

KS4 Options Booklet

2025 - 2027



Information and details for pupils, parents and carers.

Contents

Introduction	3
--------------	---

CORE SUBJECTS (BLUE)	4
Mathematics	6
English	7
Science	8
Physical Education	9
Religious Education	10

OPTION SUBJECTS (YELLOW/RED/GREEN)

Ebacc GCSEs (YELLOW)	11
History / Computer Science / Geography / French or German / Triple Science	

BTECs/Technical Award (RED)	16
Music / Performing Arts / Sport / Creative iMedia / Enterprise (Business) / Health and Social care / Food and Cookery	

Other GCSEs (GREEN)	23
Design and Technology / Fine Art / Photography / Sociology / Religious Studies (Philosophy and Ethics)	

Information, Advice and Guidance	30
----------------------------------	----

People to Contact	31
-------------------	----

Introduction

This booklet has been designed to inform you about this exciting phase in your child's education. You may have already been discussing this important step with your son/daughter for some time. The deadline for making these decisions is now approaching quickly. It is highly important that your child's future learning choices are made for the right reasons. These are not decisions that should be made hastily and for this reason the options process takes time to complete.

The courses that are followed throughout years 10 and 11 will influence your child's longer-term future.

You and your child will have attended the options evening and your child will be having information assemblies on option subjects. This will help them make the right choices.

Here is a reminder of **key dates**:

Thursday 6th February	Year 9 Subjects / Parents Evening (Parents and Pupils)
Monday 10th February	Options Information Evening. Options presentation and a chance to speak to subject leaders to find out more about different courses.
Thursday 13th February	Options form sent out to pupils via their school email.
Friday 28th February	Deadline for Option Form return

We offer a wide variety of courses, both academic and vocational. Our aim is to provide courses that will provide all pupils with a broad and balanced curriculum whilst still giving each individual a degree of choice. There are 2 curriculum pathways for pupils (E and T) and your child will be allocated their pathway depending upon prior attainment and application across Key Stage 3. We are ambitious for all of our pupils and we use pathways to ensure that they are guided towards the most suitable courses for them to maximise their success across Key Stage 4. As a guide, those in sets 1 and 2 languages are on pathway 'E' and those in all other sets are on pathway 'T'. This booklet gives you a detailed outline of all the opportunities available to our pupils. The success of each pupil at Key Stage 4 will provide the basis for further education and training beyond the age of 16. We aim to give practical and straightforward information that will guide and advise pupils to take courses that suit their abilities and aspirations.

Core Subjects

Some subjects will be studied by everyone. These are:

Mathematics
English
English Literature
Science
Physical Education
Religious Education

Option Subjects

In addition to the **Core Courses** above pupils are asked to choose **4 subjects** from the table below.

Pathway E pupils must take either French / German and either History / Geography

Pathway T pupils must make at least 1 choice from Group A

Group A Ebacc GCSEs	Group B BTECs/Technical Award	Group C Other GCSEs
History Computer Science Geography French or German Triple Science	Music Performing Arts (Drama) Sport / PE Creative iMedia Enterprise (Business) Health and Social Care Food and Cookery	Design and Technology Fine Art Photography Sociology Religious Studies (Philosophy and Ethics)

We will do our utmost to satisfy the choices of all pupils. It is, however, never possible to do this for all the wide range of different combinations which may be chosen. A few individual pupils will, unfortunately, be disappointed by having to make slight alterations to their original choices.

We will be looking especially closely at the abilities of individual pupils and guiding them towards taking courses that will give them the best opportunity of success. This will include individual interviews with senior staff.

Careful consideration will have to be given to the size of teaching groups. We may be unable to permit certain courses to operate if pupil numbers are too low.

Important information for all pupils

It is important to stress that your future career options will not generally be affected by the choices you make at this stage in your education. You need to make certain considerations that guide your choices.

Choose subjects you:

- like
- are good at
- are particularly interested in
- feel might help you in the general career area that you are interested in, such as 'working with people' or 'using practical skills'

Do not choose subjects because:

- You like the teacher – as you may have a different one next year.
- Your friends have chosen it as they may be in a different group.

If there is **ANYTHING** that you do not understand at any stage then talk to one of the people listed at the end of this booklet.

The decisions that you make over your options are some of the most important you make. They determine what you do for the next two years and can make a big impact on what you go on to achieve.

Note to Parents

Once course choices have been made, the timetable for next year will be built to fit them. It may be difficult, if not impossible, to change course at a later date. Please stress to your child the importance of thinking things through carefully and discussing choices thoroughly with everyone in order 'to get it right first time'.

Grade Descriptions and Equivalences

- GCSE – General Certificate of Secondary Education Grades 9 to 1
- GCSE Higher – Grades 9 to 4 (A*- C)
- GCSE Foundation – Grades 5 to 1 (C - G)
- BTEC/Technical Award Level 2 Distinction * - Grade 8.5
- BTEC/Technical Award Level 2 Distinction - Grade 7
- BTEC/Technical Award Level 2 Merit - Grades 5-6
- BTEC/Technical Award Level 2 Pass - Grade 4
- BTEC/Technical Award Level 1 Distinction/Merit/Pass - Grades 3-1

The table below details how the current GCSE grades compare to the old lettered system.

