

# Year 9 Options



*“A generation is not defined by the options it has but by the choices it makes.”* **Sharanya Haridas, Author.**

This booklet has been designed to help students make the best decisions in their journey through 14-19 education, as well as selecting their KS4 Options.

Whilst the choices that you make now will help you to decide what you study for the next two years, your choices will also help to direct the courses that you can study post Year 11/Further Education and can even impact on the choices that you might make for your career or Higher Education/University.

Having to make these decisions now can seem overwhelming, but everybody your age is making the same decisions, so you are not on your own. This is an exciting time and the first time since you started education aged 4 that you have choices, let's make the most of this opportunity!

## How will we support students?

We will support you through consultation with subject teachers, activities during GREAT Lives, individual interviews and informal discussions around your needs. We will also get some external support for you too. We actively encourage the involvement of parents, carers and families, your friends, and someone else that you trust and who knows you well. You should try and get as much advice and guidance as you think you need, but the choice will ultimately be yours and yours alone.

To make a wise decision ideally your choices will be:

- **Enjoyable** - you're more likely to succeed at a course that you enjoy doing!
- **Relevant** - the course should help you along your chosen educational or career pathway.
- **Achievable** - it's good to stretch yourself, but you should always try and make sure that your goals are realistic. Try to pick subjects you know you can succeed in.

The best place to start is usually by thinking about yourself and the things that you enjoy and are successful at doing. Completing the activities on Xello will help you to do this along with all the support that you will receive in school. If you cannot remember your log in details please speak to Miss Tidbury.

## What if I don't know what I want to do yet?

That is not a problem – it is not yet vital that you have chosen a career path. Sticking to the advice and guidelines that we give you should allow you to make choices that will still give you some flexibility when you reach the end of Year 11. Unfortunately, you should be aware that not choosing certain subjects can mean that there are certain paths that would be very difficult to follow in later life. For this reason, researching career paths is very important. You can do this online, such as Xello or by speaking to your teachers or adults at home. You also have information through the GREAT Career of the Month.

All students have access to Xello to research careers, courses, colleges and university, which they can access through the following link- [Schools | GMACS | Inspire. Explore. Apply](#) A student's log in details are their school email address and their date of birth (DD/MM/YYYY). Your parents/carers will also be given access to Xello too. But here are some other websites that you might find helpful.

**General:**

<https://careerpilot.org.uk/>

<https://sacu-student.com/>

<https://successatschool.org/careerzones>

<https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs#js=on>

**Apprenticeships:**

[Apprenticeships | GMACS | Inspire. Explore. Apply](#)

[#SEEDIFFERENT | The Apprenticeship Hub #SEEDIFFERENT](#)

<http://www.apprenticeshipguide.co.uk/>

<https://successatschool.org/advisedetails/68/All-About-Apprenticeships>

**Further Education:**

<http://www.bbc.co.uk/schools/parents/alevels/>

<https://www.studential.com/further-education/A-levels/how-to-choose-your-A-levels>

<https://www.thecompleteuniversityguide.co.uk/a-levels-and-highers/choosing-a-levels/>

<https://university.which.co.uk/advice/a-level-choices/what-are-btecs>

<https://www.studential.com/further-education/vocational-qualifications/BTEC/guide-to-btec-qualifications>

**Higher Education:**

<https://gmhigher.ac.uk/>

<https://www.ucas.com/>

<https://www.thecompleteuniversityguide.co.uk/league-tables/rankings>

## What Careers Advice can students get?

Positive Steps and Tameside are two other sources of help that you can access in school.

<https://www.positive-steps.org.uk/services-for-children-and-young-people>

Who- Lisa Reeve ([Lisa.Reeve@tameside.gov.uk](mailto:Lisa.Reeve@tameside.gov.uk)) and Brooke Millington ([BrookeMillington@positive-steps.org.uk](mailto:BrookeMillington@positive-steps.org.uk))

What- Independent careers guidance and advice, which is matrix accredited.

Where- Careers Space in the LRC

When- Monday and Wednesday

## How can I find out more about a course?

This booklet is your starting point, but you may find that you want more detail about what a course is like. You can ask to speak to a teacher who teaches the subject but you can also try and speak to some older students who are studying the course themselves to try and find out what it is really like. There are quotes from students in this booklet. However, below are some of the basic things that you need to consider when choosing a course.

### Some POOR reasons for choosing a course...

- ✗ You think it sounds easy
- ✗ You like the teacher that you have now
- ✗ Your friend has chosen the same course
- ✗ You just picked anything because you ran out of time

### Some GOOD reasons for choosing a course...

- ✓ It helps you towards what you want to do for a career
- ✓ It goes well with your other choices
- ✓ You enjoy it and you think you will do well
- ✓ It will give you useful transferable skills
- ✓ You're thinking of studying the course in Sixth Form

# Information about the qualification types on offer:

## GCSES - What are GCSEs?

GCSEs are the most common type of qualification to be taken by 14 to 16-year olds in the UK. They stand for General Certificate of Secondary Education.

