

YEAR 9 OPTIONS BOOKLET

POINTING YOU IN THE RIGHT DIRECTION



WHAT WILL I STUDY?

HOW WILL I BE ASSESSED?

WHAT CAN IT LEAD TO?

YEAR 9 OPTIONS

POINTING YOU IN THE RIGHT DIRECTION

THE CURRICULUM AT KEY STAGE 4

Ormiston Forge Academy believes in offering all students a curriculum that provides a choice of different pathways towards further education and a wide choice of career opportunities. The mandatory Core subjects of English Language, English Literature, Maths, Science, PRE, PE and PSHE are studied by all students. Additional subjects will be offered as options.

CHOOSING FOR THE FUTURE

Students will be choosing their options in year 9 and they will have two years in Key Stage 4.

WHAT SUBJECTS ARE COMPULSORY?

| | |
|---|--------------------|
| Double Science | 4 Periods per week |
| English Language/ English Literature | 5 Periods per week |
| Mathematics | 4 Periods per week |
| History or Geography | 3 Periods per week |
| Physical Education | 1 Period per week |
| Philosophy, Religion and Ethics | 1 Period per week |
| PSHE | 1 Period per week |

WHAT ARE LEARNING PATHWAYS?

The remainder of the subjects on the timetable are then blocked in two groups. Each block contains a wide range of subjects; students choose one subject from each block. Students can find out about each of the subjects offered by reading this options booklet, attending the taster lessons in the week beginning Monday 3rd March, 2025 and communicating with staff who teach the subjects. Parents can stay informed of the subjects that students are thinking of taking by discussing their choices and helping them to make decisions.

WHEN WILL THE FINAL CHOICES HAVE TO BE MADE?

Parents will have the opportunity to attend a parent consultation afternoon on Monday 17th March, 2025. This will give you an opportunity to discuss your child's choices with a senior member of staff and complete the option form by Friday 21st March, 2025.



YEAR 9 OPTIONS

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IMPORTANT CONSIDERATIONS FOR STUDENTS

You should find out about:

- Qualifications obtainable
- What you will study on the course
- Implications for career choice – what you can do after the course

Remember – your Careers Officer Mrs Benson, is always available to offer help and advice.

ADVICE ON CHOOSING YOUR SUBJECTS

- 1 Choose the subjects which will assist your intentions for 16+. What do you want to do at 16+?
 - Sixth Form?
 - Apprenticeship?
 - College?
- 2 Choose a well-balanced timetable. Try not to choose all of your subjects from the same department. Do not specialize too much.
- 3 Choose subjects you think you will enjoy and find interesting
- 4 It is best not to pick a subject you are poor at.
- 5 **Do not** pick a subject because you work well for that teacher. It may be a different teacher taking that subject in years 10 and 11.
- 6 **Do not** pick a subject you have not studied before because you like the sound of it. If you have not done it before find out as much as you can about it before making your decision.
- 7 **Do not** choose subjects just because your friends have chosen them. You may not end up in the same class as them.
- 8 Creative subjects such as Art/Music and the Crafts are very useful.
- 9 Are you more suited to GCSE or BTEC method of learning? Find out about both
- 10 Seek plenty of advice and ask lots of questions!



YEAR 9 OPTIONS POINTING YOU IN THE RIGHT DIRECTION

SOME IMPORTANT POINTS FOR PARENTS/GUARDIANS

- Talk to your child about what their interests are.
- Find out what they would like to do in the future.
- Let them know that jobs for 16 year olds are now virtually non-existent. The key to their future is in good education, good training and developing skills and abilities that employers want and are prepared to pay for.
- If in doubt about your child's option choices, please contact the Academy to make an appointment to see the Careers Adviser, Mrs Davies (Associate Assistant Principal - Logistics), or Mr Bradley (Assistant Principal for Attainment).
- Try to encourage a variety in their choices, this will allow more choice at Post-16.
- Check that your child is choosing subjects for the right reasons.

THE WRONG REASONS WOULD INCLUDE:

- ✗ I like the teacher
- ✗ All the other choices are boring / too difficult
- ✗ All my friends are doing that subject

THE RIGHT REASONS INCLUDE:

- ✓ I am good at/enjoy that subject
- ✓ I know that these subjects will help my career choice, because I have found out about it
- ✓ I have achieved good marks and exam grades in a subject

IF IN DOUBT – ASK FOR AND GET HELP!

ATTENDANCE

Regular attendance and good punctuality are crucial if your child is to fulfil their potential at Key Stage 4. We need them to be in lessons if they are to achieve academic success. Please ensure that your child is punctual and that the school is informed of the reasons for non-attendance as soon as possible.



NON-EXAMINED COMPULSORY SUBJECTS

At Key Stage 4 you will study 3 non-examined, compulsory subjects. These subjects are vital for your development as citizens and will give you the important skills needed to live healthy, well-rounded lives outside of school. You will study each subject for 1 lesson per week.

PHILOSOPHY, RELIGION AND ETHICS (P.R.E)

Over the next two years, for CORE PRE, students will explore textual studies engaging with the topics of:
 What are the consequences of our actions?
 What rights do we have?
 Is there greater peace or conflict in the world?
 Medical ethics
 The topics will encourage students to **recognise the importance of ethics, along with philosophy & religion**, by; exploring whether crime is ever evil; discussing alternative forms of punishment; understanding what applies to be the greatest good for the greatest number;

identifying how conflict is a barrier to peace; discussing whether religion promotes peace; learning how human rights have been fought for and knowing, as humans, what **responsibilities we have as individuals within society**. In addition, this subject will give students the opportunity and the ability to question and critically engage with ethical claims and theories, without accepting them as absolute truth, helping students to build important skills such as **analysis, inference, understanding, communication, participation, developing ethical literacy and inter-religious and philosophical learning**.

PHYSICAL EDUCATION (P.E)

We recognise the importance of PE and the role it has to play in **promoting long-term, healthy lifestyles** and making a **positive impact on physical, mental and social health**. At Key stage 4, all students are provided with high-quality PE and sport provision, not only as a participant but in leadership roles such as a **coach, official or sports leader**. Students will select practical activities based on the following pathways:

Competition (games based), Competition (leadership based) or Recreational (fitness and aesthetics).
 We strive to inspire our students by offering a broad range of physical activities and engaging PE lessons that are enjoyable, challenging and **accessible to all**. It is our vision for every child to succeed and achieve their potential and to lead physically active lifestyles beyond their years at secondary school.

PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION (P.S.H.E)

It is the aim of the Personal, Social, Health and Economic Education curriculum to promote students' **personal wellbeing and development**. Through a spiral curriculum, building from KS3 into KS4, students are given the knowledge, understanding and practical skills to **help them live safe, healthy lives and make good choices**.

They are encouraged to be **global citizens** who care about other people and the world around them and understand how to take **positive action to improve their relationships, their communities and the wider world**.



GCSE ENGLISH LANGUAGE

COURSE LEADER: Mrs N Pitts nicola.pitts@oatforge.co.uk | Mr D. Dew daniel.dew@oatforge.co.uk

EXAM BOARD: AQA - www.aqa.org.uk

English is invaluable for your future, no matter what you are aiming for. A good command of the spoken and written word will help you every day of your life. Whatever you end up doing, English is a must have subject for college, university, work and life!

WHAT WILL I STUDY?

You will analyse how writers use language and structure to present their ideas in a range of fiction and non-fiction texts. You will also have the opportunity to write creatively and in non-fiction scenarios, communicating your ideas effectively. Skills that you learn here will also help with your study of English Literature.

All examinations are tier-less, meaning that there is no limit to the grade you can achieve!

HOW WILL I BE ASSESSED?

