



# Key Stage 4 Options Booklet September 2025

*Helping you choose your path to success*



**ASPIRE - BELIEVE - ACHIEVE**

# Introduction

## Student:

Welcome to your Key Stage 4 Options Booklet, 2025. The choices on this pathway are structured to provide a balanced curriculum that leads to post 16 higher level qualifications and University.

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

You will have a choice of three options.

Your first choice will be your Humanities option, then you will need to choose two subjects from the blocks on the next page.

*\*Please ensure that you are happy with both your 1<sup>st</sup> and 2<sup>nd</sup> choice. **You will be awarded your 2<sup>nd</sup> choice in the event of your 1<sup>st</sup> choice being oversubscribed.***

## Parent/Carer:

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

There will be opportunities to discuss the option process with staff from both Academies over the course of the year to support you and your child.

## IMPORTANT

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

The timeline for the options process is outlined below.

Monday 11 <sup>th</sup> November 2024	Launch of option process 'Expression of Interest' form sent to all Year 9 students
Friday 29 <sup>th</sup> November 2024	Close of 'Expression of Interest' form
Monday 13 <sup>th</sup> January 2025	Parent / Carer event at Upper Academy 4-5pm Actual option choices open to all Year 9 students
Friday 28 <sup>th</sup> February 2025	Actual option process closes
Monday 2 <sup>nd</sup> June 2025	Confirmation of option choices shared with students and families
Thursday 5 <sup>th</sup> June 2025	Parent / Carer event at Upper Academy 4-5pm for those students with concerns about their allocated choices

## MAINSTREAM PATHWAY

Students will study:

- **CORE GCSE SUBJECTS** (Compulsory – you have to study them): English Language and Literature, Maths, Combined Science & French.
- You will also have three non-assessed core subjects- PE, RE & RSHE.
- All students will study 2 optional subjects from the blocking below; students must select a 1<sup>st</sup> and 2<sup>nd</sup> choice from each block. If you choose History, you will choose from block A & C. If you choose Geography, you will choose from block B & D.

*\*Please ensure that you are happy with both your 1<sup>st</sup> and 2<sup>nd</sup> choice. You will be awarded your 2<sup>nd</sup> choice in the event of your 1<sup>st</sup> choice being oversubscribed.*

	<b>Block A</b>	<b>Block C</b>
<b>Humanities Choice</b>		
<b>History</b>	3D Design Business Studies Catering Performing Arts ICT Engineering Triple Science Photography	Art Business Studies Music Catering PE Engineering Psychology
	<b>Block B</b>	<b>Block D</b>
<b>Geography</b>	3D Design Business Studies Catering Performing Arts ICT Engineering Triple Science Photography	Art Business Studies Music Catering PE Engineering Psychology

# Core Subject Information

## ENGLISH LANGUAGE

### **Course/Examination Board:**

English Language GCSE – AQA - 8700

**Subject contact:** N Fischer - [nfischer@basildonacademies.org.uk](mailto:nfischer@basildonacademies.org.uk)

V Oakley - [vmcglashanoakley@basildonacademies.org.uk](mailto:vmcglashanoakley@basildonacademies.org.uk)

### **What will I study?**

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

### Skills

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

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

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

### Examinations

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

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

Section A – Reading - Unseen Literature Fiction Text

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

Section B – Writing – Descriptive or Narrative Writing

### Paper 2 – Writers Viewpoints and Perspectives

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

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

Section B – Writing – Writing to present a viewpoint.

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

### Speaking and Listening

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

### **Career possibilities:**

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

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

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

# ENGLISH LITERATURE

## **Course/Examination Board:**

English Literature GCSE – AQA

## **Subject contact:**

N Fischer: [nfischer@basildonacademies.org.uk](mailto:nfischer@basildonacademies.org.uk)

V Oakley - [vmcglashanoakley@basildonacademies.org.uk](mailto:vmcglashanoakley@basildonacademies.org.uk)

## **What will I study?**

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

## Skills

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

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

## Examinations

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

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

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

Shakespeare Text – 'Macbeth'

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

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

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

Poetry – Anthology of 15 poems entitled 'Love and Relationships'

