



# Year 10 Mastery

Class of 2028

# Introduction

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## Message from Mr Samy

Choosing your subjects for Year 10 is a significant step in shaping who you will become and the doors that will open for you after Year 11.

At Dixons Broadgreen, our **mission** is clear: to ensure every student succeeds at university or a real-life alternative, thrives in a top job, and lives their best life - and your options choices are an early, practical expression of that mission.

As you decide, we will support you every step of the way - through clear information, guidance from subject specialists, and personalised careers advice - so you can make choices that connect directly to your aspirations and your **My Sentence**: the statement of the person you choose to become and the mountain you are climbing.

In keeping with our drivers of **mastery**, **autonomy**, and **purpose**, you will have the autonomy to select areas to deepen, the support to build mastery over time, and the purpose to align your learning with your longer-term goals. And, as always, our values guide our way: **work hard**, **have integrity**, and **be fair** - choose not only what you like, but what you need to reach your ambitions, keep more pathways open, and serve your future self well.

## Subject overview

### Compulsory subjects:

- English Language
- English Literature
- Mathematics
- Science (worth two GCSEs)
- Religious Studies

### At least one of:

- History
- Geography

### The language you currently study:

- French or Spanish

### Up to two of:

- Art
- Enterprise (Business)
- Computer Science
- Drama
- Music
- PE
- Health and Social Care
- Sociology
- Dance
- Hospitality and Catering
- Psychology

You will also continue to have lessons in PDS and core PE (non-GCSE).

## Research your options

- Time: allocate enough time to read and talk about each subject that you are interested in.
- Keeping notes: make notes when you talk to trusted adults or read useful information. This will help you remember any important points when making your final decision.
- Beginning to make long-term plans: knowing what degrees or careers interest you can help you choose GCSEs that will support you.

## Be informed

- Look at prospectuses for universities. These will show you different degrees you can study when you are older and help you think about what you will need to study now to keep your options open.
- Other sources of information and advice: trusted relatives and family friends; older students; your teachers; your advisor; careers advisors and helplines.

## Top Tips

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### Good reasons to pick a subject

- “I enjoy it.”
- “I am good at it.”
- “It is relevant to a degree or career that interests me.”
- “I would like a new experience.”
- “I’m not sure about what I want to do in the future; this subject will help me to keep my options open for A-Level and university.”
- “It is a challenging subject, and I would like a challenge.”

### Poor reasons to pick a subject

- “I like the teacher.” They might not be your teacher for GCSE. You are more likely to be successful if you have a good relationship with all of your teachers.
- “My friends are doing it.” You might not enjoy the subject and could lose motivation to revise and work hard. Studying something you like will help you to get to know even more people who have similar interests to you.
- “It sounds easy.” No qualification is easy! Don’t pick a subject that doesn’t motivate you to work hard to get the best grade possible. If you are worried about getting the grades you want, speak to your teachers.
- “I am under pressure to take the subject.” You will already have a broad range of compulsory subjects that will help you to go to university (or a real alternative) and get a top job. Although others’ advice is valuable, be guided by your own strengths and interests.

## Case Studies

### Miss Hanson

#### Option choices

German, Geography and Graphic products

#### What did you enjoy about studying at KS4?

Having the opportunity to make a choice for myself in what I wanted to continue with and what I wanted to do.

It felt good to perform well in a subject I found strengths in, rather than something I wasn't so good at. Being with people that shared the same interests as me that were not necessarily in my friendship group.

#### How did you make your choices?

I spoke to my teachers to ask if it was a good idea to take that subject. I spoke with my family, my Dad was particularly good at geography so I knew I had help at home if I needed it. I decided based on my strengths and not what my friends were doing. I also picked what I knew I enjoyed, if you enjoy what you are doing it is never difficult to listen when you are genuinely interested.

#### What advice do you have for the Class of 2024?

Be sensible - This sounds like a common teacher response but make sure you don't pick subjects that limit you in the career path that you know you want to do in the future, it will become harder later on otherwise. Go with your heart - If you really enjoy a subject that none of your friends are interested in then go for it, don't let someone else hinder a decision that is all yours to make!

Believe in yourself - Hard work will pay off. Staff will always support you along the way. Believe that you can be the best in the subjects you decide on.

### Mr Meadows

#### Option choices

French, Spanish, History and Graphics

#### What did you enjoy about studying at KS4?

KS4 gives you more time to explore the subjects that you are interested in and begin to master your skills and expand your knowledge. KS4 gives you a sense of purpose because you are working towards your GCSE qualification and therefore there is a greater sense of importance to the work that you do.

#### How did you make your choices?

I made my choices based upon what I enjoyed doing at school and more importantly what I was good at

#### What advice do you have for the Class of 2024?

Choose the subjects that you feel you are strong in. You are much more likely to enjoy the subjects that you are doing well in and ultimately this gives you the best possible chance to achieve the grades that you will want at the end of Year 11.

Don't choose subjects based upon what your friends are picking or because of a certain teacher. There is a high possibility that you won't be in the class with your friend or with that teacher so this shouldn't be the basis of your decision. Speak to members of staff and ask them questions about their subject at GCSE to help you guide your decision and get a feeling for the different courses. Most importantly follow your own path and make the decisions that are right for you.

