



**THE DEAN  
ACADEMY**

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Richard Brand, Headteacher



<b>Class</b>	<b>Ticket type</b>	<b>Young Person</b>
<b>1ST</b>	<b>YEAR 9 OPTIONS</b>	<b>ONE</b>
<b>From</b>	<b>THE DEAN ACADEMY</b>	<b>Price</b>
<b>To</b>	<b>SUCCESS</b>	<b>Priceless</b>
	<b>Route</b>	<b>Valid from</b>
	<b>All routes</b>	<b>28th MARCH</b>
		<b>Valid to</b>
		<b>20th APRIL</b>



Year 9 Options: Curriculum Guide  
2023 – 2025



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Company No: 7699625



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**Important note:** All of the information regarding the Options Process, including the Options Booklet and details about how to access the online Options Form can be found on the School Website > Students > Year 9 Options Process



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## The GCSE curriculum

The time has come for you to decide which subjects you want to study over the next two years as you move into Year 10 and start your Key Stage Four studies. The decisions around what you want to study for the next two years will not only shape the rest of your time at The Dean Academy, but also help you to determine your possible future careers and educational pathway. We hope that this booklet will provide you with all the information you need to help make these decisions and it is important that your choices give you a wide breadth of subjects as you progress into further education.

There are two sections of this booklet: the first provides details about the options process and the second gives you an overview of the different courses available to study. We are proud of the wide range of courses available to study at The Dean Academy and encourage students to read carefully the information about both GCSE and vocational courses. There is also a section on "Frequently Asked Questions" which should help if you have any unanswered questions.

You also have a huge amount of other support available to you: your first port of call should be your **subject teachers** and your **tutor**, as they will be able to talk to you about ensuring you have a broad range of subjects in your choices. You should also discuss your choices at home with your parents and carers. Members of SLT and the pastoral team are also available to help answer any questions and they will see as many of you as possible during this process to check how your choices are progressing. Your tutor or a member of SLT can also book you an appointment with the **Careers Advisory Service** in school to help you to see how your choices fit into a bigger, career based picture.

## The Key Stage Four timetable

Your timetable, once you start your Year 10 studies, will consist of "core" and "option" subjects. In Key Stage Four, all students have to study a set of compulsory subjects known as "core" subjects and they will automatically be added to your timetable.

Core subjects that are examined are:

- English Language
- English Literature
- Science (Double Award)
- Maths

All students will also take part in some non-examined compulsory lessons:

- Physical Education
- Values and Society (PHSE, Sex and Relationships Education and British Values)





In addition to “core” subjects, you have a choice to study **four other subjects** and they make up the rest of your timetable. These subjects are listed on the online Options Form and specific details about each course can be found in the second section of this booklet.

To make your choices, you will need to select an appropriate course that you would like to study. We are asking that you pick 5 subjects that you would like to study, you will only study 4 of the 5 subjects starting in September.

We always do our best to give students the subjects they have chosen however we cannot guarantee that all subjects listed below will run if the uptake is very low for the subject.

Instructions to complete the online form:

When picking your choices at least two subject must be from section 1.

You can select up to 5 from section 1 but you **MUST** select at least two.

You must select your remaining options if any from section 2.

You must choose 5 in total.

### Making your choices

After our Remote Options Evening, it is important that you spend time thinking carefully about your choices. You do not have to submit your form earlier than the deadline, and there is no advantage to doing so. It is very important to take time making these choices, speaking to staff at Parents' Evening next week and ensure that you make the right decisions. If you submit the form after the deadline, however, you will risk not getting your choices at all.

Tuesday 28<sup>th</sup> March

Options Evening

Friday 28<sup>th</sup> April

Final deadline for online form\*

### How do I choose the options I want to study?

The subjects included in the 2023 – 2025 curriculum for Year 10 and Year 11 are listed in this section, with information about Core subjects being found first. While making your choices, you should make sure that you listen carefully to what each Director of Faculty, Head of Subject or subject teacher has to say about the courses and your suitability for them.

The intention of the Online Options Evening is to encourage you to look closely at each subject and to help you give serious thought to your future curriculum. We will then help you to consider your choices, taking into account your academic performance, prior attainment, your attendance, enthusiasm and commitment for the subject. Courses will only run if there are sufficient numbers of students to make them viable and in some cases might depend on your performance in other subject areas (eg, Triple Science requires a high degree of scientific and mathematical ability and we will look at your performance





in both subjects this year to help decide if studying the separate sciences is the right choice for you in that Option Block).

It is important that you spend time talking with your family, teachers and tutors as you consider new subjects alongside those you are already familiar with. You should choose subjects that you enjoy but also those you are good at and that play to your strengths as a learner. If you know you want to pursue a certain career then keep this in mind as you make your decisions, but make balanced choices to keep your options open. If you do not know what you want to do in the future, don't panic! Pick subjects that create a timetable that is manageable but also interests you. You will study these for the next two years!

### What advice can help make your decisions?

Do	Don't
Talk to parents and carers, family and teachers for their advice and support	Choose subjects based on your friends' decisions – this is about your future and career aspirations
Read more about the subjects on offer to understand fully what will be required of you	Choose or not choose a subject because of the teacher – staffing varies each year depending on the timetable
Choose a range of subjects to study. Remember, you have to study them all at once, so pick a good balance of different topics	Avoid a subject because of one negative previous experience. Teachers are always there to offer you support and guidance throughout your studies
Talk to older students who are currently following the course you may be interested in. They can offer advice and help with your decision making	Be misled by the title of a subject and think it leads directly to a certain career. Look carefully at the information in each subject to see how it links to future job opportunities and transferable skills
Think about your strengths and your ability (do you prefer practical subject to essay writing, can you work methodically through coursework?)	Choose subjects you won't enjoy or will find very hard

### Should I consider taking a language?

We strongly recommend that you choose to study a language as one of your options. Many universities require you to have a qualification in a modern language and learning a language is a skill that is highly valued by many employers. Should you decide to take a language at GCSE, you should pick this as an option if you are currently studying it in Year 9. This is to ensure that you have the recent baseline skills and knowledge to be successful in the GCSE curriculum.

