

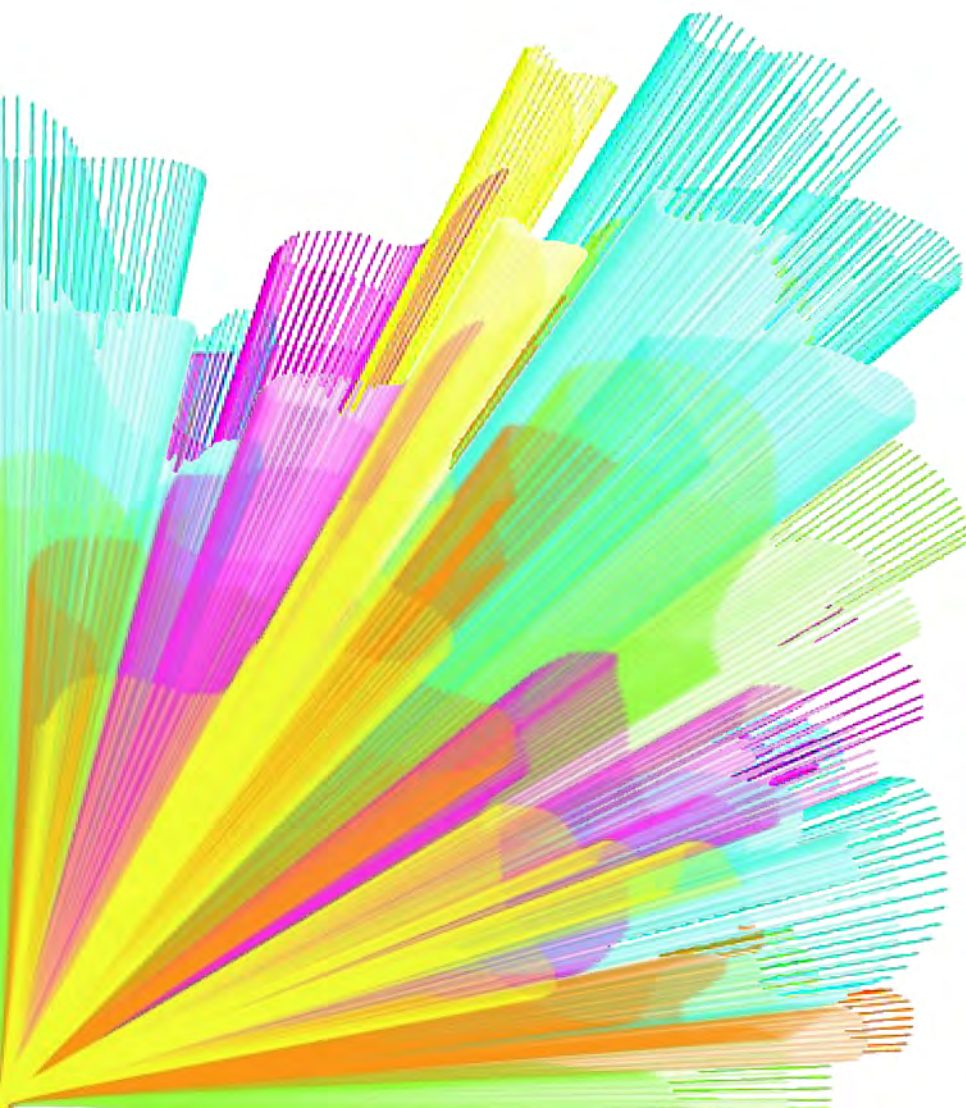
# PASSMORES ACADEMY EQUITY



CORE SUBJECTS

GCSE OPTIONS

VOCATIONAL OPTIONS



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2024

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Dear Student,

Within this booklet you will find all the information you need about the Options subjects as now is the time to start thinking about your GCSEs.

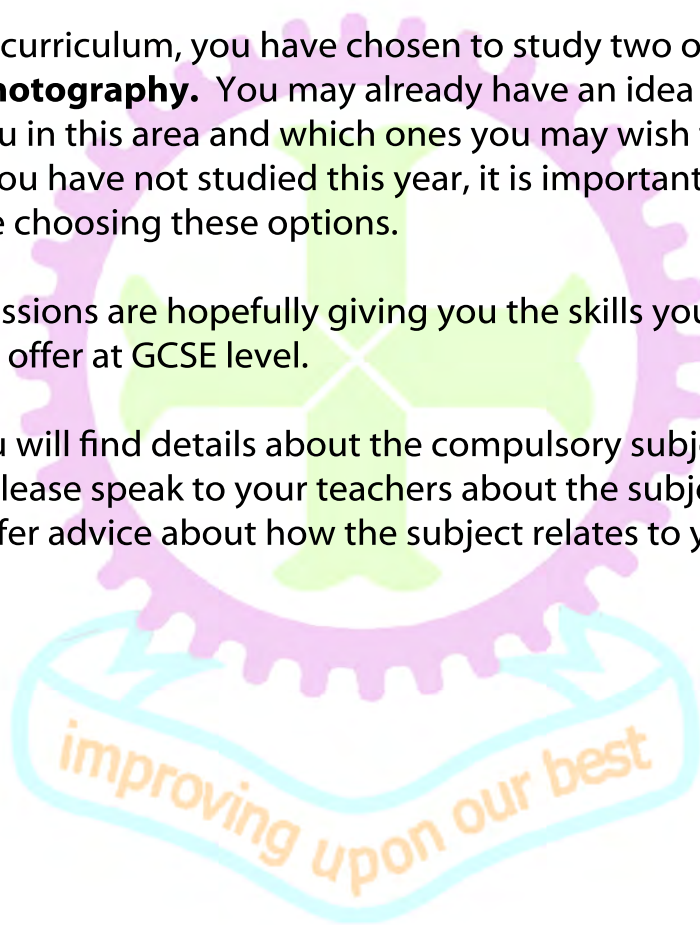
The next phase of your education is so important and at Passmores, we want you to do the best you can. In this ever-changing world, we want to make sure that you know exactly what subjects you can study, what they involve and where they can lead you in the future. Getting the best possible results and experience will ensure many more opportunities.

As part of your year 9 curriculum, you have chosen to study two of the following - **Art, Music, Drama and Photography**. You may already have an idea about which ones are most engaging for you in this area and which ones you may wish to choose? If you wish to take any subjects you have not studied this year, it is important to speak to the subject staff about this before choosing these options.