## **Who can study them?**

Anyone can study for a GCSE but they are mostly taken by learners at secondary school.

## **How long do they take to complete?**

GCSEs usually take two years to complete. Most lead to a single award, although double awards are available, for example, combined science which is worth two grades at GCSE.

## **How are they assessed?**

Exams take place at the end of the two-year course. Students will be assessed in the summer examinations in Year 11 on what they have learned during Year 10 and 11 and their ability to apply their knowledge.

## **Where to next with GCSEs?**

GCSEs are often seen as a steppingstone to further study. You may also require a certain grade in subjects, such as Maths and English, if you're planning to go onto further study, an apprenticeship or directly into employment.

## BTECs - What are they?

Alongside GCSE qualifications, which are all classed as 'Level 2', we also offer a range of other Level 2 qualifications. It is important to know that these qualifications can offer a different way of learning and studying a subject, often in a more practical and applied way. Developed in consultation with employers and teaching professionals, BTECs are designed for Level 2 learners, and are equivalent to GCSEs. They are not to be seen as 'easier' and they are regarded as Level 2 qualifications by colleges and by employers alongside GCSEs.

They develop practical skills and core knowledge for learners to progress onto Level 3 qualifications, employment or apprenticeships. BTECs will count equally alongside GCSEs when applying to do further study in general or vocational qualifications. It is possible to study a mix of GCSE and more vocational qualifications side by side.

A successful Vocational Level 2 learner demonstrates the high standards of knowledge, practical skills and understanding required for further study and employment. The standards are just as high as for GCSEs.

## What you learn

Similar to GCSEs, the vocational and practical Level 2 qualifications are divided into:

- core or mandatory units
- optional specialist units

Each unit covers a specific area of knowledge, skills and understanding required by the sector. Every learner will study the mandatory units, ensuring all students gain a solid foundation through a broad understanding and knowledge of the sector.

The teaching team then has the freedom to build a course to suit local needs and their learners' interests and aspirations by selecting from a range of optional units and pathways that support progression to further study, an apprenticeship or into employment.

## How you learn

Vocational Level 2 students develop their knowledge and understanding by applying their learning and skills in a work-related or practical context.

The teaching team creates a series of assignments, which can be written or activity based. The format of the assignments varies to suit the needs of the subject area, and could include activities such as creating a film clip, planning and putting on a performance, or creating a business plan or creating a product.

Vocational Level 2 assignments offer learners the opportunity to demonstrate their learning in a real-life context. Students work on assignments in a variety of ways; some they complete on their own, and for others they work as part of a team.

## Assessment structure

All Level 2 qualifications involve some quantity of externally and internally assessed units.

In the vocational subjects, learners are assessed on doing rather than knowing, through project-based internal assessments they'll apply their knowledge and skills to practical tasks.

Assignments will vary according to the subject, but activities will range from designing and making a working product or prototype, to making a short film; planning and putting on a performance, or presenting to others. We will apply the same rigorous approach to assessment that we do for all our qualifications and the expectations will be high in terms of the grades we expect students to achieve.

# The Curriculum Offer

All students will study a CORE curriculum which includes English, Maths, and Science, Sport, RE, PSHE & careers (GREAT Lives at Copley Academy). In addition to this we do insist students pick one of the other EBacc subjects from a choice of Geography, History, German or the sciences.

## EBacc – what’s that?

**The English Baccalaureate** is a relatively new performance measure that was introduced in 2010 by the government. It recognises the success of students who attain GCSEs at grades 9-5 across a core of academic subjects:

English  
Mathematics  
History or Geography  
The Sciences, including Computer Science  
A Modern Foreign Language

The government wants to encourage more students to take these core academic subjects and bring about greater fairness of opportunity, so that students, who have the ability, have the chance to study for the English Baccalaureate. It is felt that success across a broad range of subjects, such as these, provides a secure foundation for more advanced academic learning later in life.

## Important Dates

<b>Options Evening</b>	Thursday 16th January.
<b>Year 9 Consultation Evening</b>	Thursday 6 <sup>th</sup> February.
<b>Options Submission Form goes “Live”</b>	Friday 7 <sup>th</sup> February.
<b>Deadline for completed Options Forms</b>	Friday 14 <sup>th</sup> February.
<b>Quality Assurance Conversations</b>	During Half Term 4 and 5.



# Summary of courses for study

All students must study the core:

<b>English Language</b>	GCSE
<b>English Literature</b>	GCSE
<b>Maths</b>	GCSE
<b>Science (Combined)</b>	GCSE
<b>RE</b>	Not examined
<b>PE</b>	Not examined
<b>GREAT Lives</b>	Not examined.

