses thrive while others fail in their first year.
- **Theme 2: Building a Business:** Once a business is successful, how does it grow? You will explore how massive companies manage thousands of employees, how they market products globally, and how they use technology and "big data" to stay ahead of their rivals.

### What should I do to succeed?

Success in GCSE Business requires an enquiring mind and the ability to think like an entrepreneur. You should be the kind of person who notices why a certain shop is busy or why a specific advert caught your eye. To do well, you will need:

- **Commercial Awareness:** An interest in the brands and businesses you see around you every day.
- **Logical Problem Solving:** You will need to apply **basic maths** skills to real-world scenarios, such as calculating profit margins, break-even points, and interpreting financial data.
- **Balanced Argumentation:** You must be able to construct well-argued responses that weigh up the pros and cons of a business decision (e.g., "Should this company expand abroad or stay in the UK?").

If you are a critical thinker who enjoys applying what you learn in the classroom to the "real world," you will find this subject both challenging and exciting.

### How is the course marked?

The GCSE consists of two written examinations taken at the end of Year 11. There is no coursework.

- **Paper 1: Investigating Small Business** (50% of the GCSE) – 1 hour 45 minutes.
- **Paper 2: Building a Business** (50% of the GCSE) – 1 hour 45 minutes.

**Assessment Style:** Both papers feature a mix of multiple-choice questions, short calculations, and longer written responses based on real-world case studies. In these exams, you often act as a consultant—using the data provided to recommend the best path forward for a company.

### Possible careers

**Entrepreneurship** (Starting and running your own business), **Digital Marketing & Social Media Management**, **Project Management** (in Tech, Construction, or Media), **Banking, Accountancy, and Financial Advising**, **Human Resources (HR) and Management Consultancy**, **Business Analysis and Research**.

### Useful websites

[https://www.youtube.com/@Bizconsesh/playlists?view=50&shelf\\_id=1](https://www.youtube.com/@Bizconsesh/playlists?view=50&shelf_id=1)

# Option Subject - GCSE Economics

Further information available from Mr Maidment

## What does Economics involve?

Have you ever wondered why a pair of limited-edition **trainers** can cost £500? Why **petrol prices** fluctuate so much? Or how we can actually tackle climate change without stopping the economy in its tracks? Economics is the study of **power, choices, and the world around us**. It pulls back the curtain on how the decisions made by individuals, giant companies, and the UK government shape your daily life. The course is split into two halves:

- **How Markets Work (Microeconomics):** We investigate the "Small Picture." You will learn how supply and demand dictate the price of everything from concert tickets to electricity. We explore why some people earn millions while others struggle, and how the government steps in when markets fail (like with the Sugar Tax or the NHS).
- **How the Economy Works (Macroeconomics):** We dive into the "Big Picture." You will investigate national debt, inflation, and unemployment. We debate the big questions: How do we grow the economy while protecting the planet? What happens to UK trade after Brexit? How does a global crisis affect the price of your weekly shop?

You will develop the skills to analyse "qualitative" data (words and arguments) and "quantitative" data (numerical sources). This makes Economics a "Gold Standard" subject, giving you a deep understanding of how the world influences other subjects like Politics, Geography, and History.

## What should I do to succeed?

To flourish in Economics, you need a deep curiosity about the world. You should be the kind of person who asks "Why?" when you see a headline or a price change. Success in this subject requires:

- **Critical Thinking:** You must be willing to look at two sides of a debate—for example, "Should the government tax meat to help the environment?"
- **Logical Analysis:** You don't need to be a **maths** genius, but you should be comfortable using maths to work out percentages and interpret graphs to solve problems.
- **Communication:** You will need sound literacy skills to construct well-evidenced arguments in extended writing tasks.

If you are a reflective thinker who wants to understand the "cheat codes" to how society functions, you will find this curriculum incredibly rewarding.

## How is the course marked?

The GCSE is assessed through two written examinations at the end of Year 11. There is no coursework.

- **Paper 1: How Markets Work** (50% of the GCSE) – 1 hour 45 minutes.
- **Paper 2: How the Economy Works** (50% of the GCSE) – 1 hour 45 minutes.

**Assessment Style:** Both papers use a mix of quick-fire multiple-choice questions, short calculations, and extended "evaluation" responses where you get to argue your point of view. The knowledge you gain in Paper 1 often helps you with the global case studies in Paper 2, making the course feel like one big, connected puzzle.