This qualification will be assessed through two written examinations at the end of year 11, both of which are compulsory. All texts in this examination will be unseen.

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|--|---|-------------------|-----------|-----|
| Paper 1: Explorations in Creative Reading and Writing | <ul style="list-style-type: none"> In Section A, you will answer four compulsory questions about one single, unseen text that was written in the 20th or 21st century. In Section B, you will answer one compulsory question from a choice of two that asks you to write creatively from a given stimulus. | 1 hour 45 minutes | June 2027 | 50% |
| Paper 2: Writers' viewpoints and Perspectives All tasks will be linked thematically | <ul style="list-style-type: none"> In Section A, you will answer four compulsory questions about two unseen texts taken from different eras, including the 19th century: one shorter question, two longer questions that ask you about both texts and one extended question that will ask you to compare aspects of both texts. In Section B, you will be asked to write a specified non-fiction text in which you will be asked to present your own point of view about a given subject. | 1 hour 45 minutes | June 2027 | 50% |

SPEAKING AND LISTENING – NON-EXAMINATION ASSESSMENT

The skill of presenting points of view and responding to questions will be assessed by your teacher. It remains a compulsory component of the qualification but will not form part of your final grade. Instead, it will be a separate endorsement on your certificate.

PROGRESSION PATHWAYS

- Entry onto an A level English course.
- You could use your knowledge and skills to enter the world of work.
- English skills open several doors in many areas. The communication skills you learn are required in any line of work you choose to take.

CAREERS

Sports Journalist, Lawyer, Film Director, Public Relations Executive, Fashion Journalist, Author, Newsreader, Politician, Actor, Architect, Creative Director, Scriptwriter, Teacher, Customer Service, Retail and many, many more!

GCSE ENGLISH LITERATURE

COURSE LEADER: Mrs N Pitts nicola.pitts@oatforge.co.uk | Mr D. Dew daniel.dew@oatforge.co.uk

EXAM BOARD: AQA - www.aqa.org.uk

WHAT WILL I STUDY?

You will analyse some of the most culturally relevant literary texts to see how writers, poets and playwrights communicate their views on society through their characters, plots and writing.

You will study Shakespeare (*Macbeth*), a nineteenth-century prose text Dickens (*A Christmas Carol*), Priestley (*An Inspector Calls*) and fifteen poems from different eras and cultures (*Power & Conflict*).

All examinations are tier-less, meaning that there is no limit to the grade you can achieve!

HOW WILL I BE ASSESSED?

This qualification will be assessed through two written examinations at the end of year 11, both of which are compulsory. All texts in this examination will have been previously studied in class however it is a closed book examination.

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|---|--|--------------------|-----------|-----|
| Paper 1: Shakespeare and the 19th-century novel | <ul style="list-style-type: none"> In Section A, you will be asked to analyse how Shakespeare presents a particular aspect of 'Macbeth' in an extract from the play. You will then have to explain how Shakespeare presents this aspect in the whole play. In Section B, you will be asked to analyse how a writer of a nineteenth century prose text presents their ideas about characters or themes, with the use of a printed extract. You will then have to explore this across the rest of the novel. | 1 hour 45 minutes | June 2027 | 40% |
| Paper 2: Modern Texts and Poetry | <ul style="list-style-type: none"> In Section A, you will be asked to explore how J.B. Priestley presents a specified idea or theme in his play 'An Inspector Calls' In Section B, you will be asked about a cluster of poetry you will have studied in class. You will be asked to compare a specified aspect of two of these poems, one of which will be named. In Section C, you will be asked two compulsory questions about two unseen poems, written in different eras. You will be asked to compare the unseen poems in the second question. | 2 hours 15 minutes | June 2027 | 60% |

PROGRESSION PATHWAYS

- Entry onto an A level English course.
- You could use your knowledge and skills to enter the world of work.
- English skills open several doors in many areas. The communication skills you learn are required in any line of work you choose to take.

CAREERS

Sports Journalist, Lawyer, Film Director, Public Relations Executive, Fashion Journalist, Author, Newsreader, Politician, Actor, Architect, Creative Director, Scriptwriter, Teacher, Customer Service, Retail and many, many more!

GCSE MATHEMATICS

COURSE LEADER: Mrs R Birchall ruth.birchall@oatforge.co.uk

EXAM BOARD: Pearson Edexcel GCSE 1MA1 – <https://qualifications.pearson.com/>

WHAT WILL I STUDY?

Mathematics is compulsory for all students. At the end of year 11 GCSE exams are taken at either higher or foundation tier. Both tiers include: number, algebra, geometry and measure, statistics, and ratio and proportion content. At foundation tier students can access grades 1-5, and at higher tier grades 3-9.

TO DO WELL YOU NEED TO:

- draw and measure accurately.
- choose and apply appropriate methods to solve problems.
- be able to use a calculator proficiently.
- remember key formulae.
- present your work logically for someone else to understand.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|---------------------------|--|-------------------------------|-----------|-----------|
| Paper 1 Non-Calculator | Number, Algebra, Geometry, Measures, Statistics, Probability, Ratio and Proportion | Examination 1 hour 30 mins | June 2027 | 33.33...% |
| Paper 2 Calculator | Number, Algebra, Geometry, Measures, Statistics, Probability, Ratio and Proportion | Examination 1 hour 30 mins | June 2027 | 33.33...% |
| Paper 3 Calculator | Number, Algebra, Geometry, Measures, Statistics, Probability, Ratio and Proportion | Examination 1 hour 30 mins | June 2027 | 33.33...% |

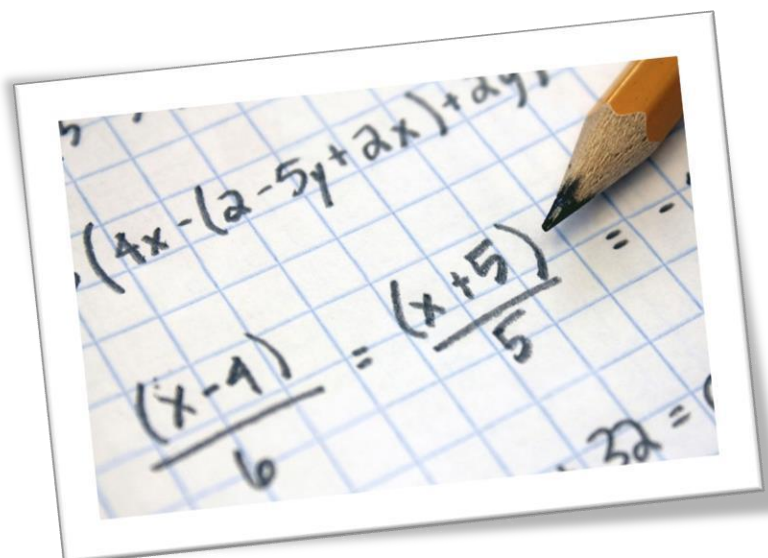
PROGRESSION PATHWAYS

Students who achieve a grade 7 or above can access A Level Mathematics. We are proud at Forge to offer students who achieve grades 4-6 at GCSE the opportunity to take the Core Mathematics Qualification which can also bridge the gap for students wishing to take A Level Mathematics. Students who do not achieve a minimum of a grade 4 will be expected to retake mathematics in Sixth Form or at college.

CAREERS

A grade 5 in GCSE Mathematics is deemed a 'good pass' by employers and educational institutions.

Many careers stem from mathematics qualifications including: teaching, finance, computer programming, engineering, medicine, veterinary science, dentistry, nursing, scientific and technical jobs.