### How do I submit my options choices?

This year, the options form will be completed online via the school website. As detailed in the Year 9 assembly and in the introductory video available in our Options Evening online event, we ask all students to complete their choices via Microsoft Forms. Parents and carers will receive a reminder in Term 5 to





complete final choices by Friday 28<sup>th</sup> April 2023.

### Who can help me decide?

Initial conversations should happen at home and involve family and friends, perhaps including people you know who are already studying new subjects. There are also lots of people you can speak to in school, including:

- Year 9 Tutors
- Subject Teachers and Directors of Faculty
- Mr Kelly, Head of Year 9
- Any member of SLT
- Miss Johnson, Deputy Head Teacher and Options Lead

### Frequently Asked Questions

#### How are students graded at GCSE?

The grading system for GCSE has changed in the last few years. Grades are now based on a 9-1 system instead of A\*-G. GCSEs have been made tougher and many courses that once had coursework or controlled assessment are now 100% exam based. Each subject assessment criteria can be found on the pages within this guide; please read each criteria carefully so you fully understand what will be asked of you throughout the course.

## GCSE A\*-G/1-9 Equivalent

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	B Top 2 thirds	A	A*	A* Top 20% Grade A and above





### What is the “English Bacallaureate”?

The English Bacallaureate is not a course you opt to study or a qualification in itself; it recognises where students have secured pass grades across a group of academic subjects. It is widely recognised as a benchmark of a broad and balanced curriculum and is highly regarded by further education providers and universities.

The English Bacallaureate subjects that you need to gain a grade 5 or higher in to secure this are:

- English
- Maths
- The Sciences
  - Double Award or
  - At least two subjects (Physics, Biology or Chemistry)
- A Modern Foreign Language
- A Humanities (Geography or History)

### What if I don't get my first choice options?

We will always do everything we can to ensure that the majority of students are successful in all four options; nevertheless, please keep in mind that there may be occasions where this is not possible. If this happens, we will always try to work with you to come up with an agreed solution, which is why we ask for a “reserve” subject in each option block. Please also keep in mind that if there are not enough students wanting to do a particular course, there is a possibility that the course will not run. Last year, 87% of students were able to secure their first choice courses, so it is rare that this happens!

### I think I have a career in mind, but I am not sure what GCSEs might help

It might be a good idea to have a look at some careers websites to see if your chosen career or educational pathway requires you to have a particular set of GCSEs before you submit your form. You can take guidance from your subject teachers about this or book a meeting with Ms Roberts, our Careers Advisor, but the following websites might be useful too

<https://www.ucas.com/further-education/find-career-ideas>

<https://brightknowledge.org/>

<https://successatschool.org/>

[Choosing GCSE options - 19 questions to ask yourself - Youth Employment UK](#)





## Core Subjects

### Core Subject – GCSE English Language

#### Course overview

The course aims to provide pupils with the foundations needed for further academic or vocational studies while giving them the life skills they need to be successful in their future choices.

Papers	Topic area	Weighting
Paper 1	Fiction Reading	25%
	Fiction Writing	25%
Paper 2	Non-fiction Reading	25%
	Non-fiction Writing	25%

#### This course can guide many students in careers such as...

Journalism, Media, Advertising, Marketing, Teaching, Writing and IT careers.

However, the majority of courses, apprenticeships and jobs require at least a grade 4 in GCSE English Language.

#### Specification: AQA GCSE English Language

Final exam: Two exams of equal weighting sat in May/June

Course Code: 8700

Exams	Percentage of course	Comprising of	Completed
Paper 1	50%	Fiction reading and writing	May/June
Paper 2	50%	Non-fiction reading and writing	May/June

#### Who should I speak to about this subject?

Mr R Osborne (Director of Communications)







## Core Subject – GCSE English Literature

### Course overview

The course aims to provide pupils with the foundations needed for further academic or vocational studies while giving them the life skills they need to be successful in their future choices.

Papers	Topic area	Weighting
Paper 1	Shakespeare: Macbeth	50%
	19 <sup>th</sup> century novel: A Christmas Carol	50%
Paper 2	Modern fiction: An Inspector Calls	35%
	Power and Conflict Poetry	31%
	Unseen Poetry	34%

This course can guide many students in careers such as...

Journalism, Media, Teaching, Writing, Politics and Philosophy.

Specification: AQA GCSE English Literature

Final exam: Two exams of equal weighting sat in May/June

Course Code: 8702

Exams	Percentage of course	Comprising of	Completed
Paper 1	40%	Shakespeare & 19 <sup>th</sup> century novel	May/June
Paper 2	60%	Modern fiction, poetry anthology & unseen poetry	May/June

Who should I speak to about this subject?

Mr R Osborne (Director of Communications)





**Core Subject – Maths  
GCSE Mathematics**

**Course overview**

The course aims to provide pupils with the foundations needed for further academic or vocational studies while giving them the life skills they need to be successful in their future choices.

Tier	Topic area	Weighting
Foundation	Number	22-28%
	Algebra	17-23%
	Ratio, Proportion and Rate of Change	22-28%
	Geometry and Measure	12-18%
	Statistics and Probability	12-18%
Higher	Number	12-18%
	Algebra	27-33%
	Ratio, Proportion and Rate of Change	17-23%
	Geometry and Measure	17-23%
	Statistics and Probability	12-18%

**This course can guide many students in careers such as...**

engineering, architecture, accounting, banking/finance, science/research, computer science, economist, medicine, statistician, geologist.