New Grade	Equivalent Old Grade
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Core Subjects

These subjects are compulsory and therefore studied by everyone – they are no choices to be made from this section – the information is included to help you to understand what your programme of courses will look like overall.

Course Title: GCSE Mathematics

Body: Edexcel

Further information available from: Mr Brown

Mathematics is an exciting and vibrant subject. As well as leading directly to many higher-level qualifications and careers, skills such as problem-solving, creative thinking and organised working are relevant to almost every walk of life.

All pupils in Years 10 and 11 study for a GCSE in Mathematics. The course is delivered by an experienced team of specialist maths teachers, and takes in a wide range of topics from the areas of number, algebra, geometry, proportion, statistics and probability.

Pupils are grouped in sets according to ability, knowledge and curriculum needs. The topics studied in each set are a mixture of consolidating previous learning and introducing new skills, so that pupils maximise their progress and confidence in the subject. Pupils are moved between sets where evidence from GCSE assessments and teacher observation suggest that work in an alternative set would be better suited to the individual pupil. Assessment is by three written papers at the end of Year 11: one non-calculator and two calculator. (There is no coursework component. All work is exam-based.)

There are two tiers of entry:

- Higher Tier - leading to GCSE grades 4 to 9
- Foundation Tier - leading to GCSE grades 1 to 5

The Mathematics Department will select the most appropriate tier of entry for each pupil during Year 11.

It is essential that all pupils have their own scientific calculator and basic mathematics equipment (pen, pencil and ruler) for every lesson, so that they are able to fully participate in the learning taking place.

The key to success in Mathematics is small amounts of regular practice of challenging topics. The pupils who make the most progress are those who make the most of their valuable lesson time, make full use of the opportunities for independent study outside school, and seek out their teacher for extra help with any problems.

Course Title: GCSE English Literature and English Language

Awarding Body: Edexcel

Further information available from: Miss Pickerill

All students study two separate qualifications: GCSE English Language and GCSE English Literature. We ensure students follow a challenging and exciting programme.

We aim to:

- empower students, so that they have as much awareness and control as possible of the language they hear, read, speak and write;
- enable students to build on the skills and knowledge developed at Key Stage 3;
- follow the National Curriculum;
- engage the students so that they have a sense of pride in and enjoyment of their work;
- maintain a high standard in the study of English Language and English Literature.

All students will study a wide range of texts, from Shakespeare to a range of non-literary material, achieving a greater understanding of how writers use language. They will develop as writers, learning more about how to match their own language choices to the demands of audience, context and purpose.

Assignments will integrate the four skills of listening, speaking, reading and writing. Particular activities will vary according to the demands of the assignment and the needs of the group, but will be various and stimulating, including: role-play, group work, pair work, note-making and written activities. Deliberate practice is woven into our schemes of work, providing students with the opportunity to develop their writing skills, familiarise themselves with the rubric of exams, and build confidence gradually throughout the course.

Self-assessment, negotiation and debate are very important aspects of our teaching; we encourage students to take responsibility for their own learning and aim to develop the skills necessary for them to become independent learners.

Further details about the specific texts and skills examined in both subjects can be found on the Edexcel website. Alternatively, Miss Pickerill would be happy to answer any questions.

All students will be entered for GCSE English Language: assessment is through terminal written examination. There are two papers. There is a prescriptive Spoken Language requirement to this course which is compulsory and has to be undertaken.

All students will be entered for GCSE English Literature. As is the case with all English Literature GCSEs, assessment is through terminal written examination: there are two equally weighted papers.

All students will be required to achieve a qualification in GCSE English Language for any post-16 course. English lends itself to careers in education, law, politics, HR, marketing and social media, public speaking, writing and journalism but many of the skills are transferrable to many other fields.

Course Title: GCSE Combined Science (double award) or Single GCSE in Biology, Chemistry and Physics (triple award)

Awarding Body: AQA

Further information available from: Mr Trickett

All students will follow one of the science courses below:

- GCSE Combined Science (double award / 2 GCSEs)
- Single GCSEs in Biology, Chemistry and Physics (triple award / 3 GCSEs)

In 2018 grades A* to G were replaced by 9-1. Combined Science has a 17 point grading scale from 9-9, 9-8 through to 2-1, 1-1

The GCSE Combined Science course follows the AQA trilogy specification (which can be found on the AQA website).

Students study all three sciences and sit six exams at the end of year 11.

Students are grouped in sets according to ability, knowledge and learning needs. The topics studied in each set are a mixture of consolidating previous learning and introducing new skills, so that students maximise their progress and confidence in the subject.

There are two tiers of entry:

- Higher Tier – leading to GCSE grades 9-9 to 4-4
- Foundation Tier – leading to GCSE grades 5-5 to 1-1

Their final grade is an average of all the papers they sit in year 11.

Some students may express an interest in studying the single sciences as an option. Studying single sciences (Biology, Chemistry, Physics) will result in students obtaining 3 separate GCSEs.

Students that express an interest in this course will need to have demonstrated a consistently high performance throughout year 9.

Any students considering potential careers in medicine, dentistry, veterinary, engineering, technology or other associated courses would be strongly advised to consider triple award science as an option. It is also ideal preparation for any student considering any of the sciences at KS5.