GCSE COMBINED SCIENCE: TRILOGY

Head of Science Mr M Iliffe - michael.iliffe@oatforge.co.uk

Assistant Subject Leaders Miss K Fellows - katie.fellows@oatforge.co.uk

Miss C Basterfield - charlotte.basterfield@oatforge.co.uk

EXAM BOARD: AQA - www.aqa.org.uk

WHAT WILL I STUDY?

All pupils will study Physics, Chemistry and Biology, which are combined into 2 GCSE's. Students will also be expected to carry out a set of required practical experiments throughout the course, which are essential to underpin scientific theory. The final result will be an average grade of the three sciences.

Chemistry

- Atomic structure and the periodic table
- Bonding, structure and properties
- Quantitative chemistry
- Chemical and energetic changes
- Rates of reaction
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|-----------|--------------------------------|---|-----------|------|
| Biology | Biology (2 x 70 mark papers) | Pupils will sit two examinations at the end of year 11. | June 2027 | 100% |
| Chemistry | Chemistry (2 x 70 mark papers) | Pupils will sit two examinations at the end of year 11. | June 2027 | |
| Physics | Physics (2 x 70 mark papers) | Pupils will sit two examinations at the end of year 11. | June 2027 | |

FINAL QUALIFICATION

GCSE Combined Science (2 GCSE's)

CAREERS

Astronomer, Technician, Aviation, Chemist, Teacher, Electrician, Film and Video Editor, Food Tester, Food Scientist, Forensic Scientist, Nuclear Technician, Nuclear Power Operator, Occupational Health Specialist, Physicist, Physiotherapist, Pilot, Ship Captain, Sound Engineer, Doctor, Nurse, Pharmacist, Dentist, Marine Biologist, Veterinarian, Veterinary Nurse, Optician, Chemical Engineer, Marine Biologist, an endless list!



GCSE RELIGIOUS STUDIES

COURSE LEADERS: Mrs Jemma Willetts jemma.willetts@oatforge.co.uk Miss M. Trinham molly.trinham@oatforge.co.uk

EXAM BOARD: AQA Religious Studies A - www.aqa.org.uk

WHAT WILL I STUDY?

At GCSE, Religious Studies is studied over two years, years 10 and 11, with three lessons per week. The GCSE involves the study of two key religions in the local area, Christianity and Sikhism, as well as looking at ethical themes that are relevant today; relationships and families, crime and punishment, human rights and social justice, religion and life, the existence of God and revelation and peace and conflict. Students will have the opportunity to explore these topics through the lens of Christianity and Sikhism as well as the opportunity to develop their own opinions on ethical issues.

HOW WILL I BE ASSESSED?

| AREA OF STUDY | ASSESSMENT | DATE | % |
|--|-------------------------------|------------------|-----|
| Component 1a: Study of Christianity | Examination 1 hr 45 mins | May/June 2027 | 25% |
| Component 1b: Study of Sikhism | | | 25% |
| Component 2: Study of the following 5 themes: Religion, crime and punishment. Religion, human rights and social justice. Religion and life. Religion, peace and conflict. Existence of God and Revelation Religion, Relationships and Families. | Examination 1 hour 45 mins | May/June 2027 | 50% |

TO DO WELL YOU NEED TO:

- use key religious teachings and quotes from sacred texts to answer questions.
- apply these quotes to different issues.
- approach the subject through a critical lens, being ready to analyse why people believe what they do, and how the impacts their lives.
- use evidence to come to a reasoned conclusion about ethical issues.

PROGRESSION PATHWAYS

AS or A level Philosophy, Religion and Ethics, AS or A level Classic Civilizations and other Humanities AS and A level options (History, Geography, Law, Sociology, Psychology)

The level of GCSE pass is generally of interest to most employers and educational institutions. Many jobs and college courses look favorably on a GCSE as studying it shows empathy, critical awareness and reasoning skills.

CAREERS

Examples of career paths include: Teaching, Politics, Medical jobs e.g. nursing, paramedic, medical ethics, MI5 and MI6, Managerial jobs, Environmental jobs, Charity work, Social work, Law, Policing, The Armed Services. (Religious Studies provides a route into most careers as the skills it offers are looked for by employers)

GCSE GEOGRAPHY

COURSE LEADER: Miss B Humphries beckie.humphries@oatforge.co.uk

EXAM BOARD: AQA- Syllabus Number 8035 - www.aqa.org.uk

WHAT WILL I STUDY?

There are two main themes of study in GCSE Geography:

- Living with the physical environment- this topic focuses on the current challenge of natural hazards across the globe, changing physical landscapes in the UK and the living world.
- Challenges in the human environment- this topic involves looking at important urban issues and challenges, the continually changing economic world and the ongoing challenge of resource management.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|--|--|--|-----------|-----|
| Unit 3.1 Living with the physical environment | Natural hazards, extreme weather events, climate change, coasts, rivers and ecosystems | Written examination - Combination of multiple-choice, short answer and extended prose questions including the assessment of geographical skills 1 hour 30 minutes | June 2027 | 35% |
| Unit 3.2 Challenges in the human environment | World population, urban growth, change and sustainability, economic development, resource management and food issues | Written examination - Combination of multiple-choice, short answer and extended prose questions including the assessment of geographical skills 1 hour 30 minutes | June 2027 | 35% |
| Unit 3.3 Geographical applications | Issue evaluation Fieldwork- Two opportunities to undertake fieldwork in the local area. | Written examination - Problem solving questions based on pre-release resources about a geographical issue and student's fieldwork investigations. 1 hour 30 minutes | June 2027 | 30% |

PROGRESSION PATHWAYS

A level Geography.

To begin an A level in Geography you would generally need to achieve a grade 5 in GCSE Geography and a grade 5 in GCSE English and GCSE Mathematics.

CAREERS

Geography equips you with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking- all highly valued by employers and university institutions. Careers people have been employed in through studying Geography include: town planning, estate agency, travel and tourism, law, conservation, armed forces, teaching, human rights, conservancy, meteorology, hazard management, pollution analysis, aid work, marketing and flood management.

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



GCSE HISTORY

COURSE LEADER: Mr R Dhatt ricky.dhatt@oatforge.co.uk

EXAM BOARD: EDEXCEL - www.edexcel.org.uk

WHAT WILL I STUDY?

GCSE History combines modern and early modern history. You will study:

- Medicine through time from the 13th Century to the present day, which includes the development of surgery and public health through the centuries, including a case study of World War One.
- Weimar and Nazi Germany - 1919-1939. This topic explores the development of the Nazi Party and Hitler's rise to power in Germany.
- Elizabeth I 1558-1588- This topic explores why Philip II sent the Spanish Armada in 1588 and why she had to execute her own cousin, Mary, Queen of Scots.

Superpower relations and the Cold War, 1941-1991. This topic explores the impact of US-Soviet relations as both nations became embroiled in a nuclear arms race in an attempt to extend their ideological beliefs across the world.

TO DO WELL YOU NEED TO

Display good written skills and be able to write essays and pieces of extended writing, use skills at reading and understand different sources of information: also be able to work and research independently.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|---|---|----------------------------------|-----------|-----|
| Medicine in Britain 1250-present | The development of the causes and treatment of disease as-well as the progressive development of surgery during WW1. Medicine during the middle ages 1250-1500 Renaissance medicine; Medicine in Victorian Britain; Modern medicine – 20th & 21st Centuries. | Examination 1 hour 20 minutes | June 2027 | 30% |
| Early Elizabethan England 1558-1588 Superpower relations and the Cold War, 1941-1991 | Explore the problems Elizabeth I faced during the early years of her reign including threats from foreign powers and treason from within her own country. Explores US-Soviet relations and their nuclear arms race to spread their respective ideologies across the world. | Examination 1 hour 50 minutes | June 2027 | 40% |
| Weimar and Nazi Germany 1919-1939 | Exploring Hitler's rise to power and the development of organisations such as the Hitler Youth and League of German Maidens-as-well as his treatment of the Jews | Examination 1 hour 30 minutes | June 2027 | 30% |

PROGRESSION PATHWAYS

To study A level History and other Humanities A level subjects – such as sociology, psychology, philosophy and ethics, law, government and politics, geography and classics.