## Possible careers

**Economist or Data Analyst** (for companies like Google or Spotify), **Financial Services** (Accountancy, Banking, and the Stock Market), **Politics, Law, and Public Policy, Journalism and Media, Environmental Consultancy** (Renewable Energy and Sustainable Development), **Management & Entrepreneurship**.

# Option Subject - Design & Technology

Further information available from Mr Thomas/Mrs Watts

## What does Design and Technology involve?

Design and Technology at GCSE involves using the iterative design process to create interesting solutions. You will problem solve constantly to be able to design and make products for potential clients that provide a working solution to an issue they face.

You will learn how to see a project from start to finish, considering how to research your project for your client before going on to design using a range of techniques and industry standard projections. You will then develop your ideas to ensure you're creating the best solution for the client before making and evaluating your work.

Alongside this, you will be working on gaining theory knowledge across all areas of Design and Technology including Resistant Materials, CAD/CAM, Textiles, Engineering, Electronics, Product Design and Graphics.

## What should I do to succeed?

Have an interest in problem solving and reworking existing designs.

Be passionate about seeing a project through from the initial research stages, to design, to development, to making and then evaluating.

Be prepared to create your very own design portfolio that can be used to support college and even university applications.

Be curious and adopt a "let's try it" attitude without the worry of something not working in the way you thought it would. In the words of James Dyson, "I made 5,127 prototypes of my vacuum before I got it right. There were 5126 failures. But I learnt from each one. That's how I came up with a solution. So I don't mind failure."

## How is the course marked?

The course is marked by a 50/50 split between coursework and exam.

The coursework is your project portfolio focussing on a context given by AQA worth 100 marks.

The 2-hour exam is worth 100 marks and takes place at the end of the course.

## Possible careers

- Interior Designer
- Architect
- Product Designer
- Visual Merchandiser
- Project Manager
- Computer Games Designer
- Engineer

## Useful websites

<https://www.ucas.com/job-subjects/design-technology>

<https://www.bbc.co.uk/bitesize/tags/zn7h8xs/jobs-that-use-design-and-technology/1>

<https://successatschool.org/advisedetails/396/Careers-in-Design-Technology-Where-Can-Design-Tech-Take-You%3F>

# Option Subject - GCSE Drama

## Further information available from Mr Williamson

### What does Drama involve?

Drama allows you not only to build your confidence and self-esteem but also challenges you to see life from the perspective of others. It is a chance to express yourself in a highly creative and enjoyable environment. For anybody wishing to have a career in acting, Drama is definitely a qualification that you will need. However, it is now one of the most sought after subjects in various other career pathways such as journalism, politics and any job in the public sector where you come into contact with the public. Drama is not just about acting. The course inevitably covers all sorts of transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, problem solving, time management, initiative and the ability to work to a deadline and get it right the first time.

### What should I do to succeed?

First and foremost, be enthusiastic and have a passion for performing. You should show a willingness to completely immerse yourself in performing, be able to communicate well with others, share and respond to ideas, actively participate in workshops, retain Drama terminology for both self and peer feedback, respond well to constructive criticism and most of all, have a sense of enjoyment in your learning.

### How is the course marked?

Students have the fantastic opportunity to take GCSE Drama in Year 10. This is primarily a practical course but it does involve a substantial amount of writing alongside it with an approximate 60/40 split of lessons. The course separates into three components with various elements of performance and evaluation, culminating in a final practical and written at the end of Year 11. The three components are:

#### **Component One – Understanding Drama (Written exam – 40% of final grade)**

Pupils will practically study one text and will evaluate one live performance in lessons, preparing them for a written exam. The written exam covers a range of questions around not only acting but also ; Lighting, sound, set and costume. Students will have to be able to explain decisions around how they would perform an exact from the chosen text and then give details of how a live performance was performed.

#### **Component Two – Devising Drama (Internally assessed – 40% of final grade)**

Using the skills, techniques and understanding of performance that have been developed over their time studying Drama, pupils will be given a stimulus and have to create a 3-20 minute performance in a chosen style in groups of between 2 and 5. This allows pupils to use their creative talent to put together a piece of drama that interests them. Alongside this students will create a rehearsal log. This will evaluate their process of creating and the final product created.