Your Active Inquiry sessions are hopefully giving you the skills you need to access other subjects which are on offer at GCSE level.

On the next page, you will find details about the compulsory subjects and which subjects are options for you. Please speak to your teachers about the subjects if you are unsure as they will be able to offer advice about how the subject relates to your strengths.

Good luck!





# Making your Choices

You will need to choose all of your options by 26th April 2024 this is all done online.

## Accessing your School emails and Signing in to Options Online

If you are registered with a SIMS Online account

If you already have an account registered with SIMS Online, please open SIMS Student and select the tile labelled "SIMS Options". Alternatively, you can go to [www.sims-options.co.uk](http://www.sims-options.co.uk) and click the Microsoft icon. You will need to enter your school email address which is your school PC username, such as '21bloggsf' followed by @passmoresacademy.com. Your password will be the same one used to log into a school PC. Once signed in, you will be able to see your option form.

### If you are not registered with a SIMS Online account

1. If you are using a school PC, all you will need to do is click on the 'Outlook Portal' shortcut that can be located on your desktop. Your emails will open automatically without requiring you to sign in.

If you are using a personal PC or mobile device, type [portal.office.com](http://portal.office.com) into the web browser. You will be asked to enter your email address which is your school PC username, such as '21bloggsf' followed by @passmoresacademy.com. Your password will be the same one used to log into a school PC.

2. Once logged in you will need to click on the 'Outlook' icon to see your emails. You will have received an email from noreply@sims.co.uk.

3. You will then need to click the green 'Accept Invitation' button. Once you have clicked this you will be redirected to a page where you will need to register using an existing account. Select the Microsoft icon, your login details will be your school email address (21bloggsf@passmoresacademy.com), the registration code will be in the original email that was sent to you.

4. You will need to check that the details are correct on the next page, then click 'Register'. On the following page, please enter your date of birth, and click 'Verify'. Your SIMS Online account has now been created.

5. You will then need to click on the SIMS option tile or go to [www.sims-options.co.uk](http://www.sims-options.co.uk) where you should then be automatically signed in and will be able to see your option form.

If you need any help with registering your account, or accessing Options Online, please visit the Data Team.

## Here is what KS4 (year 10 and 11) looks like:-

### All students must study these compulsory subjects

#### GCSE subjects

English Language  
English Literature  
Mathematics  
Science BTEC Level 1  
Hospitality & Catering

#### Subjects with no exam

PE  
i-Future

### Students must then select three of these option subjects:

#### GCSEs

**Art & Design – Fine Art\***  
**Art & Design – Textiles\***  
**Art & Design – 3D Design (D&T)\***  
Art & Design – Photography  
Citizenship  
Computer Science  
Drama  
Geography  
History  
Music  
Study Support\*\*

#### Vocational Courses

Child Development BTEC  
**Creative Media BTEC\***  
**Creative & Technical Enterprise\***  
Performing & Creative Arts (Dance)  
Sport BTEC

#### Vocational Course Offsite (this counts as 2 options)

Land Based Studies and Animal Care At Pets Corner  
in Harlow

### Please note

Subjects in **Blue\*** - You may only select one of these three options

Subjects in **Purple\*** - You may only select one of these two options

Study Support\*\* - this can be used to support literacy/numeracy/homework/other subjects.

You will also need to select a RESERVE choice. This may be needed if a subject cannot run due to low numbers or if there is a timetable clash. We will always do our best to give you the options you want.

# MAKING YOUR CHOICE: A STUDENT'S GUIDE

When making your choices it would help to keep the following points in mind:

## **Good reasons to choose an option:**

- You like it or find it interesting
- You can develop new skills by doing it
- You need it or it's useful for your future career
- It will combine well with other options and help your general education

## **Bad reasons to choose an option:**

- Your friends are doing it
- Your parents think it's a good idea- but you don't
- It's thought of as a cool option by your peers
- You can't think of anything else to choose
- You think it will be easy

Remember, that most people are likely to have several changes of job during their working lives and that most employers will wish to see a balance of subjects studied, including English and mathematics.

Information about all of the subjects is given on the following pages. Core subjects are outlined first, then information about GCSE and vocational courses you can choose. In every case, you are given a brief outline of the course. Most of the courses will be familiar to you. The less familiar courses will be mentioned in assemblies and talks are scheduled for Options Evening for you to find out more. If you are still uncertain about some aspects of a course, ask a teacher.



# CAREERS EDUCATION & GUIDANCE

Throughout Key Stage 4, students experience a full range of activities and opportunities which are intended to help them make informed choices about their future. We have a responsibility to ensure that impartial information, advice and guidance are available, alongside careers education guidance. Our aim is to help students:

- Use their own strengths and values to help give them ideas about future careers.
- Improve on any weakness that may keep them from achieving their goals.
- Learn about the many ways they can gain qualifications in order to get the career they want.
- Develop an awareness of the realities involved with seeking further training and employment.

We meet our aims in many different ways, which include:

- A fully equipped careers library, with lots of information about jobs and sixth form colleges and schools in the area.
- Ongoing planning to develop opportunities for all students (Years 7 – 11) to experience post 16 educational establishments and the world of work. Year 9 students will have a taster day at Harlow College to experience two vocational pathways of their choice.
- All Year 10s complete a job application for a mock interview. Our interviewers are business people from Harlow who kindly give up time to interview our students under real conditions. All students receive personal feedback and can use their forms as evidence for other subjects. Parents, if you are interested in volunteering some of your time to give to mock interviews, please see Mrs Bassett.
- Year 11 students have a Harlow College Roadshow held at Passmores during the autumn term.
- Interviews to enrol in Harlow College are held at Passmores for Year 11 students.
- A Careers Information Fair is on offer to Years 9/10/11 giving you the opportunity to meet local employers, training providers and educational establishments.
- The school has a responsibility for ensuring that students receive impartial information, advice and guidance. This involves contributions from all staff, tutors, teachers and non-teachers.

Drop by for a visit! We are based in the Learning Resource Centre.