Skills such as literacy, research, analysing and evaluating – also supports other GCSEs.

History is a traditional and academic subject and therefore is highly valued by universities and professional occupations.

CAREERS

Lawyer, Journalist, Media, Teacher, Management, Archaeologist, Civil Service, Researcher, Social Worker, Conservation etc.

GCSE TRIPLE SCIENCE

Head of Science Mr M Iliffe - michael.iliffe@oatforge.co.uk

Assistant Subject Leaders Miss K Fellows - katie.fellows@oatforge.co.uk

Miss C Basterfield - charlotte.basterfield@oatforge.co.uk

EXAM BOARD: AQA – www.aqa.org.uk

WHAT WILL I STUDY?

Students will study Physics, Chemistry and Biology as separate GCSE subjects. Students will be expected to carry out a set of required practical experiments throughout year 9, 10 and 11 for each the subjects, which are essential to underpin scientific theory.

CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure and properties
- Quantitative chemistry
- Chemical and energetic changes
- Rates of reaction
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|-----------|-------------------------------|---|-----------|------|
| Biology | Biology (2x100 mark papers) | Pupils will sit two examinations at the end of year 11. Each exam is 1hr 45 mins. | June 2027 | 100% |
| Chemistry | Chemistry (2x100 mark papers) | Pupils will sit two examinations at the end of year 11. Each exam is 1hr 45 mins. | June 2027 | 100% |
| Physics | Physics (2 x 100 mark papers) | Pupils will sit two examinations at the end of year 11. Each exam is 1hr 45 mins. | June 2027 | 100% |

FINAL QUALIFICATION

GCSE Biology, GCSE Chemistry, GCSE Physics (3 GCSE's). Students who would like to progress to A level sciences and then science-based degrees such as medicine are encouraged to take triple science to ensure a smooth transition to A level

"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard." John F. Kennedy

CAREERS

Astronomer, Technician, Aviation, Chemist, Teacher, Electrician, Film and Video Editor, Food Tester, Food Scientist, Forensic Scientist, Nuclear Technician, Nuclear Power Operator, Occupational Health Specialist, Physicist, Physiotherapist, Pilot, Ship Captain, Sound Engineer, Doctor, Nurse, Pharmacist, Dentist, Marine Biologist, Veterinarian, Veterinary Nurse, Optician, Chemical Engineer, Marine Biologist, Pilot- an endless list!

GCSE SPANISH

COURSE LEADERS: Mrs J Bevan jayne.bevan@oatforge.co.uk

EXAM BOARD: Edexcel – www.edexcel.com

WHAT WILL I STUDY?

The new GCSE Spanish course has been developed to help all students benefit from learning a language and learning about the world around them.

This course is topic based and looks at the cultural aspects of the target language country and current topics teenagers can relate to and are interested in.

WHAT ARE CLASSES LIKE?

Language classes at GCSE are interactive, fun and full of surprises. There are lots of activities to help improve your listening, reading, speaking and writing skills throughout the course.

The interactive lessons will not only really boost your confidence but also learning a language is a lot of fun.

In addition, it will widen your knowledge and understanding of the world and everyone's place within it and at the same time you will have lots of fun in the process.

WHAT SKILLS WILL I GAIN?

The language skills that you will gain from learning a language at GCSE can be really useful in all types of jobs. There are many exciting opportunities at your fingertips as you will have skills and talent which stand out to employers.

During the course you will:

- develop excellent communication and listening skills.
- improve your self-confidence.
- develop your memory skills.
- widen your horizons, flexibility and open-mindedness.
- improve your problem-solving skills.
- enhance your literacy skills.
- enhance your creativity and personal thinking skills.
- enjoy independent learning and teamwork.

There are also lots of exciting opportunities to participate in projects that include:

- Creating realistic scenes/role-play conversations in the target language e.g market scenes, café scenarios, hotel situations
- The possibility of attending a trip to the country to experience the customs and culture of the country and much more...

HOW WILL I BE ASSESSED?

| SKILL | ASSESSMENT | DATE | % |
|-----------|---------------------|---------------|-----|
| Listening | Written examination | May/June 2027 | 25% |
| Speaking | Oral examination | April 2027 | 25% |
| Reading | Written examination | May/June 2027 | 25% |
| Writing | Written examination | May/June 2027 | 25% |

SO WHY CONTINUE TO LEARN A LANGUAGE?

We live in an increasingly globalised world and companies are constantly expanding overseas and dealing with clients from all over the world. Learning a language and gaining a qualification will make you stand out from the crowd and give you more opportunities in many capacities.

"One language sets you in a corridor for life. Two languages open every door along the way." Frank Smith

SO WHAT JOBS CAN YOU USE LANGUAGES?

Language skills can prove to be an essential attribute in many professions: Retail/trade, Journalism, Tourism/hospitality, International business, Teaching, Translator/interpreter, Finance, Lawyer. Entertainment and gaming, Broadcasting/editing and Publishing, Technical and engineering, Media and Arts, Events management, Airline, Import and export, and Fashion/design industries, Also Medical, Telecommunications and Customer Service, Technology and Sales/marketing/advertising sectors.

GCSE BUSINESS STUDIES

COURSE LEADER: Miss J Newman jessica.newman@oatforge.co.uk

EXAM BOARD: EDUQAS - www.eduqas.co.uk

WHAT WILL I STUDY?

The course is designed to deepen candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice and reflects the integrated nature of organisations and their decision-making processes.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|---|---|--------------------|-----------|------|
| Examination work Component 1 - 2hr paper (worth 62.5%) | The Business Framework; Business and their Customers; Producing Goods and Services; Human Resource Planning; The External Environment; Business Finance and Control | Written exam paper | June 2027 | 100% |
| Component 2 - 1.5hr paper (worth 37.5%) | The Business Framework; Business and their Customers; Producing Goods and Services; Human Resource Planning; The External Environment; Business Finance and Control | Case study paper | June 2027 | 100% |

TO DO WELL YOU NEED TO:

- Develop as an effective and independent learner.
- Use an enquiring, critical approach to distinguish facts from opinion and to build arguments and make informed judgements.
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities.
- Consider the extent to which business and economic activity can be ethical and sustainable.
- Use a range of mathematical skills and make justifiable decisions for different business contexts.

PROGRESSION PATHWAYS

- Entry onto higher educational courses, A level Business, Accountancy or Economics or T Levels in Business.
- You could use your business knowledge to enter the world of work.
- Your skills would help you set up your own business in the area of your choice.
- A good grounding in Business Studies opens many doors in numerous areas if you are unsure of your future plans at the moment. The ICT skills and basic knowledge you learn are required in any line of work you choose to take.
- Enrichment activities in higher education with Tycoon in Schools or Young Enterprise.

CAREERS

A GCSE in Business Studies provides good preparation for any employment and with further training or study; students may progress into a business-related career such as Accountancy, Administration, Customer Service, Marketing, Human Resources ICT, Sales, Management, Politician, Entrepreneur, Financial Adviser, Stockbroker, Tax Inspector, Teacher, Logistics, International Business or Risk Management.



OCR CAMBRIDGE NATIONAL IN ENTERPRISE & MARKETING

COURSE LEADER: Miss J Newman jessica.newman@oatforge.co.uk

EXAM BOARD: OCR NATIONAL CAMBRIDGE

WHAT WILL I STUDY?