## **Humanities Subjects**

**You must choose between History and Geography.**

# GCSE Geography (AQA)

## What will I study?

Geography helps us to understand the planet we call home. The future generations of our planet will face many challenging questions. *Is it too late to stop climate change? Will we have enough food to feed growing populations? How can we save more lives from natural disasters such as hurricanes and tsunamis? How can we prevent diseases from spreading around the world? What can be done to stop mass extinctions of our wildlife? How can we improve the lives of children in the poorest areas of the world?* The study of Geography provides the opportunity to not only understand these questions, but to shape our world for the better.

### Topics covered: Physical and Human Geography

- **Natural Hazards:** e.g. plate tectonics, earthquakes, tsunamis, hurricanes, floods and climate change.
- **Living World:** e.g. different global ecosystems including the rainforest, polar and tundra biome.
- **Physical Landscapes:** e.g. coastal landscapes and river landscapes.
- **Urban Issues:** e.g. urbanisation, urban challenges and opportunities in Lagos and Leeds.
- **Economic World:** e.g. reducing the development gap, development in Nigeria and the UK.
- **Resource Management:** e.g. sustainability, resource management (food, water and energy).

### Fieldwork

- **Human Fieldwork Investigation:** one day fieldtrip to investigate urban landscapes.
- **Physical Fieldwork Investigation:** one day fieldtrip to investigate natural landscapes.
- **Issue Evaluation:** using all of our knowledge to solve the big geographical problems.

### How will I be assessed?

- **Exam Paper 1:** Living with the Physical Environment - *1 hour 30 minutes* (35%)
- **Exam Paper 2:** Challenges in the Human Environment - *1 hour 30 minutes* (35%)
- **Exam Paper 3:** Geographical Applications - *1 hour 15 minutes* (30%)

### Key skills

The study of Geography combines aspects of sciences, mathematics, history and English. You will develop your ability to analyse viewpoints to form reasoned and well-evidenced conclusions. Graphical, statistical, cartographical (maps) and numerical knowledge will also be mastered. Employers highly value the knowledge that studying geography provides e.g. knowing how the world works, planning research, analytical writing and using new technologies. You will find geographers working in every type of career, including seemingly unrelated career paths such as medicine, law, engineering and politics.

### Career opportunities

Volcanologist, Oceanographer, Ecologist, Pilot, Geoscientist, Meteorologist, Palaeontologist, Cartographer, Environmental Scientist, Urban Planner, Climate Scientist, Conservation Officer, Architect, Seismologist, Disaster Emergency Response, Archaeologist, United Nations, Charity and NGOs (e.g. Water Aid, Greenpeace, UNICEF), Sustainability Officer, International Relations, Botanist, Energy Engineer, Horticulture, Hydrologist, Marine Scientist, Nuclear Engineer, Zoologist and so many more. **A-Level Geography is highly valued by all universities and is accepted for a wide range of degrees including medicine and law.**

### Who should I speak to for more information?

Mr M Bradshaw

# GCSE History (OCR)

## What will I study?

### Year 9:

- Living under Nazi Rule, 1933-1945
- Migrants to Britain, c.1250 to present

### Year 10:

- Migrants to Britain, c.1250 to present
- History around us (site study)
- The Making of America, 1789–1900

### Year 11

- The Making of America, 1789–1900
- The Elizabethans, 1580–1603

## How will I be assessed?

**Paper 1:** British history: thematic study (Migrants to Britain, c.1250 to present) and depth study (The Elizabethans, 1580–1603) – *1 hour 45 minutes* (40%)

**Paper 2:** History around us – *1 hour* (20%)

**Paper 3:** World history: period study (The Making of America, 1789–1900) and depth study (Living under Nazi Rule, 1933-1945) – *1 hour 45 minutes* (40%)

## Key skills

The options for each study cover a wide range of fascinating history, introducing different periods, places and cultures, and engaging learners with different approaches to studying history. The thematic study requires learners to understand change and continuity across a long sweep of history. The British depth study focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility of invasion. The period study focuses upon an “unfolding narrative” in world history. Finally, the world depth study focuses on a historical situation involving the interplay of different societies and cultures.

Studies in English literature compliment the subject as there is a very high literacy demand and source/interpretation handling is central to the assessments.

## Career opportunities

Employers value the research, analytical, and communication skills that history students develop throughout their studies. As such, History is a gateway subject to a vast range of careers. Popular destinations for History graduates include teaching; law; civil service; heritage work.

## Who should I speak to for more information?

Mr S Hayes



## **Mastery Subjects**

**You must choose two subjects from the following pages.**

# GCSE Computer Science (OCR-J277)

## What will I study?

### Year 10: Focuses on Computer Systems J277/01 and practical programming skills.

1.1.1 Architecture of the CPU, 1.1.2 CPU Performance, 1.1.3 Embedded systems, 1.2.1 Primary storage (Memory), 1.2.2 Secondary storage, 1.2.3 Units, 1.2.4 Data storage, 1.2.5 Compression, 1.3.1 Networks and topologies, 1.3.2 Wired and wireless networks, protocols and layers, 1.4.1 Threats to computer systems and networks, 1.4.2 Identifying and preventing vulnerabilities, 1.5.1 Operating systems, 1.5.2 Utility software, 1.6.1 Ethical, legal, cultural and environmental impact. 2.2.1 Programming fundamentals.