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

## **Career possibilities:**

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

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

# MATHEMATICS

**Course/Examination Board:**

Mathematics

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

**Subject contact:**

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

**Qualification overview**

The assessments will cover the following content headings:

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

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

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

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

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

**Career possibilities:**

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

# COMBINED SCIENCE

## Course/Examination Board:

AQA GCSE Combined Science: Trilogy

## Subject contact:

Z Radley: zradley@basildonacademies.org.uk

## What will I study?

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

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

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

### Biology

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

### Chemistry

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

### Physics

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

## The Combined Science Qualification:

### How will it be assessed?

6 externally assessed exams each

- 70 marks
- 1h 15min
- 1/6 of qualification
- Foundation or Higher Tier

## Career possibilities:

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

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

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

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

# FRENCH

**Course/Examination Board:**

GCSE French/AQA

**Subject Contact:**

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

**What will I study?**

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

You will cover three different themes across the 4 areas:

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

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

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

**How will I be assessed?**

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

**Unit 1:** Listening

**Unit 2:** Speaking

**Unit 3:** Reading

**Unit 4:** Writing

**Career possibilities:**

- Teaching
- Translation
- International relations
- Travel and Tourism

**Useful Websites:**

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

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

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

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

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

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



# RELIGIOUS EDUCATION

**Course/Examination Board:**

Religious education/ Non-assessed Unit

**Subject contact:**

L Pickering - lpickering@basildonacademies.org.uk

**What will I study?**

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

**World Religions**

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

**The A to Z of Religious Practice**

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

**Religion in the Media**

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

**How will I be assessed?**

Quiz tasks

Self-assessment tasks

**Useful Websites**

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

**Course/Examination Board:**

Non-Assessed Unit

**Subject Contact:**

V Onkal - vonkal@basildonacademies.org.uk

**What will I study?**

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

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

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

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

**How will I be assessed?**

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

**Career possibilities:**

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

- |                                  |                      |                         |
|----------------------------------|----------------------|-------------------------|
| • Motivation                     | • Using social media | • Concentration         |
| • Communication                  | • Self-reflection    | • Dealing with failure  |
| • Facing challenges              | • Self-belief        | • Dealing with pressure |
| • Building confidence            | • Mental health      | • Honesty               |
| • Building healthy relationships | • Good habits        | • Respect               |
|                                  | • Positive mind-set  |                         |

**Useful Websites:**

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

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

# PHYSICAL EDUCATION

## Course/Examination Board:

Non-assessed Unit

## Subject contact:

N Moore: [nmoore@basildonacademies.org.uk](mailto:nmoore@basildonacademies.org.uk)

## What will I study?

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

Students will:

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

## Year 10

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

## Year 11

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

## How will I be assessed?

Teacher assessment

Peer assessment

## Useful Websites

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

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

# Humanities Options

## GEOGRAPHY

**Course/Examination Board:**

GCSE Geography

**Subject contact:**

L Pickering - lpickering@basildonacademies.org.uk

**What will I study?**

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

**How will I be assessed?**

The course is assessed over 3 units;

