



# **Year 9**

# **Options Booklet**

## **February 2022**

Name.....

Form.....

## Introduction to Year 9 options

This booklet is additional guidance for our pupils at City Academy and their parents and carers to ensure that informed decisions can be made regarding the subjects available for both GCSEs and BTECs as part of the Year 9 options process.

At City Academy we believe that all students should study a broad and balanced curriculum. This is important as it prepares our pupils for their next step into sixth form, college, apprenticeships or employment.

In Years 10 and 11, all students will study a core curriculum that includes:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science

In addition, pupils will study core physical education and continue with their personal, social, health and economic (PSHE) education

Pupils will then have the opportunity to select between:

- GCSE History
- GCSE Geography

Pupils will then have the option to pick two subjects, and indicate a reserve, from the subjects below (you can only choose one of the subjects with an asterisk) :

- GCSE Art\*
- GCSE Art and Design - Three Dimensional Design\*
- GCSE Art and Design - Textiles\*
- GCSE Computer Science
- GCSE Religious Education
- GCSE Separate Science (Biology, Chemistry and Physics)
- GCSE Spanish
- Pearson BTEC Tech Award in Digital Information Technology
- Pearson BTEC Tech Award in Enterprise
- Pearson BTEC Tech Award in Performing Arts
- Pearson BTEC Tech Award in Music Practice
- Cambridge National in Health and Social Care
- Cambridge National in Sports Studies
- WJEC Award in Hospitality and Catering

Whilst we will make every effort to accommodate pupil's choices, we may have to use reserve subjects. It is important that students choose reserve subjects that they would feel comfortable studying. If there are problems with a pupil's subject choices, we will contact parents as soon as possible to discuss. A course will usually only run if it attracts at least 15 students. Courses with fewer than 15 students may not run. A course may be considered 'full' if it exceeds 32 students in a GCSE subject or 25 in a practical subject.



If pupils have a future career in mind, make sure that the subjects chosen help them along this path. It is important that pupils talk to their teachers about what the requirements are of each subject. It is in their best interest to choose courses that they will be successful in. If pupils are unsure about what their future career will be then it is a good idea to select a variety of subjects.

### Next steps

1. Read the information in this booklet carefully.
2. Listen to the advice you are given by members of staff.
3. Discuss all of this with your parents.
4. Ask questions to find out what your teachers think are the best courses for you.

### Time Line

Tuesday 1<sup>st</sup> February – Year 9 Options launch during tutor time.

Wednesday 2<sup>nd</sup> February – Subject assemblies start.

Friday 4<sup>th</sup> February – Online options form available.

Friday 11<sup>th</sup> February – Online option form deadline.

### Options form link

<https://tinyurl.com/OptionsChoice>

### Website Link

All information shared regarding the Year 9 Options process can be found on the City Academy website

[www.corecity.academy/year-9-options/](http://www.corecity.academy/year-9-options/)

### Who do I contact for further information?

Mr Howes - Deputy Headteacher

[BHowes@corecity.academy](mailto:BHowes@corecity.academy)

Mr C McCardle - Head of Year 9

[CMcArdle@corecity.academy](mailto:CMcArdle@corecity.academy)

**Examination board:** AQA English Language

## Why study English Language?

This subject is all about improving students' mastery of the English Language, an essential skill in all future endeavours, as we seek to empower students to be able to persuade, inspire and influence others. In this course you will study a range of extracts analysing the writers' craft and how they express images, ideas and opinions, and how they are able to persuade, inspire and influence their readers as well as being coached to how to inspire, influence, and persuade in your own writing too.

## How is the subject assessed?

Students will be assessed at the end of this course by completing two exams: 'Explorations in Creative Reading and Writing' and 'Writers' Viewpoints and Perspectives'. The exams will measure how well students have achieved the following assessment objectives:

- AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

As part of the course, students will also be required to give a short presentation assessed against:

- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on a presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

## Where can this take me?

Your study of English Language is integral to your success in most other courses and careers you should want to choose later. It underpins a basic understand of the wider world around us and how authors express their different viewpoints. Specifically, qualifications in English are very favorable for careers in Journalism, Law, Research, Education and job in the Press and Media among others.