As with combined science there are also two tiers of entry for single science (foundation and higher).

Course Titles: CORE Physical Education

Awarding Body: Non-Exam

Further information available from: Mr Barter

The Physical Education programme in Key Stage 4 is designed to further develop students' physical skills, thinking skills, and healthy habits through the medium of sport and activity.

During the two years of Key Stage 4 students will be given the opportunity to study activities in greater depth, taking ownership of their curriculum by personalising their programme of study to meet their needs and ambitions.

In years 10 and 11 we introduce a number of new activities. This enables students to find an activity that they could pursue when they leave school. Over the two years they will study activities in depth demonstrating an ability to participate at a high level and also to plan, coach and evaluate other's performance effectively.

Activities included in the programme are revised each year but typically include:- Badminton, Netball; Basketball; Hockey; Fitness training; Aerobics & Step Aerobics; Football; Dance; Table Tennis; Tennis; Swimming; Athletics; Cricket; Rounders and Dodgeball.

The Physical Education Department continues to place high importance on competitive sports both within and outside the school curriculum.

Course Title: CORE Religious Education

Awarding Body: Non-Exam

Further information available from: Miss Roach

In an ever-diversifying society Religious Education allows students to understand and appreciate the religious lifestyles of those around them.

Through the provision of statutory core RE lessons students at CTA will be able to explore issues and beliefs relevant to today's society, reflect on fundamental questions of life and debate ethical questions raised in the modern world. Crucially, students will develop a sense of fairness and religious acceptance, both essential to success in a multicultural community and world. As well as engaging with the beliefs of others, students will reflect upon and develop their own values, attitudes and opinions, developing the communication skills and confidence required in further education, apprenticeships and the world of work.

Topics to be covered will include, but not be limited to:

- Peace and violence
- Human relationships
- Crime and Punishment
- Human rights

Optional Subjects

Group A Ebacc (English Baccalaureate) GCSEs

Pathway E students must take French / German and History / Geography.

Pathway T students must make at least 1 choice from this group.

A familiar approach to learning and assessment that commonly features a combination of coursework and terminal examination. Entry for some GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

Course Titles: GCSE History

Awarding Body: AQA

Further information available from: Mr Lloyd

The GCSE History course is made up of the following units:-

Paper 1 – Understanding the Modern World

This has 2 components:

Section A: Period Study – Germany 1890-1945: Democracy and Dictatorship. This period study will focus on the development of Germany during a turbulent half century of change. It was a period of Democracy and Dictatorship – the development and collapse of Democracy and the rise and fall of Nazism.

Section B: Wider World Study – Conflict and Tension: The First World War, 1894-1918. This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states at the start of the Twentieth Century. It focuses on the causes, nature and the conclusions of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.

Paper 2 – Shaping the Nation

This has 2 components:

Section A: Thematic Study – Health and the People c.1000 to the present day. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature, and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

Section B: British Depth Study including the Historic Environment study – Elizabethan England c.1568-1603. This option allows students to study in depth a specific period, the last 35 years of Elizabeth I's reign. The study will focus on major events during this period based around economic, cultural, religious, political and social events. There will also be an opportunity to focus on a specific historical environment during this topic, such as a specific building or a town or village. This will change each year and will form the basis of one question on this paper.

The course is assessed through two single tier exam papers that are 2 hours each. The History Department selected this GCSE syllabus from the wide range on offer for a number of reasons.

Firstly, because it includes a range of interesting study units which build on the topics students have studied in Year 9, therefore students will have a good foundation of knowledge and skills to build upon. Secondly, because the examination questions are very clear and are designed to find out what a student has learned and can do, not to catch students out.

If you require any further information please speak to any member of the History Department.

Course Titles: GCSE Computer Science

Awarding Body: OCR

Further information available from: Mrs Lees

Technology has never been so prevalent in our day to day lives. You are now growing up in a society that is almost totally reliant on technology that improves our standard of living, makes our jobs easier and enables us to work and communicate in ways that were impossible only a short time ago. The best part about this is that it's only just beginning – the entire of computing history fits easily in to one person's life time, and the pace of change is incredible. The technology you have in your pocket today was unimaginable 10 years ago and will be unimaginably old and outdated in 10 years' time.

The aim of the Computer Science GCSE is to enable you to not only understand how these systems work, but also to examine the wider impact that technology is having for good and bad on all of our lives. You will learn about how computers and the internet work, security issues, how software works and, most importantly of all, you will learn how to take control of computer systems through programming.

Programming enables you to manipulate a machine in any way you like – to get it to do whatever you want, from creating a game to coding a monitoring system that sends you a picture message every time someone rings your door bell. All of this is possible, and more, with a little programming knowledge.

You do not need previous programming experience to take this course, but you will have experience from your Year 7 – 9 lessons that should enable you to progress smoothly through the course. You do need an interest in technology and a creative, curious mind set!

GCSE Computer Science offers students a clear pathway to go on to study our A Level in Computer Science which can lead to a range of careers in technology, programming, computer aided design, cyber security, forensics and other fields. Many of our students often go on to then study Computer Science at degree level.

This GCSE course is graded on the new 9 – 1 system and consists of three sections. All assessment is taken at the end of Year 11.