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

**Career possibilities:**

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

**Useful Websites:**

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

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

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

# HISTORY

**Course/Examination Board:**

GCSE History/AQA

**Subject Contact:**

L Pickering - lpickering@basildonacademies.org.uk

**What will I study?**

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

**How will I be assessed?**

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

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

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

**Career possibilities:**

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

**Useful Websites:**

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

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

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

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

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

# Option Block Choices

## ART & DESIGN – Fine Art

### Course/Examination Board:

Eduqas GCSE Art and Design – Fine Art

### Subject contact:

D Reynolds: dreynolds@basildonacademies.org.uk

### What will I study?

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

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

You will develop your skills in a variety of areas including

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

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

### How will I be assessed?

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

### Career possibilities:

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

### Entry Requirements:

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

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

# PHOTOGRAPHY

## Course/Examination Board:

Eduqas GCSE: Art & Design - Photography

**Subject contact:** D Reynolds: dreynolds@basildonacademies.org.uk

## What will I study?

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

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

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

## How will I be assessed?

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

## Facilities available

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

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

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

## Entry Requirements:

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

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

# GCSE BUSINESS STUDIES

**Course/Examination Board:** AQA

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

## **What will I study?**

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

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

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

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

### **What's assessed**

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

### **How it's assessed**

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

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

### **What's assessed**

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

### **How it's assessed**

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

## **Questions**

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

## **Career possibilities:**

Entrepreneur

Administration / management

Marketing

Sales

Teaching

Finance

Human Resources

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



# HOSPITALITY & CATERING

## Course/Examination Board:

WJEC Vocational Award in Hospitality and Catering

## Subject contact:

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

## What will I study?

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

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

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

## How will I be assessed?

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

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

## Career possibilities:

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

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

# VOCATIONAL ICT

## Course/Examination Board:

WJEC

## Subject contact:

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

## What will I study?

- **Unit 1 ICT in Society** allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.
- **Unit 2: ICT in Context** introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings

## How will I be assessed?

You will be assessed by 1 external exam and 1 internally assessed and externally moderated control assessment

- Unit 1: 1 hour 20 minutes (on screen assessment, 40% of the course)
- Unit 2: 40 hours (60% of the course)

## Course comprises:

### Unit 1

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

### Unit 2

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

## Career possibilities:

Systems Analyst  
Penetration Tester  
Esports Coach  
Esports Event Manager

## Useful Websites:

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

# PERFORMING ARTS

## Course/Examination Board:

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

**Subject contact:** D Reynolds: dreynolds@basildonacademies.org.uk

## What will I study?

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

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

### How will I be assessed?

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

## Facilities available

- Drama Classroom and ICT suite
- Drama studio – with lighting and staging

## Career possibilities:

Actor	Playwright
Community arts worker	Movie Director
Choreographer	Professional Stage Manager
Dancer	Set and Costume Designer
Teacher/ instructor	Performer

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



# ENGINEERING

**Course/Examination Board:**

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

**Subject contact:**

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

**What will I study?**

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

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

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

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

**Career possibilities:**

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

**Useful Websites:**

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

# 3D Design

## Exam Board:

Eduqas 3D Design

## Subject contact:

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

## What will I study?

This subject is defined as the design, prototyping and modelling or making of primarily functional and aesthetic consumer products, objects, and environments. Students undertaking three-dimensional design are required to demonstrate the knowledge, skills and understanding through areas of study relevant to their chosen title. Areas of study include:

- Architectural design
- Interior design
- Product design
- Exhibition design
- Environmental/landscape design
- Sculpture
- Design for theatre, film and television
- Jewellery and body adornment
- Ceramics.

Work is not limited to one area of study.

## How will I be assessed?

	Unit	How will you be assessed	% of final grade
Year 10	Component 1	This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. This component will be internally set, internally assessed and externally moderated. Work will be selected, evaluated and presented for assessment by the student. Evidence is required of how the student has met each of the assessment objectives.	60%
Year 11	Component 2	Externally set assessment Part 1: Preparatory study period Part 2: 10 hour period of sustained focus work (exam)	40%

## Career possibilities:

- Architect
- Interior Designer
- Jewellery Designer
- Carpenter
- Product Designer
- Furniture Designer
- Building Surveyor Construction
- Set Designer

**Useful websites:** <https://www.eduqas.co.uk/qualifications/art-and-design/gcse/>

# AQA GCSE PE

## Course

AQA GCSE PE

## Subject contact:

N Moore- [nmoore@basilodnacademies.org.uk](mailto:nmoore@basilodnacademies.org.uk)

## What will I study?

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

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

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

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

Develop the skills to analyse physical activity and sports

Understand how physical activity contributes to overall health and wellness

Develop and improve practical skills in a range of sports

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

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

## How will I be assessed?

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

## Pathways and where this can take you

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

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

# Psychology (GCSE)

## Course/Examination Board:

OCR GCSE Psychology

## Subject contact:

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

## What will I study?

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

### The Topics

1. criminal psychology
2. development
3. psychological problems
4. social influence
5. memory
6. sleep and dreaming

### Each topic will consist of:

- key concepts
- 2 theories/explanations
- 2 research studies
- applications.