## Who do I contact for further information?

Mr D Yeates – Assistant Headteacher

[Dyeates@corecity.academy](mailto:Dyeates@corecity.academy)



**Examination board:** AQA English Literature

## Why study English Literature?

English Literature takes students on a journey through their cultural history, examining the points of view of established authors such as Shakespeare, Dickens and Priestly and the kinds of comments they wanted to make about society.

In this course students will learn all about the features of classical storytelling and students will look at the views and values of people in Elizabethan and Jacobean England by studying a Shakespearian text. Students will also discover the beliefs of people who lived in Victorian times and the consequences of The Industrial Revolution that they lived under by studying a 19<sup>th</sup> century text. All this before learning about the beginning of the welfare state and the birth of modern society in students' 20<sup>th</sup> Century text all while examining the changing attitudes towards society in an anthology of poems.

## How is the subject assessed?

Students will be assessed at the end of this course by completing two exams: Shakespeare and the 19th-Century Novel and Modern Texts and Poetry. The exams will measure how well students have achieved the following assessment objectives:

- AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Where can this take me?

Your study of English Literature is integral to your success in most other courses and careers you should want to choose later. It underpins a basic understand of the wider world around us and how authors express their different viewpoints. Specifically, qualifications in English are very favourable for careers in Journalism, Law, Research, Education and job in the Press and Media among others.

## Who do I contact for further information?

Mr D Yeates – Assistant Headteacher

[Dyeates@corecity.academy](mailto:Dyeates@corecity.academy)

**Examination board:** Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics (1MA1)

## Why study Mathematics?

Mathematics is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Mathematics is a universal part of human culture. It is the tool and language of commerce, engineering and other sciences – physics, computing, biology etc. It helps us recognise patterns and to understand the world around us. Mathematics plays a vital, often unseen, role in many aspects of modern life, for example: space travel, safeguarding credit card details on the internet, modelling the spread of epidemics, predicting stock market prices, business decision making.

## How is the subject assessed?

The Mathematics GCSE can be taken in one of two tiers: Foundation (grades 1 to 5) and higher (grades 4 to 9). The choice of tiers is decided based on students' ability throughout the course, and is regularly reviewed to give the best opportunity to reach their potential. GCSE Mathematics is examined by three written papers at the end of Year 11. All papers must be taken at the same tier.

- Paper 1 (non-calculator)
- Paper 2 (calculator)
- Paper 3 (calculator)

All three papers follow the same format:

- 1 hour 30 minutes
- 80 marks
- 33⅓% of the GCSE Mathematics assessment

Questions: A mix of question styles, from short single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

## Where can this take me?

Analytical and quantitative skills are sought by a wide range of employers. A degree in mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. This leads to careers that are exciting, challenging and diverse in nature. Whatever your future academic or career plans a good mathematics GCSE provides you with particularly good job prospects

Further vocational and academic qualifications: A Level Mathematics and Further Mathematics

## Who do I contact for further information?

Mr Howes - Deputy Headteacher

[BHowes@corecity.academy](mailto:BHowes@corecity.academy)

**Examination board:** Pearson AQA Combined Science Trilogy (8464)

## Why study Combined Science?

Science is all around us and studying science as a core subject provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and students are taught essential aspects of the knowledge, methods, processes, and uses of science. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application. Science is a highly regarded subject, often linking other subjects such as mathematics, sports science and food technology.

## How is the subject assessed?

Combined Science GCSEs (2 GCSEs) can be taken in one of two tiers: Foundation (grades 1 to 5) and higher (grades 4 to 9). The choice of tiers is decided based on students' ability throughout the course and is regularly reviewed to give the best opportunity to reach their potential. GCSE Combined Science is examined by six written papers which equate to 2 GCSEs at the end of Year 11. All papers must be taken at the same tier

Paper 1s – Biology, Chemistry and Physics (70 marks each)

Paper 2s – Biology, Chemistry and Physics (70 marks each)

All six papers follow the same format:

- 1 hour 10 minutes
- 16.6% of the GCSE Combined Science assessment

Questions: A mix of question styles, from multiple choice, structured, closed short answer and open response. Scientific content and skills (analytical, numeracy, experimental and working scientifically) are assessed.

## Where can this take me?

Studying science provides students with key scientific ideas and scientific skills which are applicable to a range of different careers/professions, such as science, engineering, journalism, law, architecture, business and finance. GCSE Combined Science is a prerequisite for the study of biology, chemistry, or physics at A level and can help gain access to other A level courses such as psychology.