- Computer Systems – Written Exam (50%)
- Computational Thinking, Algorithms and Programming – Written Exam (50%)
- Programming Project Coursework (Not awarded a grade but compulsory and essential programming practise)

Course Titles: GCSE Geography

Awarding Body: Eduquas Geography Specification A

Further information available from: Mr Ray

Is GCSE Geography the subject for me?

Geography inspires students to become global citizens by exploring their own place in the world, and their values and responsibilities to other people, to the environment and to the sustainability of the planet.

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Many students don't realise that geography also equips them with a broad range of personal learning and thinking skills, such as teamwork, independent enquiry and creative thinking this makes it a highly valued EBACC subject by employers and top universities.

The course structure:

Paper 1 – Changing physical and human landscapes (1 hour 30 minutes exam)

- Section A - Landscapes and physical processes
- Section B - Rural and urban links
- Section C - Tectonic landscapes and hazards

Paper 2 – Environmental and development issues (1 hour 30 minutes exam)

- Section A – Weather, climate and ecosystems
- Section B - Development and resource issues
- Section C - Environmental challenges

Paper 3 – Applied Fieldwork Enquiry (1 hour 30 minutes exam)

- Section A - Fieldwork methods
- Section B - Your fieldwork experience
- Section C - A Decision Making Exercise (DME)

How will I be taught?

Geography encourages the development of a range of skills desperately sought by employers and universities. You will be experience a range of teaching and learning styles including group work, presentations, filming and documentary enquiries, and independent working. The department also has a range of relevant and up to date media resources and camera's to help students document the findings. In addition to classroom learning we also participate in several fieldwork experiences to Bakewell, Carding Mill Valley and Tenerife. We also develop the following attributes:

- Communication skills
- Interpersonal skills through debate and discussion
- Literacy and numeracy
- Problem solving skills
- Graphical and cartographical skills and technological skills, including ICT and GIS
- Entrepreneurial skills and awareness of career possibilities

What can I do with my GCSE in Geography?

Geography is a sought after qualification by employers and universities due to the diverse range of skills that students develop. Some of the careers geographers can go on to include law; planning; resource management; tourism; recreation; environmental management; construction and journalism. Geographers enter a very wide range of career areas and put simply **there is no such thing as a geography job, there are jobs that geographers do.** Studying geography provides you with valuable skills and a firm base for life-long learning.

Course Titles: GCSE MFL French or German

Awarding Body: Edexcel

Further information available from: Mr Royston

The journey taken by students who study French and German promotes resilience and adaptability, improves memory retention and fosters personal growth. Our students at Chase Terrace Academy develop excellent communication skills, enhance their problem-solving capabilities, and boost their confidence during this programme of study. Learning a foreign language leads to a better understanding of the English language, whilst also developing cultural awareness; creating open-minded and globally connected individuals- broadening their horizons and allowing for meaningful interactions during travel.

The Edexcel GCSE course builds on what has been studied from Year 7 and is based on the four key language skills of listening, speaking, reading and writing. The course is structured around six thematic contexts, which will allow our students to explore their lives, as well as those in French and German speaking countries through topics that are relevant to their current and future needs.

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

The examinations are divided into two tiers, foundation and higher, and students will be entered for the one most suited to their ability. Students will be taught and encouraged to cope with a variety of activities and tasks, ranging from basic word recognition and phrases to writing longer texts and holding a conversation around the thematic contexts, Equal emphasis is placed on the four skills of listening, speaking, reading and writing, each worth 25% of the final mark. All skills will be assessed by examination at the end of the course.

Students of all abilities can take a language at GCSE, all that it needed is enthusiasm for the subject and a commitment to independent learning and preparation at home.

Where can a GCSE in MFL take me?

As the two key languages of business and politics in Europe, studying a qualification in French or German improves our students' employability and gives them a competitive edge in a wide range of career sectors, including international business, tourism, hospitality, science and journalism. Additionally, proficiency in French and German opens doors to specialised fields such as teaching, translation and interpretation, law and politics.

Optional Subjects

Group B BTECs/Technical Award

A BTEC or Technical Award course offers students the chance to study in a different way to more familiar GCSEs. Course content is often more “hands on” in nature and features unit tasks that need to be completed practically and then written up with advice and guidance from the teacher. BTEC students enjoy independent learning approaches; assessment is through a mix of coursework and external examinations. BTEC courses also emphasise the relevance of study to the world of work.

Course Titles: BTEC Tech Award in Music Practice

Awarding Body: Pearson

Further information available from: Mr Reinikovas

The BTEC Tech Award in Music Practice, is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The course will broaden the learners experience and understanding of the varied progression options available to them. 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.

What will I study? - The course consists of three components that allow students opportunities to develop new and existing musical skills. Two of these units are internally assessed and externally moderated whilst the final unit is externally assessed.

Exploring Music Products – Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.

Music Skills Development – As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.

Responding to a Commercial Music Brief – This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music industry opportunity.

Is this Course for me? - An ability to perform on an instrument or sing is an essential requirement for this course as performing music is an integral part of the course. Enthusiasm for practical work is vital, as you will be expected to perform your music to an audience. A good understanding of music theory is also desirable but not essential. Ability to work independently and manage your work is also important. You will need to rehearse on your own or as part of an ensemble, as well as researching and providing written documentation as evidence. To succeed in this course, determination and hard work is needed. Students who enjoy performing and have the ability to express themselves creatively enjoy this subject immensely.