However, the majority of courses, apprenticeships and jobs require at least a grade 4 in GCSE Maths.

**Specification: edexcel GCSE Mathematics**

**Final exam: Three exams of equal weighting sat in May/June**

**Course Code: 1MA1**

Exams	Percentage of course	Comprising of	Completed
Paper 1	33.3%	Non-calculator, 80 Marks	May/June
Paper 2	33.3%	Calculator, 80 Marks	May/June
Paper 3	33.3%	Calculator 80 Marks	May/June

**Who should I speak to about this subject?**

**Mrs Weaver (Head of Maths)**





Core Subject – Science  
GCSE Trilogy Science (Double Award)

Course overview

This course is the equivalent of two GCSEs and offers students the opportunity to study Biology, Chemistry and Physics with all examinations taken at the end of year 11.

The skills developed during the course include: scientific literacy; a knowledge and understanding of science and how science works; application of knowledge and understanding; practical methodology; enquiry, data-handling and numeracy skills; problem solving as well as the following content.

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Cell Biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding and structure</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>

There are no longer controlled assessments in any science GCSEs. Students will instead be assessed on their practical skills in their exams, with at least 15% of the marks coming from questions relating to a series of required practical's that the students complete throughout the course.

Students will be graded on a 17 point grading scale and will receive two consecutive numbers from 9-9, 9-8 through to 2-1, 1-1. There are 2 tiers of entry for the examination; Foundation tier (grades 1-1 to 5-5) and higher tier (grades 4-4 to 9-9).

This course can guide many students in careers such as:

- Science GCSEs will open up a wide variety of career options for your future providing you with skills that will make you very employable. Most careers involve logical scientific thinking even if they do not require scientific knowledge directly.





Specification: AQA Combined Science Trilogy

Final exam: Multiple 6 x 1hr 15min

Course Code: 8464

Exams	Percentage of course	Comprising of	Completed
Biology paper 1	16.7%	Cell Biology; Organisation; Infection and response; and Bioenergetics.	End of year 11
Chemistry paper 1	16.7%	Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes	End of year 11
Physics paper 1	16.7%	Energy; Electricity; Particle model of matter; and Atomic structure.	End of year 11
Biology paper 2	16.7%	Homeostasis and response; Inheritance, variation and evolution; and Ecology.	End of year 11
Chemistry paper 2	16.7%	The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	End of year 11
Physics paper 2	16.7%	Forces; Waves; and Magnetism and electromagnetism	End of year 11

Who should I speak to about this subject?

Mr Webb or any of your Science teachers





## Options Subjects

### Option Subject – GCSE Spanish.

#### Course overview

Achieving a Languages GCSE will help broaden your mind and change the way you see the world around you. People who speak more than one language are highly sought-after in the world of work due to the plethora of transversal skills that Language GCSEs enable you to develop. Amongst others, a Languages GCSE will develop your memory, enhance your problem-solving and critical-thinking skills, strengthen your concentration and ability to multitask, as well as amplify your listening skills.

The course is divided into 3 themed areas-

**Theme 1: Identity and Culture;** Me, My Family and Friends · Technology in Everyday Life (Social Media and Mobile Technology) · Free Time Activities · Customs and Festivals.

**Theme 2: Local, National, International and Global Areas of Interest;** Hometown, Neighbourhood and Region · Charity and Voluntary Work · Healthy and Unhealthy Living · Environment · Poverty and Homelessness · Holidays and Travel · Regions of Spain.

**Theme 3: Current and Future Study and Employment;** Life at School · University or Work? · Careers.

**This course can guide many students in careers such as...**

Aviation, Banking, Civil Service, Charity (NGO) Sector, Education, Engineering, Journalism, Marketing, Media, Politics and Diplomacy, Sales- Import and Export, Travel, Tourism, Translation.

Specification: AQA GCSE Spanish.

Final Exam: 4 exams of equal weighting sat in May/ June. Exams are Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9)





Course Code: 8698 (Spanish).

Exams	% of course	Comprising of	Completed
Paper 1- Listening	25%	Section A – questions in English, answered in English. Section B – questions in Spanish, answered in Spanish.	June
Paper 2- Speaking	25%	Role-play – 15 marks. Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier). General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier).	April-June
Paper 3- Reading	25%	Section A – questions in English, answered in English. Section B – questions in Spanish, answered in Spanish. Section C – translation from Spanish into English.	June
Paper 4- Writing	25%	<u>Foundation Tier</u> Question 1 – four sentences in response to a photo – 8 marks. Question 2 – short passage in response to four brief bullet points, approximately 40 words – 16 marks. Question 3 – translation from English into Spanish – 10 marks. Question 4 – structured writing task in response to four detailed bullet points, approximately 90 words in total– 16 marks. <u>Higher Tier</u> Question 1 – structured writing task in response to four compulsory detailed bullet points approximately 90 words in total– 16 marks. Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – 32 marks. Question 3 – translation from English into Spanish – 12 marks.	June

Who should I speak to about this subject?

Miss Eddy or Miss Burns.





## Option Subject – GCSE Geography

### Course overview

The course aims to build on KS3 and

- Develop and extend your knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts
- Develop further understanding of the interactions between people and environments, changes in places and processes over space and time, and the interrelationships between geographical phenomena at different scales and in different contexts (in other words – to think like a geographer!)
- Develop and extend competence in a range of geographical skills
- Apply geographical knowledge, understanding skills and approaches to real world contexts

There are 8 main topic areas which you will study :

- 1) Global Hazards
- 2) Changing Climate
- 3) Distinctive Landscapes
- 4) Sustaining Ecosystems
- 5) Urban Futures
- 6) Dynamic Development
- 7) UK in the 21<sup>st</sup> century
- 8) Resource Reliance

During the course we carry out 2 fieldwork days and complete 2 investigations. These are assessed in papers 1 and 2. There is NO coursework for Geography anymore.