Further vocational and academic qualifications: BTEC Level 3 Applied Science and A Level Biology, Chemistry and Physics.

## Who do I contact for further information?

Miss Hussain – Head of Science

[n.hussain@corecity.academy](mailto:n.hussain@corecity.academy)

**Examination board:** AQA Separate Science (Biology 8461, Chemistry 8462, Physics 8463 – Triple Science)

## Why study Separate Science (Triple Science)?

Science is all around us and studying science as a core subject provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and students are taught essential aspects of the knowledge, methods, processes, and uses of science. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application. Science is a highly regarded subject, often linking other subjects such as Mathematics, Sports Science and Food Technology.

## How is the subject assessed?

For separate science - Biology, Chemistry and Physics are three separate GCSEs (can be taken in one of two tiers: Foundation (grades 1 to 5) and higher (grades 4 to 9)). The choice of tiers is decided based on students' ability throughout the course and is regularly reviewed to give the best opportunity to reach their potential. Each separate science is examined by two written papers at the end of Year 11.

Paper 1 and Paper 2 for each of Biology, Chemistry and Physics.

All six papers follow the same format:

- 1 hour 45 minutes
- 100 marks
- 50% of each separate science assessment

Questions: A mix of question styles, from multiple choice, structured, closed short answer and open response. Scientific content and skills that are assessed through these questions including skills such as development of scientific thinking, experimental, numeracy and analytic evaluation.

## Where can this take me?

GCSEs in Separate Science is a prerequisite for the study of biology, chemistry, or physics at A level for those students who wish to study careers such as medicine, veterinary and physiotherapy.

GCSEs in Separate Science are required for degrees in medicine, pharmacy and physiotherapy.

Further vocational and academic qualifications: A Level Biology, Chemistry and Physics.

## Who do I contact for further information?

Miss Hussain – Head of Science

[n.hussain@corecity.academy](mailto:n.hussain@corecity.academy)





**Examination board:** AQA Art and Design – Three-Dimensional Design

## Why study Three-Dimensional Design?

This course will give you the opportunity to experiment and build on designing, prototyping, modelling & making of functional and aesthetic products. You will engage with appropriate processes, materials, and construction techniques, using maquettes, models and working drawings to help take your initial ideas through to realisation. You will develop knowledge, understanding and skills in Three-dimensional Design. There are many skills, techniques, materials, processes, and concepts that are essential to all areas of study. Students will develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches
- The use of observational skill to record from sources and communicate ideas
- Characteristics of materials such as resistance, malleability, recyclability, and sustainability
- The elements of three-dimensional design such as light, space, form, scale, and proportion
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- The use of digital and/or non-digital applications.

## How is the subject assessed?

Students will be assessed on the following areas:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- Record ideas, observations, and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realizes intentions and demonstrates an understanding of visual language.

## Final assessment

Component 1: Personal Portfolio (internally set) – 60% of overall qualification, taking approximately 45 hours, culminating in a final piece of work.

Component 2: Externally Set Assignment. - 40% of overall qualification, taken over 10 hours in exam conditions.

## Where can this take me?

Success in this subject can lead to students studying 'A' Level Art or Design Technology plus a wide variety of Vocational Art & Design courses at Level 3.

This route could lead to further study and employment in branches of art or design at university i.e., fine art, interior design, jewellery, fashion design, furniture design, textile design and product design. Birmingham and the greater West Midlands area boast some of the best degree courses in these subjects in the country.

## Who do I contact for further information?

Ms J Dass – Head of Design Technology

[jdass@corecity.academy](mailto:jdass@corecity.academy)



**Examination board:** GCSE OCR Computer Science

## Why study Computer Science?

Computer Science will offer students the opportunity to explore computer systems, computational thinking, algorithms and practical programming. The GCSE allows students to investigate how computers work and how they are used.

## How is the subject assessed?

The Computer Science GCSE is assessed through two exams:

- Component 1 – Component System
- Component 2 – Computational thinking, algorithms and programming

Please see the assessment overview below:

Component	Marks	Duration	Weighting
Computer Systems (1)	80	1 hour 30 mins	50%
Computational thinking, algorithms, and programming	80	1 hour 30 mins	50%

Component 1 – Component System covers; 1.1 system architecture, 1.2 memory and storage, 1.3 computer networks, connections and protocols, 1.4 network security, 1.5 system software and 1.6 ethical, legal, cultural and environmental impacts on digital technology.