### Year 11: Focuses on Computational Thinking, algorithms and Additional programming skills.

2.1.1 Computational thinking, 2.1.2 Designing, creating and refining algorithms, 2.1.3 Searching and sorting algorithms, 2.2.2 Data types, 2.2.3 Additional programming techniques, 2.3.1 Defensive design, 2.3.2 Testing, 2.4.1 Boolean logic, 2.5.1 Languages, 2.5.2 The Integrated Development Environment (IDE)

## How will I be assessed?

GCSE Computer Science is completely exam-based. Students will sit two exams, Component 1 and Component 2, both equally weighted at 50%. The exams are 1 hour 30 minutes in length and both are non-calculator papers. There is the opportunity to assess students' understanding of algorithms in both paper one and two although paper 2 has a greater focus on this.

**Paper 1:** Computer Systems – *1 hour 30 minutes* (50%) 80 marks

**Paper 2:** Computational thinking, algorithms and programming – *1 hour 30 minutes* (50%) 80 marks

## Key skills

Students will be taught to program using mainly Python, with some HTML and SQL. They will need to be competent in English and mathematics to help with data representation and syntax in programming. Students will develop knowledge and skills in systems architecture, including a detailed understanding of the Von Neumann architecture and what happens at each stage of the fetch-execute cycle. The CPU and the common characteristics within will also be investigated in depth and all-round knowledge of the inner workings of machinery and how every computing device follows the same pattern of input, process and output. In Component 2, students will study computational thinking including: abstraction, decomposition and algorithmic design. Learners will learn how to accurately plan programs, including incorporating contingencies and robustness. Pseudocode design and testing will be implemented to ensure students are writing maintainable, updateable and machine-ready programs.

## Career opportunities

A GCSE in Computer Science will enable you to continue studying the subject at A-Level, you can then progress onto University where the course diversifies and you can study in a specialist field like mechanical engineering, artificial intelligence or software development. Careers in computing are far-reaching, competitive and technologically stimulating. There is an abundance of careers you can enter into after studying Computer Science including, but not limited to: software engineer, roboticist, cyber security analyst, network infrastructure engineer, technical support, IT consultant and server administrator.

## Who should I speak to for more information?

Miss G Jones

# BTEC Technical Award in Sport

## What will I study?

### Year 10

- Explore a range of sports and physical activities, including the role of different sport providers.
- Learn the purpose and structure of effective warm-ups, including planning and delivering your own on camera.
- Investigate the use of technology in sport (e.g., VAR, wearable devices) and understand barriers to participation.
- Develop coaching skills, including analysing performance and identifying areas for improvement.

### Year 11

- Study components of fitness and apply them to your own chosen sport, including filmed performance and drill design.
- Learn rules, regulations and the role of officials in sport.
- Develop knowledge of anatomy and physiology.
- Create training programmes, complete fitness testing, and explore different training methods.
- Exam preparation for Component 3 – Revision workshops, exam techniques and revision timetables.

## How will I be assessed?

**Component 1:** Preparing Participants to Take Part in Sport – Internally set assessment (30%).

**Component 2:** Taking Part and Improving Other Participants' Performance – Internally set assessment (30%).

**Component 3:** Developing Fitness to Improve Performance – External exam, 1 hour 30 minutes (40%).

## Key skills

Success in the course requires strong organisation, the ability to meet assignment deadlines, and confidence in leading activities and performing practically. This qualification develops theoretical understanding and practical skills through real-world sport contexts so the ability to complete assignments independently is vital.

Learners will engage with topics such as fitness testing, training methods, technology in sport and leadership. It is important to understand that 40% of the grade comes from an external exam so the ability to revise independently and answer questions that are both multiple choice and in essay format are essential.

## Career opportunities

The course supports progression to A-Level PE, BTEC Sport Level 3, and a range of higher-education pathways. Studying this qualification can open doors to a wide range of further study and careers in the sport, health and fitness industries. Many students go on to complete A-Level PE or BTEC Sport Level 3 before progressing to university courses related to sport, exercise science, or health.

## Who should I speak to for more information?

Mrs A Reece

# Dance Tech Award (EDEXCEL)

## What will I study?

### Year 10:

- An introduction to a variety of dance styles.
- Development of core performance skills.
- Exploring the performing arts through practical workshops and analysis.

### Year 11

- Developing skills and techniques.
- Developing choreography skills and responding to a range of stimuli.
- Understanding roles and responsibilities within the performing arts industry.

## How will I be assessed?

**Component 1** – Exploring the performing arts (Practical and Coursework) 30%.

**Component 2** – Developing skills and techniques in the performing arts (Practical and Coursework) 30%.

**Component 3** - Responding to a brief (Controlled written assessment and Practical performance recording) 40%.

## Key skills

Throughout the course, you will deepen your understanding of the stylistic qualities and performance skills required across different dance styles.

You will take part in a variety of workshops and classes designed to develop your technical, practical, and interpretative skills. You will need to have spatial awareness and coordination skills and show a willingness to take creative risks and reflect on progress.