Julie Kay – Careers Advisor

Email: [CareersAccess@passmoresacademy.com](mailto:CareersAccess@passmoresacademy.com)

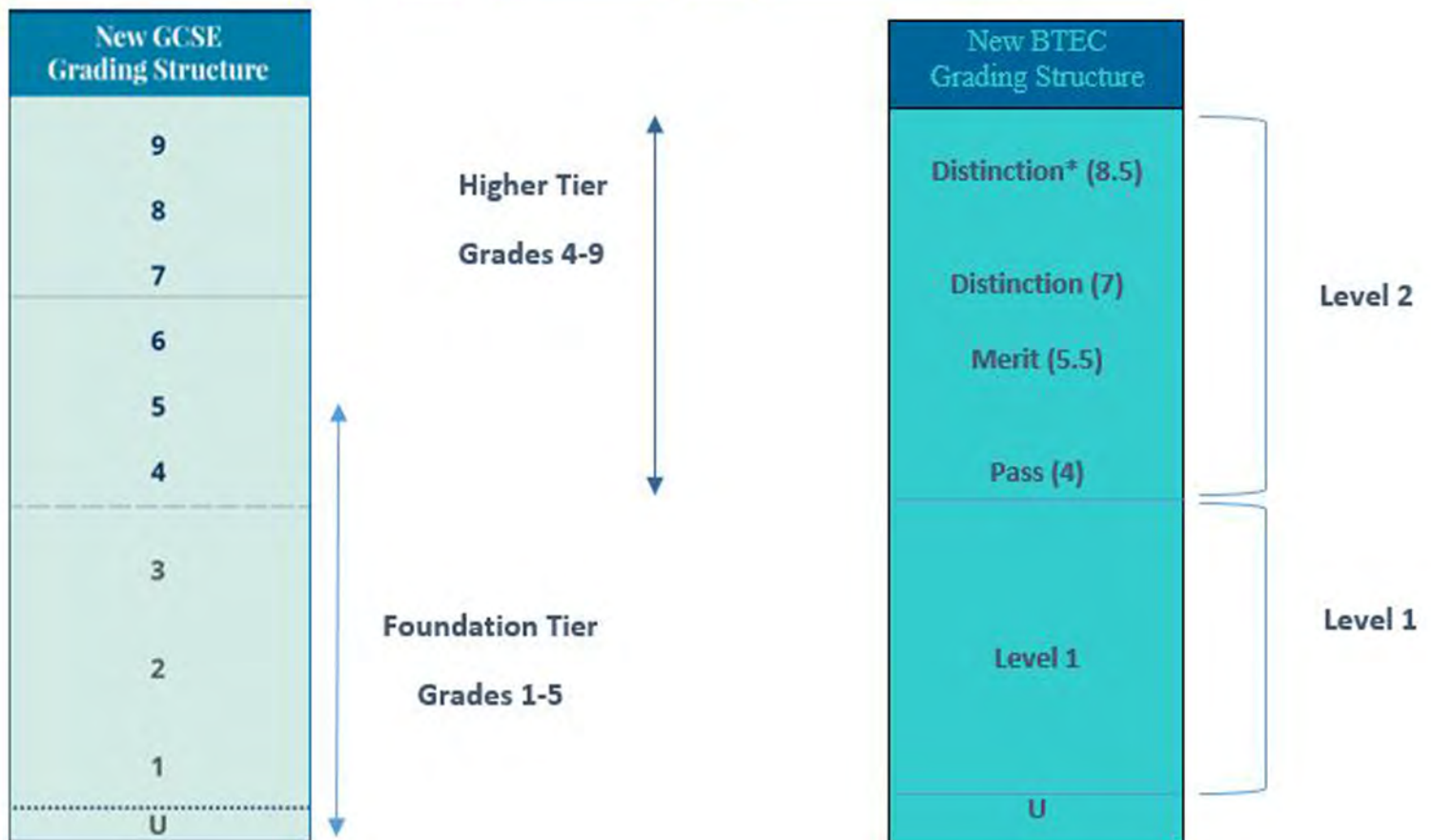
# UNDERSTANDING THE LANGUAGE

Throughout this booklet we provide information on the specific subjects that are offered, making reference to them in a variety of ways –

- GCSE 9-1
- GCSE 9-1 with Higher / Foundation tiers
- BTEC Level 1 / 2
- BTEC Level 1
- Entry Level 1,2,3

What does all of this mean?

When taking GCSEs, grades will be awarded from 9-1 (9 being the highest grade). The 9-1 grades replaced A\*-G some time ago. Some subjects will have tiered level of entry, such as maths and science. The Level 1 / 2 BTEC qualifications are a combination of external assessment and coursework and will be awarded at Level 1, Level 2 Pass, Merit, Distinction or Distinction\*. Level 1 qualifications, which are equivalent to GCSE grades 3-1, are coursework only qualifications.



All qualifications will lead to the next step in education, for example a Level 1 learner can progress to Level 2 qualifications post 16, Level 2 can progress onto Level 3.



# CORE SUBJECTS



# ENGLISH LANGUAGE

Qualification: GCSE 9 - 1  
Awarding Body: AQA

## COURSE OUTLINE

Students draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This course will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries.

English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism,
- read and evaluate texts critically and make comparisons between texts,
- summarise and synthesise information or ideas from texts,
- use knowledge gained from wide reading to inform and improve their own writing,
- write effectively and coherently using Standard English appropriately,
- use grammar correctly and punctuate and spell accurately,
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language,
- listen to and understand spoken language and use spoken Standard English effectively.

## ASSESSMENT

Assessment will consist of:

2 Exams

Reading & Writing - 100% linear exam

Speaking & Listening - Certificate

# ENGLISH LITERATURE

Qualification: GCSE 9 - 1  
Awarding Body: AQA

## COURSE OUTLINE

The English Literature course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

The English Literature GCSE also encourages students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading,
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas,
- develop the habit of reading widely and often,
- appreciate the depth and power of the English literary heritage,
- write accurately, effectively and analytically about their reading, using Standard English,
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

## ASSESSMENT

Assessment will consist of:

2 Exams - 100% linear



# MATHEMATICS

Qualification: GCSE 9 - 1  
Syllabus: Pearson

## COURSE OUTLINE

- The qualification provides evidence of achievement against demanding content, providing a strong foundation for further academic and vocational study as well as for employment.
- Students develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquisition, selection and application of mathematical techniques to provide skills to solve problems in the real world.