Course Titles: BTEC Tech Award in Performing Arts

Awarding Body: Edexcel

Further information available from: Mrs Maymand

The BTEC Level 2 Tech Award in Performing Arts (2022) is for students interested in taking a hands-on course that will offer them an insight into what it is like to work in the performing arts sector.

This course enables learners to develop skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising. Through this course, students will acquire sector-specific applied knowledge and skills, develop their own technical, practical and interpretative skills through workshops and classes, and to apply them in the internal and external assessments.

In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

As a creative subject with a focus on application, there is no written exam. The BTEC Tech Award in Performing Arts is equivalent to 1 GCSE.

Why Study Acting and Performing Arts?

Students develop the knowledge, skills and understanding to approach a role. Students develop essential technical and interpretive skills fundamental to the art of acting. Working as a cast develops mutual respect and understanding; the concept of teamwork is of paramount importance.

By exploring and appreciating characters, students consider other people's perspectives and are able to think about, express and critically evaluate views that are not their own. Students negotiate and make decisions, both in role and as themselves. Students learn the skills of exploring a text from initial understanding and textual analysis through character creation and development, rehearsal techniques and the exploration of text to the requirements for performance.

What will I study?

The course consists of three components.

Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, repertoire as performers or designers.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop.

Course Titles: BTEC Tech Award in Sport

Awarding Body: Pearson

Further information available from: Mr Barter

This qualification will focus on developing sport-specific applied knowledge and practical skills through realistic vocational contexts. It will form part of a Key Stage 4 learning programme that enables both academic and vocational progression. The course prepares students for further study within the sports sector through progression on to qualifications such as the Edexcel Level 3 BTEC Nationals in Sport and Sport & Exercise Sciences, and A Level PE. There is however no limit to progression options as the skills acquired are applicable to a range of post- 16 study options.

Learners will have the opportunity to develop knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport.
- Planning and delivery of sport drills and sessions.
- Fitness for sport including fitness testing and methodology.

The Qualification is made up of three Components.

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

This component is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. 30% of total course mark. In this component you will:

- Explore types and provision of sport and physical activity for different types of participant.
- Examine equipment and technology required for participants to use when taking part in sport and physical activity.
- Be able to prepare participants to take part in sport and physical activity. This will require you to complete a **video recorded assessment of you leading a group of peers in a warm-up.**

Component 2: Taking Part and Improving Other Participants Sporting Performance

This component is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. 30% of total course mark. In this component you will:

- Understand how different components of fitness are used in different activities.
- Be able to participate in sport and understand the roles and responsibilities of officials.
- Demonstrate ways to improve participants sporting techniques. This will require you to complete a **video assessment of you performing a chosen sport and leading a coaching session to a group of performers.**

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

This component is assessed by a 1.5 hour written exam worth 60 marks externally marked 40% of total course mark. In this component you will learn how to:

- Demonstrate knowledge and understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
- Apply an understanding of facts, components of fitness, fitness tests, training methods/ processes/principles in relation to improving fitness in sport and exercise.
- Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

Course Titles: Creative iMedia (J834)

Awarding Body: Cambridge Nationals

Further information available from: Mrs Lees and Mrs Kaur

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. This could lead to future employment in Marketing, Digital Media Development, Video Game Design and many other fields.

You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files.

Visual identity is a vital component of any business, product or brand. It makes a brand recognisable and helps sell a product or idea to a target audience. In this qualification you will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics to engage target audiences.

Unit R093: Creative iMedia in the media industry

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Unit R094: Visual identity and digital graphics

This is assessed by completing a set assignment.

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

Unit R095: Characters and comics

In this unit you will learn to create an original character and create a multiple page comic, developing an understanding of features and conventions of comics and characters in them as well as knowledge of pre-production documentaries.

Topics include:

- Plan characters and comics
- Create characters and comics
- Review characters and comics

Course Structure

R093 – Creative iMedia in the media industry - Written Assessment - 40 %

R094 - Visual identity and digital graphics - Internally Assessed - 30%

R095 - Characters and comics - Internally assessed - 30%

Course Titles: Enterprise (Business)

Awarding Body: Pearson Edexcel

Further information available from: Mrs Lees

Whether we realise it or not, our lives are affected by enterprises and how they are performing. More than ever you are growing up in a society where an understanding of Business is essential if you are to understand how the world around you works, and how you will be impacted by the decisions businesses make.

This course is different from studying GCSEs; by taking part in different types of practical activities such as investigating real SMEs, planning your own enterprise idea and delivering a business pitch, it gives you the opportunity to apply your knowledge and skills in a practical way. Whether you are interested in starting your own business, entering the world of management and finance, or simply want to understand how our economy and the world around us works, BTEC Enterprise will give you the essential insight and skills you need.

You do not need any previous experience or understanding of Business, however our units in Years 8 and 9 Computing will give you a head start on this course.

The areas of study for this course are:

- Component 1: Exploring Enterprises
- Component 2: Planning and Developing a Micro-Enterprise Idea
- Component 3: Marketing and Finance for Business

Component 3 is externally assessed by Pearson; all of the other components are marked internally, and moderated by Pearson. The overall grade is calculated upon successful completion of all three components.

