DIGITAL TECHNOLOGIES ACADEMY

BOA DIGITAL TECHNOLOGIES ACADEMY

CURRICULUM PATHWAYS

A GUIDE TO YOUR 14-16 PATHWAY

2026 – 2028

CURRICULUM PATHWAYS

INTRODUCTION

Pathways

At BOA Digital Technologies Academy our curriculum pathways are uniquely designed for each student to offer both success and support. Each student will be offered a combination of GCSEs and BTECs which is designed to support their transition into post-16 education and beyond, with a particular focus on careers in digital industries.

Choices

Each student will have a core curriculum of subjects they must take, as well as a series of options subjects they will choose. This is outlined as follows:

<table>
<tr><th colspan="4">Core Curriculum</th></tr>
<tr><td colspan="4">• Your core curriculum includes GCSEs and non-examined statutory qualifications.
• As we are a digital school, it also includes two digital courses:
○ A digital technical qualification
○ A digital design qualification</td></tr>
<tr><td rowspan="2">Core Curriculum</td><td>English Language (GCSE)</td><td>English Literature (GCSE)</td><td>Mathematics (GCSE)</td></tr>
<tr><td>Combined Science (GCSE)</td><td>PSHE (Non-examined)</td><td>Core PE (Non-examined)</td></tr>
<tr><td rowspan="2">Digital Curriculum</td><td colspan="2">Digital Technical (one of the below)</td><td>Digital Design</td></tr>
<tr><td>Computer Science (GCSE)*</td><td>BTEC in Digital Information Technology</td><td>BTEC in Creative Media Production</td></tr>
<tr><td colspan="4">* This will be an option for those students who have been identified as having an aptitude for this subject</td></tr>
<tr><th colspan="4">Option Choices</th></tr>
<tr><td colspan="4">• You will be expected to take one subject from Option Choice 1.
• You will be expected to take one subject from Option Choice 2.</td></tr>
<tr><td>Option Choice 1:</td><td>Triple Science (GCSE)*</td><td>History (GCSE)</td><td>Geography (GCSE)</td></tr>
<tr><td rowspan="3">Option Choice 2:</td><td>History (GCSE)</td><td>Geography (GCSE)</td><td rowspan="2">Spanish* (GCSE)</td></tr>
<tr><td>If not selected in Option 1</td><td>If not selected in Option 1</td></tr>
<tr><td>Photography^ (GCSE)</td><td>Hospitality & Catering (GCSE)</td><td>Fine Art^ (GCSE)</td></tr>
<tr><td colspan="4">* This will be an option for those students who have been identified as having an aptitude for this subject
^Students cannot study both Fine Art and Photography</td></tr>
</table>

Choice Selection

While we make every effort to ensure that students study the course they opt for, we are constrained by timetable construction, staffing and group sizes. **With is in mind, we ask that you list subjects in order of preference and please note students may not get their first or second preference**.

KEY QUESTIONS

What are GCSEs?

GCSE stands for General Certificate of Secondary Education. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade you get.

NQF level	Examples of qualifications	What they give you
Level 1	• GCSEs grades 1-3 (D-G) • BTEC Level 1	• Basic knowledge and skills • Ability to apply learning with guidance or supervision • May be linked to job competence
Level 2	• GCSEs grades 4-9 (A*-C) • BTEC Level 2	• Good knowledge and understanding of a subject • Ability to perform variety of tasks with some guidance or supervision • Appropriate for many job roles

What are BTEC and EDUQAS Vocational Awards?

BTEC are types of vocational qualifications. These courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. These qualifications offer a mix of theory and practice.

How do GCSEs and BTEC Vocational Awards compare on points?

BTEC Level 2 grades (Pass, Merit, Distinction, Distinction*) equate roughly to GCSE grades 4-9, with a Level 2 Pass like a GCSE 4, a Merit to a 5/6, a Distinction to a 7, and a Distinction to an 8/9*, providing a vocational alternative for students and mapping practical skills to academic benchmarks for further study or employment.

GCSE 9-1 Points		BTEC First Award	
Grade & Points	***Grade Terms***	***Grade***	***Points***
9		*L2D**	*8.5*
8			
7		*L2D*	*7*
6		*L2M*	*5.5*
5	***Strong Pass (Dfe)***		
4	***Standard Pass (Dfe)***	*L2P*	*4*
3		*L1D*	*3*
2		*L1M*	*2*
1		*L1P*	*1*

What is The English Baccalaureate?

This was introduced by the Government in 2011, as a standard that some students can aim for in their KS4 studies. To achieve the English Baccalaureate, students must complete and obtain a Grade 4 or higher in the following subjects: Mathematics, English Language, two Sciences, a Language (e.g. Spanish) and either Geography or History.

Students will be awarded a number from 9 to 1 (9 being the highest), rather than a letter grade. A grade 4 will be equivalent to a current grade C or a 'standard pass'. A grade 5 is considered a 'good pass'. In order to obtain the English Baccalaureate, students will therefore need at least 4s in the subjects listed above. We will tailor this pathway to particular students, if we feel that this route is appropriate to them and their future aspirations.

THE CORE CURRICULUM – GCSE ENGLISH LANGUAGE

Examination Board: AQA

Aim of the course:

The English Language course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The English Language course offers the attraction of two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimuli for writing tasks, providing students with a clear route through each paper.

Student will sit 2 papers for English Language:

Paper 1: *Explorations in Creative Reading and Writing,* looks at how writers use narrative and descriptive techniques to engage the interest of readers- worth 50% of the final qualification.