Each paper covers the following content:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

With the assessment objectives being broken into:

1. Using and applying standard techniques
2. Reasoning, interpreting and communicating mathematically
3. Solving problems within mathematics and other contexts

# MATHEMATICS

## ASSESSMENT

The assessments comprise three 1 hour 30 minute examinations, sat at the end of the course, the first being non calculator and the other two, calculator assessments.

Foundation tier: grades 1 to 5 and higher tier: grades 4 to 9.

## WHERE CAN THIS COURSE TAKE ME?

Mathematics is one of the most important subjects that you will study and is one of the first qualifications that employers will look for. You will have a wider choice of courses available to you when you leave school if you have achieved a good grade in GCSE mathematics.

Mathematics is all around us and in an ever changing world and with technology developing at an ever increasing rate the need for school leavers to have good mathematics qualification is greater than ever.

## STUDENT COMMENTS

"Maths is important because we will need it no matter what walk of life we take."

"Maths teaches you a range of skills that you need in other subjects."

# BTEC LEVEL 1 INTRODUCTORY AWARD IN APPLIED SCIENCE

Qualification: BTEC Level 1 Introductory Award in Applied Science  
Syllabus: Pearson

## COURSE OUTLINE

The Pearson BTEC Level 1 Introductory Certificate:

Comprised of six mandatory units totalling 180 guided-learning-hours (equivalent in teaching time to one GCSE)

All of the qualification is initially marked, and then externally moderated by Pearson.

Learners must complete **all** mandatory units.

| Pearson BTEC Level 1 Introductory Certificate in Applied Science |  |                   |     |
|--|--|-------------------|-----|
| Unit   | Mandatory Units                                | Assessment method | GLH |
| 1  | Being organised                                | Internal          | 30  |
| 2  | Personal progression plan                      | Internal          | 30  |
| 3  | Planning an experiment                         | Internal          | 30  |
| 4  | Investigating crime scene evidence             | Internal          | 30  |
| 5  | Practical actions to protect the environment   | Internal          | 30  |
| 6  | Investigating variations in plants and animals | Internal          | 30  |

Students will only be awarded a merit or distinction if they achieve a merit or distinction across all 4 units. If students receive a pass in any aspect of the course, then they will be awarded a pass overall.

This is a fully coursework based course with no exam.



# HOSPITALITY AND CATERING

**Qualification: Level 1/2 Vocational Award**  
**Syllabus: WJEC**

## WHO IS THIS COURSE AIMED AT?

The Vocational Award in Hospitality and Catering has been designed to support learners in school who have an interest in the Hospitality and Catering industry and want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

## COURSE OUTLINE

This is a 2-year course that is made up of 60% coursework and 40% written paper.

**Unit 1 (40%) is where learners study the following topics:**

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

This unit is assessed externally through a written exam which contributes to an overall qualification grade.

**Unit 2 (60%) is where learners follow a program of study and learn a range of topics including practical elements which result in an NEA (Non Examination Assessment) coursework project.**

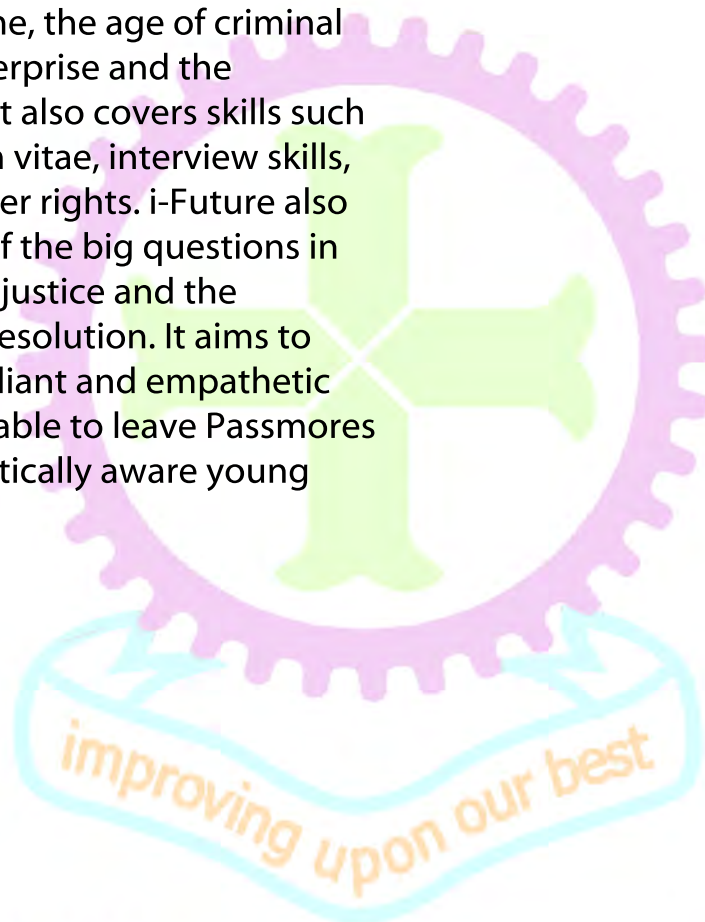
## WHERE CAN THIS COURSE TAKE ME?

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined. Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, the food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

# i-FUTURE

## COURSE OUTLINE

i-Future is a mixture of citizenship, relationship and sex education, religious education, personal, social and health education and careers education. It covers a range of topics from gun and knife crime, the age of criminal responsibility, joint enterprise and the importance of the law. It also covers skills such as creating a curriculum vitae, interview skills, budgeting and consumer rights. i-Future also seeks to answer some of the big questions in terms of religion, social justice and the importance of conflict resolution. It aims to create confident, self reliant and empathetic young people who are able to leave Passmores as fully functioning politically aware young citizens.



# PHYSICAL EDUCATION

## COURSE OUTLINE

### Practical

Students will follow a similar programme to KS3 and will be assessed at the end of each block of activities on their:

- Personal performance of individual and/or group skills
- Application of skills within the activity
- Application of rules and regulations
- Tactical appreciation

### Activities:

Games: Football, rounders, basketball, netball, rugby, badminton, tennis, cricket, handball

Athletic Activities: Athletics; Fitness

Gymnastic Activities: Trampolining

## WHERE CAN THIS COURSE TAKE ME?

This subject offers you the chance to enhance your well being and physical fitness. It allows you the opportunity to participate in physical activity twice a week, hopefully encouraging you to want to continue exercising when you leave your school. There may be opportunities to work with outside companies in learning new activities such as Tae Kwando, judo and yoga.