Component 2 – Computational thinking, algorithms and programming covers; 2.1 algorithms, 2.2 programming fundamentals, 2.3 producing robust programs, 2.4 Boolean logic and 2.5 programming languages and integrated development environments.

## Where can this take me?

Computer Science explores skills in networking, system security, system software, programming and many more. This leads to careers that are exciting, challenging and diverse in nature such as cyber security analyst, forensic computer analyst, game designer or developer and software engineers. Further vocational and academic qualifications: A Level Computer Science and Cambridge Technical – IT Level 2 and 3.

## Who do I contact for further information?

Ms Lewis – Assistant Headteacher

[plewis@corecity.academy](mailto:plewis@corecity.academy)



**Examination board:** Pearson BTEC Tech Award in Digital Information Technology

## Why study Digital Information Technology?

Digital Information Technology is a key part of many areas of our everyday lives and vital to the UK economy. Design and implementation of digital solutions, as well as handling data is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, organisation and manipulating data.

## How is the subject assessed?

Component Number	Component Title	How assessed
1	Exploring User Interface Design Principles and Project Planning Techniques	Internal
2	Collecting, Presenting and Interpreting Data	Internal
3	Effective Digital Working Practices	External

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

## Where can this take me?

Digital Information Technology not only provides technical skills for the world of work but also provides a foundation for further study in subjects like A level applied ICT or a BTEC Apprenticeship.

Taking Digital Information Technology would suit students looking for a career in app design, web design, video game design, digital advertising, and more.

## Who do I contact for further information?

Ms Lewis – Assistant Headteacher

[plewis@corecity.academy](mailto:plewis@corecity.academy)



**Examination board:** Pearson BTEC Tech Award in Enterprise

## Why study BTEC Enterprise?

This qualification is for pupils who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables pupils to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment

## How is the subject assessed?

The qualification consists of three components that give pupils the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant skills such as research, planning, problem solving and communication. Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Component	Component title	How assessed
1	Exploring Enterprises	Internal
2	Planning for and Pitching an Enterprise Activity	Internal
3	Promotion and Finance for Enterprise	External synoptic

### Component 3

- External assessment
- Completed under supervised conditions.
- The assessment must be completed in 2 hours

## Where can this take me?

- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.
- Post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these pupils, the attitudes and communication skills covered in the qualification will help them to achieve study of enterprise post-16 through the study of a Technical Certificate. Pupils who perform well in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the business sector.

## Who do I contact for further information?

Ms Lewis – Assistant Headteacher

[plewis@corecity.academy](mailto:plewis@corecity.academy)



**Examination board:** AQA Art and Design – Fine Art

## Why study Fine Art?

This course will give you the opportunity to explore the work of others and build on creating, experimenting, adapting & making of your very own artwork using a wide range of appropriate materials, and techniques, to help take your initial ideas through to realisation. You will develop Knowledge, understanding and skills in Fine Art. There are many skills, techniques, materials, processes, and concepts that are essential to all areas of study in Fine Art.

Students will develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches
- The use of observational skill to record from sources and communicate ideas
- Characteristics of materials such as the mood that specific media and its effect on the outcome
- The elements of Fine Art such as line, tone, shape, space, form, scale, composition, and proportion
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media and textures.
- The use of digital and/or non-digital applications.

## How is the subject assessed?

Students will be assessed on the following four assessment areas:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- Record ideas, observations, and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realizes intentions and demonstrates an understanding of visual language.

Final assessment

Component 1: Personal Portfolio (internally set) – 60% of overall qualification, taking approximately 45 hours, culminating in a final piece of work.

Component 2: Externally Set Assignment. - 40% of overall qualification, taken over 10 hours in exam conditions.

## Where can this take me?

Success in this subject can lead to students studying 'A' Level Art or Design Technology plus a wide variety of Vocational Art & Design courses at Level 3, including photographic and interior design options.

This route could lead to further study and employment in branches of Art or Design at University i.e., three-dimensional design, Jewellery, Fashion Design, Furniture Design, Textile Design & Product Design, a working artist, or curator. Birmingham and the greater West Midlands area boast some of the best degree courses in these subjects in the country.