#### **Component Three – Texts in practice (Externally assessed – 20% of final grade)**

Students will create a performance based on two extracts from one text totalling between 2-20 minutes. Students will study major parts of the text and then choose smaller extracts to perform. This can be done in groups of 1 - 4. This performance will happen with an examiner present. The marks are 100% practical from this performance.

### **Possible careers**

Actor, Presenter, Playwright, Theatre manager, Teacher, lighting designer, Set designer, Sound technician, Public speaker, Journalist, Critic, Reviewer

# Option Subject - GCSE French

## Further information available from Mrs Green

### What does French involve?

The French Edexcel GCSE course covers the following themes:

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future, travel and tourism.

Within these themes, students will find many of the areas familiar from Key Stage 3, such as: me, my family and friends; free-time activities; home, town, neighbourhood and region; life at school. The course will enable you to describe events and activities, and express yourself in French. You will develop communication skills that will allow you to travel and open up job opportunities around the world.

### What should I do to succeed?

- Have an interest in other cultures.
- Be prepared to work hard in lessons and at home, revising vocabulary and structures.
- Try hard in all lessons and develop resilience in learning.
- Always be prepared to “have a go” and not be afraid to make mistakes!

### How is the course marked?

To attain this qualification, candidates acquire the necessary linguistic skills to perform tasks in listening, speaking, reading and writing.

Each skill is worth 25% of the final GCSE and all are tested through externally assessed final exams at Foundation or Higher tier.

### Possible careers

In today’s jobs market, many employers consider the study of a modern foreign language a definite advantage.

Many universities require a Modern Language GCSE from applicants.

- Education: French teacher or teach English abroad
- Translation / Interpretation
- Editing / Proofreading
- Travel, Tourism, Hospitality: tour guide; air steward/hostess; hotel staff; chef; waiter
- Foreign Service: ambassador; diplomat
- International Development: charity work; think tank research
- Law

### Useful website

<http://french.about.com/od/francophonie/ss/jobs-using-french.htm>

# Option Subject - GCSE Spanish

## Further information available from Mrs Green

### What does Spanish involve?

The Spanish Edexcel GCSE course covers the following themes:

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future, travel and tourism.

Within these themes, students will find many of the areas familiar from Key Stage 3, such as: me, my family and friends; free-time activities; home, town, neighbourhood and region; life at school. The course will enable you to describe events and activities, and express yourself in Spanish. You will develop communication skills that will allow you to travel and open up job opportunities around the world.

### What should I do to succeed?

- Have an interest in other cultures
- Be prepared to work hard in lessons and at home, revising vocabulary and structures.
- Try hard in all lessons and develop resilience in learning.
- Always be prepared to “have a go” and not be afraid to make mistakes!

### How is the course marked?

To attain this qualification, candidates acquire the necessary linguistic skills to perform tasks in listening, speaking, reading and writing.

Each skill is worth 25% of the final GCSE and all are tested through externally assessed final exams at Foundation or Higher tier.

### Possible careers

In today’s jobs market, many employers consider the study of a modern foreign language a definite advantage. Many universities require a Modern Language GCSE from applicants.

- Education: Spanish teacher or teach English abroad
- Translation / Interpretation
- Editing / Proofreading
- Travel, Tourism, Hospitality: tour guide; air steward/hostess; hotel staff; chef; waiter
- Foreign Service: ambassador; diplomat
- International Development: charity work
- Law

### Useful website

<https://www.fluentu.com/blog/spanish/jobs-that-require-spanish/>

# Option Subject - GCSE Geography

Further information available from Mrs Harman, Miss Turvey and Miss Wilkinson

## What does Geography involve?

Geography helps you to make sense of the world around you. The subject will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change the world. A key aspect of the course will be the study of the geography of the UK as well as the wider world. Topics covered will include a study of the formation of different landscapes, factors affecting population and environmental challenges at a UK and global scale.

## What should I do to succeed?

Have a genuine interest in the subject matter and a desire to learn about your local area and the wider world. To have an active role in making decisions and problem solving. To spend time outside of lessons researching/reading about current events.

There are opportunities to develop a range of skills such as map skills, interpreting photographs, fieldwork, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork or working outside the classroom is a really important part of Geography and throughout the course there will be opportunities to take part in school-based and local field work.