## STUDENT COMMENTS

"It is good being able to do a subject and not worry about an exam! I enjoy being active."

"I love PE and enjoy being able to work with my friends and continue doing the sports I am good at!"

"I like the fact that we get to choose what we want to do in Year 11!"



# GCSE OPTIONS



# ART & DESIGN - FINE ART

Qualification: GCSE 9-1  
Syllabus: AQA

## COURSE OUTLINE

GCSE Art and Design Fine Art offers an inspiring and broad programme of study, which aims to challenge students to refine and develop practical art skills, understanding of visual imagery and creative thinking. In the art department we always strive to bring out the best in all of the students that we teach.

During the art course, students will be encouraged to work in sketchbooks to complete individual projects based on a theme and explore multiple artists, techniques and ideas through independent study, group work, discussion, written tasks, practical tasks and homework projects. They will learn in depth about research, presenting, refinement and development of work. Drawing will be a fundamental skill and students will further develop their use of accurate line, shape, texture and tone. Students will also be encouraged to use photography in their sketchbooks to encourage development.

In year 10 students will complete a series of projects and their mock exam at the end of year 10. In year 11 students complete one extended project and their externally set exam. The course is made up of 60% coursework and 40% final exam. Students will cover different projects per year, which will include a combination of research, recording/drawing, artist study, development and final pieces. The projects enable students to work within the parameters of a given topic and set of criteria but also to develop an individual style and/or direction. Pupils are guided through the course and supported by a pupil handbook for pupils to refer to during the two years.

Students are assessed throughout the course to support and guide their development. They will receive a mixture of group critiques and individual tutorials/feedback. The GCSE Art and Design course is very intense and time consuming and it requires a lot of independent study outside of lessons.

## WHERE CAN THIS COURSE TAKE ME?

A career in fine art is an exciting choice and there are many more opportunities existing for suitably qualified people in a whole range of disciplines. All of the art staff at Passmores are committed to offering career advice which is relevant and work closely with the school to offer information from a selection of other institutions as to the level of qualification that would have to be achieved to continue in this field.

## STUDENT COMMENTS

"I enjoy art because it is creative and fun. The teachers always give us a lot of time to complete the work. We also have a lot of freedom with our work."

# ART & DESIGN- PHOTOGRAPHY

**Qualification: GCSE 9-1**  
**Syllabus: AQA**

## COURSE OUTLINE

To produce practical and critical/ contextual work in one or more area(s) including theme based photography, documentary photography, photo-journalism, narrative photography and experimental imagery.

Project themes:

Personal identity, urban, Natural form, Fusion, Cities, Still Life.

## ASSESSMENT

60% Coursework

Portfolio of work which includes a range of projects with a starting point set by the teacher. It should demonstrate 40 hours of work which consists of photographer research, techniques, development, weekly work diary, contact sheets and final prints with clear written analysis.

40% Practical exam (10 hours)

Externally set tasks with a preparatory period followed by a two part practical exam.

## WHERE CAN THIS COURSE TAKE ME?

This course can lead to 'A' Level photography or National Diploma in photography or creative media. You will create a professional portfolio which can be presented to any prospective employers.



## STUDENT COMMENTS

"It is my belief that photography is an informative subject that can teach us skills that can not only be used within the area of photography but also in other aspects of education; skills such as analysing or creative interpretation may become useful in subjects such as English or when solving puzzles. It's an insightful, interesting topic and I enjoy it vastly."

"Photography is such an excellent opportunity to try something new and different. One week, I was photographing pumpkins, and the next, I was making people fly! Photography is a subject where you can access the impossible!"



# ART & DESIGN - 3D DESIGN

**Qualification:** GCSE Art & Design: Three-Dimensional Design  
**Syllabus:** AQA GCSE

## COURSE OUTLINE

Course outline: This qualification is aimed at students who hold an interest in the design industry and wish to develop skills and knowledge that will prepare them for further study and possible employment within this sector. There are a range of possible areas of study throughout the course, including product design, architectural design, interior design, environmental design and digital design. You will explore a number of artists, designers, materials and techniques to realise personal responses and learn how to design and develop a product from a concept to outcome.

### Assessment:

#### 60% Coursework Portfolio

This component comprises of the building of a major practical portfolio through a variety of project themes set by the teacher. It should demonstrate 40 hours of work which consists of research techniques, development, a working diary and a development of skills using a variety of materials including wood, metal, plastic and found materials.

#### 40% Practical exam (10 hours)

This component comprises of an externally set task with a preparatory period followed by a 10 hour practical exam.

## WHERE CAN THIS COURSE TAKE ME

This course can take you on to further study in engineering, carpentry, product design, interior design or architecture.

## DESIGNER COMMENTS

"As an engineer I'm constantly spotting problems and plotting how to solve them."

James Dyson

# ART & DESIGN - TEXTILES

**Qualification:** GCSE Art & Design: Textile Design  
**Syllabus:** AQA GCSE

## COURSE OUTLINE

This qualification is intended for students who are interested in using fashion and textiles in a practical way and wish to develop skills and knowledge that will prepare them for further study and possible employment within this sector. It will particularly appeal to those who are looking for a course that is practical in content. Through a variety of components, you will be introduced to a range of materials and methods of working. You will create a portfolio of work and a number of practical outcomes which demonstrate your competency in core skills.

### Course structure:

**Component 1 and 2 Portfolio Internally Set Assignments (60% of the overall grade):** This component comprises of the building of a major practical portfolio and outcomes which are based on internally set themes .

Through these themes, you will learn a variety of research techniques, how to develop drawing and CAD/CAM skills and use a range of textiles practical sampling techniques such as applique, stencilling and stamping. You will also develop the work of Artists & Designers to create a fashion or interiors product/s through a range of construction and embellishment techniques .

### Component 3 Externally Set Assignment (40% of the overall grade):

#### Part 1: Preparatory study period

You will be externally set an assignment brief by AQA and will then use the basis of this brief to research and prepare for a 10 hour practical based exam.