## Who do I contact for further information?

Ms A Graham – Head of Faculty  
[agraham@corecity.academy](mailto:agraham@corecity.academy)

**Examination board:** AQA GCSE Geography

## Why study geography?

GCSE Geography encourages students to explore the link between the physical landscapes in the world, and the human landscapes. The course explores the interrelationships between peoples and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. Through the study of various case studies, students investigate how these interrelationships are playing out in the real world. Topics include climate change, ecosystems, natural hazards, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students will also develop their competence in a range of skills including those used in fieldwork, and Geographical Information Systems.

## How is the subject assessed?

The qualification is broken down into three exam papers, made up of the following topics:

### Paper 1

- 'Living in the Physical Environment'
- 1 hour 30 minutes – 88 marks
- Natural hazards, climate change, ecosystems, river and coastal landscapes.

### Paper 2

- 'Living in the Human Environment'
- 1 hour 30 minutes – 88 marks
- Urban issues and challenges, changing economic world and resource management.

### Paper 3

- 'Geographical Applications'
- 1 hour 15 minutes – 76 marks
- Issue evaluation, fieldwork and geographical skills.

## Where can this take me?

There has never been a more important time to use geographical knowledge and skills to pursue a career. Geography is a tough, rigorous course, but it encourages students to think deeply about some quite complex topics and move out of their comfort zone. Fieldwork activities take grit and determination, which only develop through being challenged and challenging yourself. None of these changes and challenges facing the UK and the world in the 21<sup>st</sup> century, including climate change, urbanisation, and globalisation, can be properly understood, let alone tackled, without geography. Whether your career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, geography opens up a range of choices for your future work and career.

## Who do I contact for further information?

Mrs K Mwaura – Head of Humanities Faculty

[Kmwaura@corecity.academy](mailto:Kmwaura@corecity.academy)



**Examination board:** OCR Level 1/2 Cambridge National in Health and Social Care

## Why study Health and Social care?

- Our Cambridge National in Health and Social Care will encourage students to:  
Understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Develop independence and confidence in using skills that would be relevant to the health and social

## How is the subject assessed?

Studying Cambridge Nationals in Health and Social care will cover the following topics:

- Principles of care in health and social care settings. This mandatory examined unit focuses on key topics that are important when caring for and protecting people in health and social care.
- Supporting individuals through life events. This mandatory internal unit focuses on the growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.
- Health promotion campaigns. This optional unit focuses you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

## Where can this take me?

This course can lead to a variety of jobs/careers in the sporting industry. The course is a perfect foundation to go on and study level 3 Cambridge Technical in Sport at college/sixth form. Some examples of careers are:

- Nurse
- Social worker
- Care worker
- Supervisors and managers in the care industry

## Who do I contact for further information?

Mrs K McAllister - Head of Vocational Studies

[kmcallister@corecity.academy](mailto:kmcallister@corecity.academy)





**Examination board:** AQA GCSE History

## Why study History?

History is the foundation of the world around us. In order to understand the present and become changemakers of the future you first need to understand the past. History is full of secrets, untold stories of lives of people that have shaped the world in which we live it. It unlocks understanding of how we came to being, how the society in which we live and contribute to, functions. The study of history provides invaluable skills of analysis and interpretation essential skills for navigating the world. These skills are transferable to a variety of different careers from historiography itself through to law and social studies.

## How is the subject assessed?

The AQA history GCSE is divided into two exam papers:

- Paper 1: Conflict and tension the interwar years 1918-1939 and Germany, democracy and dictatorship 1890-1945.
- Paper 2: Elizabeth England 1558-1603 and Britain, health and the people 1000-2000.

Both papers are worth 50% of your overall GCSE history grade and are examined separately each lasting two hours.

Questions: All four units cover a range of historical skills that you will answer in the exam. There are some cross overs across the papers helping you to make connections in your historical writing.

## Where can this take me?

Due to the skills you acquire by studying history it opens many doors in terms of careers. As well as this, knowledge of the past also works well to support a variety of different careers. Employers from across a wide range of sectors look for history qualifications as part of recruitment. Career paths include journalism, law, criminology, armed forces, education, academia and work for historical organisations such as English Heritage and the National Trust.