**The subjects identified above make up the core offer. These are subjects that all students will follow and are not part of the option choices.**

A summary of option choices available for students to choose from:

<b>Geography</b>	GCSE
<b>History</b>	GCSE
<b>German</b>	GCSE
<b>French</b>	GCSE
<b>Triple Science**</b>	GCSE
<b>Art &amp; Design (Textiles)*</b>	GCSE
<b>Art &amp; Design (Art)*</b>	GCSE
<b>Photography</b>	GCSE
<b>Computer Science</b>	GCSE
<b>Enterprise (Business)</b>	BTEC
<b>Digital IT</b>	BTEC
<b>Media</b>	BTEC
<b>Music</b>	BTEC
<b>Health &amp; Social Care</b>	BTEC
<b>Hospitality &amp; Catering</b>	WJEC
<b>Sport Studies</b>	BTEC
<b>Performing Arts</b>	BTEC

**\*Students will only be able to choose one of the Art and Design subjects.**

**\*\*Triple Science will be available for a selected cohort only.**

# GCSE Geography

## Why choose Geography?

Studying Geography at GCSE combines a mix of important, relevant and interesting topics such as urban issues, development, extreme environments and hazards. The AQA course provides a fantastic opportunity to explore some of the world's biggest issues, understand the physical forces and processes at work that help to shape our planet, and understand the social, economic and environmental impacts. This course is perfect for any student that is ready to work hard, has an interest in the world around them and prepared to explore a diverse variety of topics.

Geography is a highly respected academic subject which will open many opportunities for the future. Employers and further education facilities see Geography as a dynamic subject which is rich in a range of skills, knowledge and understanding as well as linking to many subjects in the arts and sciences. Studying GCSE Geography provides a range of valuable skills and knowledge such as:

- ✓ Highly relevant knowledge of society, economy and environment
- ✓ In-depth place knowledge
- ✓ Looking at issues differently on varied scales and perspectives
- ✓ Develop geographical arguments supported with factual knowledge and understanding
- ✓ Fieldwork skills, including collecting, understanding and communicating data
- ✓ Data and geospatial skills, including interpreting photographs and numeracy skills
- ✓ Teamwork, communication and collaboration
- ✓ Visual communication skills, including using maps, graphs and diagrams

## How will I be assessed?

We teach the AQA GCSE specification syllabus and students will gain their final grade from three exam papers:

<b>Paper 1: Living with the Physical Environment</b>	<b>Paper 2: Challenges in the Human Environment</b>	<b>Paper 3: Geographical Applications</b>
Written exam: 1hr 30mins 85 marks (+3 SPaG) 35% of GCSE	Written exam: 1hr 30mins 85 marks (+ 3 SPaG) 35% of GCSE	Written exam: 1hr 30mins 70 marks (+ 6 SPaG) 30% of GCSE

## What will I learn?

Paper 1: The Challenge of Natural Hazards, The Living World, Physical Landscapes of the UK

Paper 2: Urban Issues and Challenges, Changing Economic World, Resource Management

Paper 3: Issue Evaluation, Geographical Fieldwork

## Fieldwork:

As part of the AQA Specification requirements, GCSE Geographers must complete two days of fieldwork off site. These include a physical fieldwork study on beach profiles at Formby and a human fieldwork study on regeneration in Liverpool City Centre.

## Careers & The Future:

Environmental lawyer, Disaster and Emergency Planner, Marine Biologist, Doctor, Tourism Officer, Nature Conservation Officer, Scientist, Teacher, Transport Planner, Pollution Specialist or working for the government.

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*Student quote: "Geography is really interesting and the fieldwork brings what you learn to life".*

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# GCSE History

## Why choose History?

History GCSE is a fascinating and rewarding subject. You will study events and individuals that have shaped the world that we live in today. You will develop skills that are transferable in all subjects and ones which are highly regarded by universities and employers. There are jobs that use history directly such as museum work, the tourism industry, archaeology and teaching. However, the skills of history are valued by employers in many areas such as law, journalism, politics, the civil service and industry. All of these professions have to study a range of different sources and reach conclusions – studying history can teach you this.

## How will I be assessed?

Students sit 3 exam papers at the end of the course:

**Paper 1:** Thematic study and historic environment

**Paper 2:** Period study and British depth study

**Paper 3:** Modern depth study

## What will I learn about?

History GCSE covers a wide range of topics to suit many areas of interest.

**Paper 1:** Medicine through Time and WWI Surgery – 1 hr 15 mins (30%)

**Paper 2:** Early Elizabethan England and American West – 1 hr 45 mins (40%)

**Paper 3:** Weimar and Nazi Germany – 1 hr 20 mins (30%)

## Careers & The Future?

Archeologist, Research Analyst, Teacher/ Lecturer, Librarian, Anthropologist, Journalist, Solicitor, Lawyer. History is a really popular qualification with most employers because of its academic rigor and because of the skill set developed.