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

- the brain and neuropsychology
- research methods

### Paper One

	Key Concepts	Theory	Study	Theory	Study	Applications
Crime	<ul style="list-style-type: none"> <li>Types of crime</li> <li>Measurements of crime</li> <li>Crime as a social construct</li> </ul>	The Social Learning Theory of Criminality	Cooper and Muckle (1986)	Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)	Heaven (1996) Study into delinquency, neuroticism, psychotism and self-esteem.	The changing nature of punishment
Development	<ul style="list-style-type: none"> <li>IQ</li> <li>Stages of development</li> <li>CBS</li> </ul>	Piaget's Theory of Cognitive Development	Piaget (1952), conservation of number	Learning theories of development:	Blackwell et al. (2007): study into fluid and growth mindsets.	The changing role of education
Psychological Problems	<ul style="list-style-type: none"> <li>Mental Health Issues</li> <li>The effects of significant mental health problems on the individual and society</li> </ul>	Biological Explanation of <ul style="list-style-type: none"> <li>Schizophrenia</li> <li>Clinical Depression</li> </ul>	Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.	Psychological Explanation of <ul style="list-style-type: none"> <li>Schizophrenia</li> <li>Clinical Depression/ABC Model</li> </ul>	Tandoc et al. (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?	The development of treatments

### Paper Two

	Key Concepts	Theory	Study	Theory	Study	Applications
Social Influence	<ul style="list-style-type: none"> <li>Conformity</li> <li>Obedience</li> </ul>	The effect of situational factors	Bickman (1974): study into obedience and the social power of a uniform.	The effect of dispositional factors (personality)	NatCen (2011): study into the August riots in England	Changing attitudes
Memory	<ul style="list-style-type: none"> <li>Information processing</li> <li>The structure and functions of the brain</li> <li>Types of forgetting</li> </ul>	Multi-store Model of memory:	Wilson, et al (2008): (The Clon-Wearing study).	Theory of Reconstruction Memory	Brain, 130, and Loftus (2002): study into How Advertising Can Change Our Memories of the Past.	Techniques used for recall
Sleep and dreaming	<ul style="list-style-type: none"> <li>The functions, features and benefits of sleep</li> <li>Sleep disorders</li> <li>Insomnia</li> <li>Endogenous pacemakers; and exogenous zeitgebers</li> </ul>	The Freudian Theory of Dreaming:	Freud (1918): dream analysis study of "The Wolfman".	The Activation Synthesis Theory of Dreaming	Williams et al. (1992): study into bizarreness in Dreams and Fantasies	Development of treatments for insomnia

## How will I be assessed?

You will be assessed by 2 external exams

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

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

## Career possibilities:

- Scene of Crime Officer
- Psychologist & Forensic Scientist
- **Useful Websites:** [GCSE - Psychology \(9-1\) - J203 - OCR](#)



# MUSIC

**Course/Examination Board:** OCR

**Subject contact:** D Reynolds: dreynolds@basildonacademies.org.uk

## What will I study?

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

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

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

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

## Career possibilities:

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

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

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

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

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

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

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

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

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

## Entry Requirements:

Music instrument/ Vocal training to a Grade 3 standard

## Useful Websites:

# TRIPLE SCIENCE

## Course/Examination Board:

AQA GCSE Biology  
AQA GCSE Chemistry  
AQA GCSE Physics

## Subject contact:

Z Radley: zradley@basildonacademies.org.uk

## What will I study?

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

## Biology

<b>Paper 1</b>
<b>What's assessed</b> Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>
<b>+</b>
<b>Paper 2</b>
<b>What's assessed</b> Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>

## Chemistry

### Paper 1:

#### What's assessed

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

#### How it's assessed

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

#### Questions

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



### Paper 2:

#### What's assessed

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

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

#### How it's assessed

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

#### Questions

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

## Physics

### Paper 1:

#### What's assessed

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

#### How it's assessed

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

#### Questions

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



#### Paper 2:

##### What's assessed

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

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

##### How it's assessed

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

##### Questions

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

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

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

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

#### Useful Websites:

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

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

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