#### Part 2: Construction (Make of Product)

You will undertake a 10 hour period of sustained focused work. The resolution of your ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.

### Skills covered:

- Creation of designs and products for woven, knitted, stitched or printed fabrics.
- An understanding of fibres, yarns and fabrics.
- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings

## WHERE CAN THIS COURSE TAKE ME

This course can take you on to further study in fashion and textiles and careers as a textile designer, textile buyer, fashion designer, interior designer, fashion forecaster, knitwear designer, milliner, fashion journalist, colour consultant, theatrical costume designer, fashion illustrator, pattern-cutter, designer-maker and many more.

## DESIGNER COMMENTS

"Design is very important. It is life enhancing and worth doing well."  
Vivienne Westwood  
Fashion Designer

# CITIZENSHIP

**Qualification: GCSE 9-1**

**Syllabus: OCR**

## COURSE OUTLINE



The GCSE Citizenship course has been designed to teach students about life in the UK, to stimulate discussion and encourage students to share their opinions on many different areas of life in the UK.

The course is split into four units of study. Unit 1 teaches students about different rights and responsibilities for citizens living in the UK. Students also learn about different laws and discuss their effectiveness. They complete this unit learning about the justice system – the role of the police and courts.

In Unit 2 students learn about politics and how our system of government works. They learn about democracy, voting, the role of the Houses of Parliament, the media and compare our system of government with other countries. The students learn about different political parties and their beliefs.

Unit 3 teaches students about identity and diversity. They explore their own sense of identity and cultural background. Students learn why the UK is multicultural and reasons why people seek Asylum in the UK. Students also learn about different international organisations which the UK is part of and how effective these organisations are.

Unit 4 encourages students to become active citizens. They take an issue which they would like to work on – this could be to raise awareness of something or bring about some kind of change to their local community – and work in groups to bring about action.

The course is assessed by three examinations. Paper 1 is a multiple choice paper and is worth 25% of the GCSE. Paper 2 is a mixture of longer style essay questions, shorter answers, writing up their citizenship action and advising others about action to take based on their own experiences. This paper is worth 50% of the GCSE. Paper 3 is also a mixture of an evaluation question, source based questions and shorter answers and is worth 25% of the GCSE.

## WHERE CAN THIS COURSE TAKE ME?

This course is very useful for anyone wishing to study A Level Law or Government and Politics. It is also an important course for students interested in a career in public services such as the police. Finally, it is a really useful course for giving students a better understanding about how our country works. Students have the opportunity to attend a trip to the Houses of Parliament.

## STUDENT COMMENTS

"I think Citizenship is an amazing option that is vital for future life. I think it is the most interesting and informative subject even if it has nothing to do with your job when you are older but just for daily life."

"I love the way I got to pick my group for the campaign and interview the local MP, I got to really do things I never thought I could like teaching a Year 7 class which really increased my confidence".



# COMPUTER SCIENCE

**Qualification: GCSE 9-1**  
**Syllabus: AQA**

## COURSE OUTLINE

Throughout this GCSE students will work on real-world practical programming techniques that give them a solid understanding of what makes technology work. Within the ever-changing world of digital technology, this course is committed to preparing students for the world of tomorrow. Students will develop their problem solving and logical thinking skills, along with their collaboration, team work and self-discipline.

Our Computer Science course allows students to explore the world of technology in areas such as programming, cyber security, computer systems and ethical, legal and environmental impacts to name a few.

It is important to note the practical element of this course - programming. Students will need to be a keen programmer and spend time developing this skill, both at home and in lessons throughout the course.

To be successful on this course students will need to be problem solvers who think logically, question often, make use of all available resources and have the self-discipline, determination and resilience to achieve. This course is based on the foundation of "who dares wins" so students will need to be risk takers with an eye for fine detail. Someone who is not afraid to get things wrong but sees failure as part of the learning process instead of a barrier to their success. Students will also need to be able work alone as well as part of team, someone who can step up and take the lead but also play a supportive role when necessary.



## ASSESSMENT

Paper 1: Computational thinking and problem solving

Written exam (2 hours)

90 Marks

50% of GCSE

Paper 2: Written assessment

Written exam (1 hour 30 minutes)

90 Marks

50% of GCSE

## WHERE CAN THIS COURSE TAKE ME?

Typical careers include: British Army Cyber Engineer, Programmer, Cyber Security Specialist, Artificial Intelligence Analyst, British Intelligence (GCHQ), Network Engineer, Royal Marines, Software Developer, National Cyber Support and Defence (GCHQ), Database designer, Game Developer, Robotics Engineer.

## STUDENT COMMENTS

"I can't believe that I can now create my own computer program."

"You learn about how to write computer programs and not just use them."

# DRAMA

**Qualification: GCSE**  
**Syllabus: OCR**



## COURSE OUTLINE

This course allows students to develop the appropriate skills, techniques and language found in further education subjects, such as A Level Theatre Studies and Drama. As with all GCSE subjects, there is a written element to the final grade.

The course is divided into three components:

### 1) Devising Drama

This unit develops and assesses the skills involved in creating and developing an original piece of theatre. 30% of the final GCSE grade will come from this unit. Students will undertake an in-class practical exploration of a variety of stimulus (set by the exam board). From this, students carry out research and generate ideas that culminate in a final performance that is assessed internally, by their class teacher. Following their final performance, students complete a written evaluation of their work and reflect on the process. As they undergo the creative process they are expected to produce a portfolio that records their progress and creative decisions, evaluating their work as they go. The portfolio for this unit makes up 20% of their final GCSE grade, the other 10% comes from their practical performance. All pupils perform in this unit.

### 2) Presenting & Performing Texts

This unit is designed to develop learners' ability to interpret and perform texts. Another 30% of the final GCSE grade will come from this unit. Pupils have the choice of performance or design (lights/sound/costume/set) for this unit. They are presented with a choice of texts to work from, in different styles and genres. Performers are expected to perform two extracts from one text, they can work in groups, pairs or solo for these performances. Designers are expected to work independently in their chosen design discipline for two extracts, working with performers to develop a concept and finished product that is assessed alongside the performances by a visiting examiner.

These performances take place in the hall and pupils use the lighting, sound and stage equipment available. 20% of this unit comes from the practical exam assessment. 10% comes from a concept pro forma that consists of four questions based on the text, the idea and the preparation for the final piece. Pupils are expected to submit the written component of this unit (concept pro forma), seven days before the examiner visit.