## How is the course marked?

The course is marked via three exams:

Paper 1: Marked out of 88 (1 hour and 30 minutes)

Paper 2: Marked out of 88 (1 hour and 30 minutes)

Paper 3: 76 marks (1 hour and 30 minutes)

## Possible careers

- Architecture
- Meteorology (Weather)
- Management
- Environmental Consultant
- Volcanologist
- Hydrographer
- Climatologist
- Environmental Planner

## Useful websites

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

<https://www.rgs.org/choosegeography>

# Option Subject - OCR GCSE History B

Further information available from Ms Smith and Miss Cavill

## What does History involve?

By choosing GCSE History you will be able to: understand how and why the world came to be as it is today, as History asks 'how did things get to be this way?'; handle and analyse data; develop excellent communication and writing skills; learn how to construct an argument to solve all sorts of problems; question how reliable information is; learn how to select relevant and significant evidence; learn how to effectively organise information; develop research skills.

History deals with big issues that affect you every day: racism, power, war, politics, discrimination and terrorism. Therefore, it is a vital subject for you to truly understand the world that we live in today.

## What should I do to succeed?

In Year 10 and 11 we will focus on the content and skills you need for your examination and enjoyment of History, including a historical site study visit. We will cover these exciting events from our past:

**Component 1—British History:** The thematic study overtime, The People's Health c.1250 to Present, will evaluate the changes and continuities made to the way we diagnose and treat people, from a time where it was legitimately believed that God caused the Plague, to the development of our modern NHS and discoveries such as penicillin. The depth study focuses on the Elizabethan period (1580-1603) during which time our country faced severe pressure due to possible and actual invasion and encourages students to engage with a range of ways in which history is constructed and interpreted.

**Component 2—History Around Us:** Students study the history of a selected site. Studying the history around them provides a valuable approach to studying history, and helps students find a connection with the lives of people from the past.

**Component 3—World History:** The period study, Viking Expansion c.750-c.1050, offers the opportunity to study the narrative of a wider world society during a particularly interesting period in its history. The world depth study, Living under Nazi Rule 1933-1945, enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict.

## How is the course marked?

You will sit three exam papers based on the components studied.

## Possible careers

Media, Law and Government careers, Teaching, Genealogy (researching ancestors), Antique dealing/Auctioneering, Stonemasonry/Property restoration, Anthropology (researching humans), Journalist, Researcher and data analyst.

## Useful Website

[http://www.history.org.uk/resources/public\\_resource\\_2914\\_76.html](http://www.history.org.uk/resources/public_resource_2914_76.html)

# Option Subject - WJEC Hospitality and Catering Level 1/2

Further information available from Mrs Watts

## What does Hospitality and Catering involve?

The WJEC Level 1/2 Hospitality and Catering award is designed for learners who want an introduction to culinary skills that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the food or nutrition industry, progressing onto further study a Level 3 course, or simply wishing to learn about the importance of nutrition to establish a healthy diet.

You will develop many food preparation and cooking skills as well as knowledge regarding nutrition and also transferable skills such as problem solving, organisation and time management, planning and communication.

Areas of study are shown below:

Hospitality and catering provision

How hospitality and catering providers operate

Health and safety in hospitality and catering

Food safety in hospitality and catering

The importance of nutrition

Menu planning

The skills and techniques of preparation, cooking and presentation of dishes

Evaluating cooking skills and performance

## What should I do to succeed?

Be passionate about food and nutritional theory as well as practical cooking. The award consists of both 60% coursework (non exam assessment) and also an externally marked exam - 40%. Due to the nature of the coursework, it is extremely important that you are able to meet strict deadlines when producing your work. Your timetable will usually consist of three theory lessons, which include written work based upon the topics shown above, and two practical lessons per fortnight. As many practical/evaluation lessons run over two or three days, it is extremely important that you attend EVERY lesson.