The above topics and fieldwork are assessed in papers 1 and 2 as a mixture of question types including skills based questions, fieldwork questions and case study questions. Paper 3 takes some of the topics studied for papers 1 and 2 and leads you through a decision making process using resources given to you.

This course can guide many students in careers such as Environmental Science, Conservation, Cartography, Criminal Justice, Planning, Geology, Teaching, Politics, Teaching, Hydrology, Retail, Logistics and the Energy Industry amongst others.





**Specification:** OCR B (Geography for Enquiring Minds) (9-1)

**Final exam:** June of Year 11

**Course Code:** J384

Exams	Percentage of course	Comprising of	Completed
Paper 1 (1hr 15 mins) Our Natural World	35%	Global Hazards Changing Climate Distinctive Landscapes Sustaining Ecosystems Fieldwork Geographical skills	May / June Year 11
Paper 2 (1 hr 15 mins) People and Society	35%	Urban Futures Dynamic Development UK in the 21 <sup>st</sup> century Resource Reliance Fieldwork Geographical skills	May / June Year 11
Paper 3 (1 hr 30mins) Geographical Exploration	30%	Geographical skills Decision Making Exercise	May / June Year 11

**Who should I speak to about this subject?** Mrs Price (Head of Geography and History)







## Option Subject – GCSE History

### Course overview

The course aims to

- develop and extend your knowledge and understanding of specified key events, periods and societies in local, British, and wider world history;
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

There are 5 main topic areas which you will study :

- 9) **Thematic study** : Medicine in Britain, c1250 – present day
- 10) **Historic Environment study** : The British Sector of the Western Front 1914 – 1918 : Injuries, treatment and the trenches
- 11) **British Depth study** : The reigns of King Richard I and King John 1189 – 1216
- 12) **Period study** : The American West c1835 – 1895
- 13) **Modern Depth Study** : Weimar and Nazi Germany 1918 – 1939

These are assessed by a mixture of question types including analysis of source material.

This course can guide many students in careers such as Tourism and leisure, Journalism, Drama, Social work, Law, Archaeology, Museums / archives, Teaching amongst others.





**Specification:** Edexcel History 9 - 1

**Final exam:** June of Year 11

**Course Code:** 1H10

Exams	Percentage of course	Comprising of	Completed
Paper 1 (1hr 15 mins) Thematic study and Historic Environment	30%	Medicine in Britain c1250 – Present Day The British Sector at the Western Front 1914 – 1918 : injuries, treatments and the trenches	May / June Year 11
Paper 2 (1 hr 45 mins) Period study and British Depth Study	40%	The American West c1835 – 1895 The reigns of King Richard and King John 1189 - 1216	May / June Year 11
Paper 3 (1 hr 20 mins) Modern Depth Study	30%	Weimar and Nazi Germany 1918 – 1939	May / June Year 11

**Who should I speak to about this subject?** Mr Hole, Mr Grant or Mrs Price (Head of Geography and History)





**Option Subject – Triple Science  
GCSE Biology, GCSE Chemistry, GCSE Physics**

**Course overview**

This course offers students the opportunity to study Biology, Chemistry and Physics in more depth than Combined Science with all examinations taken at the end of Y11.

The skills developed during the course include scientific literacy; a knowledge and understanding of science and how science works; application of knowledge and understanding; practical methodology; enquiry, data-handling and numeracy; problem solving together with the course content below.

GCSE Biology	GCSE Chemistry	GCSE Physics
<ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding and structure</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Energy</li> <li>• Waves</li> <li>• Electricity</li> <li>• Magnetism and electromagnetism</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Space physics</li> </ul>

Students will be graded on 9-1 scale and will receive a separate grade for each science subject.

There are no longer controlled assessments in any science GCSEs. Students will instead be assessed on their practical skills in their exams, with at least 15% of the marks coming from questions relating to a series of required practical's that the students complete throughout the course.

This course can guide many students in careers such as:

Medicine/Nursing, Vet, Dentist, Nutritionist, Astrophysics, Engineering, Pharmaceuticals, Geneticist, Sport Scientist, Marine biologist. Most careers involve logical scientific thinking even if they do not require scientific knowledge directly.

**Specification: AQA Trilogy GCSE Biology, Chemistry and Physics**

**Final exam: Multiple 6 x 1hr 45min, two for each subject.**





Course Code: Bio 8461. Chem 8462, Phys 8463

Exams	Percentage of course	Comprising of	Completed
Biology Paper 1	50%	Cell biology; Organisation; Infection and response; and Bioenergetics.	End of year 11
Biology Paper 2	50%	Homeostasis and response; Inheritance, variation and evolution; and Ecology.	End of year 11
Chemistry Paper 1	50%	Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.	End of year 11
Chemistry Paper 2	50%	The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.	End of year 11
Physics Paper 1	50%	Energy; Electricity; Particle model of matter; and Atomic structure.	End of year 11
Physics Paper 2	50%	Forces; Waves; Magnetism and electromagnetism; and Space physics.	

Questions in all paper 2's may draw on an understanding of the topics from paper 1's

**Who should I speak to about this subject?**

Mr Webb or your Science Teacher





## Option Subject – GCSE Fine Art

### Course overview

GCSE Fine Art is designed to bring Art and Design to life by developing your artistic skills, you will expand your creativity, imagination and independence. You will be able to express yourself through different materials, media and techniques.