Careers & future options

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of Level 3 BTEC National Extended certificate in Business, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

With business needed in every industry, you can be sure studying business will support you in your future career aspirations, with careers including:

- Business Advisor
- Civil Service
- Financial Manager
- Management
- Consultant
- Project Manager
- Marketing Executive
- Retail Manager
- Office Manager

Course Titles: Health and Social Care

Awarding Body: BTEC Level 2 Tech Award

Further information available from: Miss Cantwell or Miss Turner

The qualification focuses on developing applied knowledge of the health and social care sector through studying human lifespan development, health and social care services and values, and health and wellbeing. It forms part of a Key Stage 4 learning programme that enables both academic and vocational progression. The course prepares students for further study within the health and social care sector through progression on to qualifications such as the Edexcel Level 3 BTEC Extended Certificate in Health and Social Care and it also complements a number of A Level subjects.

This qualification consists of three components and learners will be assessed through two internal assignments and one external examination.

Component 1: Human Lifespan development

This component is assessed internally by assignments marked by the centre and externally verified by Edexcel. 30% of total course mark. In this component you will explore:

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
- Different life events and how individuals can adapt or be supported through changes caused by life events.

Component 2: Health and Social Care services and values

This component is assessed internally by assignments marked by the centre and externally verified by Edexcel. 30% of total course mark. In this component you will explore:

- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
- The barriers and obstacles an individual may encounter and how these can be overcome.
- The skills, attributes and values required to give care and how these benefit the individual.

Component 3: Health and Wellbeing

This component is assessed externally by a written examination. 40% of total course mark. In this component you will explore:

- How factors can affect an individual's current health and wellbeing.
- How physiological indicators and an individual's lifestyle choices determine physical health.
- The use of the person-centred approach.
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

This course is beneficial for students considering pursuing a career within the healthcare sector (e.g. nursing, physiotherapy, midwifery), the social care sector (e.g. social work, youth work, counselling) or careers working with people in society.

Course Titles: Technical Award in Food and Cookery

Awarding Body: NCFE

Further information available from: Mrs Pymm or Mrs Naughton

This is an exciting 2-year course that gives students the opportunity to focus on the study of food and Cookery. The course provides opportunities for students to acquire a range of practical and technical skills recognised in commercial premises such as restaurants. The course has a strong focus on food preparation, cooking and amending recipes. These skills are underpinned through an understanding of hygiene, nutrition, balanced diets, and food choice. Food preparation skills are integrated into the following topics:

- Health and safety relating to food, nutrition, and the cooking environment.
- Food legislation and food provenance (where food comes from)
- Food groups, key nutrients, and a balanced diet.
- Factors affecting food choice.
- Food preparation, cooking skills and techniques.
- Recipe amendment, development and evaluation.
- Menu and time planning for completed dishes.

Course Components Written paper – Unit 1 – 40%

The paper is 1 hour and 30 minutes. A mixture of multiple-choice, short answer and extended response questions covering the course content.

Non- exam assessment (NEA) – Unit 2 – 60%

The completion time is 16 hours and 30 minutes, plus 2 hours preparation and research. This task will draw together all the skills and understanding to complete a practical brief set by NCFE.

Unit 1 – written paper – 40%

The paper will be made up of 4 sections worth 96 marks in total. Each section has a combination of multiple choice, short answer and extended answer questions. These assess the students' knowledge of health and safety, food provenance, nutrition and food choice.

Unit 2 – NEA 2 – 60% Year 11

This requires students to apply an appropriate selection of knowledge, understanding, skills and techniques developed in year 10 to respond to a real-world situation, e.g. food for a restaurant. Students have 16 hours to complete this task plus 2 hours for research to produce a resource pack. The first task involves amending a recipe for a health condition and making the amended version then evaluate its suitability. The second part requires students to plan, prepare and evaluate a 2-course meal and the final part is to prepare and cook a dish suitable for a food-related health condition for example lactose intolerant.

How is the course graded?

The course covers both level 1 pass, merit and distinction and level 2 pass, merit, distinction, and distinction*. This is equivalent to a GCSE grade 1-8.5. Which careers will this lead to? Studying Food and Cookery can lead to exciting opportunities in the food industry including courses in Food Science and Nutrition, Advanced Technical Diploma in Professional Cookery as well as T levels and apprenticeships in catering both as a sous chef or chef. It can lead to opportunities to work as a Food Produce Developer, Buyer, Nutritionists, Teacher or Hotel and Restaurant Manager.

Optional Subjects

Group C Other GCSCs

A more familiar approach to learning and assessment with a terminal examination. Entry for many GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

Course Titles: GCSE Design and Technology

Awarding Body: AQA

Further information available from: Mr Newman, Mrs Van Daalen, Mr Gough

This exciting 2 Year GCSE course allows students to gain a broad understanding of technical, designing and making principles.

You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows you to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. These will include, paper/ card modelling as well as the potential to explore wood, metal and plastics.

You will be required to identify a problem area, carry out research, analyse and then produce a design proposal, which has been fully developed to include a prototype, showing that it is fit for purpose and has potential commercial value, through a rigorous evaluation process.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-aided Manufacturing will be included in the practical work.