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*Student Quote: "The lessons in history are structured, engaging and fun. Miss always breaks the work down for you to achieve your best. We give history a solid 10 out of 10"*

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# GCSE German or French

## Why choose a Modern Foreign Language?

If you enjoy communicating with other people, finding out how languages work and learning about different countries and cultures, studying GCSE German/French is an excellent choice for you.

As well as learning to understand, say and write a lot more German/French there are many other benefits to taking this GCSE course:

- You will be able to share your interests, ideas and opinions with other people who speak German/French.
- You will learn about the countries where German/French is spoken.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for, as it is an EBacc subject.
- In lessons you will learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and being able to work productively as a team.

## How will I be assessed?

The Edexcel exam is divided equally between assessing your skills in listening, speaking, reading and writing the language. Each skill area is worth 25% of your overall grade.

You will sit four different exams. The listening, reading, and writing exams will take place at the end of Year 11. Your speaking exam takes place towards the end of Year 11 and is conducted by your class teacher. It lasts about 12 minutes.

## What will I learn?

**My Personal World:** family, friends, relationships and equality

**Lifestyle and Wellbeing:** physical and mental well-being, food and drink, sports

**My Neighbourhood:** places in a town, shopping, the natural world and environmental issues

**Media and Technology:** music, TV, film social media and gaming

**Studying and my Future:** school and future opportunities

**Travel and Tourism:** transport, accommodation and tourist attractions

## Careers & The Future?

The world is a big place providing many exciting opportunities. Capture them, enjoy them, but most importantly make sure that you are equipped with the tools needed to communicate with the world by taking German/French as one of your GCSE options. Britain's economy needs linguists and yet we are few and far between. Give yourself that advantage and get GCSE German/French on your CV!

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*Student Quote: "MFL is fun because it allows you to improve your language skills and learn a totally new different language".*

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# GCSE Triple Science

## Why choose this course?

Are you passionate about Science? This course is suitable for students who wish to pursue careers in STEM (Science Technology Engineering and Maths). The greater depth in content prepares students for A levels in the Sciences as well as a variety of Level 3 vocational courses and apprenticeships.

Following AQA Biology, Chemistry and Physics GCSE specification (higher or foundation) students study the 3 science disciplines and obtain 3 GCSE grades at the end of the course. Each of the subjects are studied in much greater depth than combined science along with purposeful practical activities as part of day to day teaching and learning.

## How will I be assessed?

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.

Each individual Science (Biology, Chemistry and Physics) is examined using 2 papers – paper 1 and paper 2. Each paper is 1 hour 45 minutes and is worth 50% of the total marks.

## What will I learn?

Biology – Paper 1; students learn the key concepts of biology Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology – Paper 2; students learn the key concept of biology, Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry – Paper 1; students learn key concepts in chemistry Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Chemistry - Paper 2; students learn key concepts in chemistry The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Physics – Paper 1; students learn the key concepts of physics, Energy; Electricity; Particle model of matter; and Atomic structure..

Physics – Paper 2; students learn key concepts of physics, energy - Forces; Waves; Magnetism and electromagnetism; and Space physics.

Careers & The Future <https://careerswithstem.com.au/the-a-z-stem-careers-list/> So many doors to open...

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*Student Quote:* When I found out that triple science was an option that I could take, I knew straight away that I wanted to do it. It's a really good option if you're interested in science and especially if you want a career within the science industry. The lessons are always extremely interesting and I've learnt so much useful information, that I genuinely enjoy learning about. The work is challenging and it pushes me'

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# GCSE Art and Design (Textiles)

## Why choose this Art and Design?

The Textiles GCSE is an exciting course delivering the opportunity to participate in intelligent and meaningful making with creative thinking. Research, drawing, designing, experimentation and making skills are taught using a range of different materials and students are regularly able to achieve high standards through gaining confidence by gradually building their range of skills.

Textiles offer a unique means of communication and self-expression. It encourages the ability to observe, select, design, and make considering a range of products such as garments, interiors, and art textile pieces.

## How will I be assessed?

The main portion of the GCSE is 2 coursework projects, presented in sketchbooks and in folders and as garments, accessories, interior pieces and art textile pieces which is worth 60% of the overall grade. A final exam project starts in January of year 11 ending with a controlled assessment of ten hours completed over two days in the Spring term of Year 11 and accounts for 40%.

An external examiner will visit the school to mark the student's coursework and exam project

## What will I learn?

Experience and understanding are gained through participation in practical activities and the study of styles of textiles, techniques and materials. An understanding of the work of designers and craft workers is developed.

At Copley we study drawing, surface manipulation and decoration, pattern cutting and making garments/accessories and multimedia work. We use the work of Sandra Meech, Dagmar Binder, Tessa Horrocks, Jennifer Collier amongst others, for inspiration.

Work of a consistently high standard is expected. Students must have enthusiasm for textiles and a willingness to improve their standards. Homework preparation and research will be set weekly.

This course requires a high level of commitment to homework and self-study in order to complete the required volume of work needed for GCSE examination entry. It is also desirable that students have access to a camera for research purposes.