You will also explore the creative processes behind professional performance work, gaining insight into the roles and responsibilities involved in the performing arts industry. This will need a commitment and consistent effort in rehearsals and being able to self-evaluate as well as respond to feedback.

## Career opportunities

Studying Dance can lead to a range of exciting progression routes at post-16, including Level 3 Dance and/or Performing Arts courses. It can support future careers in:

- The performing arts
- Media and communications
- Law, marketing, and other professions involving public engagement or presentation
- Business sectors that value creativity, confidence, and strong communication skills

## Who should I speak to for more information?

Miss J Giblin

Mrs A Reece

# Art, Craft & Design (BTEC)

## What will I study?

### Year 10:

During Year 10, students will develop and refine their practical and theoretical skills. Students will explore and experiment with various 2D/3D media and techniques, learn how to analyse art with purpose and how to create a portfolio to present their creative journey. They will fully appreciate the steps and skills required in the creation of an informed, personal outcome.

### Year 11:

#### **Component 1: Creative Practice in Art and Design (coursework Sept- Jan)**

Students will develop practical research and investigation skills which will enable them to gain an understanding of how artists and designers produce work for a specific purpose. Students will then apply practical idea generation techniques and learn how to visualise and record ideas in different ways. Students will develop practical art and design skills and explore techniques to communicate their creative intentions. They will have the opportunity to work across a range of media used in art and design practice. Taking part in workshops and classes, they will develop and practise skills with materials, techniques and processes. Students will review their progress and consider how they can make improvements. They will then learn how to communicate their progress and outcomes to show their skills development.

#### **Component 2: Responding to a Brief**

Developing a personal project that showcases their skills and creativity. This is an externally set assignment, worth 40% of the grade. Students will have a period to research, develop and record ideas based on the theme set by the exam board. They will then have 2 days to produce a final, personal outcome. Students will then present a digital client portfolio.

## How will I be assessed?

The course is assessed through the completion of practical coursework and a practical exam. In Year 10 work is internally assessed and in year 11 internally and externally assessed. Component 1: 60% & Component 2: 40%.

## Key skills

In BTEC Art and Design, the curriculum is designed for pupils to develop an understanding of roles and responsibilities in the creative industries through set scenarios that encourage the development of artistic skills by experimenting with a range of different processes, materials and techniques, such as printing, painting and sculptural work. Home learning is a crucial factor to success so students must be willing to work hard outside of the classroom.

## Career opportunities

The skills developed through Art and Design education are integral to many roles in the creative industries. The creative sector includes advertising, graphics, publishing, fashion, Games Design, illustration, Set Design, Make up, Art therapy, Commercial art, and architecture. Collectively, the creative industries contributed £124 billion to the UK economy in 2025 so creative people are highly sought after.

## Who should I speak to for more information?

Mrs J Lawton

# GCSE Drama (OCR)

## What will I study?

### Year 10:

- Creative response to a range of stimuli.
- Developing performance skills through theatrical practitioners and acting training and lighting and sound engineering.
- Devising strategies, exploring stimuli, and creating original theatre.
- Analysis of live performances, Trips to the theatre.

### Year 11

- Theoretical and practical exploration of the play “Blood Brothers” exploring the roles of director, performer, and designer.
- Practical exploration of scripted play extracts leading to a scripted performance.

## How will I be assessed?

Students will be assessed through the completion of practical and written coursework and an external written examination

**Devising Drama** 30%. 2,000-word portfolio or 20-page visual portfolio with 15-minute performance in groups.

**Presenting and Performing Texts** 30%. 4 extended question concept proforma (around 1,500 word) explaining the demands of the text, your vision for the performance, how you have developed your performance ready for the examiner. 2 scripted extracts to learn to perform in groups in front of examiner.

**Performance and Response** 40%. 1 hour 30 minute written paper. 50 marks across 8 questions for Blood Brothers and 30 Mark extended response on a piece of live theatre evaluation.

## Key skills

The skills you will develop on this course include working as part of a team, responding creatively to a range of stimuli and honing your physical and vocal performance skills. You will develop critical analysis skills as you evaluate the work of yourself, your peers and professional repertoire from a broad range of styles and genres. You will have significant autonomy in the creating process and will become an independent learner with the ability to articulate your views and opinions with confidence and clarity.

## Career opportunities

Drama is one of the most transferable subjects — employers love confident communicators.

**Creative Industries:** Actor or performer, Director, Playwright, Stage manager, Lighting, sound, or set designer, Costume designer, Drama therapist, Theatre technician, Film/TV production roles.

**Transferable roles:** Teaching, Law, Marketing & advertising, Public relations, Events management, Journalism, Social work, Customer-facing roles.

## Who should I speak to for more information?

Mr M McGrath

# BTEC Technical Award in Music

## What will I study?

### Year 10:

- Exploring Musical Products and Styles: performing, composing and analysing a wide range of musical styles, including classical, film music, jazz, rock, reggae, disco, hip hop, world music, and electronic music.
- Musical Skills Development: developing performing skills through workshops and rehearsal; study and development of personal skills essential to working in the industry.