The OCR Cambridge National in Enterprise and Marketing is a practical course focused on enterprise, entrepreneurship, and real-world business skills. Students will design and develop an original product to solve a specific business challenge, including conducting market research, designing the product, and calculating costs. Students will learn to create business plans, assess product viability, and develop marketing strategies. The course also covers branding, pricing, and financial forecasting, while helping you develop essential skills in problem-solving, teamwork, and communication. By the end, students will have a solid understanding of how businesses are created, marketed, and managed, preparing you for further study or a career in business.

HOW WILL I BE ASSESSED?

TO DO WELL YOU NEED TO

- Conduct market research and understand customer needs (analytical skills).
- Design business ideas and product proposals (creativity and problem-solving).
- Apply financial calculations for pricing and viability (numeracy and attention to detail).
- Create business plans and marketing strategies (planning and organization).
- Present and pitch ideas confidently (communication and presentation skills).
- Reflect on work and use feedback to improve (self-assessment and adaptability).
- Understand key business concepts and functions (critical thinking and decision-making).



| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|--------|--|-----------------|-----------|-----|
| R067 | Enterprise and Marketing Concepts (Theory) is a theory-based unit that lays the foundation for understanding enterprise and marketing. In this unit, students will explore the key concepts of business, including how businesses identify opportunities, the functions within a business, and the importance of market research and financial planning. | Exam Unit | June 2027 | 40% |
| R068 | Design a Business Proposal is a coursework-based unit where students will develop the skills to create a detailed business proposal. In this unit, students will conduct market research, design a product or service, and create a customer profile to identify the target market. They will also use financial calculations to set pricing strategies and assess the viability of their proposal. | Coursework Unit | June 2026 | 60% |
| R069 | Pitching a Business Proposal is a coursework-based unit where students will develop the skills to present and pitch their business proposal to an external audience. | Coursework Unit | June 2027 | |

PROGRESSION PATHWAYS

- Entry onto higher educational courses, A level Business, Accountancy or Economics or T Levels in Business.
- You could use your business knowledge to enter the world of work.
- Your skills would help you set up your own business in the area of your choice.
- A good grounding in Business Studies opens many doors in numerous areas if you are unsure of your future plans at the moment. The ICT skills and basic knowledge you learn are required in any line of work you choose to take.
- Enrichment activities in higher education with Tycoon in Schools or Young Enterprise.

CAREERS

Studying the OCR National Cambridge Enterprise and Marketing course opens career paths in marketing, business development, product management, and market research. It also prepares students for entrepreneurship or roles in sales, advertising, and customer service, where they can apply skills in market analysis, branding, and communication.

GCSE COMPUTER SCIENCE

COURSE LEADERS: Mr J. Willetts jamie.willetts@oatforge.co.uk

EXAM BOARD: OCR - www.ocr.org.uk

WHAT WILL I STUDY?

Throughout the course you will develop an in-depth understanding of how computer technology works. This will include learning about how the components within a computer work together to allow users to interact with a computer system. Students will build on their knowledge and understanding of the use of algorithms in computer programs like Python and students are then expected to use these skills to develop their own computer programs to solve problems. Throughout the course you will study a

HOW WILL I BE ASSESSED?

range of theory topics and develop practical skills through programming languages and algorithms.

TO DO WELL YOU NEED TO:

- Identify key theory content from the specification whilst using key subject terminology.
- Apply computational thinking when identifying and solving problems.
- Design, develop, test and evaluate a range of computer programs created for different scenarios.
- Evaluate the impact technology has on a range of stakeholders.

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|--|---|---|--|-----|
| J277/01 - Computer Systems | Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. | Externally assessed examination (1 hour 30 minutes) | Examined Assessment in May 2027 (Year 11) | 50% |
| J277/02 - Computational Thinking, Programming and Algorithms | Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project. | Externally assessed examination (1 hour 30 minutes) | Examined Assessment in May 2027 (Year 11) | 50% |
| Practical Programming Skills | All students will be given the opportunity to undertake a variety of programming tasks during their course of study. Students will be able to draw on some of the content in both components when engaged in practical programming. Students will use a suitable programming language, and have the opportunity to define success criteria from a given problem, and then create a suitable algorithm to achieve the success criteria. Students will be able to check its functionality using a suitable and documented test plan and provide an evaluation in the success of their solution. | Students will complete a range of programming tasks throughout the course and will be assessed in the J277/02 exam. | Programming tasks will be ongoing throughout the course. | 0% |

TO DO WELL YOU NEED TO:

- Feel comfortable sitting examinations, demonstrating good English skills.
- Be confident breaking down problems and using logical thinking to produce solutions.
- Show good mathematical skills.
- Be willing to learn a new programming language.
- Be able to work to deadlines and maintain high standards of your work.
- Show resilience when completing work; never giving up on the problems you face.

PROGRESSION PATHWAYS:

This qualification is suitable for those wishing to progress onto other related study, such as AS/A Level Computer Science, level 3 apprenticeships and higher education.

CAREERS:

Having a Computer Science qualification is an advantage for any job that you apply for. This qualification will enable you to develop problem solving skills which will be looked on favourably by employers. Potential jobs directly related to this subject include: cyber security analyst, forensic computer analyst, games developer, information systems manager, software engineer and many more.

GCSE CLASSICS

COURSE LEADER: Mrs V Whittaker victoria.reynolds-whittaker@oatforge.co.uk

EXAM BOARD: OCR – Classical Civilisations - www.ocr.org.uk

WHAT WILL I STUDY?

Classics is the study of the Ancient Greeks and Ancient Romans: their histories, heroes and how these amazing ancient cultures of the past have made such a huge impact on our present day. The course is designed for students who have a love for Ancient History and Literature, and for those who wish to gain knowledge of the classical worlds of Athens and Rome – their myths and monsters, societies and values and their epic stories!

TO DO WELL YOU NEED TO:

- Have a love for all things Ancient Greece and Rome; we look into their daily lives, the gods and goddesses, gladiators, wars and both mythical and epic stories!
- Successfully study visual and literary sources and be able to show an understanding of these through reasoned explanations, analytical opinions and through making judgements about the fascinating areas we will explore.
- Analyse texts using a range of research skills to completely delve into these ancient worlds.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|--|---|--|------|---|
| Component Group 1: Thematic Study The Thematic Study allows us to study both Greece and Rome, literature and visual culture. | Greek and Roman Myth and religion We will study myths looking into the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. We will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife adds to our understanding and provides opportunity for the study of remarkable temples and works of art. | Written Examination This exam is a written paper, breaking down each aspect of the Thematic Study. 90 marks 1 hour 30 | 2027 | 50% Each unit is worth 50% of the total GCSE 1-9 |
| Component Group 2: Literature and Culture This component contains two elements; one in-depth cultural study and a piece of literature connected to this. | The Homeric World For the literature aspect of this unit we read 5 chapters of 'The Odyssey' a Greek story following the hero Odysseus on his journey home from the Trojan war. It takes Odysseus 10 years to reach home, as he battles gods like Poseidon, monsters like the one-eyed giant and takes revenge on the group of men who have invaded his palace while he's been away - looking to marry his wife! Our cultural study looks at life in ancient Greece around 3000 years ago. The ancient civilisation of the Mycenaens gives a fantastic insight into the lives of the ancient Greeks, their palaces, burial tombs, weaponry, jewellery and art. | Written Examination This exam is a written paper, breaking down each aspect of the Literature and Culture unit. 90 marks 1 hour 30 | 2027 | 50% Each unit is worth 50% of the total GCSE 1-9 |

PROGRESSION PATHWAYS

Classics is a particularly academic subject. As well as being superb preparation for further study in ancient History and Classics, a study of Classics complements many other popular A levels including: History, English Literature, Philosophy, Government and Politics, Art, Drama and Theatre Studies - as well as the study of the classical languages. Due to the fact that Classics is so multifaceted; studying not just the histories but also the values, literature, geography, philosophies and religions of these societies, it provides a wealth of learning.

