



# Key Stage 4 Options Booklet September 2026

*Helping you choose your path to success*



**ASPIRE - BELIEVE - ACHIEVE**

# Introduction

## Student:

Welcome to your Key Stage 4 Options Booklet, 2026. The choices on this pathway are structured to provide a balanced curriculum that leads to post 16 higher level qualifications and University.

In order to identify the most appropriate subjects for your future studies, please read the information carefully within each subject specific page so we can best advise you on your KS4 journey.

You will have a choice of four options.

Your first choice will be your Humanities option, then you will need to choose three other subjects.

*\*Please ensure that you are happy with all your choices. **You will be awarded any of your choices in the event of your 1<sup>st</sup> choices being oversubscribed.***

## Parent/Carer:

This booklet is designed to help you understand the Options process. You should read this booklet carefully with your child, who will also have had a chance to discuss subject choices with teachers so you can come to a careful and considered decision.

There will be opportunities to discuss the option process with staff from both Academies in order to support you and your child.

## IMPORTANT

1. Please read this booklet carefully before making any decisions about option choices.
2. Please look at the options available on your targeted pathway.
3. If you want further information, please contact us using the contact us page on our website, selecting the option for 'Year 9 Options'.

The timeline for the options process is outlined below.

Monday 2 <sup>nd</sup> February 2026	Launch of option process 'Expression of Interest' form sent to all Year 9 students
Wednesday 11 <sup>th</sup> February 2026	Close of 'Expression of Interest' form
Monday 2 <sup>nd</sup> March 2026	Parent / Carer event at Upper Academy 3.15-4.15pm Actual option choices open to all Year 9 students
Friday 20 <sup>th</sup> March 2026	Actual option process closes
Monday 1 <sup>st</sup> June 2026	Confirmation of option choices shared with students and families
Thursday 4 <sup>th</sup> June 2026	Parent / Carer event at Lower Academy 3.15-4.15pm for those students with concerns about their allocated choices

## MAINSTREAM PATHWAY

Students will study:

- **CORE GCSE SUBJECTS** (Compulsory – you have to study them): English Language and Literature, Maths and Combined Science.
- At the start of the actual choices process in March, you will be told which options are available to you to choose from blocks according to your pathway.
- You will also have three non-assessed core subjects- PE, RE & RSHE.
- Your first decision is to choose either History or Geography.
- You will study 3 optional subjects from the list below; you must select 6 choices in order of preference from the list.

Humanities Choice	GCSE Courses	Level 2 Vocational Courses
History	Business Studies Computer Science Economics Fine Art French Geography History Music Photography Physical Education Psychology Triple Science	Construction and the Built Environment Creative Media Production Engineering Health & Social Care Hospitality & Catering Performing Arts – Dance Travel and Tourism
Geography		

# Core Subject Information

## ENGLISH LANGUAGE

**Course/Examination Board:**

English Language GCSE – AQA - 8700

**Subject contact:** S Harris - [sharris@basildonacademies.org.uk](mailto:sharris@basildonacademies.org.uk)

**What will I study?**

The English GCSEs allow students many opportunities to develop their skills in reading, understanding and analysing a wide range of different texts and in writing clearly.

**Skills**

Students will study a wide range of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century texts including literature and literary non-fiction as well as other forms such as reviews and journalism.

Students will develop their skills in reading and evaluating texts critically to make connections and comparisons. They will build their skills of summarising and synthesising ideas and information.

This will also develop writing skills – students will have the opportunity to write for different purposes and audiences and will develop their understanding of how to structure their work for effect. Students will develop their understanding of how to use word choices, punctuation and rhetorical devices to create impact in their work.

**Examinations**

This is a linear course with two examinations at the end of the course. Students will continue their English Language studies throughout their time and take the GCSE examination for this subject in Year 11.

**Paper 1 – Explorations in Creative Reading and Writing**

Section A – Reading - Unseen Literature Fiction Text

Students answer a series of short form, longer form and extended questions.

Section B – Writing – Descriptive or Narrative Writing

**Paper 2 – Writers Viewpoints and Perspectives**

Section A – Reading – Unseen Non-Fiction Text and Literary Non-Fiction Text

Students answer a series of short form, longer form and extended questions to demonstrate their understanding of how different writers present a similar topic over time.

Section B – Writing – Writing to present a viewpoint.

Each exam lasts 1 hr 45 mins and is worth 50% of the final GCSE Grade

**Speaking and Listening**

This non-exam unit is compulsory to complete the GCSE and a separate mark will be given based on students' contributions through presentations and opportunities to respond and feedback.

**Career possibilities:**

English is an important subject. Colleges, employers, and universities all require students to have a qualification in English at GCSE level. A good understanding of English will help with the understanding of all subjects. There

are possibilities to study English in the Sixth Form. A higher-grade result at GCSE level will be necessary for entry for A Level courses in the Academies Sixth Form and most other sixth forms and colleges.

**Useful Websites:** <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

# ENGLISH LITERATURE

## **Course/Examination Board:**

English Literature GCSE – AQA

## **Subject contact:**

S Harri: [sharris@basildonacademies.org.uk](mailto:sharris@basildonacademies.org.uk)

## **What will I study?**

This course offers students an opportunity to develop an appreciation of the English Literary Heritage by reading a wide range of classic literature and make critical connections between these.

## Skills

Literature allows students to explore aspects of plot, characterisation, events and setting to see how these are crafted to create impact. Students will develop their confidence in explaining the motivation, sequencing of events and relationship between actions and events.

Students will be able to identify the themes and how these are created through the writer's choice of vocabulary, grammatical and structural features as well as form an appreciation of the social, historical and cultural contexts of the writers.

## Examinations

This is a linear course with two examinations at the end of the course. Students will be taking this examination at the end of Year 11 alongside their Language GCSE.

Paper 1 – Shakespeare and the 19<sup>th</sup> Century Novel – 1 hr 45 mins = 40% of GCSE

Students will be given an extract from each text which they must write about as well as show knowledge of the full text.