### Year 11:

- Responding to a Commercial Music Brief: creating and performing original cover versions of songs.

## How will I be assessed?

The course is assessed through a series of assignments that are completed at different stages of the course. They are all based on a combination of performing, creating and producing (using music technology).

**Component 1: Exploring Musical Products and Styles (30%)** – video/audio portfolio and commentary showing your understanding of a range of different styles of music, including recordings of you demonstrating key features of different styles on your instrument.

**Component 2: Music Skills Development (30%)** – video/audio recordings demonstrating your development of key skills on your instrument, with commentary on your development.

**Component 3: Responding to a Commercial Music Brief (40%)** – creation, performance and reimagining of a specific song, based on a commercial brief.

## Key skills

To succeed in BTEC Music, you need to have a basic ability on a musical instrument and to be willing to develop your performing skills (you will have weekly lessons in school with a specialist on your instrument, to support you in this). You will need self-discipline to be able to regularly practise your instrument independently outside of school. You will also need the skills necessary to work well as part of a musical ensemble: much of the practical work in the course will be playing as part of a group. Creative skills are key to success in BTEC Music; assignment 3 is based around creating and recording your own original cover of a song. Successful candidates will also have a keen interest in listening to music and will be open-minded about exploring styles of unfamiliar music.

## Career opportunities

BTEC Music can lead on to further study in music, such as BTEC Level 3 courses in music or performing arts, and A-level Music or Music Technology. These can lead on to study of music at university, either performing music courses or more traditional courses (such as the BA Music at Leeds University). It also opens up opportunities for careers in the music industry, such as music production, performing, composing and sound technician work. Many candidates who study BTEC Music also go on to study different subjects at A-level and university. Music is seen as a strong qualification that colleges and universities consider valuable.

## Who should I speak to for more information?

Miss D Ward

# BTEC Tech Award in Enterprise (Business) (Pearson)

## What will I study?

Year 10:	Year 11
<p><b>Component 1: Exploring Enterprises</b></p> <ul style="list-style-type: none"><li>- Understanding enterprises and entrepreneurs</li><li>- Market research and customer/competitor analysis</li><li>- Internal and external factors (PEST and SWOT)</li></ul> <p><b>Component 3: Marketing and Finance for Enterprise</b></p> <ul style="list-style-type: none"><li>- Marketing mix and target markets</li><li>- Financial documents and statements</li><li>- Cash flow, break-even and financial decision making</li></ul>	<p><b>Component 2: Planning and Presenting a Micro-Enterprise Idea</b></p> <ul style="list-style-type: none"><li>- Generating and selecting enterprise ideas</li><li>- Creating a business plan (finance, aims, target market, resources)</li><li>- Delivering and reviewing a presentation</li></ul>

## How will I be assessed?

This qualification is assessed by a combination of controlled assessment and formal exam.

Component 1: Exploring Enterprises – Internal assessment (36 GLH)

Component 2: Planning and Presenting a Micro-Enterprise Idea – Internal assessment (36 GLH)

Component 3: Marketing and Finance for Enterprise – External examination, 2 hours (48 GLH)

## Key skills

- Entrepreneurial thinking and creativity
- Market research and interpretation
- Financial literacy including cash flow and break-even
- Business planning and decision-making
- Presentation and communication skills

## Career opportunities

The study of Enterprise provides many opportunities to develop the most essential and sought-after skills. The skills developed during this course (research skills, written and oral communication skills, technical knowledge, and the ability to discuss and present complex issues) will prepare you for many potential career paths. This subject is suitable for students who are preparing to enter any employment where they will be expected to communicate effectively with people. These include roles in marketing, law, and accountancy. This qualification is also suitable for pupils who wish to further their studies and progress to a Level 3 qualification.

## Who should I speak to for more information?

Mr M Golding

# BTEC Award Health & Social Care

## What will I study?

### Year 10:

#### **Human Lifespan Development & Health and Social Care Services**

Students will learn how people grow and develop from birth to old age in terms of physical, intellectual, emotional and social development. We will examine how different factors such as lifestyle and socio-economic status and life events including illness, education, employment and ageing can impact development. We will explore the different health and social care services available in the UK e.g. hospitals, GPs, community services etc and learn the role and responsibilities of the care professionals within them.

### Year 11

#### **Health and Social Care Values and Health & Wellbeing**

We will learn the core values that underpin care provision such as respect, confidentiality, dignity and empowerment and consider how these support the individual needs of those who use Health and Social Care Services. We will further examine the factors that affect health and wellbeing and understand how health indicators such as BMI, blood pressure and pulse rate can support professionals in creating health and wellbeing improvement plans. Students will learn how to create and evaluate health and wellbeing plans for case study examples.

## How will I be assessed?

- Two coursework components completed over time.
- One exam
- Performance in the coursework plus exam will be combined to calculate final grade

## Key skills

- Research & presentation skills
- Literacy and organisational skills
- Communication & empathy
- Interpreting data and health indicators
- Problem solving and decision making

## Career opportunities

The BTEC Level 1/2 Tech Award in Health and Social Care supports progression to Level 3 study, study of childcare, nursing and health courses, apprenticeships in care and health settings and people focused careers.