CAREERS

A GCSE in Classics will provide pupils with essential preparation for a wide range of academic careers such as Teaching, it can also prove helpful for those who wish to pursue jobs within the fields of History and English, even Archaeology, Art and Law.

GCSE DESIGN AND TECHNOLOGY

COURSE LEADER: Mrs L. Broughton laura.broughton@oatforge.co.uk

EXAM BOARD: AQA

WHAT WILL I STUDY?

GCSE Design and Technology has a great emphasis on academic knowledge and understanding alongside applying iterative design and making processes. Students will develop and use their knowledge, creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

To make effective design choices students will need a breadth of technical knowledge and understanding that consists of: New and emerging technologies, Energy storage and generation, Modern and smart materials, electronic systems and mechanical devices, materials and their working properties and the practical application of scientific and mathematical principles.

TO DO WELL YOU NEED TO:

- Apply theory knowledge to practical situation to problem solve real life problems
- Identify key features in products to analysis and evaluate against clients' needs and wants.
- Have a creative and imaginative mind to develop innovative thinking.
- Produce a portfolio of work displaying skills and understanding and ideas.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|---|--|--|---------------------|-----|
| Component 1: written examination | Section A – Core technical principles (20 marks) Section B – Specialist technical principles (30 marks) Section C – Designing and making principles (50 marks) | Written Examination 100 marks 2 hours | May/June 2027 | 50% |
| Component 2: Non-Examination Assessment | Students will produce a working prototype and a portfolio of evidence (max 20 pages) | Coursework portfolio 100 marks 30-35 hours | June 2026- Feb 2027 | 50% |

PROGRESSION PATHWAYS AND CAREERS

To study A Level Design and Technology: Product Design and other design courses such as textiles, engineering and electronics or any vocational course such as carpentry, plumbing, electrical, vehicle mechanics and many more or onto an apprenticeship and employment.

Skills you will develop include problem solving, practical skills and confidence with hand and machine tools, design thinking, analytical skills, evaluative thinking and development of reasoning skills.

SKILLS NEEDED FOR THIS COURSE

- Investigating
- Designing
- Making
- Analysing and Evaluating
- Research and analytical skills
- Creative and problem-solving skills
- Design skills and drawing ability
- The ability to make a variety of iterative models that represent design ideas.
- Interactions with a client/user
- Planning and manufacturing a product to a design and manufacturing specification.
- Evaluation skills

Maths principles in this course include;

trigonometry, area, percentages, data analysis, ratios, volume, graphs

GCSE ART, CRAFT AND DESIGN

COURSE LEADERS: Mrs E Porter portere@oatforge.co.uk

EXAM BOARD: AQA - www.aqa.org.uk

WHAT WILL I STUDY?

Students will build upon their knowledge of the subject already gained within the academy. This exciting course will allow students to explore fine art, graphics and Three-dimensional design, using a wide variety of methods and materials. They will be expected to use their imagination and to express their creativity, together with their research skills to investigate periods of Art History in order to produce exciting pieces of work. All students will be required to keep a portfolio of work in which to record their experiences., ideas, experiments and knowledge of Artists and craftspeople and designers.

TO DO WELL YOU WILL NEED TO:

- Have a creative and imaginative mind.
- Have good observation skills to develop exciting paintings, graphics and 3D models.
- Produce a creative portfolio which shows the development and investigation of your ideas.
- Explore and write about the work of Artists, Craftspeople and Designers.
- Experiment with a wide range of art techniques and materials.
- Have the ability to develop 2D designs into 3D outcomes.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|-------------|---|--|------|-----|
| Component 1 | Produce a portfolio of work over the period of 45 hours. Your practical work will be inspired by a creative starting point. | Assessment is completed regularly with sketchbooks, homework and project work. | 2027 | 60% |
| Component 2 | This is an externally set task. You will be provided with several themes, each with a range of written and visual starting points. You will produce a personal response either a painting, a graphical outcome or a 3D model. | Externally assessed. | 2027 | 40% |

PROGRESSION PATHWAYS

You could choose to continue your studies at A level or other vocational qualifications. The GCSE course is diverse and provides an excellent starting point for many Art industries. Through choosing this GCSE you will gain valuable skills, techniques, ideas and an appreciation of artists and designers. The course could lead you to a career in fashion, interior design, Architecture, Graphic Design, Illustrator, Costume Design, Jewellery Design, Film making, Ceramicist or fine artist etc... Careers are endless. Art helps you with a creative perspective, which can help in many careers including engineering, architecture, mathematics and science.



GCSE

ART AND DESIGN TEXTILES

COURSE LEADERS: Mrs E Porter emma.porter@oatforge.co.uk

EXAM BOARD: AQA - www.aqa.org.uk

WHAT WILL I STUDY?

This is a creative GCSE that will encourage students' development of textile skills expressing themselves through a wide range of media and techniques. Textile design is the creation of outcomes that may include woven, knitted, stitched printed decorative textiles. Throughout the course students will explore a range of textile processes including dyed and printed textiles, drawing, mark making, collage, applique, fabric manipulation, constructed textiles which will lead to a costume/fashion/surface print or fine art piece. Throughout the course the introduction of artists and designers will enrich textile work produced.

TO DO WELL YOU WILL NEED TO:

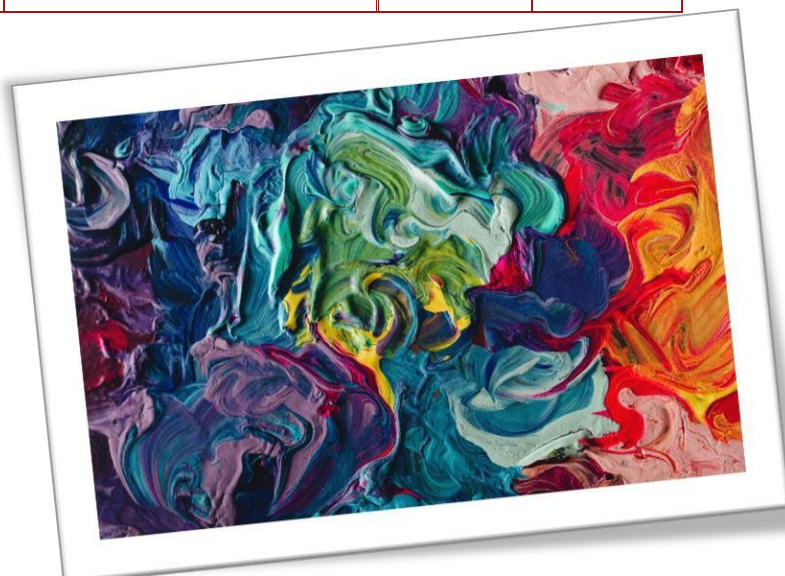
- Have a creative mind.
- Have good observational skills both in drawing and analysis of colour and pattern.
- Produce exciting sketchbook work which shows the investigation of your ideas. Explore and write about the work of artists, crafts people and designers.

HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|-------------|--|--------------|------|-----|
| Component 1 | You will produce a portfolio of practical work showing your personal response to either a starting point, brief, scenario or stimulus. | Portfolio | 2027 | 60% |
| Component 2 | This is an externally set task. You will be provided with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options. | 10 hour exam | 2027 | 40% |

PROGRESSION PATHWAYS

You could choose to continue your studies at A Level or other vocational qualifications. The GCSE course provides an excellent starting point for many Art industries. Through choosing this GCSE you will gain valuable skills, techniques, ideas and art history knowledge. The course could lead you towards a career in fashion, interior design, soft furnishing, surface textiles, retail industries, Illustrator etc... the careers are endless. Art helps provide you with a creative perspective, which can help in many careers including engineering, architecture, mathematics and science.