## How is the course marked?

Unit 1 - 1 hour 30 minutes examined assessment, externally set and externally marked written exam (40%)

Unit 2 - 12 hour non-exam assessment, externally set, internally marked and externally moderated synoptic project, including a 3-4 hour practical cooking assessment (60%)

## Possible careers

- Chef
- Hotel and Bar Management
- Events Manager
- Food Technologist
- Food Manufacturing
- Tourism / Hotel Concierge
- Cruise Ship Hospitality and Catering
- Community Education Officer
- Health Improvement Practitioner
- International Aid/development Worker
- Nutritionist/Nutritional Therapist

# Option Subject - BTEC Digital Information Technology

Further information available from Mr Strachan

## What does Digital Information Technology involve?

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

Students will learn to:

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## What should I do to succeed?

This course is suited to those who wish to pursue a career in Information Technology or Computer Science.

## How is the course marked?

There are three components to this qualification.

Component 1: Internally assessed assignment

Component 2: Internally assessed assignment

Component 3: Externally assessed examination

## Possible careers

- Web design
- Programming
- Games development
- Network engineer
- Network manager
- Systems analysts

## Option Subject - BTEC Tech Award Music Practice

### Further information available from Mr Clement

#### What does Music involve?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- Attitudes that are considered most important in the music industry, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

This Award complements the learning in GCSE programmes, by broadening experience and skills participation in different types of musical techniques for different musical styles. The Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

#### How is the course marked?

The course is divided into 3 Components, listed below; all coursework based, with varying guided learning hours (GLH).

Component 1 will be completed in Year 10; Component 2 spans both Years 10 and 11, whilst Component 3, which is set to an external brief, will be studied from January to May of Year 11.

**Component 1**—Exploring music products and styles (Assessed internally)

**Component 2**—Music skills development (Assessed internally)

**Component 3**—Responding to a commercial music brief (Assessed externally)

#### Possible careers

The music industry is a vibrant, exciting and highly competitive industry that contributed around £5.8 billion to the UK economy in 2019, with the live sector alone contributing £1.3 billion to the economy.

The industry is constantly evolving and finding new ways of reaching out to audiences as well as continuing to offer many exciting new work opportunities, across many sectors; from performers and composers to producers, and so much more.

#### Costs

Optional 1:1 Music lessons — up to £165 for a block of 10 lessons for the term.

Further financial support may be available to students who require this.

# Option Subject - GCSE Photography

## Further information available from Miss Price

### What does Photography involve?

The Photography GCSE helps to diversify the Art curriculum. Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Within this course there is flexibility to experiment with one or more of the following areas of Photography: portraiture; location photography; studio photography; experimental imagery; documentary photography; moving image and fashion photography.

Analyse and develop how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.

Use photographic techniques and processes, appropriate to student's personal intentions, for example: lighting, viewpoint, aperture, depth of field, shutter speed and movement, digital media programs and related technologies.

### What should I do to succeed?

If you are creative, and enjoy practical activities and exploring art then it could be for you. Photography is creative, but also involves hard work. Most people find that their Photography coursework, which makes up 100% of the qualification, requires more effort than they expected.

The blend of qualities that you need are; a desire to be creative, lots of enthusiasm, dedication, different ways of thinking, new ideas and being able to complete homework.

It is not essential to have your own digital camera, but it is an advantage as you are required to be independent and develop your work outside of the classroom.

### How is the course marked?

Typically the coursework involves three projects. This will involve creating a portfolio of work that documents your creative journey, which can include investigation and a final outcome. Two projects will be completed in Year 10 and beginning of Year 11 and Project 3 will be completed in Year 11 in preparation for the Photography exam.

For the exam: You will be expected to respond to an externally set project. You will create a portfolio of work that will result in one final outcome produced within 10 hours under exam conditions.

### Possible careers

- Photographer
- Film Maker
- Photojournalist
- Visual Merchandising
- Graphic Design
- Fashion Design
- Games Design
- Illustrator and Artist

# Option Subject - OCR GCSE PE

## (additional to Core PE taken by all students)

### Further information available from Mrs Hayward

#### What does PE involve?

The course is a great way for students to combine their passion for sport with a deep dive into the science and psychology behind athletic performance. Students will develop a greater understanding of the body's systems (skeletal, muscular, cardiovascular and respiratory) and understand how to plan training programmes. In addition, they will develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

The course also has a practical element and students will be practically assessed in three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists. Students who choose this subject should therefore have a keen interest in playing sports and already play sports competitively both for the school and for clubs outside of school, in order to successfully access this part of the course.