- You will gain knowledge and understanding through the program of study, developing skills using a wide range of media.
- You will study a variety of different artists.
- You will develop understanding of the different roles, audiences and consumers in art, and design.
- You will explore different ways of working, using a range of processes and equipment.

This course can guide many students in careers such as..

- A Levels in Art and Design, Fine Art or Graphic Communication such as animation
- Level 3 BTEC Nationals in Art & Design
- Art & Design Apprenticeships and employment in the Art & Design sector

Specification: AQA Fine Art

Final exam: 10hr Exam sat in May yr11

Course Code: AQA 8202

Exams	Percentage of course	Comprising of	Completed
Controlled Assessment	60%	2 coursework portfolios	By Jan of yr11
Exam	40%	This is a 10 hour practical exam for which you will have preparation time	Spring yr11

Who should I speak to about this subject?

Mrs K. Charles





## Option Subject – GCSE Media Studies

### Course Overview

Media Studies will broaden your mind and change the way you see the world around you. We are constantly surrounded by Media texts of all different types, and this course will help you understand the meanings and purposes of these texts, as well as helping you to understand the processes used to create them.

Papers	Topic area	Weighting
Media 1	Language & Representations	50%
	Industry & Audience	50%
Media 2	Television Close Study Products	50%
	Newspapers, Online Media, Social Media & Video Games	50%

This course can guide many students in careers such as...

Journalism, Media, Advertising, Marketing, Teaching and IT careers.

Specification: AQA GCSE Media Studies

Final exam: Two exams of equal weighting sat in June

Non-exam assessment: One piece produced in Year 11

Course Code: 8572

Exams & Non-Exam Assessment	Percentage of course	Comprising of	Completed
Non-Exam assessment	30%	Creating a media product	Spring
Paper 1	35%	Language, Representation, Industry & Audience	June
Paper 2	35%	Close Study Products & Media Types	June

Who should I speak to about this subject?

Mr R Osborne (Director of Communications)





## Option Subject – GCSE PE

### Course overview

A fun, enjoyable and engaging course for any student with an interest in sport, fitness or physical activity. Five extra lessons of PE a fortnight; three classroom theory lessons and two practical. There are four parts to the course; two exam papers, one piece of coursework completed in school and practical assessment in three different sports.

The exam papers cover a variety of interesting and relatable topics. Paper 1 focusing on anatomy and physiology, movement analysis and physical training and Paper 2 more lifestyle based, focusing on health, fitness, wellbeing, sport psychology and influences on participation. The coursework is a six-week personal exercise programme carried out in the sunshine of summer term. Finally, we have our practical assessment of your performance in three different sports. We use our two practical lessons each fortnight to help prepare you for this.

If you like sport or physical activity – you are going to love this course!

This course can guide students in many careers such as

Sports Professional	Primary school teacher	Sports scientist	Outdoor activities instructor
PE teacher	Lifeguard	Leisure centre manager	Sport and exercise psychologist
Physiotherapist	Personal trainer	Sports agent	Sports commentator
Sports development officer	Sports coach	Sports physiotherapist	Armed Forces

Exams	% of course	Comprising of	Completed
Paper 1: Fitness and Body Systems	36% of the qualification	Written examination: 1 hour and 45 minutes	May - Year 11
Paper 2: Health and Performance	24% of the qualification	Written examination: 1 hour and 15 minutes	May – Year 11
Practical Performance	30% of the qualification	Assessed in three different sports - One team activity, one individual activity and a third from either category. Skills assessed in isolation and in a competitive situation	Ongoing. Final Moderation Spring Term Year 11
Personal Exercise Programme (PEP)	10% coursework	6 week Personal Exercise. – Planned, carried out, monitored and evaluated.	Completed during Year 10 Summer Term

Specification: Pearson Edexcel GCSE Physical Education

Course Code: 1PE0





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Richard Brand, Headteacher

Who should I speak to about this subject? Mr Glynn or Mrs Jones



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## Option Subject – Product Design

### Course overview

You will gain knowledge and understanding in design and technology and its impact on daily life. You will develop a broad understanding of materials, systems and processes and have the opportunity to apply knowledge and understanding from other subject areas including mathematics and science.

You will also gain technical knowledge and understanding in order to make effective choices in relation to the selection of materials, components and systems. You will consider emerging technologies, environmental issues and impacts on society. Also you will consider the needs of future generations as well as their own, and take a broad view of the impact of design and technology activities.

The second component of the course relates to a practical design and make project for you to solve real problems by designing and making products or systems. You will need to use your imagination, experiment and combine ideas to develop a final solution through modelling and making. You will need to plan and organise your time and resources when managing your project.

### This course can guide many students in careers such as...

- Engineering NVQs, BTEC Nationals in Engineering, Engineering Degrees.
- Progression into employment or an apprenticeship in Engineering Industries.

### Specification: EDQUAS Product Design

Final exam: Summer YR11

Course Code: 603/1121/6

Exams	Percentage of course	Comprising of	Completed
Component 1: Design and Technology in the 21st Century Written examination: 2 hours	50%	A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding	Exam sat in June yr11
Component 2:	50%	Practical skills project using the workshop to make your product.	Spring yr11

Who should I speak to about this subject?

Mr Winstanley





## Option Subject – GCSE Religion, Philosophy and Ethics

### Course overview

Religion, Philosophy and Ethics is a fascinating subject which builds on the work done in KS3 Values and Society lessons, developing students' philosophical and ethical inquiry and applying them to contemporary beliefs, values and key issues facing the world today.

How we live has a big impact on others, in terms of the relationships we cultivate, the behaviours we and others adopt or avoid and the principles we choose to live by. GCSE Religion, Philosophy and Ethics investigates our beliefs, values and decision making processes alongside two major world religion's teachings and challenges students' assumptions and ideals to see if they can still stand up as relevant and meaningful.