TECHNICAL AWARD HOSPITALITY AND CATERING

COURSE LEADERS: Miss R Potter rebecca.potter@oatforge.co.uk

EXAM BOARD: EDUQAS – www.eduqas.co.uk

WHAT WILL I STUDY?

This course will develop learners knowledge and understanding relating to the hospitality and catering industry. In this qualification learners will have the opportunity to develop a wide range of cooking and practical skills linked to different themes and scenarios.

Learners will develop their knowledge of nutrition and special diets as well as develop a wider understanding of hygiene and safety, job roles and responsibilities in the industry and how the hospitality and catering industry operates relating to menu planning, establishments and food service.

HOW WILL I BE ASSESSED?

The Award has the same weighting as a GCSE and will count as equivalent to one GCSE.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 The Hospitality and Catering Industry Unit 2 Hospitality and Catering in Action
Learners must complete both units.

| MODULE | ELEMENTS | ASSESSMENT | DATE |
|--------|---|---------------------|-----------------------|
| Unit 1 | Learners will develop a wide understanding the hospitality and catering industry linked to establishments, job roles (kitchen and front of house), food hygiene and safety and laws and legislation. | Externally assessed | June 2027 |
| Unit 2 | Learners will develop a secure knowledge and understanding of nutrition, special diets, menu planning, customer needs and sustainability. All of these go alongside developing an extensive range of practical skills and how to plan, prepare, cook and present nutritional dishes safely. | Internally assessed | Throughout the course |

PROGRESSION PATHWAYS

This Award will help learners develop their knowledge, skills and experience and could potentially open the door to a career in Hospitality and catering.

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. All of these roles require further education and training either through apprenticeships or further and higher education.



BTEC LEVEL 2 TECH AWARD IN MUSIC PRACTICE

COURSE LEADER: Mrs L Arnold laura.arnold@oatforge.co.uk

EXAM BOARD: Pearson - www.edexcel.com

WHAT WILL I STUDY?

The aim of this course is to develop students' skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

HOW WILL I BE ASSESSED?

TO DO WELL YOU NEED TO:

- develop key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- process 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
- develop attitudes that are considered most important in the music sector, including personal management and communication
- Gain knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

| ELEMENTS | Assessment | DATE | % |
|--|---|--|-----|
| Component 1: Exploring Music Products and Styles | In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. | May/June Year 1 Internally Assessed controlled assessment | 30% |
| Component 2: Music Skills Development | In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. | May/June Year 1 Internally Assessed controlled assessment | 30% |
| Component 3: Responding to a Music Brief | This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. | May/June Year 2 Externally assessed | 40% |

PROGRESSION PATHWAYS

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. Through developing the skills, knowledge and understanding outlined above, students are provided with the basis for further development with the ultimate aim being the creation of a musician with the knowledge and skills-set to be able to perform and record music in a professional capacity (i.e. be a recording and performing artist). After completing the course, students can continue on to further vocational and academic study at level 3, as well as apprenticeships and traineeships. What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future



BTEC PERFORMING ARTS

DRAMA, DANCE AND MUSICAL THEATRE

COURSE LEADERS: Mrs J Brooks Jessica.brooks@oatforge.co.uk

EXAM BOARD: Edexcel - www.edexcel.com

WHAT WILL I STUDY?

With the new BTEC Tech Award in Performing Arts, students not only get the chance to perform, but also develop valuable skills and techniques in different disciplines, and explore potential careers in the industry.

As the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, students can explore the sector while:

- developing specific skills and techniques
- devising and delivering a workshop performance
- analysing, evaluating and enhancing their skills.



HOW WILL I BE ASSESSED?

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

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|-------------|---|--|------|-----|
| Component 1 | Exploring the Performing Arts Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles. | Internally assessed assignments | - | 30% |
| Component 2 | Developing skills and techniques Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre. | Internally assessed assignments | - | 30% |
| Component 3 | Performing to a brief Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. | Externally assessed assignments. Students work in groups of between 3 and 7 members to create a performance based on a set brief. | - | 40% |

WHERE THE COURSE CAN LEAD...

With a BTEC Tech Award in Performing Arts, students are able to explore, challenge and realise their potential. During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps.

After completing the course, your students can continue on to further vocational and academic study at level 3, as well as apprenticeships and traineeships. What's more,

the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

NCFE HEALTH AND SOCIAL CARE

COURSE LEADER: Mrs Kerry Matthews

kerry.matthews@oatforge.co.uk **EXAM BOARD:** NCFE

WHAT WILL I STUDY?

Health and Social Care is an expanding sector. Currently across the UK there are many health and social care services that have been developed to cater for the health and social needs of people. Health and Social Care specialists are in demand and many students go onto work within the industry.

Health and Social Care is an interesting and engaging subject designed to give students an insight into the care industry. The course will help develop students personal skills in terms of communication and teamwork skills, which are something that employers in this industry are looking for. You will also develop skills within literacy, numeracy and ICT within class. You will study eight content areas.

HOW WILL I BE ASSESSED?

| Content area | CORE UNITS | ASSESSMENT | DATE | % |
|------------------|--|--|---------|-----|
| Content area 1-8 | Find out about different health and social care services, you will explore job roles and care values in health and social care. You will learn about the journey through life from birth to old age and how we develop physically, intellectually, emotionally and socially. You will also explore the care needs of individuals. | NEA – Non-exam assessment 13 hours tasks, completed under exam conditions | Year 11 | 50% |
| Content area 1-8 | As well as the above content areas you will learn about how services can be accessed, the barriers to accessing services and how these may be overcome. You will gain an understanding of key legislation, and the role of person-centred care planning and how the care planning cycle is applied to meet the individual's needs | EA- Examined assessment 1 hour 30 minutes | Year 11 | 50% |

CAREERS

- Health and Social Care is a great subject to take if you want to go into the care industry.
- This subject caters for a wide range of interests such as social care, caring for adults/elderly, nursing and midwifery.
- Wide range of career choices on offer such as nursing, social care and caring for others. |
- You can even combine other subjects such as art, music or ICT as a wide range of careers are available in the health and social care sector

Additional course details can be found at
www.ncfe.org.uk/

GCSE PE

COURSE LEADER: Mr. S Chilton | Stefan.chilton@oatforge.co.uk

EXAM BOARD: AQA GCSE PE – Syllabus number 8582 - www.aqa.org.uk

WHAT WILL I STUDY?

Over the course of the year 10 and 11 students will cover the following topic areas:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data



HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|--|--|---|-----------|-----|
| Paper 1: the human body and movement in physical activity and sport | <ul style="list-style-type: none"> · Applied anatomy and physiology · Movement analysis · Physical training · Use of data | Written exam 1hr 15 mins | June 2027 | 30% |
| Sociocultural influences and wellbeing in physical activity and sport | <ul style="list-style-type: none"> · Sports psychology · Socio-cultural influences · Health, fitness and well-being · Use of data | Written exam 1hr 15 mins | June 2027 | 30% |
| Practical performance in physical activity and sport | Practical performance in three different activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity. For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. | Assessed by teachers over the 2-year course Moderated by AQA at the end of the course | June 2027 | 40% |

PROGRESSION PATHWAYS

A level PE, Cambridge technical award level 3, Apprenticeship e.g., Exercise, Physical Activity, Sport and Health sector (Level 2 and 3)

CAREERS

PE teacher, sports coach, nutritionist, physiotherapist, personal trainer, physical performance analyst

OCR LEVEL 1/2 CAMBRIDGE NATIONAL IN SPORTS SCIENCE

COURSE LEADER: Mr. S Chilton Stefan.chilton@oatforge.co.uk

EXAM BOARD: AQA GCSE PE – Syllabus number 8582 - www.aqa.org.uk

WHAT WILL I STUDY?