Shakespeare Text – 'Macbeth'

19<sup>th</sup> Century Novel – 'A Christmas Carol' – Charles Dickens

Paper 2 – Modern Texts and Poetry – 2 hr 15 mins = 60% of GCSE

Modern Text – 'An Inspector Calls' – J.B. Priestley

Poetry – Anthology of 15 poems entitled 'Worlds and Lives'

Unseen Poetry – students answer one question on an unseen poem and a comparative question on a second unseen poem.

## **Career possibilities:**

English Literature is an important subject. Colleges, employers and universities all require students to have a qualification in English Language or Literature at GCSE level. A good understanding of English Literature will help with the understanding of all subjects. There are possibilities to study English in the Sixth Form. A higher-grade result at GCSE level will be necessary for entry for AS and A2 courses in the Academies Sixth Form and most other sixth forms and colleges.

**Useful Websites:** <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

# MATHEMATICS

**Course/Examination Board:**

Mathematics

Pearson Edexcel: GCSE (9 - 1) in Mathematics (1 MA1)

**Subject contact:**

M. Stanciu: [mstanciu@basildonacademies.org.uk](mailto:mstanciu@basildonacademies.org.uk)

**Qualification overview**

The assessments will cover the following content headings:

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

Two tiers are available: Foundation and Higher. Each student is permitted to take assessments in either the Foundation tier or Higher tier, but all papers must be sat at the same tier of entry. The qualification consists of three equally weighted written examination papers. Paper 1 is a non-calculator assessment, and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long and is worth 80 marks. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. Assessment will take place in June of Year 11.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade:

- Foundation tier: grades 1 to 5.
- Higher tier: grades 3 to 9.

**Career possibilities:**

Mathematical competence is important in most areas of study at higher level but particularly in science, engineering, technology and finance. A higher GCSE grade qualification in Mathematics is essential for AS and A2 courses in either pure or applied mathematics and is also an advantage to students seeking later suitable employment, training or apprenticeships.

# COMBINED SCIENCE

## Course/Examination Board:

AQA GCSE Combined Science: Trilogy

## Subject contact:

Z Radley: [zradley@basildonacademies.org.uk](mailto:zradley@basildonacademies.org.uk)

## What will I study?

This course is designed to inspire and challenge students of all abilities and aspirations.

Students will achieve 2 GCSE's (Grade 1-9)

The subject content is split into Biology, Chemistry and Physics sections

### Biology

- Cells and organisation
- Disease and bioenergetics
- Biological response
- Genetics and reproduction
- Ecology

### Chemistry

- Atoms, bonding and moles
- Chemical reactions and energy changes
- Rates equilibrium and organic chemistry
- Analysis and Earth's resources

### Physics

- Energy and energy resources
- Particles at work
- Forces in action
- Waves and electromagnetism

## The Combined Science Qualification:

### How will it be assessed?

6 externally assessed exams each

- 70 marks
- 1h 15min

- 1/6 of qualification
- Foundation or Higher Tier

### Career possibilities:

There really are no limits to the type of job studying science could lead to. You could get a well-paid and respected job in thousands of professions:

- Interested in people and how the mind works? You could become a clinical psychologist.
- Do you live for football? Then sports science could be the job for you.
- Like the idea of designing and building structures? Perhaps you are an engineer?
- If you want to be involved in combating diseases and treating people who are ill, how about a career in medicine?
- Dentistry is a great choice if you want to put a smile on people's faces.
- Love music, but don't fancy appearing on Pop Stars? Music technology is a very popular choice.
- Are you obsessed by animals? Animal health is a great career choice for anyone who wants to improve their lives.

You may be surprised to hear this, but the skills you gain from studying science will open up opportunities in areas that are not obviously science related. For example:

- Finance
- Teaching
- Marketing
- Patent law
- Photography
- Art restoration

## Course/Examination Board:

Religious education/ Non-assessed Unit

# RELIGIOUS EDUCATION

## **Subject contact:**

L Ammendola - [lammendola@basildonacademies.org.uk](mailto:lammendola@basildonacademies.org.uk)

## **What will I study?**

Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs.

### **World Religions**

In this unit learners will explore differing religious views around the world. The six main religions we focus on are Christianity, Buddhism, Judaism, Hinduism, Sikhism and Muslim. In these lessons, students will investigate core beliefs and practices in the modern world.

### **The A to Z of Religious Practice**

In this unit students will explore a variety of different religious topics and beliefs that relate to the main world religions we have looked at in the first term. Controversial issues are discussed maturely such as xenophobia, extremism, attitudes to life after death, religious dress, with the aim to explore difficult issues, views and concepts. Through Religious Education Enrichment, lessons ensure that students understand and respect others views gaining an insight into the culturally diverse world that we live in. We focus on how different attitudes and beliefs can make the world a better place to be in.

### **Religion in the Media**

Religious stereotypes can be found in film, from the portrayals of Eastern religions seen in *Kung Fu Panda* and *Avatar*, which combine diverse faiths such as Buddhism, to the action-packed portrayals of Christianity seen in *The Da Vinci Code*. In this unit we explore the ways in which media outlets stereotype religion, as well as the most common religious issues covered in contemporary media and how this adds to our views and understanding of world religions.

## **How will I be assessed?**

Quiz tasks

Self-assessment tasks

## **Useful Websites**

<https://www.bbc.co.uk/bitesize/examspecs/zy7spbk>

# RSHE

**Course/Examination Board:**

Non-Assessed Unit

**Subject Contact:**

E Child - [echild@basildonacademies.org.uk](mailto:echild@basildonacademies.org.uk)

**What will I study?**

RSHE aims to educate pupils in ways they can stay safe, healthy and ready for life away from school. This will enable them to gain knowledge, understanding and skills to help with certain situations that they could face now or in the future. RSHE aims to provide students with a non-biased approach to controversial topics and gives them the opportunity to develop and form their own opinions and healthy relationships. The subject is centred around 6 core themes that have been visited in year 7-9 with some progressions that follow a spiral curriculum. The core themes students look at include;

- Equality & Diversity
- Life Beyond School
- Health and Wellbeing
- Relationships and Sex Education
- Staying Safe Online and Offline
- Rights, Responsibilities and British Values

Students will have the opportunity to experience a range of drop-down days, interventions, guest speakers and experiences about a range of topics. These topics include:

- First aid
- Consent and positive relationships
- Healthy lifestyles
- Staying safe
- Careers

**How will I be assessed?**

There are no external assessments, however there are regular tasks and assessments to assess pupils understanding of the topics covered and to promote engagement. Once all tasks have been completed in their provided booklets, they will be awarded a certificate of completion.