## Who should I speak to for more information?

Ms C Perischine

# Hospitality and Catering

## What will I study?

### Year 10:

- Hospitality and catering provision.
- Health & safety laws.
- Working in the industry.
- The operation of the front and back of house.
- Understanding the importance of nutrition.
- Develop a variety of practical skills when preparing and making savoury and sweet dishes.

### Year 11

- How to plan production.
- Factors affecting menu planning.
- How cooking methods can impact on nutritional value.

## How will I be assessed?

Unit 1: Pupils will sit a 90-minute external written assessment based on the knowledge learnt in year 10/11.

Unit 2: Pupils will complete a 12-hour assessment demonstrating their knowledge and understanding of preparation, cooking and presenting skills. Pupil will spend a total of 3 hours preparing, making and presenting a two-course meal. Pupils will spend 9 hours researching suitable dishes, planning suitable dishes and evaluating their dishes. This is a written piece of work. The dishes made will reflect the brief provided at the start of year 11.

## Key skills

- Develop practical skills to become independent and self-reliant.
- Teamwork skills.
- Work in the kitchen brigade.
- Develop nutritionally balanced meals.
- Develop food presentation skills.

## Career opportunities

- Chef
- Nutritionist
- Food scientist
- Hotel Manager
- Restaurant Manager
- Accommodations Manager
- Catering Manager
- Conference Centre Manager
- Fast food restaurant Manager
- Air cabin Crew

## Who should I speak to for more information?

Miss R Bjorkhaug

# GCSE Sociology (AQA)

## What will I study?

### Year 10 (66% of the specification):

- What are the key sociological approaches?
- How key is family to our society?

- What does sociological research look like?
- Is education empowering or oppressive?

### Year 11 (33% of the specification):

- Are crime and deviance in society unavoidable?
- To what extent is society structurally unjust?

Remaining time in Year 11 will be devoted to revision, exam-skill practice, and closing gaps in understanding.

## How will I be assessed?

Students will sit two exam papers which both last 1 hour and 45 minutes.

Paper 1	Paper 2
Families and Households	Crime and Deviance
Education	Social stratification

Both exams are split into two sections, 10 questions each. Each section has the same question structure:

• Two 1-mark questions (multiple choice)	[2]	• Four 4-mark 'explain' questions	[16]
• Two 3-mark 'outline' / 'describe' questions	[6]	• Two 12-mark 'discuss' questions	[24]
• One 2-mark 'identify' question	[2]		

## Key skills

Sociology develops skills in critical thinking, literacy, oracy, and crucially the application of knowledge, research, and understanding to real-world problems to seek solutions to great societal issues we see around us. A sociologist analyses, thinks deeply, scrutinises, and formulates arguments to do this. These skills are essential for progress into higher education and highly skilled jobs, particularly in academic and social research. Sociology helps students gain empathy and cultural capital; we strongly wish for our students to understand, respect, and support communities. Studying sociology will grant highly transferrable skills which combine well with English, RS, and other Arts and Humanities subjects.

## Career opportunities

Sociology is one of the UK's most popular fields of study at GCSE, A-Level, and University due to its wide range of possible potential career paths. Sociology students may go on to study philosophy, ethics, anthropology, classics, criminology, law, politics, healthcare / social care, and much more. Careers that can come from studying Sociology may include teaching, lecturing, journalism, physiotherapy, social care, health care, law, politics (national / international), social research, events management, town / city planning, community engagement, emergency services, human resources, and so many more. Because Sociology complements English, RS, History/Geography, and Psychology, it is worth looking at the career opportunities for these subjects too.

## Who should I speak to for more information?

Mr K Brayne

Miss L Hayes

# **AQA GCSE Psychology**

## **What will I study?**

### **Year 10:**

#### **Cognition & Behaviour**

Focus will be on how the brain and mind work. Students will learn about how memory works and why we forget as well as the real-life implications of research into human memory in terms of eyewitness testimony. We will explore how we see and interpret the world, visual illusions and factors affecting perception. We will examine key theories of child development and learn how children develop socially and cognitively as well as exploring how development affects behaviour. To understand the implications if psychological research students will learn how psychologists carry out research.

### **Year 11**

#### **Social Context & Behaviour**

Focus will be on how other people and society influence behaviour through processes of conformity and obedience. Students will learn how language affects thinking and examine the differences between human and animal communication. Students will study the structure and function of the brain and consider how brain damage affects behaviour. Students will also explore mental health, considering the explanations of mental health, different mental health conditions and treatments.

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

- One hundred percent exam based.
- Two exam papers each 1 hour and 45 minutes.
- Exam papers will be marked and graded out of 100.

## **Key skills**

- Analytical and evaluation skills
- Extended writing skills
- Interpreting data and graphs
- Critical thinking skills
- Application of theory to real life situations

## **Career opportunities**

GCSE Psychology supports progression to A Level Social Sciences as well as Health and Social Care and Science courses. In terms of employment that qualification supports careers involving people, research and analysis.

## **Who should I speak to for more information?**

Ms C Perischine

## Options - Class of 2028

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You must make a choice for Humanities, Option C and Option D.

For Option C and Option D, you can make three choices, and you may repeat the choice in same block.