#### What should I do to succeed?

Be passionate about practical sport and the science linked to sport - a keen interest in biology for example would be preferable due to the anatomy based content. The award consists of both 60% exam and 40% coursework which includes written and practical work. Due to the nature of the coursework, it is extremely important that you are able to meet strict deadlines and you must be physically fit and free from injury or illness to complete the practical requirements. As the practical element is performance based it is recommended that you already regularly take part in sport for school and club as this will help with your performance scores.

#### How is the course marked?

The course has four units in total

- Physical factors affecting performance (30%): Applied anatomy and physiology & Physical training. This is assessed by a 60 minute written exam.
- Socio-cultural issues and sports psychology (30%): Socio-cultural influences, Sports psychology & Health, fitness and well-being. This is assessed by a 60 minute written exam.
- Practical Performances (30%): This component will assess core and advanced skills in three activities taken from the approved lists. This is assessed in lessons and will be moderated externally on a moderation day with other schools via the exam board.
- Analysis and Evaluation of Performance (10%): A written coursework task, produced under controlled conditions, where students evaluate their own performance in fitness and one sport, identifying strengths and weaknesses and suggesting ways to improve.

#### Possible careers

- Professional Sportsperson
- Sports Therapist/Physiotherapist
- Sports Journalist
- Personal Trainer
- Sports Coach

# Option Subject - GCSE Dance

Further information available from Miss Griffin

## What does Dance involve?

Dance involves learning how to move creatively and expressively using the body. In GCSE Dance, students explore how movement can communicate ideas, emotions, stories, and moods. Lessons include both practical dance work and written study, so students develop physical, creative, and analytical skills. They will learn different dance styles and techniques, improve strength, flexibility, coordination, stamina, and confidence, and work closely with others as part of a team.

Alongside practical work, students study professional dance works. This helps them understand how choreographers use movement, music, costume, lighting, and staging to communicate meaning. Students learn how to analyse and evaluate dance using correct dance terminology.

## What should I do to succeed?

To succeed in GCSE Dance, students need to be committed, organised, and positive. Full participation in practical lessons, regular rehearsal, and a willingness to perform and work with others are essential.

Students should keep a dance notebook, respond to feedback, and revise key terminology for the written exam. Looking after their physical health through proper warm-ups, appropriate kit, and good attendance will also support success.

Most importantly, successful students show enthusiasm, resilience, and creativity, and are willing to challenge themselves and reflect on their progress.

## How is the course marked?

GCSE Dance is marked through a combination of practical coursework and a written exam.

**Practical work (60%):** A performance (solo and/or group) and a choreography task where students create their own dance. These are assessed by the teacher and moderated externally.

**Written exam (40%):** Students complete a written exam based on professional dance works they have studied. They analyse and evaluate choreography, performance skills, and production features using dance terminology.

## Possible careers

Professional dancer or performer - Choreographer - Teacher - Arts or community practitioner - Dance movement therapist - Creative industries - Event management - Acting and performing arts

# Careers Advice

Further information available from Mrs Dobson  
[adobson@5acreshighschool.co.uk](mailto:adobson@5acreshighschool.co.uk)

You can use the following websites to research possible careers and explore ideas about your next steps. You may get ideas about which subjects to take as different careers sometimes require specific qualifications. For some jobs and careers you will need to go to university, for others it is an option.

## National Careers Service

Use this to explore jobs and what qualifications and skills are needed  
<https://nationalcareersservice.direct.gov.uk/job-profiles>.

## icloud

Take the Buzz Quiz profile test to see what careers could suit your personality. This is a really good site for seeing things as they really are. You can watch a five-minute video of people working in a particular industry and find out how they got their job and the training required. There is also some detailed LMI (Labour Market Information) available, which tells you where jobs are available geographically, and what you could earn.

[www.icould.com/buzz](http://www.icould.com/buzz)

## Apprenticeship schemes

Use this to look for apprenticeship vacancies - both locally and nationally, it might give you some ideas of what apprenticeships are on offer.

[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

## SACU

Great independent and impartial source of careers information. Take the Spartan Test, which gives you a list of careers you might consider based on your answers. There is also a wealth of research material.

[sacu-student.com](http://sacu-student.com)

## Plus

<https://www.careerpilot.org.uk/job-sectors>

<https://www.prospects.ac.uk/careers-advice>

[www.college.police.uk](http://www.college.police.uk)