## Careers & The Future

Interior Design, Fashion Design, Window Dresser, Merchandiser, Buyer, Personal Shopper, Teacher, Costume Designer.

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*Student Quote: Textiles has really helped me develop a wide range of skills. I now have a better understanding of how to use research to influence my ideas in my work".*

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# GCSE Art and Design (Art)

## **Why choose this Art and Design?**

The Art and Design GCSE is an exciting course delivering the opportunity to participate in intelligent and meaningful making with creative thinking. Painting, drawing and making skills are taught using a range of different materials and students are regularly able to achieve high standards through gaining confidence by gradually building their range of skills.

Art and Design offers a unique means of communication and self-expression. It encourages the ability to observe, select and interpret with imagination, feeling and understanding.

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

The main portion of the GCSE is 2 coursework projects, presented in sketchbooks and in folders and as paintings and 3D work which is worth 60% of the overall grade. A final exam project starts in January of year 11 ending with a controlled assessment of ten hours completed over two days in the Spring term of Year 11 and accounts for 40%.

An external examiner will visit the school to mark the student's coursework and exam project.

## **What will I learn?**

Experience and understanding are gained through participation in practical activities and the study of styles of art, techniques and materials. An understanding of the work of artists, designers and craft workers is developed.

At Copley we study painting, surface manipulation, drawing and ceramics and multimedia work. We use the art of L.S. Lowry, Nikki de Saint Phalle, Giacometti, Anne-Sophie Gilloen, Angie Lewin, and Ernst Haeckel amongst others, for inspiration.

Work of a consistently high standard is expected. Students must have enthusiasm for Art and Design and a willingness to improve their standards. Homework preparation and research will be set weekly.

This course requires a high level of commitment to homework and self-study in order to complete the required volume of work needed for GCSE examination entry. It is also desirable that students have access to a camera for research purposes.

## **Careers & The Future**

Graphic design, Games design, Art teacher, Set designer, T.V. production, Advertising, Web design, Architect, Costume designer.

# BTEC Technical Award in Enterprise (Business)

## Why choose Enterprise (Business)?

You will have the opportunity to acquire skills in vocational contexts, by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business as part of your learning. The qualification will enable you to develop your technical skills such as market research, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring your own performance, numeracy, literacy, time management and problem solving) through a practical and skills-based approach to learning and assessment. Through hard work you will acquire knowledge, understanding and skills to underpin your practical activities in assessment, and this will complement your other subjects. The qualification will broaden your experience and understanding of the varied progression routes available beyond Copley Academy.

## How will I be assessed?

Equivalent to one GCSE (Grades 1-9), the BTEC Enterprise Tech Award is a qualification that will help students develop the knowledge and skills needed to go on to further education to study Business Studies/Finance/Accounting/Marketing/Law/Economics/Management

The course Includes 3 Components - 2 of which are coursework based and are internally assessed. The final component is externally assessed in the form of an examination which takes place each February and May.

You will be awarded a Distinction\*, Distinction, Merit or Pass at Level 2 (GCSE equivalent grades 9-4). Students may be awarded a Level 1 Distinction, Merit or Pass (equivalent of GCSE grades 3-1) if not successful at Level 2.

## What will I learn?

**Component 1**—Exploring Enterprises. This unit of work is worth 30% of the final grade which is internally assessed.

**Component 2**—Planning for the Pitching and Enterprise Activity—This unit of work is worth 30% of the final grade which is internally assessed.

**Component 3**- Marketing and Finance. This unit of work is worth 40% of the final grade which is externally assessed in the form of a written exam.

## Careers & The Future

Entrepreneur, Investor, Management Consultant, Accountant, Business Owner/Director, Teacher/Lecturer, Financial Consultant, Senior Manager, Supervisor, Marketing Manager, Sales Director, Financial Director, Investment Banker, Stockbroker

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*Student Quote: "Business is fun, interesting and links to the real world. It has something for everyone and will help you understand the difference between small and large businesses".*

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# BTEC Tech Award in Digital Information Technology

## Why choose this subject?

This course will enable you to understand how important software development is in conjunction with the hardware used to ensure that end users experience a simple but highly functional program which meets with their needs. It will allow you to explore and create a solution to an everyday situation and will explore how different user needs are met within the same program. We expect all students who choose this course to demonstrate the following skills identified below.

- To be able to produce regular coursework and meet deadlines
- Interest in using ICT for a range of different topics
- Desire to succeed in an interesting but demanding course
- Work independently throughout the course.

## How will I be assessed?

Equivalent to one GCSE (Grades 1-9), the BTEC DIT Tech Award is a qualification that will help students develop the knowledge and skills needed to go on to further education in IT or Computing.

The course Includes 3 Components - 2 of which are coursework based and are internally assessed. The final component is externally assessed in the form of an examination which takes place each February and May.

You will be awarded a Distinction\*, Distinction, Merit or Pass at Level 2 (GCSE equivalent grades 9 - 4).