How is it assessed?

- 50% coursework – NEA
- 50% written exam paper

NEA

A folder of evidence:

Identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas, analysis and evaluation.

Written Paper:

Section A - Core technical principles (20 Marks) A mixture of multiple-choice short questions assessing a breadth of technical knowledge.

Section B - Specialist technical principles. (30 Marks) Several short answer questions and one extended response to assess a more in-depth knowledge of technical principles.

Section C— Designing and making principles (50 Marks) A mixture of short answer and extended response questions.

Post 16 Study

Students who achieve a grade 4 or above would be well prepared to study OCR A Level Art & Design 3D Product Design.

Course Title: GCSE Fine Art

Awarding Body: OCR

Further information available from: Mrs Van Daalen

The course offers students a wide range of creative and exciting opportunities to explore Art through a variety of media with reference to contemporary artistic practice.

This is a very successful course with high pass rates that lays strong foundations for post-16 students studying either Art or Photography.

Students considering Art at GCSE should have a real interest in the subject. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week. The coursework portfolio is worth 60% of their final mark and an externally set portfolio task at the end of their second year worth 40% of the overall mark. Both the coursework and exam are marked using the same assessment objectives.

AO1: (25%) Artist INSPIRATION ideas through artist's research and appropriate responses

AO2: (25%) Media EXPERIMENTATION with, and select, appropriate materials.

AO3: (25%) Considered CREATION ideas and observations through drawing, painting, photography and video

AO4: (25%) Informed OUTCOME a final outcome developed from work produced throughout the portfolio development.

Coursework Portfolio

For this, students produce a body of work that often takes the form of a sketchbook supported by larger drawings, paintings and 3D media pieces. They explore an idea or theme developing work in a way that reflects their personal interests or strengths until they reach a final outcome. Work produced should satisfy the Assessment Objectives above and demonstrate that they have researched and responded to artists relevant to their theme, experimented with different media, recorded relevant images and objects.

Controlled Assignment

The exam takes the same form as the coursework. Students will be issued with an early release paper in January from which they will select a title/starting point to develop ideas from. They will have time to produce preparation work that satisfies the first 3 AO's (just as they have done for their coursework) before they begin their exam outcome piece. This preparatory work is worth approximately 30% of the 40% of marks awarded for the exam. The exam outcome piece is produced in 11 hours under examination conditions, typically split into sittings of up to 5 hours. The focus in the exam is to produce a final outcome that satisfies AO4. Exams are likely to begin towards the middle of April and finish in the middle of May, although exact timings may vary. Coursework deadlines will coincide with final exam deadlines. Students have the opportunity to work in an increasingly independent way. They will explore ideas by looking at and responding to contemporary Artists, developing drawing, painting and recording skills and by experimenting in a variety of exciting and innovative media.

The course is structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary artists and express their own ideas. It is an excellent grounding for further study of art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

Course Title: GCSE Photography

Awarding Body: OCR

Further information available from: Mrs Van Daalen

The course offers students a wide range of creative and exciting opportunities to explore Photography through a variety of media with reference to contemporary photographic and artistic practice.

This is a new course built off the very successful A-level Photography course with high pass rates. It links well to the Fine Art course and lays strong foundations for post-16 pupils studying either Art or Photography.

Students considering Photography at GCSE should have a real interest in both Art and Photography. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week. The coursework portfolio is worth 60% of their final mark and an externally set portfolio task at the end of their second year worth 40% of the overall mark. Both the coursework and exam are marked using the same assessment objectives.

AO1: (25%) Photographer INSPIRATION ideas through research and appropriate responses.

AO2: (25%) Media EXPERIMENTATION with, and select, appropriate materials.

AO3: (25%) Considered CREATION ideas and observations through photography and video.

AO4: (25%) Informed OUTCOME a final outcome developed from work produced throughout the portfolio development.

Coursework Portfolio

For this, students produce a body of work that often takes the form of a sketchbook and digital portfolio. They explore an idea or theme developing work in a way that reflects their personal interests or strengths until they reach a final outcome. Work produced should satisfy the Assessment Objectives above and demonstrate that they have researched and responded to photographers relevant to their theme, experimented with different media, recorded relevant images and objects through analysis and photography and then produced a relevant final piece.

Controlled Assignment

The exam takes the same form as the coursework. Students will be issued with an early release paper in January from which they will select a title/starting point to develop ideas from. They will have time to produce preparation work that satisfies the first 3 AO's (just as they have done for their coursework) before they begin their exam outcome piece. This preparatory work is worth approximately 30% of the 40% of marks awarded for the exam. The exam outcome piece is produced in 11 hours under examination conditions, typically split into sittings of up to 5 hours. The focus in the exam is to produce a final outcome that satisfies AO4. Exams are likely to begin towards the middle of April and finish in the middle of May, although exact timings may vary. Coursework deadlines will coincide with final exam deadlines. Students have the opportunity to work in an increasingly independent way. They will explore ideas by looking at and responding to contemporary Photographers, recording and experimenting in a variety of exciting and innovative ways.