### 3) Performance & Response

This final unit is a written paper and makes up the last 40% of the GCSE grade. The exam paper has two sections. For Section A, students will explore and learn a set text (choices given by the exam board) during practical lessons. The final paper consists of eight questions on that set text and is designed so pupils demonstrate their understanding of scripts, playwrights and the discipline of performing and staging drama texts. Section B is an extended response question; pupils are required to evaluate a live theatrical performance they have seen, using appropriate drama language and referring to all aspects of performance and interpretation.

## WHERE CAN THIS COURSE TAKE ME?

This course can lead on to A Level Drama or Theatre Studies, or a Level 3 vocational learning performing arts (acting/technical theatre) course.



# GEOGRAPHY

Qualification: GCSE 9-1  
Syllabus: AQA

## COURSE OUTLINE

The Geography GCSE is divided into four themes:

- Living with the physical environment
- Challenges in the human environment
- Geographical applications
- Geographical skills

Fieldwork is essential and all students must complete fieldwork at the coast (we visit Walton-on-the-Naze). In addition, we will complete enquiries in the local area



## ASSESSMENT

35% Living with physical environment

35% Challenges in the human environment

30% Issues skills and fieldwork paper



## WHERE CAN THIS COURSE TAKE ME?

Jobs include conservation workers, town planners, forestry workers and surveyors. However, geography is both a science and arts subject, so it compliments other GCSE and 'A' level subjects, bridging the gap between the two.

## STUDENT COMMENTS

"Students should do Geography because it is interesting to find out about our world, and there are interesting trips to go on."

"People should do geography because you go on trips which are fun and help you to understand the course – I loved the visit to the Brecon Beacons."



# HISTORY

**Qualification: GCSE 9-1**  
**Syllabus: Pearson**



## COURSE OUTLINE

During the two year GCSE course the following units will be studied:

Year 10 – Autumn Term: Crime and Punishment across time c1000 to the present; Spring and Summer term: Anglo-Saxons and Normans c1060-1087; Summer Term: The American West c1835-1895

Year 11 – Autumn Term: The completion of The American West c1835-1895; Policing in Whitechapel c1870 to c1900; Spring Term: Germany 1918 to 1939.

## ASSESSMENT

There are four assessments objectives that are tested in GCSE history. AO1 – Knowledge and understanding; AO2 – Explaining and analysing historical concepts; AO3 – Analysis and evaluation of source material; AO4 – Explaining and analysing different interpretations of history.

## WHERE CAN THIS COURSE TAKE ME?

History develops useful life skills that require you to deal with information and make use of it to develop explanations or arguments. GCSE History is highly regarded by higher education colleges, employers and universities.

To do well in history you will need to have a mind that is always questioning and critical of everything that you see during the course. Never accept things at face value. Use of higher thinking skills, thorough learning of knowledge and completion of homework are all essential to exam success in history.

History is a literate subject and requires students to undertake a significant amount of writing and explanation through the written word. We also encourage students to learn in a variety of different ways and to express their views on a range of subject matters.

# MUSIC

**Qualification: GCSE 9-1**  
**Syllabus: Eduqas**

## COURSE OUTLINE

### Performing

Students are required to perform two pieces of music on their chosen instrument/voice, totalling 4-6 minutes in length. One will be a solo performance and one will be an ensemble performance. Students are encouraged to take up instrumental/vocal tuition throughout the course in both year 10 & 11 to support their performing. The final performances are recorded in the spring term of year 11, assessed by the head of department and moderated externally. Performing accounts for 30% of the GCSE music examination.

### Composing

Students are required to compose two contrasting compositions, totalling 3-6 minutes in length. One is a free composition while the other is a composition written in response to a composing brief set by the exam board. All students have the opportunity to compose using music technology, including Cubase Elements 11 and MuseScore4 music software. Students are required to submit an audio recording, score and composing log for each of their compositions. Final compositions are assessed by the head of department and moderated externally. Students are encouraged to attend composing booster sessions throughout the course to support their composing work. Composing accounts for 30% of the GCSE music examination.

### Appraising

Students are required to sit a 75-minute Appraising listening examination paper in June of year 11. The exam will assess knowledge and understanding of music through four areas

## WHERE CAN THIS COURSE TAKE ME?

Having completed the Eduqas GCSE music course, students could go on to study A Level Music, A Level Music technology, Music Performance & Production, Level 2 Music, Level 3 Music, or a Music Higher National Diploma.



# VOCATIONAL OPTIONS





# CHILD DEVELOPMENT

**Qualification: Level 1/2 Certificate**  
**Syllabus: OCR Cambridge National**

## COURSE OUTLINE

This qualification has three mandatory units:

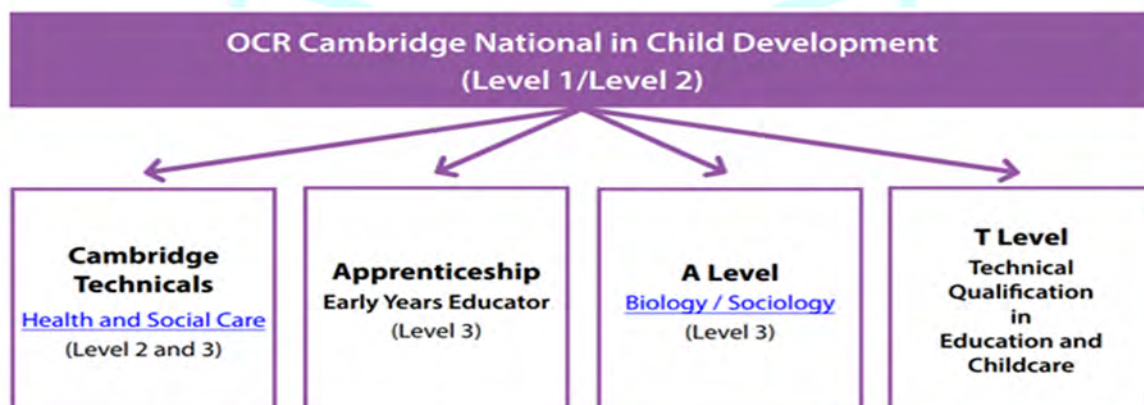
Unit R057: Health and well-being for child development. This is assessed by an exam. Contributes 40% of final mark.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years. This is assessed by a set assignment. Contributes 30% of final mark.