**Career possibilities:**

By studying RSHE, it allows pupils to reinforce and build transferable skills which are applicable in every career opportunity. These skills include;

• Motivation	• Building healthy	• Concentration
• Communication	relationships	• Dealing with failure
• Facing challenges	• Using social media	• Dealing with pressure
• Building confidence	• Self-reflection	• Honesty
	• Self-belief	• Respect

**Useful Websites:**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

[http://www.bbc.co.uk/schools/websites/4\\_11/site/pshe.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/pshe.shtml)

# PHYSICAL EDUCATION

**Course/Examination Board:**

Non-assessed Unit

**Subject contact:**

B Kintu: [bkintu@basildonacademies.org.uk](mailto:bkintu@basildonacademies.org.uk)

**What will I study?**

Students will be expected to show their understanding of physical education through a variety of sports that develop their personal fitness and promotes an active, healthy lifestyle. Student will tackle complex and demanding physical activities.

Students will:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, and rounders]
- Develop their technique and improve their performance in other competitive sports [for example, athletics and fitness]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
- Have the opportunity to represent the school in various sports teams [for example, Football, Basketball, Athletics].

**Year 10**

Sports covered: Basketball/netball, fitness/Table Tennis, trampoline, athletics, cricket/rounders, OAA

**Year 11**

Sports covered: Fitness/table tennis, netball/cricket, Badminton/trampoline, volleyball/handball, football/basketball, OAA, lacrosse/rounders

**How will I be assessed?**

Teacher assessment

Peer assessment

**Useful Websites**

[Why Is Physical Education So Important? \(owis.org\)](http://www.owis.org)

[Physical Education and other Key Skills \(curriculumonline.ie\)](http://curriculumonline.ie)

# Humanities Options

## GEOGRAPHY

**Course/Examination Board:**

GCSE Geography

**Subject contact:**

L Ammendola - [lammendola@basildonacademies.org.uk](mailto:lammendola@basildonacademies.org.uk)

**What will I study?**

The course consists of 3 components aimed to give you knowledge and understanding of the world around you. You will learn about the changing landscapes of the UK, weather hazards, climate changes and ecosystems, biodiversity and management. You will study the human environment learning about changing cities, global development and resource management. Finally, you will carry out geographical investigations into physical and human environments. The course will include field work in Walton- on- the-Naze.

**How will I be assessed?**

The course is assessed over 3 units;

- **Unit 1:** Living with the physical environment: Written exam: 1 hour 30 minutes, 88 marks, 35% of GCSE
- **Unit 2:** Challenges in the Human Environment: Written exam: 1 hour 30 minutes, 88 marks, 35% of GCSE
- **Unit 3:** Geographical Applications: Written exam: 1 hour 15 minutes, 76 marks, 30% of GCSE. (Pre-release materials are made available prior to the Paper 3 exam and these will be assessed as part of this paper.)

**Career possibilities:**

- University degree courses
- Sixth form courses
- Employment in local government
- Planning and construction
- Travel and leisure industries
- Teaching
- Journalism.
- The Armed Services encourage the use of mapping and other geographical skills.

**Useful Websites:**

<http://revisionworld.com/gcse-revision/geography>

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

[www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance](http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance)

# HISTORY

**Course/Examination Board:**

GCSE History/AQA

**Subject Contact:**

L Ammendola - [lammendola@basildonacademies.org.uk](mailto:lammendola@basildonacademies.org.uk)

**What will I study?**

The course consists of 4 units aimed to give you a knowledge and understanding of a diverse range of History topics as well as developing your skills of analysis and enquiry. You will learn about Medicine in Britain across time, Opportunities and Inequality in America between 1920 and 1973, Elizabethan England, and conflict and tension following World War 1, leading to the build-up to World War 2. You will also develop your source analysis skills and gain further awareness of how the past has been represented and interpreted.

**How will I be assessed?**

The course is externally assessed over 2 papers at the end of year 11. The papers are divided as follows:

**Paper 1: Understanding the Modern World**, 50% of the final GCSE grade, 2hour exam on America and The Inter War Years

**Paper 2: Shaping the Nation**, 50% of the final GCSE grade, 2hour exam on Medicine in Britain and Elizabethan England

**Career possibilities:**

- Teaching
- Administration/ management/Business
- Journalism
- Law
- Politics
- Theatre

**Useful Websites:**

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

[www.schoolshistory.org.uk](http://www.schoolshistory.org.uk)

[www.historyonthenet.com](http://www.historyonthenet.com)

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

[www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance](http://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance)

# GCSE Options

## GCSE BUSINESS STUDIES

**Course/Examination Board:** AQA

**Subject contact:** H Williams: [hwilliams@basildonacademies.org.uk](mailto:hwilliams@basildonacademies.org.uk)

### What will I study?

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

### How will I be assessed?

**Paper 1:** The Influences of operations and HRM on business activity

#### What's assessed

• Business in the real world	• Business operations
• Influences on business	• Human resources

#### How it's assessed

• Written exam: 1 hour 45 minutes	• 50% of GCSE
• 90 marks	

**Paper 2:** The Influences of marketing and Finance on business activity

#### What's assessed

• Business in the real world	• Marketing
• Influences on business	• Finance

#### How it's assessed

• Written exam: 1 hour 45 minutes	• 50% of GCSE
• 90 marks	

#### Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

#### Career possibilities:

Entrepreneur

Administration / management

Marketing

Sales

Teaching

Finance

Human Resources

**Useful Websites:** [www.aqa.org.uk](http://www.aqa.org.uk)

# COMPUTER SCIENCE

## Course/Examination Board:

AQA

## Subject contact:

H Williams: [hwilliams@basildonacademies.org.uk](mailto:hwilliams@basildonacademies.org.uk)

## What will I study?

- You will learn how computers work, how to program them, and how to solve problems using algorithms and code. You'll study data representation, computer systems, networks, and cybersecurity, as well as databases and SQL. You'll also explore the ethical, legal, and environmental impacts of technology, giving you both practical skills and an understanding of how computing affects the world.