Studying this course helps develop key skills of analysis and evaluation and is seen as a valuable GCSE to hold by all courses at post-16 due to the "soft" skills developed in debating, listening, empathising and exploring ideas from other points of view.

### Course Content

The course is split into two papers, each containing four topic areas.

#### Paper 1: Study of Religions

**Christian Beliefs & Christian Practices** – students will explore how Christians put traditional beliefs into action in the contemporary world, exploring the influence the Christian faith has on modern society and its place in the 21<sup>st</sup> century.

**Islam Beliefs & Islam Practices** – students will explore the teachings of the world's second largest faith and consider how Islam has adapted in the 21<sup>st</sup> century, including the impact cultural beliefs have had on the faith itself.

#### Paper 2: Ethical Themes

**Human Relationships** – exploring the place of the family and equality in the 21<sup>st</sup> century, the importance of marriage and the moral issues around divorce and remarriage as well as the place of LGBTQ+ relationships within religious teachings.

**War and Peace** – considering the impact of war in the 21<sup>st</sup> century, the potential threats of biological and nuclear weapons, the role of pacifism and peace-keeping and religious teachings on the treatment of others.

**Religion and Life** – exploring the value of human life, when life begins, whether we have an inherent sacredness or "preciousness" as humans and if we are more important than other animals on earth as well as whether we have the right to decide when we die.





**Crime and Punishment** – understanding the reasons people commit crime, whether punishment works and how criminals should be treated, why some people suffer more than others and whether punishment like the Death Penalty should be reinstated.

This course can guide many students in careers such as law, medicine, midwifery, police and emergency services, journalism, teaching, social work, media and advertising, travel and writing.

**Specification:** AQA Religious Studies A (9-1)

**Final exams:** June of Year 11

**Course Code:** 8062

Exams	Percentage of course	Comprising of	Completed
Paper 1 (1 hour 45)	50%	Paper 1 – Christianity and Islam (Beliefs and Practices)	May / June Year 11
Paper 2 (1 hr 45 mins)	50%	Paper 2 – Ethical Themes	May / June Year 11

Who should I speak to about this subject? Miss Johnson (Deputy Head Teacher, Subject Lead RPE)





## Option Subject – WJEC Construction and the Built Environment

### Course overview

You will gain the knowledge and understanding that will enable you to plan how to minimise risk to your and others' health and safety in a variety of construction contexts. You will need to familiarise yourself with the legal requirements of health and safety and how they impact upon the construction industry. You will also need to be aware of the risks to security within the industry and how these risks can be minimised.

You will acquire practical construction skills within a realistic context. You will have to consider what needs to be completed from supplied technical sources, identify what materials, tools and other resources are required and plan for the completion of three given tasks; carpentry, plumbing and electrical wiring and then evaluate your work.

You will gain the knowledge and understanding that will enable you to plan straight forward built environment development projects. Learning the job roles of staff involved in building projects and be able to schedule the key stages of a construction project and possible effects that could impact on this schedule. You will also learn how to calculate the total amount of money that must be raised to complete the project.

**This course can guide many students in careers such as..**

- Construction NVQs, BTEC Nationals in Construction.
- Progression into employment or an apprenticeship in building and construction industries.

**Specification: WJEC Constructing the Built Environment**

**Final exam: Summer YR11**

**Course Code: 603/7015/4**

Exams	Percentage of course	Comprising of	Completed
Unit 1: Exam 1.5hrs	40%	Introduction to the built environment	Sat in June yr11
Unit 3: Constructing the Built Environment	60%	Practical construction skills (electrical wiring, joinery & plumbing) with coursework write up	By Spring yr11

**Who should I speak to about this subject?**

**Mr A. Winstanley**





## Option Subject – WJEC Engineering

### Course overview

You will learn how to Identify features that contribute to the primary function of engineered products and that meet requirements of a brief. You will produce design specifications and then design and communication ideas for a design solution, evaluating your designs selecting one to develop and model. You will also learn technical drawing skills both hand and CAD to draw your final design.

You will spend half of your time learning engineering skills in the workshop, learning how to safely use a wide range of machines, equipment and tools. You will develop bench skill, use a Centre Lathe and Pillar drill along with other processes. You will learn how to read and produce production plans and accurately produce a range of components to produce your own working wind vane to a high level of tolerance.

You will gain knowledge and understanding of engineering processes and material properties to solve problems. You will learn about how engineers in the past have found solutions to problems and how other engineers use their ideas to solve problems today. You will learn about materials, processes and maths that engineers use and how they are used to solve problems.

**This course can guide many students in careers such as..**

- Engineering NVQs, BTEC Nationals in Engineering, Engineering Degrees.
- Progression into employment or an apprenticeship in Engineering Industries.

**Specification: WJEC Constructing the Built Environment**

**Final exam: Summer YR11**

**Course Code: 603/7019/1**

Exams	Percentage of course	Comprising of	Completed
Unit 1: Manufacturing Engineered Products	50%	Practical skills project using the Engineering workshop to manufacture a working Wind Vane with coursework	By Spring yr11
Unit 2: Designing Engineering Products	25%	A Design portfolio	By Spring yr11
Unit 3: Online Exam	25%	Solving Engineering Problems	Sat in June yr11

**Who should I speak to about this subject?**

Mr A. Winstanley





## Option Subject – City and Guilds Hairdressing & Beauty Therapy (Level 2 only)

### Course overview

The course will have some links to topics covered in Science and business studies and IT but overall will be an entirely new experience of learning. There is practical, which will underpin the skill required to be able to complete the practical exam.