## Who do I contact for further information?

Miss A Thomas - Head of History  
[athomas@corecity.academy](mailto:athomas@corecity.academy)





**Examination board:** WJEC Award in Hospitality and Catering

## Why study Hospitality and Catering?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, post 16. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. Students will learn all aspects of both front of house and food preparation, from a wide variety of hospitality and catering venues.

## How is the subject assessed?

Students will be assessed on their ability in the following areas:

- Understand the environment in which hospitality and catering providers operate.
- Understand how hospitality and catering provisions operate.
- Understand how hospitality and catering provision meets health and safety requirements.
- Know how food can cause ill health.
- Be able to propose a hospitality and catering provision to meet specific requirements.
- Understand the importance of nutrition when planning menus.
- Understand menu planning.
- Be able to cook dishes.

Final assessment

- Unit 1, The Hospitality & Catering Industry (external)
- Unit 2, Hospitality & Catering in Action (internal)

## Where can this take me?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with most new roles falling within the 18-24 age group.

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners will be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. These roles require further education and training either through apprenticeships or further and higher education.

## Who do I contact for further information?

Ms J Dass – Head of Design Technology

[jdass@corecity.academy](mailto:jdass@corecity.academy)

**Examination board:** Pearson BTEC Tech Award in Music Practice

### **Why study BTEC Level 1/Level 2 Tech Award in Music Practice?**

The Music Practice Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The course will give learners the opportunity to apply knowledge and skills in a practical way through the exploration and development of techniques and styles.

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

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

### **How is the subject assessed?**

Students will be assessed on the following areas:

- The development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief. (Internal and externally moderated)
- The development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes. (Internal and externally moderated)
- Reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product. (External synoptic)

### **Where can this take me?**

This will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Students 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 a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the music sector.
- Music studio, radio and DJing, sound effects and film production, music therapist, music teacher, music producer, recording engineer, artist manager, tour manager, booking agent, music publicist, composer and music arranger.

### **Who do I contact for further information?**

Ms A Graham – Head of Creative Arts

[agraham@corecity.academy](mailto:agraham@corecity.academy)

**Examination board:** Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

## Why study BTEC Level 1/Level 2 Tech Award in Performing Arts?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is for pupils who want to acquire technical knowledge and technical skills through vocational contexts by studying acting, dance, or musical theatre as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge, and vocational attributes to complement GCSEs. The qualification will broaden the pupils experience and understanding of the varied progression options available to them.

## How is the subject assessed?

Students will study three components in the qualification giving them an opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques.

To be awarded a qualification, students must complete and achieve all three components with a grade Level 2 Pass and achieve the minimum number of points at a grade threshold. Internal assessment Components 1 and 2 are assessed through internal assessment. The components focus on:

- The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills, and techniques
- The development and application of skills such as: practical and interpretative, rehearsal and performance in acting, dance and/or musical theatre, through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

## Where can this take me?

This will help pupils to make more informed choices for further learning, either generally or in this sector. The choices that pupils can make post-16 will depend on their overall level of attainment and their performance in the qualification. Pupils 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 a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares pupils to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts area.

Pupils who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the performing arts sector.

## Who do I contact for further information?

Ms A Graham – Head of Creative Arts

[agraham@corecity.academy](mailto:agraham@corecity.academy)



**Examination board:** AQA GCSE Religious Education

## Why study RE?

GCSE RE is historically one of the best performing subjects within the school and is an excellent choice for students who are interested in big questions such as 'What is God like?', 'Why does evil exist?', 'How does religion affect people's behaviour?', 'How do we know what is right and wrong?'. Student will look at a range of ethical dilemmas such as abortion, euthanasia, the death penalty, nuclear weapons, and animal testing, to name a few. Students are encouraged to express their views through class debate as well as written work. A GCSE in RE will enable students to access higher education at college level.

## How is the subject assessed?

GCSE RE is 100% examination.

### Paper 1

Beliefs and Practices: Christianity and Sikhism. 1 hour 45 minutes. [50% of final grade]

### Paper 2:

Thematic Studies: Human relationships, religion and life, peace and conflict, crime and punishment.  
1 hour 45 mins [50% of final grade]

**Questions:** A mix of question styles from short one mark answers to longer essay style twelve mark questions.

## Where can this take me?

A GCSE RE can enable students to access higher education at college level and then further on to degree level. RE links to careers in the social sector including education, social work, government and politics, medicine, and law.