## How will I be assessed?

- You will be assessed through **two written exams**, each worth 50% of the GCSE.

### Paper 1: Computational Thinking and Programming Skills

- Focuses on algorithms and programming.
- Tests problem-solving, code tracing, and writing, testing, and refining programs.
- Duration: 2 hours | Marks: 90
- Includes multiple choice, short answer, and longer programming/problem-solving questions.

### Paper 2: Computing Concepts

- Covers data representation, computer systems, networks, cybersecurity, databases, SQL, and the ethical, legal, and environmental impacts of technology.
- Duration: 1 hour 45 minutes | Marks: 90
- Includes multiple choice, short answer, longer answer, and extended response questions.
- Both exams require you to apply knowledge, solve problems, and demonstrate understanding of practical and theoretical computing concepts.

## Course comprises:

### Paper 1: Computational Thinking and Programming Skills

- **Focus:** Practical programming and problem-solving

**Topics (from subject content 3.1–3.2):**

1. **Fundamentals of algorithms** – designing and understanding algorithms, computational thinking
2. **Programming** – writing, testing, and refining code; problem-solving using programming languages

### Paper 2: Computing Concepts

- **Focus:** Theoretical knowledge of computer science

**Topics (from subject content 3.3–3.8):**

3. **Fundamentals of data representation** – binary, hexadecimal, data types
4. **Computer systems** – hardware, software, CPU, memory, and storage
5. **Fundamentals of computer networks** – network types, protocols, and data transmission
6. **Cybersecurity** – threats, attacks, and protection methods
7. **Relational databases and SQL** – storing, managing, and querying data
8. **Ethical, legal, and environmental impacts of digital technology** – privacy, ethics, sustainability

### **Career possibilities:**

- **Software Developer / Programmer** – Creating applications, games, or software solutions.
- **Cybersecurity Analyst** – Protecting systems and data from cyber attacks.
- **Network Engineer / Systems Administrator** – Managing networks, servers, and IT infrastructure.
- **Database Administrator** – Designing and maintaining databases using SQL.
- **Computer Science Researcher** – Working on new technologies and algorithms.
- **Game Designer / VR Developer** – Creating interactive digital experiences.

### **Useful Websites:**

[GCSE Computer Science 8525 | Specification | AQA](#)

# ECONOMICS

## Course/Examination Board:

AQA

## Subject contact:

H Williams: [hwilliams@basildonacademies.org.uk](mailto:hwilliams@basildonacademies.org.uk)

## What will I study?

- You'll study how the economy works, how individuals, businesses, and the government make choices, and the effects of these choices. It's split mainly into two contents.

### Content 1: How markets work

1. Economic foundations
2. Resource allocation
3. How prices are determined
4. Production, costs, revenue and profit
5. Competitive and concentrated markets
6. Market failure

### Content 2: How the economy works

7. Introduction to the national economy
8. Government objectives
9. How the government manages the economy
10. International trade and the global economy
11. The role of money and financial markets

## How will I be assessed?

### Paper 1: How markets work

- **Content assessed:** Topics 1–6
- **Purpose:** Show understanding of all course content and deeper knowledge of these topics.
- **Format:**
  - **Written exam:** 1 hour 45 minutes
  - **Marks:** 80
  - **Weighting:** 50% of GCSE
- **Question types:**
  - **Section A:** 10 multiple choice questions + calculations, short and extended answers
  - **Section B:** 5 questions with a mix of calculations, short and extended answers

### Paper 2: The national and global economy

- **Content assessed:** Topics 7–11
- **Purpose:** Show understanding of all course content and deeper knowledge of these topics.

- **Format:**
  - **Written exam:** 1 hour 45 minutes
  - **Marks:** 80
  - **Weighting:** 50% of GCSE
- **Question types:**
  - **Section A:** 10 multiple choice questions + calculations, short and extended answers
  - **Section B:** 5 questions with a mix of calculations, short and extended answers
- 

### **Career possibilities:**

- **Accountant / Auditor** – Working with financial records and taxes.
- **Banker / Investment Analyst** – Helping businesses or individuals invest and manage money.
- **Financial Planner / Adviser** – Guiding people on savings, pensions, and investments.
- **Economist** – Working for government departments, analysing economic trends.
- **Policy Analyst** – Evaluating how laws or policies affect the economy.
- **Civil Service / Local Government** – Roles that involve planning, budgeting, or public services.

### **Useful Websites:**

[GCSE Economics 8136 | Specification | AQA](#)

# ART & DESIGN – Fine Art

## Course/Examination Board:

Eduqas GCSE Art and Design – Fine Art

## Subject contact:

A Taylor: [altaylor@basildonacademies.org.uk](mailto:altaylor@basildonacademies.org.uk)

## What will I study?

If you enjoy being creative, enthusiastic and imaginative, as well as experimenting and taking risks with your work then GCSE Art and Design is the ideal subject for you.

The GCSE covers a range of activities and in-depth assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences.

You will develop your skills in a variety of areas including

- Observational drawing
- Printmaking
- Collage and mixed media
- Painting
- Sculpture
- Written analysis of your own and other's work

Whatever you choose, the main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work to progress to further courses or employment.

## How will I be assessed?

Unit 1 60% <b>Personal Portfolio in Art and Design</b>	Unit 2 40% <b>Externally Set task in Art and Design</b>
Internally set and marked; assessed through controlled assessment.	Externally set theme; assessed through controlled assessment, internally marked and externally verified
<b>Assessment:</b> Portfolio/ Sketchbook or work and 5-hour exam	<b>Assessment:</b> Portfolio/ Sketchbook or work and 10-hour exam
Each unit is assessed separately. You will be assessed using 4 assessment objectives of develop, refine, record, present.	