You will gain knowledge and understanding of typical products and their impact on clients e.g. PH levels and the structures of hair, skin and nails with a large focus relating to the hair and beauty industry as a whole e.g., the roles, responsibilities of staff within the industry, Risk assessment, safety and working practices and procedures.

You will carry out a research project which identifies the key characteristics of a specific era and how this compares to modern day. You will include a detailed PowerPoint, bibliography, practical planning, final image and in-depth evaluation of the process and influencing factors, followed by a specific marketing task outlined by the exam board.

This course **does not** cover cutting and colouring, as you must be 16+ to do so. Therefore, you **will not** be a qualified Hairdresser or Beautician on completion of this course.

**This course can guide many students in careers such as:**

- Level 2 and 3 Hair and Beauty courses or employment, in the form of apprenticeship or college.

Trainee employment in hairdressing salons, hair & beauty therapy clinics, sports clubs, health spas, cosmetic and fashion retail houses, demonstration work, work on cruise liners, specialisation as a Make-Up Artist.

**Specification: City & Guilds Hairdressing & Beauty Therapy**

**Units: 10hr Practical Synoptic and Written Paper**

**Course Code: C&G Level 2 Technical Award - 3038**

Exams	Percentage of course	Comprising of	Completed
Synoptic - Controlled Assessment	60%	Research project relating to a specific era	By Jan of Year 11
Exam	40%	Theory – science and safety within the industry	Summer of Year 11

Who should I speak to about this subject? Mrs Roberts Marklove and Mr Winstanley





## Option Subject – WJEC Hospitality and Catering

### Course overview

You will gain knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, you will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

You will also learn about; Nutritional Needs of Individuals, Dietary Guidelines, Characteristics and Properties of Food, Menu Planning, Food safety and Food Quality

You will develop your practical skills and techniques through making a large range of dishes.

### This course can guide many students in careers such as..

- National level 2-5 Apprenticeships, BTEC Level 3 in Hospitality and Catering, Working in the Catering Industry e.g. Chef, working in the Food Manufacturing Industry, Food Scientist, Dietician, Teaching, HM Forces

### Specification: WJEC Hospitality and Catering

Final exam: Summer YR11

Course Code: 603/7022/1

Exams	Percentage of course	Comprising of	Completed
Unit 1: Hospitality and Catering Industry	40%	Online 80minute Exam	Sat in June yr11
Unit 2: Hospitality and Catering in Action	60%	Internally assessed assignment and 12hr controlled practical assessment	By Spring yr11

Who should I speak to about this subject?

Mrs S. Gittins-Jones





## Option Subject – GCSE Business

### Course overview

Business is the consideration of the dynamic environment in which business operates and an appreciation of the many and varied factors which impact upon business activity and business behaviour. Everybody works in a business or has contact with a business whether this is privately owned e.g., hairdressers, builders etc; controlled by the government e.g., health, education, or a voluntary organisation such as a charity. You will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will be able to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. You will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems

You will develop as effective and independent students, and as critical and reflective thinkers with enquiring minds. We will use an enquiring, critical approach to make informed judgements. We will investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. You will develop and apply quantitative skills relevant to business, including using and interpreting data.

### This course can guide many students in careers such as:

You will be able to understand the business world which you will enter after finishing school/college/university. You will learn many transferable skills to the world of work regardless of the environment or even being successful in managing your day-to-day life. Business can lead on to many vocational qualifications and is a good steppingstone for you in A Level subjects, especially economics, accountancy and of course A Level Business. A great foundation to understanding your workplace if you are choosing an apprenticeship route.

**Specification:** OCR GCSE Business 9-1 - J204







Course Code: 603/0295/1

Exams	Percentage of course	Comprising of	Completed
<b>Paper 1: Business Activity, Marketing and People</b>  1 hour 30 mins	50%	<b>Business Activity</b> <ul style="list-style-type: none"> <li>• Entrepreneurship and enterprise</li> <li>• Business aims, objectives and planning</li> <li>• Stakeholders and growth</li> </ul> <b>Marketing</b> <ul style="list-style-type: none"> <li>• Price, product, promotion and place</li> <li>• Research and segmentation</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>• Recruitment, motivation and training</li> <li>• Communication, organisation, and the law</li> </ul>	Summer Y11
<b>Paper 2: Operations, Finance and Influences</b>  1 hour 30 mins	50%	<b>Operations</b> <ul style="list-style-type: none"> <li>• Production and quality</li> <li>• Sales and consumer law</li> <li>• Location and suppliers</li> </ul> <b>Finance</b> <ul style="list-style-type: none"> <li>• Revenue, costs, profit and loss</li> <li>• Breakeven and cash flow</li> </ul> <b>Influences on business</b> <ul style="list-style-type: none"> <li>• Environmental and Ethical considerations</li> <li>• Globalisation and economic climate</li> </ul>	Summer Y11

Who should I speak to about this subject? Mrs Mehrotra-Hughes





## Option Subject – GCSE Computer Science

### Course overview

The course provides opportunities for you to develop your knowledge and understanding of how computers work. You will learn how to write code, design programs and understand the ethical and legal impact of digital technology to us as individuals and wider society including ever growing cyber security industry. This course is for those who wish to learn how to become producers of technology products rather than just consumers. Understanding and applying the fundamental principles and concepts of Computer Science including abstraction, decomposition, algorithms and data representation.

All students must be given the opportunity to undertake a programming task or tasks during their course of study. We will use the high-level text based programming language of Python. The programming task(s) will allow them to develop skills within the following areas when programming:

- Design
- Write
- Test
- Refine

### This course can guide many students in careers such as:

The knowledge and skills you develop will help you to progress onto further study in the Computing industry. This may be A Level Computer Science, vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology. Related qualifications in software or game development and forensic computing, cyber security and much more. qualification It also helps to develop other transferable skills including problem solving and analytical skills that will be valuable in other life and work situations. It can lead to careers in network management, software architect, data analyst, game developer, forensic analyst and more.