<b>Humanities</b>	<b>Option C</b>	<b>Option D</b>
Geography	Art	Art
History	Enterprise	Enterprise
	Computer Science	Dance
	Drama	Drama
	Music	Music
	PE	PE
	Health and Social Care	Hospitality and Catering
	Sociology	Psychology

An online form will be created and communicated both home and to students on 9th February.

Final deadline for this form to be submitted is 5pm on 13th February.



## **Compulsory Subjects**

**You do not have a choice over the following subjects.**

# English Language and English Literature (AQA)

## What will I study?

### Year 10:

- English Literature: *An Inspector Calls* by J.B. Priestley (modern text)
- English Literature: Power and Conflict poetry (poetry anthology)
- English Literature: *Macbeth* by William Shakespeare
- English Language: Paper 1: fiction and imaginative writing

### Year 11

- English Literature: *A Christmas Carol* by Charles Dickens
- English Literature: Unseen Poetry
- English Language: Paper 2: non-fiction and viewpoint writing
- English Language skills
- Speaking and Listening Assessment

## How will I be assessed?

Students will be assessed for **two full GCSEs**:

**English Language:** In Paper 1, students read an unseen extract of fiction and answer questions on comprehension, language, structure and evaluation. Students complete a full piece of imaginative writing. In Paper 2, students read two non-fiction extracts (one will be 19<sup>th</sup> Century). Students will answer questions focusing on comprehension, summarising, language analysis, comparison of viewpoints. Students also complete one full writing question focusing on transactional writing.

**English Literature:** Paper 1 is comprised of two equally weighted essays focusing on Shakespeare and a 19<sup>th</sup> Century Novel. Paper 2 is more heavily weighted. Students write an essay on a modern text before writing a comparative essay on two poems studied from the anthology. Students answer an essay question based on an unseen poem, before comparing this to a second unseen poem.

## Key skills

An ability to read, comprehend, analyse and read critically is central to many top jobs; it is crucial for anyone to possess these skills to navigate the world around them. Written and spoken communication, including an awareness of formality and tone, is also crucial for later in life.

## Career opportunities

The importance of a high standard of written communication and an ability to read and decode language is central to the full spectrum of future study and future careers. All colleges, universities and employers will look for qualifications in English regardless of career path. English lends itself to a broad range of careers and specialisms and taking a path which involves the study of English can open many doors. Examples are as follows: teaching (Primary and Secondary), journalism, law, politics, philosophy, linguistics, advertising and media, business, social media and many more.

## Who should I speak to for more information?

Head of English -

Miss A Yafai

# GCSE Mathematics (Edexcel)

## What will I study?

### Year 10:

- Algebra: graphs and functions, manipulating complex expressions, equations of lines, quadratic functions, areas under and gradients of curves, quadratic equations, simultaneous equations.
- Geometry: angles, similarity, congruency, arcs and sectors, Pythagoras and trigonometry, transformations, plans and elevations, surface area and volume, cones and spheres, loci, bearings, vectors, 3D trigonometry, sine and cosine rules.
- Number: indices, growth and decay, surds, ratio.
- Probability and statistics: sampling, bias, Venn diagrams, combined events, grouped frequency tables, comparing data, graphs, cumulative frequency.
- Proportion: direct and inverse proportion, scales and scale drawing.

### Year 11

- Application of skills built from Years 7 – 10 in the form of topic areas including: algebraic proof, circle application and theorems, functions, vectors, bearings, iteration
- Each class will have a tailored long term revision plan, best suited to those students.

## How will I be assessed?

Students are assessed through three written papers, one non-calculator and two calculator papers.

Each paper is worth 80 marks and lasts 1 hour 30 minutes.

Grades are based on a combined score of all three papers.

There are two tiers: Higher: Grade 4 – 9 or Foundation: U – Grade 5.

Most Colleges / Universities, and workplaces will ask for a **minimum** of Grade 4 or 5 in Maths.

## Key skills

GCSE Mathematics is compulsory for all students to study and pass due to the many functional applications of the skills it helps develop in everyday life. Not only does it develop an understanding of numeracy and basic calculations but studying mathematics also develops students' problem-solving skills, which can be applied to unknown situations such as working out timetables, organising events, planning and constructing, shopping, baking/cooking and planning travel.

## Career opportunities

Mathematics GCSE helps prepare students to study A Level Mathematics and Further Mathematics. Many students then go on to study a wide range of Maths based subjects at university or will have an appealing skillset for employers in careers such as engineering, medicine, dentistry, accountancy, pharmacy, astronomy, statistics and research, economics, business and any science-based area.

## Who should I speak to for more information?

Miss G McKendry

## GCSE Combined Science (AQA)

GCSE Science is a compulsory subject – all students will study biology, chemistry and physics.

**Combined Science** is the standard science pathway, taken by students at DBA. It is worth two GCSEs and students are awarded two grades that are an average of your attainment across the three sciences.

### What will I study?

All science students will study the same topics:

#### Year 10:

Biology: cell biology, organisation, infection and response and bioenergetics.

Chemistry: atomic structure, the periodic table, chemical bonding and properties of matter, quantitative chemistry, chemical changes and energy changes.

Physics: energy, particle model of matter, electricity, atomic structure.