## Career possibilities:

The course is good preparation for progression to A level Art and design, A level textiles, Level 3 BTEC Nationals in Art and Design or other suitable college courses. Following this it would be possible to study Art and Design at degree level or gain employment in a wide variety of professions including fine art, graphic design, new media, games development, games technologies and more.

## Entry Requirements:

A portfolio of work showing proficiency in a range of art skills, materials and techniques

**Useful Websites:** <https://www.eduqas.co.uk/>

# FRENCH

**Course/Examination Board:**

GCSE French/AQA

**Subject Contact:**

C Gham-Boh: [cgham-boh@basildonacademies.org.uk](mailto:cgham-boh@basildonacademies.org.uk)

**What will I study?**

The course consists of 4 units aimed to give you a knowledge and understanding of French as a modern foreign language through the skills used in listening, reading, writing and speaking.

You will cover three different themes across the 4 areas:

Theme 1- *People and lifestyle* which covers – Identity and relationships with others, healthy living and lifestyle, education and work.

Theme 2- *Popular culture* which covers – free-time activities, customs, festivals and celebrations, celebrity culture.

Theme 3- *Communication and the world around us* which covers – travel and tourism including places of interest, media and technology, the environment and where people live.

**How will I be assessed?**

The course is assessed over 4 units; each unit is worth 25% of the final GCSE grade and is externally examined at the end of year 11.

**Unit 1:** Listening

**Unit 2:** Speaking

**Unit 3:** Reading

**Unit 4:** Writing

**Career possibilities:**

- Teaching
- Translation
- International relations
- Travel and Tourism

**Useful Websites:**

[Languagenut.com](http://Languagenut.com)

[www.aqa.org.uk/subjects/languages/gcse/french-8658](http://www.aqa.org.uk/subjects/languages/gcse/french-8658)

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.conjugation-fr.com/](http://www.conjugation-fr.com/)

[www.collinsdictionary.com](http://www.collinsdictionary.com)

# MUSIC

**Course/Examination Board:** OCR

**Subject contact:** A Taylor: [altaylor@basildonacademies.org.uk](mailto:altaylor@basildonacademies.org.uk)

## What will I study?

GCSE Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising.

You will be encouraged to be creative and to broaden your musical horizons and understanding with Areas of Study that inspire and challenge you.

Learners should be of a Grade 3 Music standard to be able to access this course and entry auditions will apply. Learners will explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in our Areas of Study they will explore musical context, musical language, and performance and composition skills. The Music course is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. You will have the opportunity to explore your instrument and Areas of Study depending on your personal preference and ability.

Content Overview	Assessment Overview	
Performance on the learner's chosen instrument. Composition to a brief set by the learner.	<b>Integrated portfolio</b> 60 Marks - Non-exam assessment	<b>30%</b> of total GCSE
Ensemble performance. Composition to an OCR set brief.	<b>Practical component</b> 60 Marks – Non-exam assessment	<b>30%</b> of total GCSE
Listening and appraising. A written paper, with audio recording. Aural recognition and context unheard / unfamiliar music from within the Areas of Study 2,3,4 & 5	<b>Listening and appraising</b> 80 Marks 1 hour and 30 minutes written paper	<b>40%</b> of total GCSE

## Career possibilities:

**Artist Manager:** Managing musicians, coordinating events, and handling contracts.

**Broadcaster:** Working in radio or television, presenting music shows, or producing content.

**Music Agent:** Representing artists, negotiating deals, and booking performances.

**Music Producer:** Creating and producing music, both in studios and live settings.

**Music Therapist:** Using music to improve mental health and well-being.

**Musician:** Performing as a solo artist or part of a band.

**Private Music Teacher:** Offering music lessons to individuals or groups.

**Radio Producer:** Producing radio programs and content

Additionally, studying Music at GCSE level can provide transferable skills such as **independent learning, performance, and presentation skills**, which are valuable in various careers.

## Entry Requirements:

Music instrument/ Vocal training to a Grade 3 standard

**Useful Websites:** [www.ocr.org.uk](http://www.ocr.org.uk)

[GCSE Music - OCR - BBC Bitesize](http://GCSE Music - OCR - BBC Bitesize)

# PHOTOGRAPHY

## Course/Examination Board:

Eduqas GCSE: Art & Design - Photography  
A Taylor: [altaylor@basildonacademies.org.uk](mailto:altaylor@basildonacademies.org.uk)

## What will I study?

This GCSE is designed to develop your artistic and photography skills and expand your creativity, imagination and independence. This course will enable learners to explore the techniques and applications of photography. As an introduction to the course, pupils will begin by getting to know the camera. Learners will explore both digital and film-based photographic techniques and processes. Learners will then develop ideas based on a specific theme, creating a range of photographic images for their portfolios, followed by an externally set assignment.

## You will develop your skills in a variety of areas including

- Photographic Techniques and Applications
- Working with Photography Briefs
- Studio Photography
- Experimental Manipulation and Photoshop
- Creative Camera Techniques
- Location Photography

## How will I be assessed?

Unit 1 <b>Personal Portfolio – 60%</b>	Unit 2 <b>Externally Set task – 40%</b>
Internally set and marked; assessed through controlled assessment.	Externally set theme; assessed through controlled assessment, internally marked and externally verified.
<b>Assessment:</b> Portfolio/ Sketchbook or work and 5-hour exam	<b>Assessment:</b> Portfolio/ Sketchbook or work and 10-hour exam
Each unit is assessed separately. You will be assessed using 4 assessment objectives of develop, refine, record, present.	

## Facilities available

- 2 high tech studios
- Large dark room and development room
- Photographic digital suite
- SLR cameras

## Career possibilities: <https://www.eduqas.co.uk/>

The course is good preparation for progression to Further education course such as A level Photography, A level Graphic design and Level 3 BTEC Nationals in Photography or suitable college/ vocational courses. Following this it would be possible to study photography at degree level or gain employment in fine art, graphic design, new media, games development or games technologies, as well as digital photography, video and more.