Students may be awarded a Level 1 Distinction, Merit or Pass (equivalent of GCSE grades 3 - 1) if not successful at Level 2.

## What will I learn about?

### Component 1: Exploring User Interface Designs

You will explore user interfaces, discover how to develop and review them, and investigate how to use project planning techniques.

### Component 2: Collecting, Presenting, and interpreting Data

You will explore how data impacts on individuals and organisations. Develop a dashboard using data manipulation tools. Draw conclusions and make recommendations on data intelligence.

### Component 3: Effective Digital Working Practices

The aim of this component is to explore how organisations use digital systems and the wider implications associated with their use. You will explore how modern IT is evolving. Understand what cyber security is and how to safeguard against it. Consider legal and ethical issues in data and information sharing.

The external assessment will demonstrate your knowledge to propose digital solutions to realistic situations.

## Careers & The Future:

IT Consultant, Cyber Security Consultant, IT Systems Manager, Database Administrator, Systems Analyst, Network Manager, Project Manager.

# BTEC Tech Award in Creative Media Production

## Why choose Media Studies?

Media is an exciting course which will help students develop the knowledge and skills needed for the media industry. Alongside the modules outlined below, you will also be taught to use specific software to create your own images.

## How will I be assessed?

You will be awarded a Distinction\*, Distinction, Merit or Pass at Level 2. Students could also be awarded a Level 1 Distinction, merit or pass if not successful at Level 2.

Component 1: Exploring Media Products 30% - Internally Assessed

Component 2: Developing digital media production skills 30% - Internally Assessed

Component 3: Create a media product in response to a brief 40% - Externally Assessed

## What will I learn?

### Component 1: Exploring Media Products 30% - Internally Assessed

Learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image
- Publishing
- Interactive

You'll explore the purpose of media products, analyse the style of a range of products and look at the industry more closely.

### Component 2: Developing digital media production skills 30% - Internally Assessed

Develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

You'll:

- experiment with a variety of media production skills and techniques
- apply these technical skills
- reflect and evaluate your work

### Component 3: Create a media product in response to a brief 40% - Externally Assessed

Apply digital media techniques and skills by responding to a media brief.

You'll:

- Learn how to respond to a brief
- Plan a response
- Apply skills and techniques practised before
- Justify your reasons for the process
- Reflect on your work

## Career & The Future

BTEC Creative Media opens up a whole range of career pathways for you as it offers an introduction to a range of different media industries. From this you may go on to further training in TV and radio production and presenting, print production or even the development of new social media and apps.

The world's your oyster – creative talent can take you into a wide range of industries and career paths including:

- Advertising and Marketing
- Crafts, Fashion and Design
- TV, Film, Radio and Photography
- Music, Performing and Visual Arts
- IT, Software and Computer Services
- Museums, Galleries and Libraries

# BTEC Technical Award Music

## Why choose BTEC Music?

The aim of the course is to ensure that students develop creative thinking skills through composition, self-discipline through regular instrumental practice, as well as aiming to achieve a good BTEC grade which will provide an insight into what it is like to work in the Music sector. Attendance to instrumental lessons is very important. You must be able to play an instrument or have the enthusiasm to be willing/dedicated to learn.

## Content Overview

**Component 1: Exploring Music Products and Styles** Learners will explore the techniques used in the creation of different musical products and analyse the key features of different musical styles. Students will create a portfolio with their analysis and 3 musical products which are 30-60 seconds long.

**Component 2: Music Skills Development** Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement, utilising planning skills by setting achievable targets and holding themselves accountable.

**Component 3: Responding to a Music Brief** Learners will be given the opportunity to develop and present music in response to a given music brief.

## How will I be assessed?

Component 1	<b>30% of the course</b> Internal assessment with 2 tasks. Externally moderated
Component 2	<b>30% of the course</b> Internal assessment with 1 task. Externally moderated
Component 3	<b>40% of the course</b> External synoptic task. Externally marked

## Careers & The Future:

There are many opportunities in the leisure and entertainment sector. Music specific jobs including being a composer, performer, or music teacher, careers linked to music also include therapy, production and advertising.

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*Student Quote: "Music has allowed me to improve my performance skills, confidence, and to work as a team".*

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# GCSE Photography

## **Why chose this qualification?**

Photography GCSE is an exciting course delivering the opportunity to participate in intelligent and meaningful image making with creative thinking. Students will develop an eye for composition, how to use camera settings and explore influences of a range of artists and photographers. Students will review and refine by developing image manipulation skills using a range of different stimulus. Students will achieve high standards through gaining knowledge and confidence by gradually building their range of skills throughout the course.

Photography offers a unique means of communication and self-expression. It encourages the ability to observe, select and interpret with imagination, feeling and understanding.

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

The main portion of the GCSE is 5 coursework projects, presented in digital portfolios which is worth 60% of the overall grade. A final exam project starts in January of Year 11 ending with a controlled assessment of ten hours completed over two days in the Spring term of Year 11 and accounts for 40%.