Unit R059: Understand the development of a child from one to five years. This is assessed by a set assignment. Contributes 30% of final mark

This is a two-year course. We do both coursework units in year 10. Once we have completed these, we begin on the exam content. The final exam will be written in the January of year 11.

## WHERE CAN THIS COURSE TAKE ME?



## STUDENT COMMENTS

"It's really good fun and it's exciting to work with young children."

"As long as you keep up to date with coursework, it's great."

"I've learnt so many interesting things about myself and how I have developed."

"I want to join the police force and this course will be really useful to have."

# CREATIVE MEDIA PRODUCTION

**Qualification: BTEC Tech Award Level 1/2**  
**Syllabus: Pearson**

## COURSE OUTLINE

The course is taught in components. There are three components offered at Passmores.

**Component 1: Exploring Media Products (30%)**

Level: 1 and 2

Guided learning hours: 36

Assessment type: Internal

In this unit you will:

- A. Investigate media products
- B. Explore how media products are created to provide meaning and engage audiences

**Component 2: Developing Digital Media Production Skills (30%)**

Level: 1 and 2

Guided learning hours: 36

Assessment type: Internal

In this unit you will:

- A. Develop media production skills and techniques
- B. Apply media production skills and techniques
- C. Review own progress and development of skills and practices.

**Component 3: Create a Media Product in Response to a brief (40%)**

Level: 1 and 2

Guided learning hours: 48

Assessment type: External

In this unit you will:

- AO1. Understand how to develop ideas in response to a brief
- AO2. Develop planning materials in response to a brief
- AO3. Apply media production skills and techniques to the creation of a media product
- AO4. Create and refine a media product to meet the requirements of a brief

## ASSESSMENT METHODS

All units consist of a set of formal assessment tasks/assignments.

The range of tasks will include:

- Investigative research and reports
- Practical assessments
- Individual and group presentations
- Creation of media products

## GRADING

The level of attainment will be marked individually for each unit of the course, in line with BTEC guidelines.

The grades will be:

- Distinction\*
- Distinction
- Merit
- Pass

An overall grade is awarded for the qualification, based on the performance in each unit.

If you do not achieve a pass grade you will be graded as receiving Level 1.

# CREATIVE AND TECHNICAL ENTERPRISE

**Qualification:** Level 2 (GCSE) Pass, Merit, Distinction, Distinction\*  
**Syllabus:** Pearson

## COURSE OUTLINE

Throughout this course, students will learn to follow industry-standard practices, going through a full product development cycle and seeing their project through from conception to completion. Students who take this course will be able to think creatively, innovatively, analytically, logically and critically and will develop independence and confidence in using skills that would be relevant to the media industry and more widely.

Students will be given the opportunity to create a range of digital assets including: logos, characters, environments, icons, technical mechanics, websites, virtual reality, animation and typography.

To be successful on this course, students need to be organised and able to meet tight deadlines and will need to have good problem-solving skills. Students will need to be able to refine and justify their development decisions.

### Assessment:

1 Paper (30%)  
Coursework 1 (20%)  
Coursework 2 (50%)

## WHERE CAN THIS COURSE TAKE ME?

Graphic Design, Games Design, Games Development, Digital Media, Digital Technology, Marketing, A-levels, T-Levels, Apprenticeships, Web Design, Web Development, Campaign Management.

## STUDENT COMMENTS

"This course has allowed me to develop skills that I can use in the future as well as in my other subjects"

"I have found this course really enjoyable and have learnt how to properly plan a project before starting"



# LAND BASED STUDIES & ANIMAL CARE

## Workbased Animal Care Level 1 Landbased Studies Level 1 - City & Guilds

### COURSE OUTLINE - Work Based Animal Care

The course is predominantly Practical with practical assessments and Question and Answer. Students learn basic husbandry skills for domestic and exotic animals.

Mucking out – animal health and hygiene

Feed preparation – maths and literacy skills, understanding feed plans

Handling – restraint and animal movement

Exercise – animal movement and enrichment

Accommodation – five freedoms and animal requirements

Animal reproduction – methods used and changes in animals, recognise signs of labour and birth

Health checks – recognise signs of poor health

Feeding – understanding types of feed.

### Assessment - Work Based Animal Care

Students are regularly assessed with their practical work and complete a self-assessment diary on a weekly basis. Questions and answers are used as an assessment to ensure that students have the theoretical knowledge behind the practical tasks. This qualification can be achieved at a Pass only. The qualification can be undertaken at Award, Certificate or Diploma level allowing for progression for all students.

### COURSE OUTLINE - Land Based Studies

This course is predominantly practical with an element of independent creative theory to show knowledge.

Course Outline is the same as above.

### ASSESSMENT - Land Based Studies

Students are regularly assessed with their practical work and complete a self-assessment diary on a weekly basis. Questions and answers are used as way to ensure that students have the theoretical knowledge behind the practical tasks, and each unit has an independent theory assessment where students research the topic and create a worksheet or information sheet to evidence knowledge. This qualification can be achieved at a Pass, Merit or distinction level. The qualification can be undertaken at Award, Certificate or Diploma level allowing for progression for all students.

# SPORT

**Qualification: BTEC Level 1/Level 2  
Tech Award in Sport  
Syllabus: Pearson**

## COURSE OUTLINE

The BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. They will also explore the different types of participants and their needs to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will also undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants.

What is the structure of the course?

120 guided learning hours to complete 3 components:

Component 1: Preparing participants to take part in sport and physical activity.  
(Assessed through coursework)

Component 2: Taking part and improving other participants sporting performance.  
(Assessed through coursework)

Component 3: Developing fitness to improve other participants performance in sport and physical activity.  
(1.5 hour externally assessed written exam paper)

## WHERE CAN THIS COURSE TAKE ME?

This course has been designed to allow students to progress to A level PE or Level 3 courses in Sport, Health and Fitness. This will help you follow a career in teaching, physiotherapy, fitness instructing, sport science, sports nutrition and sports journalism.

## STUDENT COMMENTS

"Learn sport, play sport do BTEC Sport"  
"It requires hard work but it is very rewarding"  
"It's a great stepping stone to doing A-Level PE"