## Who do I contact for further information?

Mrs K Mwaura – Head of Humanities Faculty

[Kmwaura@corecity.academy](mailto:Kmwaura@corecity.academy)



**Examination board:** Pearson Edexcel GCSE Spanish

## Why study Spanish?

Give yourself 'the edge' by having GCSE Spanish as a qualification. The knowledge of a foreign language would be an advantage for furthering your career in any field and some universities and colleges may require this as a condition of entry.

You will develop skills in working with others collaboratively, problem solving, memory techniques, communicating effectively among many others. The course is designed to enable you to communicate in situations in which you might realistically find yourself whilst in Spain, or when speaking with people from any Spanish speaking countries.

## How is the subject assessed?

Spanish GCSE is available to all students. You will have covered many of the topics in years 7, 8 and 9 and will be in a strong position to do well in this subject. You should be prepared to work hard on your grammar and vocabulary skills in addition to having a keen interest in the culture of Spanish speaking countries.

Throughout the course you will study the following themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

At the end of your course, you will sit an examination in four skill areas, each of which is worth 25% of your total mark.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech including describing a photo.
- Reading – understand different types of written language and translate into English.
- Writing – communicate in writing and translate into Spanish.

## Where can this take me?

A grade 4 or above in GCSE Spanish will enable you to continue your studies of Spanish at AS and A2 levels or other business qualifications. It can lead to career opportunities in numerous areas, including law, business, travel and tourism, the media, journalism, MI5, sales and marketing, customer support, education, translating and interpreting and many more.

## Who do I contact for further information?

Miss Creedon – Head of MFL

[vcreedon@corecity.academy](mailto:vcreedon@corecity.academy)



**Examination board:** Cambridge National in Sports Studies

## Why study Sports Studies?

Our Cambridge National in Sports Studies will encourage students to:

- Understand a range of contemporary issues in sport such as participation levels, barriers, sporting values and ethical behaviours.
- Develop learning in a practical setting in two different sports as well as skills as a sports leader.
- Understand the different sides to the media sources and how they apply to real life, studying the relationship between sport and the media

## How is the subject assessed?

Studying Cambridge Nationals in Sports Science will cover the following topics:

- Contemporary issues in sport (Exam). The mandatory exam focuses on key topics within the world of sport such as technology, drugs, values, barriers to participation and National Governing Bodies.
- Performance and leadership in sports activities. This unit assesses your ability in a practical context in two different sport as well as your ability to plan, lead and evaluate a sports activity of your choice to Primary school pupils.
- Sports and the media. This unit explores the world of sport and its relationship with the different media outlets such as newspapers, internet, TV and more. You will understand the positives and negatives of how the sporting world interacts with the media.

## Where can this take me?

This course directly leads onto Level 3 Cambridge Technical in Sport at College/Sixth Form. Careers can be undertaken in:

- Coaching
- Teaching
- Sports Science and many more

## Who do I contact for further information?

Mr W McAllister - Head of PE  
[wmcallister@corecity.academy](mailto:wmcallister@corecity.academy)



**Examination board:** GCSE Art & Design - Textiles

## Why study Textiles?

Students will study and be expected to demonstrate skills, in all the following areas:

- awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design
- awareness of intended audience or purpose for their chosen area(s) of textile design
- ability to respond to an issue, concept, or idea, working to a brief or answering a need in the chosen area(s) of textile design.
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.

## How is the subject assessed?

Students will be assessed in the following areas:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations, and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Final assessment

Component 1: Personal Portfolio (internally set) – 60% of overall qualification, taking approximately 45 hours, culminating in a final piece of work.

Component 2: Externally Set Assignment. - 40% of overall qualification, taken over 10 hours in exam conditions.

## Where can this take me?

Success in this subject can lead to students studying 'A' Level Art or Design Technology plus a wide variety of Vocational Art & Design courses at Level 3. This route could lead to further study and employment in branches of Art or Design at University i.e., Fine Art, Interior Design, Jewellery, Fashion Design, Furniture Design, Textile Design & Product Design. Birmingham and the greater West Midlands area boast some of the best degree courses in these subjects in the country.

## Who do I contact for further information?

Ms J Dass – Head of Design Technology

[jdass@corecity.academy](mailto:jdass@corecity.academy)