An external examiner will visit the school to mark the student's coursework and exam project.

## **What will I learn?**

Experience and understanding are gained through participation in practical activities and the study of Analysis of Iconic Photography, Elements of Composition, Exposure, Camera settings, Image Manipulation techniques and problem solving. An understanding of the work of artists, designers and photographers is developed over the course.

- At Copley we study the 5 following themes through Photography: Close up and Texture, Natural Form, Tiny Worlds, Paper Manipulation and Manchester: A sense of Place.
- We use the art of Ryo Ohwada, Andy Small, Akiko Ida and Pierre Javelle amongst others, for inspiration.

Work of a consistently high standard is expected. Students must have enthusiasm for Photography and a willingness to improve their standards. Homework preparation and research will be set weekly.

This course requires a high level of commitment to homework and self-study in order to complete the required volume of work needed for GCSE examination entry. It is also desirable that students have access to a camera for research purposes.

## **Careers & The Future**

Graphic design, Games design, Art teacher, Set designer, Film Maker, Photojournalist, T.V. production, Advertising, Web design, Architect, Photo Retoucher, Curator, Digital Technician, Art Director, Studio Manager, Marketing, Editor, Forensics, Videographer.

# BTEC Health and Social Care

## Why choose this course?

If you want to make a difference to people's lives in a positive way and at the same time gain skills, then a qualification in health and social care is the route for you.

## How will I be assessed?

The qualification consists of three components that gives pupils the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

### **Internal assessment** (60% of the total qualification, 30% each component)

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

### **The learning outcomes focus on:**

Understanding of human growth and development  
Understanding of how individuals deal with life events  
Understanding the different types of health and social care services and barriers to accessing them  
Understanding the skills, attributes and values required to give care

### **Internal assessment - coursework**

Non-exam set Assignment will be completed in approximately 8 hours of supervised assessment.

### **External assessment – Component 3** (40% of the total qualification)

There is one external assessment, Component 3, which 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.

**Component 3: Health and Wellbeing** requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson.

## What will I learn?

- Identify questions to answer and problems to resolve.
- Plan and carry out research.
- Explore issues, events or problems from different perspectives.
- Analyse and evaluate information, judging its relevance and value.
- Support conclusions, using reasoned arguments and evidence.
- Complete case studies.

## Careers & The Future

Health and social care are one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector.

# Technical Award in Hospitality and Catering

## Why choose this qualification in food?

Hospitality and catering are a dynamic, vibrant, and innovative sector delivering vital jobs, growth, and investment in the heart of our local communities - important culturally, socially, and economically. Hospitality is the 3rd largest private sector employer in the UK. Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadiums, nightclubs, contract caterers, food service operators, entertainment, and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

## How will I be assessed?

This course is a combination of controlled assessment tasks completed in year 10 and 11 in addition to one external examination task completed in year 11.

### **Unit 1: The hospitality and catering industry (exam)**

Written examination: 1 hour 20 minutes

40% of qualification, 80 marks

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

### **Unit 2: Hospitality and catering in action (coursework)**

Controlled assessment: approximately 12 hours

60% of qualification (120 marks)

## What will I learn about?

Unit 1: The Hospitality and Catering Industry - Students apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently whilst meeting the needs of their potential market.

Unit 2: Hospitality and Catering in Action - Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers, and owners.

**Students who take this course may be expected to make a small contribution towards the cost of the ingredients they use for their practical work.**

## Careers & The Future

There are a range of roles available in the sector and studying Hospitality and Catering can provide you with a well-rounded understanding of the sector as a whole, or in a particular area such as professional cookery. Other roles include front of house, recipe developer, food buyer, dietician etc.

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*Student Quote: "Catering has helped me to create dishes that I never thought I could. I have developed so many different skills and knowledge of cooking and food preparation, which has helped me to develop my confidence in this area".*

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# BTEC Sports Studies.

## Why choose this course?

The BTEC Sport course offers learners the chance to develop different skills through both theory and practical means, including communication, problem solving, team working, performing under pressure, and formulating written findings from practical investigations. These are all transferable skills which can be utilised in many other educational and employment settings.

Choose this course if you are enthused about developing your understanding of sport and the sports industry. If you want to develop your confidence in leadership or your practical ability through individual and team sports, this is a key part of this course. If you like the idea of studying the components of fitness and their effect on performance as well as developing other participant's sporting performance, this may be the course for you.

## How will I be assessed?

### There are 3 units in this course:

Component 1 - Preparing Participants to Take Part in Sport and Physical Activity (worth 30% of overall grade).

Component 2 - Taking Part and Improving Other Participants Sporting Performance (worth 30% of overall grade).

Component 3 – Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity (worth 40% of overall grade).

## What will I learn?

Component 1: Learners will explore the different types and provision of sport and physical activity available for different types of participants. They will also research equipment and technological advances in a chosen sport.