## Entry Requirements:

A portfolio of work showing proficiency in a range of creative and ICT skills

**Useful Websites:** <https://www.eduqas.co.uk/>

# PHYSICAL EDUCATION

## Course

AQA GCSE PE

## Subject contact:

B Kintu - [bkintu@basildonacademies.org.uk](mailto:bkintu@basildonacademies.org.uk)

## What will I study?

You will study a course with 4 components covering a variety of areas of sports, these include:

- Anatomy & Physiology
- Health & Performance
- Practical Sports Performance
- Personal Exercise Programmes

You may be interested in this course if you are looking to:

Understand how the body works before, during and after physical activity

Develop the skills to analyse physical activity and sports

Understand how physical activity contributes to overall health and wellness

Develop and improve practical skills in a range of sports

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

## How will I be assessed?

You will be assessed in a variety of ways throughout this course. There are 2 written exams ( 1x 1 hour 30mins and 1x 1 hour 15min) and there are two internal assessments (practical performance and personal exercise plan (PEP)). You are required to be taking part in sport outside of school and/or attend 3 different extra-curricular sports clubs.

## Pathways and where this can take you

With this qualification you will be able to go on into the following:

- Links to the Basildon Academies Sport pathway – L3 BTEC in Sport & A-Level PE
- Apprenticeships - Personal training
- Physiotherapist
- Occupational health technician
- Fitness Manager
- PE teacher
- Strength and conditioning coach

# PSYCHOLOGY

## Course/Examination Board:

OCR GCSE Psychology

## Subject contact:

A Khan – [akhan@basildonacademies.org.uk](mailto:akhan@basildonacademies.org.uk) / O Akinloye – [oakinloye@basildonacademies.org.uk](mailto:oakinloye@basildonacademies.org.uk)

## What will I study?

The GCSE Psychology offers learners the chance to demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts. There will be emphasis on using accurate psychological terminology by the referencing and exploration of keystone words. Learners will be encouraged to use a range of mathematical skills relevant to research methods in psychology and critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements. Opportunities are provided within the curriculum to evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints. The course materials provide content that is modern, interesting and accessible for pupils of all abilities, providing excellent progression to further studies in Psychology.

The Topics		Each topic will consist of:				
1. criminal psychology		<ul style="list-style-type: none"> <li>key concepts</li> <li>2 theories/explanations</li> <li>2 research studies</li> <li>applications.</li> </ul>				
2. development						
3. psychological problems		<b>Key Concepts</b>	<b>Theory</b>	<b>Study</b>	<b>Theory</b>	<b>Study</b>
4. social influence		<ul style="list-style-type: none"> <li>Types of crime</li> <li>Attitudes towards crime</li> <li>Crime as a social construct</li> </ul>	The Social Learning Theory of Criminality	Oliver and Mackie (1986)	Eysenck's Criminal Personality Theories (1964 and 1992) and the Buss-Rumbaum Theory of Personality (1967)	Hinduja (1996): Study into delinquency, aggression, psychoticons and self-esteem.
5. memory		<ul style="list-style-type: none"> <li>IQ</li> <li>Stages of development</li> <li>etc.</li> </ul>	Piaget's Theory of Cognitive Development	Piaget (1952): conservation of number	Learning theories of development:	Blakemore et al. (2007): study into fluid and growth mindsets
6. sleep and dreaming		<ul style="list-style-type: none"> <li>Mental Health Issues</li> <li>The effects of different mental health problems on the individual and society</li> </ul>	Biological Explanation of: <ul style="list-style-type: none"> <li>Schizophrenia</li> <li>Clinical Depression</li> </ul>	Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activities in schizophrenia.	Psychological Explanation of: <ul style="list-style-type: none"> <li>Schizophrenia</li> <li>Clinical Depression/ ABC Model</li> </ul>	Tandoc et al. (2015): Study into Facebook use, stress and depression among adolescents: Is Facebooking depressing?
						The development of treatments
						The changing role of education
						The changing nature of punishment

The following are synoptic topics (this means they are taught throughout the other topics)

- the brain and neuropsychology
- research methods

Paper Two						
	<b>Key Concepts</b>	<b>Theory</b>	<b>Study</b>	<b>Theory</b>	<b>Study</b>	<b>Applications</b>
<b>Social Influence</b>	<ul style="list-style-type: none"> <li>Conformity</li> <li>Obedience</li> </ul>	The effect of situational factors	Bickman (1974): study into obedience and the social power of a uniform.	The effect of dispositional factors (personality)	NatCen (2011): study into the August riots in England	Changing attitudes
<b>Memory</b>	<ul style="list-style-type: none"> <li>Information processing</li> <li>The structure and functions of the brain</li> <li>Types of forgetting</li> </ul>	Multi-store Model of memory:	Wilson, et al. (2008): (the Clever Wearing study).	Theory of Reconsolidation Memory	Rehm, Ellis and Eccles (2002): study into the Advertisements Can Change Our Memories of the Past.	Techniques used for recall
<b>Sleep and dreaming</b>	<ul style="list-style-type: none"> <li>The functions, features and benefits of sleep</li> <li>Sleep disorders</li> <li>Insomnia</li> <li>Parasomnias</li> <li>pacemakers; and exogenous zeitgebers</li> </ul>	The Freudian Theory of Dreaming:	Friedel (1998): dream analysis study of "The Wolfman".	The Activation-Synthesis Theory of Dreaming	Williams et al. (1999): study into Bizarreness in Dreams and Fantasies	Development of treatments for insomnia

## How will I be assessed?

You will be assessed by 2 external exams

- Paper 1: 90MINS (Studies and applications in psychology 1 (01))
- Paper 2: 90MINS (Studies and applications in psychology 2 (02))

Both components include synoptic assessment and learners must complete both components (01 and 02) to be awarded the OCR GCSE in Psychology.