**Specification:** OCR GCSE Computer Science 9-1 - J277

**Course Code:** 601/8355/X

Exams	Percentage of course	Comprising of	Completed
<b>Paper 1: Computer Systems</b>  1 hour 30 mins	50%	<b>Computer Systems</b> <ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory and storage</li> <li>• Computer networks, connections and protocols</li> <li>• Network security</li> <li>• Systems software</li> <li>• Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>	Summer Y11





Paper 2: Computational thinking, algorithms and programming  1 hour 30 mins	50%	Computational thinking, algorithms and programming <ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming fundamentals</li><li>• Producing robust programs</li><li>• Boolean logic</li><li>• Programming languages and integrated development environments</li></ul>	Summer Y11
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Who should I speak to about this subject? Mrs Mehrotra-Hughes





## Option Subject – BTEC Tech Award Level 1 / 2 in Performing Arts Dance

### Course overview

#### Component 1 – Exploring the Performing Arts

You will study a professional piece of Dance. You will practice, perform, take part in workshops and technique classes, and you will learn about the roles and responsibilities in the Performing Arts industry. This component is assessed through video footage of classes, workshops and performances, and through a written diary and coursework portfolio that explores how professional work is created, as well as the skills, techniques and approaches that practitioners use to create performance work.

#### Component 2 – Developing Skills and Techniques in the Performing Arts

In this component, students study one professional Dance performance. Students are expected to replicate this performance and to perform it to camera for assessment. Students are also assessed on their ability to show progress over time when learning skills and techniques, with a log book detailing what they have learned, how they have progressed and how they have evaluated their progress and set targets. Students also complete a coursework portfolio that engages in evaluations of their progress and performance throughout the learning journey.

#### Component 3 – Responding to a brief

This component is externally assessed. Students are sent an exam paper in January with a brief from the exam board. They have until May to explore the brief, plan their performance and create a response to the stimulus.

Students must document their planning, progress and final performance, as well as engaging in evaluating how their learning journey developed and how well it responded to the set brief. There is no written exam. Students engage in creating a learning portfolio which they are allowed to take in, to a set of three controlled assessments. Here they document three major milestones of the journey by writing 800 words at each assessment point.

This course can guide many students in careers such as: Performer, Choreographer, Director, Stage Assistant, Costume Designer, Lighting Designer, Make up artist, Props designer, Theatre assistant, Performing Arts Promotion, Teacher, Coach, Multiple industry roles.

**Specification:** BTEC Tech Award Level 1 / 2 in Performing Arts

**Final exam:** A synoptic assessment which is internally developed and externally marked

**Course Code:** 603/7054/3

Exams	Percentage of course	Comprising of	Completed
Component 3	33%	A group performance and 3 800 word controlled assessments	January Year 11





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Richard Brand, Headteacher

Who should I speak to about this subject? Mrs Rodway and Mr McNeill



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## Option Subject – BTEC Tech Award Level 1 / 2 in Performing Arts Drama

### Course overview

#### Component 1 – Exploring the Performing Arts

You will study a professional piece of Drama. You will practice, perform, take part in workshops and technique classes, and you will learn about the roles and responsibilities in the Performing Arts industry. This component is assessed through video footage of classes, workshops and performances, and through a written diary and coursework portfolio that explores how professional work is created, as well as the skills, techniques and approaches that practitioners use to create performance work.

#### Component 2 – Developing Skills and Techniques in the Performing Arts

In this component, students study one professional Drama performance. Students are expected to replicate this performance and to perform it to camera for assessment. Students are also assessed on their ability to show progress over time when learning skills and techniques, with a log book detailing what they have learned, how they have progressed and how they have evaluated their progress and set targets. Students also complete a coursework portfolio that engages in evaluations of their progress and performance throughout the learning journey.

#### Component 3 – Responding to a brief

This component is externally assessed. Students are sent an exam paper in January with a brief from the exam board. They have until May to explore the brief, plan their performance and create a response to the stimulus.

Students must document their planning, progress and final performance, as well as engaging in evaluating how their learning journey developed and how well it responded to the set brief. There is no written exam. Students engage in creating a learning portfolio which they are allowed to take in, to a set of three controlled assessments. Here they document three major milestones of the journey by writing 800 words at each assessment point.

This course can guide many students in careers such as: Performer, Director, Stage Assistant, Costume Designer, Lighting Designer, Make up Artist, Props designer, Theatre Assistant, Performing Arts Promotion, Teacher, Coach, Multiple industry roles.





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Richard Brand, Headteacher

**Specification:** BTEC Tech Award Level 1 / 2 in Performing Arts

**Final exam:** A synoptic assessment which is internally developed and externally marked

**Course Code:** 603/7054/3

Exams	Percentage of course	Comprising of	Completed
Component 3	33%	A group performance and 3 800 word controlled assessments	January Year 11

Who should I speak to about this subject? Mrs Rodway and Mr McNeill



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## Option Subject – BTEC Tech Award Level 1 / 2 Music Practice

### Course overview

#### Component 1: Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music 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. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

#### 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.

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

#### 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. 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. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity.







**Specification:** BTEC Tech Award Level 1 / 2 Music Practice

**Final exam:** A synoptic assessment which is internally developed and externally marked

**Course Code:** 603/7055/5

Exams	Percentage of course	Comprising of	Completed
Component 3: Responding to a Music Brief	33%	Task set and marked by the exam board. Learners will be given the set task in January, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will award up to 60 marks	Year 11 January to May

Who should I speak to about this subject? Mr Peacock and Mrs Rodway