Component 2: Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Learners will be introduced to and develop an understanding of the importance of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

## Careers & The Future

This course supports many careers including sports coach, professional sports performer and officiating in sport, to mention a few. You are more employable if you have skills such as leadership, the ability to lead others. You will improve your confidence and your ability to stand out in a crowd.

**Student Quote:** *“We really enjoy Sports because it is a good way to develop sports skills that can be transferable to different settings”.*

# GCSE Computer Science

## Why choose this course?

Pupils will get the opportunity to learn a wide range of topics from what a computer system consists of, the different types of system security to the ethical, legal, cultural and environmental concerns. They will learn how to build algorithms and develop different functionality to meet design criteria. Understanding of computer hardware and software are taught in addition to wired and wireless networks. There is also a focus on developing pupils' computational thinking and ability to develop algorithms and applying the knowledge they have learned by developing a solution to a real-world problem.

## How will I be assessed?

The assessment is 100% exam based.

**Computer systems (50%)** – 1hr 30mins written examination.

**Computational thinking (50%)** - 1hr 30mins written exam on algorithms and programming.

**Programming project** – 20 hours practical unit.

## What will I learn?

**Component 1 - Computer Systems:** Examination unit – 1 hour 30 minutes; 80 marks; 50% of qualification.

- Study how processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

## Component 2 - Computational Thinking, Algorithms and

**Programming:** Examination unit – 1 hour 30 minutes; 80 marks; 50% of qualification.

- Study fundamental algorithms in computer science.
- Build a firm foundation in programming techniques.
- Produce programs through diagrams.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra.
- Understand how we store data within computers in binary form.

## A Programming Project: 20 hours.

All students will undertake a programming task or tasks during their course of study. The programming task(s) will allow students to develop skills within the following areas when programming:

- Design
- Write
- Test
- Use new-found programming skills on an independent coding project

## Careers & The Future

Games Developer, IT Consultant, Cyber Security Consultant, IT Systems Manager, Database Administrator, Systems Analyst.



# BTEC Performing Arts (Acting)

## Why choose this course?

This course is practically based so students will be required to perform. The course would suit students who enjoy acting and performing and would like to further their skills in this area. Many colleges now offer BTEC at higher levels and completing in Year 10 and 11 will ease the transition into this way of working.

Students must be willing to be involved in acting and performing in and out of lessons and must be willing to attend at least one live theatre performance.

## How will I be assessed?

The qualification consists of three components that gives pupils the opportunity to develop broad knowledge and understanding of Acting.

Component 1: (30%) Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: (30%) Developing Skills and Techniques in the Performing Arts Learners will develop their performing arts skills and techniques through the reproduction of acting as performers or designers.

Component 3: (40%) Responding to a Brief Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

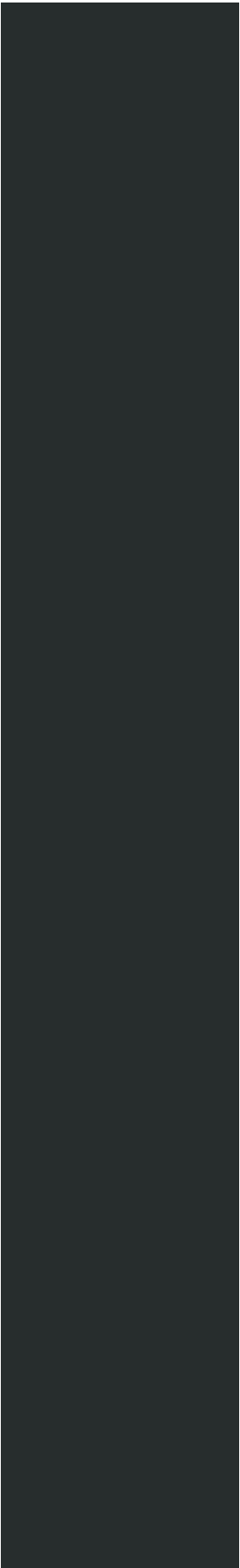
## What will I learn?

Development of key skills in Acting, such as reproducing repertoire and responding to stimuli. Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal, and performance.

Attitudes that are considered most important in the performing arts, including personal management and communication.

## Careers & The Future

The BTEC course provides students with many opportunities to develop key transferable skills such as organisation, communication and leadership which are favored by employers for almost every job role. Actor/actress, arts administrator, lighting technician, make-up artist, costume designer, set designer, stage manager, events management, theatre director, teacher, wardrobe assistant, public speaking, journalism, and media.



Your Form Tutor and teachers can advise you, or sign post a good place to look

Your family can help you, but remember; it should be your choice and not theirs!

Online sources of information, search 'careers advice', or go to the websites listed in this booklet

If you have older siblings or friends, ask them about their option choices and subjects

Speak to your Year 9 subject teachers; do they feel their subject would be a suitable choice for you?