**Career possibilities:** Scene of Crime Officer

Psychologist & Forensic Scientist

**Useful Websites:** [GCSE - Psychology \(9-1\) - J203 - OCR](http://GCSE - Psychology (9-1) - J203 - OCR)

# TRIPLE SCIENCE

## Course/Examination Board:

AQA GCSE Biology  
AQA GCSE Chemistry  
AQA GCSE Physics

## Subject contact:

Z Radley: zradley@basildonacademies.org.uk

## What will I study?

You will study Biology, Chemistry and Physics as separate subjects. You will receive a GCSE in Biology, Chemistry and Physics (3 GCSEs in total)

### Biology

#### Paper 1

##### What's assessed

Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

##### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

##### Questions

- Multiple choice, structured, closed short answer and open response.



#### Paper 2

##### What's assessed

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

##### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

##### Questions

- Multiple choice, structured, closed short answer and open response.

### Chemistry

**Paper 1:****What's assessed**

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

**Questions**

Multiple choice, structured, closed short answer and open response.

**Paper 2:****What's assessed**

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

**Questions**

Multiple choice, structured, closed short answer and open response.

**Physics****Paper 1:****What's assessed**

Topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

**Questions**

- Multiple choice, structured, closed short answer and open response.



**Paper 2:****What's assessed**

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity .

**How it's assessed**

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

**Questions**

- Multiple choice, structured, closed short answer and open response.

There really are no limits to the type of job studying science could lead to. You could get a well-paid and respected job in thousands of professions:

- Interested in people and how the mind works? You could become a clinical psychologist.
- Do you live for football? Then sports science could be the job for you.
- Like the idea of designing and building structures? Perhaps you are an engineer?
- If you want to be involved in combating diseases and treating people who are ill, how about a career in medicine?
- Dentistry is a great choice if you want to put a smile on people's faces.
- Love music, but don't fancy appearing on Pop Stars? Music technology is a very popular choice
- Are you obsessed by animals? Animal health is a great career choice for anyone who wants to improve their lives.

Additionally, this qualification and studying triple science will provide you with an excellent platform leading onto A Level in Biology, Chemistry or Physics.

**Useful Websites:**

[AQA | Chemistry | GCSE | GCSE Chemistry](#)

[AQA | Biology | GCSE | GCSE Biology](#)

[AQA | Physics | GCSE | GCSE Physics](#)

# Vocational Options

## CONSTRUCTION AND THE BUILT ENVIRONMENT

**Course/Examination Board:**

Eduqas Level 1/2 Vocational Award in Constructing the Built Environment (Technical Award)

**Subject contact:** K Bowman: [kbowman@basildonacademies.org.uk](mailto:kbowman@basildonacademies.org.uk)

**What will I study?**

The construction industry employs over 3.1 million workers in the UK, 9% of the working population. The skills required are many and varied and can lead to a wide-ranging number of career paths. Jobs in the construction industry include carpentry, plastering, plumbing, tiling, bricklaying, dry stone walling, scaffolding, crane and equipment operators and there are many more. The Eduqas Level 1 / 2 award in construction the built environment has been designed to give you an insight into the construction industry. Construction activities take place in many different contexts. Through this qualification, you will learn about different types of buildings, how construction projects are planned, and the huge range of jobs involved in creating the places we live, learn and work in.

The course mixes practical skills with real-world knowledge, giving you an insight into an industry that accounts for 10% of the UK economy and offers thousands of job opportunities.

Content Overview	Assessment Overview	
Unit 1 introduces you to the built environment and provides you with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. You will explore a range of profession and trade roles, and some of the different structures and buildings of the built environment	On-screen examination	40% of final award
Unit 3 offers learners the opportunity to develop skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks.	Controlled practical assessment	60% of final award.

**Career possibilities:**

- Skilled tradesman – eg carpentry, bricklaying, plumbing
- Architect
- Civil engineer
- Site manager
- Quantity surveyor

**Useful Websites:**

[Level 1/2 Vocational Award in Construction and the Built Environment](#)

# CREATIVE MEDIA PRODUCTION

**Course/Examination Board:** Pearson

**Subject contact:** A Taylor: [altaylor@basildonacademies.org.uk](mailto:altaylor@basildonacademies.org.uk)

## What will I study?

This course allows you to draw on your knowledge and skills acquired for media studies but through vocational learning. The creative media sector is a dynamic, growing and rewarding sector to work in. With the BTEC Tech Award in Creative Media Production, you will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry. As the BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, you can explore the sector while:

- developing technical skills and techniques
- producing a digital media product in response to a brief
- reviewing and reflecting on the process and outcome.

The course has two internally assessed components, and one that's externally assessed.

## How will I be assessed?

<b>Component 1 –</b> Exploring media products	<b>Component 2 –</b> Developing digital media production skills	<b>Component 3 –</b> Create a media product in response to a brief
60 Marks Internally assessed	60 Marks Internally assessed	60 Marks Externally assessed

## Career possibilities:

- **Assistant Editor / Junior Video Editor** – starts with editing sequences, rough cuts, syncing audio, transitions, colour correction.
- **Content Creator / Junior Copywriter** – draws on mode of address, accuracy, structure, audience awareness.
- **Digital Marketing Assistant** – benefits from understanding audiences, purpose, representation, and media research methods.
- **Photographer's Assistant / Picture Editor** – builds on composition, lighting, depth of field, image manipulation.
- **Web Content Producer** – applies site setup, page layout, styling, basic interactivity and forms.

Learners build practical creative media skills by working in real-world situations. Alongside this, learners gain the knowledge needed to use industry processes and techniques confidently. The course supports and extends subjects like Design & Technology, Art & Design and Computer Science by giving learners hands-on experience with media briefs and helping them understand how to engage different audiences through creative media products.

## Useful Websites:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

# ENGINEERING

**Course/Examination Board:**

WJEC Level 1/2 Vocational Award in Engineering (Technical Award)

**Subject contact:**

K Bowman: [kbowman@basildonacademies.org.uk](mailto:kbowman@basildonacademies.org.uk)

**What will I study?**

Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.

Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.

Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

Unit	Title	Assessment	GLH
1	Manufacturing engineering products	Internal	48
2	Designing engineering products	Internal	24
3	Solving engineering problems	External	48

**Career possibilities:**

- Chemical engineering
- Marine engineering
- Structural engineer
- Transport engineer
- Sound engineer
- Aeronautical engineering
- Food engineering
- Textiles engineering

**Useful Websites:** [Level 1/2 Vocational Award in Engineering \(wjec.co.uk\)](http://Level 1/2 Vocational Award in Engineering (wjec.co.uk))

# HEALTH AND SOCIAL CARE

**Course/Examination Board: Pearson**

**Subject contact:** A Taylor: [altaylor@basildonacademies.org.uk](mailto:altaylor@basildonacademies.org.uk)

## What will I study?

The Tech Award helps learners understand how people grow and develop through different life stages and what factors can affect their physical, intellectual, emotional and social development. It also teaches how different life events can change a person's life and how they can adapt or be supported. Learners explore common health and social care conditions, how people manage them, and the services that can help. They also learn about barriers individuals may face when accessing care and how these can be overcome. The course covers the skills and values needed to give good care, the factors that affect someone's health and wellbeing, and how lifestyle choices and health measures show a person's physical health. It highlights the importance of using a person-centred approach and helps learners understand how to make recommendations to improve health and wellbeing, including the challenges people may face and the support available to help them succeed.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

## Career possibilities:

- Nurse (adult, child, mental health, learning disability)
- Care assistant
- Support worker for people with disabilities or long-term conditions
- Midwife
- Residential or nursing home worker
- Counselling roles
- Paramedic
- Social Worker

# HOSPITALITY & CATERING

**Course/Examination Board:**

WJEC Vocational Award in Hospitality and Catering

**Subject contact:**

K Bowman: [kbowman@basildonacademies.org.uk](mailto:kbowman@basildonacademies.org.uk)

**What will I study?**

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Please note that students **will not** cook every week.

**How will I be assessed?**

Summary of Assessment	
Unit 1: The hospitality and catering industry	
Written examination: 1 hour 20 minutes	
40% of qualification	80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Hospitality and catering in action	
Controlled assessment: approximately 12 hours	
60% of qualification	120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.	

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

**Career possibilities:**

- Bar person / manager
- Concierge
- Chef
- Conferencing and banqueting assistant / manager
- Receptionist
- Waiter / waitress

**Useful Websites:** [https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments)

# PERFORMING ARTS - DANCE

## Course/Examination Board:

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

**Subject contact:** A Taylor: [altaylor@basildonacademies.org.uk](mailto:altaylor@basildonacademies.org.uk)

## What will I study?

This course is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying dance. The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow you to build on and apply your knowledge. This allows you to grow in confidence and then put into practice what they have learned.

**You will develop your skills in a variety of areas including:**

### How will I be assessed?

Component 1 - Exploring the Performing Arts – Internal Assessment	Component 2 - Developing Skills and Techniques in the Performing Arts – Internal Assessment	Component 3 - Performing to a Brief – External Assessment
During Component 1, you will: <ul style="list-style-type: none"><li>explore performance styles, creative intentions and purpose</li><li>investigate how practitioners create and influence what's performed</li><li>discover performance roles, skills, techniques and processes.</li></ul>	During Component 2, you will: <ul style="list-style-type: none"><li>take part in workshops, classes and rehearsals</li><li>gain physical, interpretative, vocal and rehearsal skills</li><li>apply these skills in performance</li><li>reflect on their progress, their performance and how they could improve.</li></ul>	To achieve this aim, your students will: <ul style="list-style-type: none"><li>use the brief and previous learnings to come up with ideas</li><li>build on their skills in classes, workshops and rehearsals</li><li>review the process using an ideas and skills log</li><li>perform a piece to their chosen audience</li><li>reflect on their performance in an evaluation report.</li></ul>
<b>Assessment:</b> Coursework portfolio and recording of workshops/ Performance 30% of total course Delivered and assessed in Year 10	<b>Assessment:</b> Coursework portfolio and recording of workshops/ Performance 30% of total course Delivered and assessed in Year 11	<b>Assessment:</b> Coursework portfolio and recording of workshops/ Performance 40% of total course Delivered and externally assessed in Year 11

## Facilities available

Drama Classroom and ICT suite

- Drama studio – with lighting and staging

## Career possibilities:

Actor

Community arts worker

Choreographer

Dancer

Teacher/ instructor

Playwright

Movie Director

Professional Stage Manager

Set and Costume Designer

Performer

**Useful Websites:** [www.edexcel.org.uk/btec](http://www.edexcel.org.uk/btec)

# TRAVEL AND TOURISM

**Course/Examination Board: Pearson Edexcel**

**Subject contact:** S Bellenie: [sbellenie@basildonacademies.org.uk](mailto:sbellenie@basildonacademies.org.uk)

**What will I study?**

The BTEC Tech Award in Travel and Tourism helps you learn how the travel and holiday industry works. You will explore many types of organisations, such as airlines, hotels, tour operators, travel agents and visitor attractions, and find out what they do and why they are important. You will also learn why tourism matters to the UK and the world, including how it creates jobs and brings money into different countries. The course also helps you understand what makes different destinations—like cities, beaches or theme parks—interesting or enjoyable for visitors.

Content Overview	Assessment Overview	
Component 1 teaches you about travel organisations, the services they offer and how they sometimes work together to help people book holidays. You will also learn about different kinds of destinations, such as coastal areas, countryside regions and famous cities, and what features make these places popular	Non-exam internal assessment	<b>17.5% of final marks</b>
<b>Component 2</b> helps you understand what different customers want from a holiday. You learn how companies research travel trends—like popular destinations or types of holidays—and you get to plan a holiday yourself based on a customer's needs, budget and preferences.	Non-exam internal assessment	<b>23.5% of final marks</b>
<b>Component 3</b> looks at world-wide events and issues that can affect travel, such as weather disasters, safety concerns, politics, the media and health risks. You also explore how tourism can help or harm places and how destinations can manage tourism to protect the environment and local communities.	External assessment (exam)	<b>59% of final marks</b>

**Career possibilities:**

- Travel agent
- Airline cabin crew
- Tour guide
- Hotel industry
- Holiday rep
- Events planner

**Useful Websites:**

[Travel & Tourism \(2022\) | BTEC Tech Awards | Pearson qualifications](#)