#### Year 11

Biology: homeostasis and response, inheritance, variation and evolution, ecology and revision of all topics.

Chemistry: organic chemistry, chemistry of the atmosphere, using resources and revision of all topics.

Physics: forces, waves, magnetism and electromagnetism and revision of all topics.

### How will I be assessed?

Combined science is assessed through two written papers in each of the three sciences, 6 papers in total.

These papers will include multiple choice, short answer questions, longer written responses and calculations.

Students will also complete a range of required practical activities and details of these will be assessed in exams.

### Key skills

Students will develop their problem solving and scientific reasoning skills throughout the course.

Approximately 20% of the marks on the exams test students' mathematical skills such as performing calculations using formulas, handling data and interpreting graphs and charts.

### Career opportunities

Combined science will prepare students for studying A Level Biology, Chemistry and Physics. Many students then go on to study a wide range of science-based subjects at university such as engineering, medicine, dentistry, veterinary medicine, biomedical sciences, pharmacy, sports science and forensics.

### Who should I speak to for more information?

Mr M Perry

# GCSE Religious Studies (AQA)

## What will I study?

### Year 9:

- Christian Beliefs (12.5% of qualification)
- Islamic Beliefs (12.5% of qualification)

### Year 10:

- Christian Practices (12.5% of qualification)
- Islamic Practices (12.5% of qualification)
- Religion and Life (12.5% of qualification)

### Year 11:

- Relationships (12.5% of qualification)
- Peace and Conflict (12.5% of qualification)
- Crime and Punishment (12.5% of qualification)

## How will I be assessed?

Students sit two exam papers of 1 hour and 45 minutes each. The exams are split into four sections which cover four topics. Each section has both short and long answers, for between 1 and 12 marks. Additional marks are awarded for spelling, grammar and punctuation.

Students regularly practise these questions in lessons.

### Paper 1 (Two religions)

Christian Beliefs

Islamic Beliefs

Christian Practices

Islamic Practices

### Paper 2 (Moral, social, and philosophical issues)

Religion and Life *e.g. abortion, euthanasia, medical care, origin of life*

Relationships *e.g. sexualities, marriage, role of family, purpose of sex*

Crime and Punishment *e.g. death penalty, role of prison, rehabilitation*

Peace and Conflict *e.g. laws of war, pacifism, nuclear weapons, politics*

## Key skills

RS promotes a range of skills, primarily critical thinking. A student of RS learns to analyse, think deeply, scrutinise, and formulate arguments and counterarguments to seek out truth and meaning. This is a vital skill useful for higher education and most highly skilled jobs. Additionally, written and spoken communication are developed in RS. Competency in both will enable a student of RS to thrive in a successful career. RS skills students with empathy and cultural capital. We strongly wish for our students to understand, respect, and love the world and all its communities, and RS prepares students to become truly global citizens.

## Career opportunities

RS is a subject which has wide appeal for colleges, universities and employers in both specialist and general areas of study because of the skills and attitudes it develops. RS links to a wide range of areas in further and higher education. These could include theology, philosophy, sociology, psychology, anthropology, classics, criminology, law, politics, literature, creative writing, and history. Subsequent careers are also hugely varied. Students may go on to work in teaching, journalism, medicine, law, politics, research, ethics, management, town planning, events organising, community engagement, emergency services, human resources, author, and so many more.

## Who should I speak to for more information?

Mr K Brayne

# GCSE Modern Foreign Languages (French/Spanish) (AQA)

## What will I study?

Students study the following three themes on which the assessments are based:

### Theme 1 - People and Lifestyle

Topic 1: Identity and relationships with others.

Topic 2: Healthy Living and lifestyle.

Topic 3: Education and work.

### Theme 2 - Popular Culture

Topic 1: Free-time activities.

Topic 2: Customs, festivals and celebrations.

Topic 3: Celebrity culture.

### Theme 3 - Communication and the world around us

Topic 1: Travel and tourism, including places of interest.

Topic 2: Media and technology.

Topic 3: The environment and where people live.

## How will I be assessed?

Students are assessed through the four key skill areas of listening, speaking, reading, and writing. Each skill is worth 25% of the final GCSE grade.

The speaking exam is a twenty-minute examination sat with the student's classroom teacher. The other three exams are written papers. Students can sit the exam at Higher or Foundation tier.

## Key skills

Learning a language helps you connect with people from different countries and cultures and become a confident global citizen. Studying Spanish or French strengthens your ability to communicate clearly, express your ideas, and understand other people's viewpoints.

You'll also develop important skills for future study and employment, such as critical thinking, comparing and evaluating information, problem-solving, and noticing key details. Learning another language also helps you understand English better, making you a more effective communicator overall.

Language learners are flexible, confident, and not afraid to take risks — qualities that are highly valued by employers in many different careers.

## Career opportunities

Studying Spanish or French at GCSE opens the door to A-Level languages and a wide range of future careers. Language skills are valued in almost every industry—especially in businesses that work internationally. They can help you succeed in careers such as law, accounting, engineering, translation, pharmacy, teaching, the charity sector, the Civil Service, and travel and tourism.

## Who should I speak to for more information?

Mrs E Ellison