The Cambridge National in Sport Science will give students the opportunity to learn about the fundamental principles and concepts of Sport Science. It will prepare participants for physical activity in ways which keep them safe as well as learning how to react should injuries happen and how to recognise common medical conditions. You will also learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these, as well as how to design, implement and evaluate fitness training programmes.



HOW WILL I BE ASSESSED?

| MODULE | ELEMENTS | ASSESSMENT | DATE | % |
|---|---|--|-----------|-----|
| R181: Applying the principles of training: fitness and how it affects skill performance | You will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. | Centre-assessed tasks, OCR moderated | June 2027 | 40% |
| R183: Nutrition and sports performance | In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. | Centre-assessed tasks, OCR moderated | Jan 2027 | 20% |
| R180: Reducing the risk of sports injuries and dealing with common medical condition | In this unit you will learn how to prepare participants to take part in sport and physical activity in a way which minimises the risk of injuries occurring | 1hr 15 mins Written paper, OCR set and marked | June 2027 | 40% |

PROGRESSION PATHWAYS

A level PE, Cambridge technical award level 3, Apprenticeship e.g., Exercise, Physical Activity, Sport and Health sector (Level 2 and 3), BTEC Sport National Level 3

CAREERS

PE teacher, sports coach, nutritionist, physiotherapist, personal trainer, physical performance analyst

ENTRY REQUIREMENTS: A-LEVEL SUBJECTS

After completion of your Key Stage 4 subjects most students decide to continue their education. This can take many forms: The sixth form at Ormiston Forge Academy; local colleges; apprenticeships or education in a work environment. What you can study will be determined by the grades that you achieve and the subjects that they are in.

At Ormiston Forge Academy sixth form you can study the following subjects:

| SUBJECT | ENTRY REQUIREMENT |
|---------------------------------------|--|
| A level Art Graphics | Grade 5 or above in GCSE Art and grade 4 or above in GCSE English |
| A Level Biology | GCSE grade 6 in Biology or grade 6 in combined science. Grade 5 or above in GCSE maths and English. |
| A level Business Studies | GCSE English and Maths grade 4 or above and at least 3 other GCSE's grade 9- 4. |
| A level Chemistry | GCSE grade 6 in chemistry or grade 6 in combined science. Grade 5 or above in GCSE maths and English. |
| A level Classics / Ancient History | GCSE English grade 4 or above and at least 4 other GCSE's grade 9- 4. |
| A level Computer Science | GCSE Maths grade 6 or above, GCSE Computer Science grade 6 or above and at least 3 other GCSE's grade 9 - 4. |
| Criminology (Level 3 Diploma) | GCSE English and Science grade 4 and 3 other GCSE's grade 4 or above. |
| A Level English Literature | GCSE English language or literature grade 5 or above and at least 4 other GCSE's grade 9 - 4. |
| A Level Fine Art | Grade 5 or above in GCSE Art and grade 4 or above in GCSE English |
| A Level Geography | GCSE English and Maths grade 5 or above. At least 3 other GCSE's grade 9- 4, including grade 6 in GCSE Geography |
| A Level History | GCSE English grade 5 or above and at least 4 other GCSE's grade 9- 4, including grade 6 in GCSE History. |
| A Level Law | GCSE English grade 4 or above and at least 4 other GCSE's grade 9- 4. |
| A Level Maths | GCSE maths grade 7 or above and at least 4 other GCSE's grade 9 - 4. |
| A Level Philosophy, Religion & Ethics | GCSE English grade 5 or above. At least 4 other GCSE's grade 9- 4, including grade 6 in GCSE Religious Studies |
| A Level Physics | GCSE grade 6 in physics or grade 6 in combined science. Grade 6 or above in GCSE Maths. |
| A Level Physical Education | GCSE grade 4 in Science & English and grade 5 in PE. At least 5 other GCSE's grade 9-4 or Distinction in Level 2 Cambridge National Sports Science Qualification |
| A Level Product Design | GCSE Mathematics Grade 4 or above and GCSE grade 4 or above in Design Technology or other design subject. |
| A Level Psychology | GCSE English grade 4 or above and at least 4 other GCSE's grade 9- 4, including grade 5 in GCSE Science. |
| A Level Sociology | GCSE English grade 4 or above and at least 4 other GCSE's grade 9- 4. |
| A Level Spanish | GCSE Spanish at grade 6 or above, GCSE English grade 4 or above and at least 4 other GCSEs grade 9- 4. |

ENTRY REQUIREMENTS:

VOCATIONAL SUBJECTS AND ENRICHMENT QUALIFICATIONS

BTEC COURSES AT LEVEL 3 are the equivalent of A Level qualifications. Successful completion of these courses lead to either one, two of three A Level passes depending on the course

SUBJECT

ENTRY REQUIREMENTS

ACTIVE PATHWAY
(incorporating BTEC Extended Diploma in Sport)

GCSE English at grade 4 or above, GCSE Science at grade 4 or above and either grade 4 in GCSE PE, or a merit grade in Level 2 BTEC Sport

CARE PATHWAY
(incorporating BTEC Extended Diploma in Health & Social Care)

GCSE English at grade 4 or above

BUSINESS PATHWAY
(incorporating BTEC Extended Diploma in Business Studies)

GCSE English and Maths grade 4 or above and at least 3 other GCSE's grade 9-4

FLEXIBLE PATHWAY
(incorporating BTEC Business with, BTEC ICT, BTEC Travel & Tourism, BTEC Performing Arts, BTEC Music, BTEC Sport or Criminology Applied Diploma)

**FLEXIBLE PATHWAY
BTEC BUSINESS**

GCSE English and Maths grade 4 or above and at least 3 other GCSE's grade 9-4

**FLEXIBLE PATHWAY
BTEC ICT**

GCSE English and Maths grade 4 or above and a Key Stage 4 qualification in ICT

**FLEXIBLE PATHWAY
BTEC TRAVEL & TOURISM**

GCSE English and Maths grade 4 or above and at least 3 other GCSE's grade 9-4

**FLEXIBLE PATHWAY
BTEC PERFORMING ARTS**

Students should have studied either GCSE or BTEC Drama or Performing Arts achieving either a Pass or grade 4

**FLEXIBLE PATHWAY
BTEC MUSIC**

Students should have studied either GCSE or BTEC Music or Performing Arts, achieving a grade 4. Students should have either singing or instrumental grades or should be able to show a good skill level.

**FLEXIBLE PATHWAY
BTEC SPORT**

2 grade 4's in English, Maths and/or Science. Grade 4 in Physical Education or Level 2 Merit in Level 2 BTEC Sports Award.

**FLEXIBLE PATHWAY
CRIMINOLOGY APPLIED DIPLOMA**

GCSE English grade 4 or above, GCSE Science grade 4 or above and at least 3 other GCSE's grade 9-4.

CAREERS PROGRAMME AT FORGE

The Academy has a planned programme of Careers Education, providing pupils with the knowledge, understanding and skills in order to make realistic careers decisions. This programme is based on the CDI (Career Development Institute) framework as well as the Gatsby Benchmarks but ultimately is designed to meet the needs of the individual.

For any further information about the careers programme, please contact dawn.benson@oatforge.co.uk or beverley.scott@oatforge.co.uk

For news of careers events and talks, please check our social media feeds.
We will also email students with any relevant updates and inform parents.
We will also post to Satchel One.



TRANSFERABLE SKILLS