The course is structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary Photographers and express their own ideas. It is an excellent grounding for further study of art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

Course Title: GCSE Sociology

Awarding Body: AQA

Further information available from: Mr Giles

Sociology is the study of Society and groups of people, it adds real understanding to a student's knowledge and the world around them.

Sociology equips students with knowledge and language to challenge their own beliefs and perceptions of Society, it furthers their understanding of Economic, Social and Political Powers.

Specific course areas are as follows –

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

Assessment – Two papers each with a written exam: 1 hour 45 minutes worth 100 marks.

Students must be prepared to give opinions about the world around them and have a desire to follow current affairs and news. The nature of the subject means that students need to be prepared to produce written notes to follow the course and produce work that can show balanced arguments.

A mature attitude to their studies is very important as the subject will look at their own views of life and cover topic areas that require thought and understanding.

The subject is very useful for students who want to work with people in the future. It links well with care professions, teaching, working with the law, media and social work.

For further information please see Mr Giles.

Course Title: GCSE Religious Studies (Philosophy and Ethics)

Awarding Body: AQA Religious Studies A

Further information available from: Miss Roach

Religious Studies GCSE begins by investigating the religious teachings and practices of Christianity and Judaism. The course then explores philosophical and ethical issues impacting the world today. It considers issues of morality, right and wrong. For example; What constitutes a good family? Should euthanasia be legalised in the UK? Is it ever acceptable to go to war? Is the death penalty ethical?

Course overview:

Component 1. The study of religions: beliefs, teachings and practices.

Religions: Christianity and Judaism.

Assessment: One exam, 1 hour 45 minutes. 50%

Component 2. Thematic studies. The choice of 4 philosophical and ethical themes out of 6.

Themes:

- A. Relationship and families
- B. Religion and life
- D. Peace and conflict
- E. Crime and Punishment

Assessment: One exam, 1 hour 45 minutes. 50%

Religious Studies and careers

The study of religions, philosophy and ethics develops key skills required in higher education and a broad range of careers. In fact Philosophy forms one of the most popular courses at Oxford and Cambridge - PPE (Philosophy, Politics and Economics). The GCSE course ensures students adopt an enquiring, critical and reflective approach to fundamental questions. Students will learn to articulate their own beliefs as well as respecting those of others. Students will cultivate the compassion and empathy needed for careers in medicine, the tolerance and understanding essential for roles in policing and the analytical skills desired in law. Religious Studies closes no doors in careers, it only opens them.

CEIAG (Careers Education, Information, Advice and Guidance)

CTA employ our own Director of Careers. Mrs Poppleton is a very highly qualified and experienced careers advisor, who offers specialist and impartial careers advice and guidance.

A few examples of what Mrs Poppleton can help with:

- Helping to plan individual futures in giving careers advice and guidance to students of all levels and abilities. This includes choosing the right subjects, courses, training and careers.
- Helping to find that job or training opportunity and preparing a student for employment, training, voluntary or work experience.
- Supporting with personal issues such as relationships, health, drugs, abuse and Homelessness.
- Signposting and referring to specialist support services in their local area.
- Helping with personal development through volunteering/community activities, sport and the arts.
- Helping overcome barriers which may stop a student from succeeding.

You may have a query which I can assist you with on the Year 9 Options Evening. If you just come to see me in New Hall. You may need to book an interview with me which you can make either on the evening or by contacting me on 01543 682286 or emailing j.poppleton@chaseterraceacademy.co.uk

People to Contact

If there is anything that you do not understand at any stage during this decision-making process then get in touch and discuss your problem with your form tutor or with the most suitable person from the following list:-

1. Queries about overall choice and/or balance of subjects	Head of School- Ms Mason Deputy Head- Mr Cain Head of Year- Mr Brotherton Assistant Headteacher – Mrs Thombs
2. Queries about the Options Process	
3. Queries about the effects of choice on 'A' level and Further Education possibilities	Head of Sixth Form- Mr Giles
4. Queries about careers Director of Careers	Director of Careers- Mrs Poppleton
5. Student Support for Year 9	Mrs Weaving
6. Queries about individual subjects:	
English	Miss Pickerill
Maths	Mr Brown
Science	Mr Trickett
Fine Art	Mrs Van Daalen
Photography	Mrs Van Daalen
Enterprise	Mrs Lees
Design and Technology	Mrs Van Daalen
Food and Cookery	Mrs Pymm
Performing Arts/Drama	Ms Maymand
Music	Mr Reinikovas
French	Mr Royston
Geography	Mr Ray
German	Mr Royston
History	Mr Lloyd
ICT / Computer Science	Mrs Lees
Philosophy and Ethics	Miss Roach
Sport	Mr Barter
Sociology	Mr Giles
Health and Social Care	Miss Cantwell/Miss Turner



chaseterrace academy

We hope you have found this Options Booklet useful and informative. Please see our details below if you wish to contact us for more information or to provide feedback.

T: 01543 682286

E: office@chaseterraceacademy.co.uk

Chase Terrace Academy
Bridge Cross Road
Burntwood
Staffordshire
WS7 2DB

X (Twitter): @The_CTA_Way

Instagram: @The_CTA_Way

Facebook: Chase Terrace Academy

LinkedIn: Chase Terrace Academy



Chase Terrace Academy
are part of the John Taylor
Multi Academy Trust.