Paper 2: *Writers' Viewpoints and Perspectives,* looks at how different writers present a similar topic over time- worth 50% of the final qualification.

Students are also required to undertake a Spoken Language Assessment where they are asked to deliver a formal presentation about a topic of their choice. This is required by the exam boards to be graded, recorded and a sample sent to AQA. All students are required to partake.

How will it be assessed?

Under the new GCSE Curriculum, the course will be assessed via 100% external examination.

Please note the Spoken Language Assessment (Component 3) is assessed by the observing staff member and awarded Pass, Merit and Distinction, then verified by the exam board.

Possible careers associated with this subject:

English is a key skill needed for all aspects of your adult life. For many of our students, the study of English Language also becomes a lifelong passion.

Successful study of English at GCSE level builds a strong foundation for A level and university study. An English degree can lead to careers in journalism, publishing, teaching, sales and marketing, broadcast media, television, and many more.

The study of English also nurtures a range of transferable skills which aid your studies of other subjects.

THE CORE CURRICULUM – GCSE ENGLISH LITERATURE

Examination Board: AQA

Aim of the course:

The English Literature course takes a skills-based approach to the study of English literature that is consistent across the genres through the study of a series of set texts.

In studying the set texts students should have the opportunity to develop the following skills:

- *Literal and inferential comprehension:* understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.
- *Critical reading:* identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.
- *Evaluation of a writer's choice of vocabulary, grammatical and structural features:* analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.
- *Comparing texts:* comparing texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.
- *Producing clear and coherent text: writing effectively about literature for a range of purposes such as* to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

How will it be assessed?

Under the GCSE Curriculum- both the English Literature and English Language course will be assessed via 100% external examination.

Students will sit 2 papers for English Literature:

Paper 1: Shakespeare and the 19th-century novel- worth 40% of the final qualification

Paper 2: Modern texts and poetry- worth 60% of the final qualification

Possible careers associated with this subject:

English is a key skill needed for all aspects of your adult life. For many of our students, the study of English Literature also becomes a lifelong passion.

Successful study of English at GCSE level builds a strong foundation for A level and university study. An English degree can lead to careers in journalism, publishing, teaching, sales and marketing, broadcast media, television, and many more. The study of English also nurtures a range of transferable skills, which aid your studies of other subjects.

THE CORE CURRICULUM – GCSE MATHEMATICS

Examination Board: AQA

Aim of the course:

"Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be." – AQA

At BOA Digital we have designed the curriculum to ensure key skills and knowledge from the national curriculum are embedded into our schemes of work, and we use technology and quality first teaching to enhance learners experience and support their progress in this subject. The course offers students opportunities to gain skills in problem solving, numeracy, literacy and above all resilience where students will learn to apply their skills in different contexts that link to real life and digital problems.

GCSE Mathematics will provide students with the opportunity to gain a wide range of mathematical and problem-solving skills that are required across their education and in future employment. The mathematical techniques covered in the course support the development of the mathematical ideas of Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning and a Productive Disposition.

Programme of Study:

The GCSE is grouped into topic areas covering:

- Number
- Algebra
- Geometry & Measures
- Ratio, Proportion and Rates of Change
- Probability
- Statistics

Students have been exposed to all six areas throughout their Key Stage 3, as our spiralling curriculum allows students to build secure concepts upon foundations built and developed year on year. Students are exposed to a range of Mathematical content and skills that they can apply in their own real life (for example financial maths) as well as elements that can be transferred across the curriculum to areas such as Science and Computing. We ensure that students understand the importance of numeracy in their educational journey and give them the knowledge and language skills to be able to speak like confident Mathematicians.

How will it be assessed?

This course is linear and is assessed through written examination.

GCSE Mathematics has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). Decisions about student entry level will be made throughout the course based on trial examinations and in-class assessment.

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

Paper 1: Non-calculator	Paper 2: Calculator	Paper 3: Calculator
Written examination: 1 hour 30 minutes 80 marks	Written examination: 1 hour 30 minutes 80 marks	Written examination: 1 hour 30 minutes 80 marks

Calculator not allowed 33⅓% of the GCSE Mathematics assessment	Calculator allowed 33⅓% of the GCSE Mathematics assessment	Calculator allowed 33⅓% of the GCSE Mathematics assessment
A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		

Possible careers associated with this subject:

Management Consultant, Geophysicist, Software Developer, Medical Physicist, Logistics, Computer Games Programmers, Civil Engineer, Research Scientist, Quality Control Technology Reporter.

Mathematics GCSEs are required by the majority of employers and educators – with most courses and A levels at Further Education requiring a minimum of grade 4/5 at GCSE to join, and job descriptions often label this as an essential requirement. Employers value people joining the workforce with strong Mathematical skills and qualifications. Mathematics can ensure students can take advantages of opportunities in a wide range of sectors including Digital roles, Engineering, Finance, Science and Medicine, working in Business, Data and Analysis, Accountancy, Software Development, Education and many more.

THE CORE CURRICULUM – COMBINED SCIENCE

Examination Board: AQA

Aim of the course:

The AQA GCSE Combined Science course is designed to equip all students with essential scientific knowledge, skills, and understanding, enabling them to appreciate how science shapes our lives and underpins future global prosperity. Through the integrated study of biology, chemistry, and physics, students develop secure conceptual understanding alongside an awareness of the practical applications and societal impact of science.

The course emphasises the nature, processes, and methods of science by engaging students in a wide range of scientific enquiries. These approaches support students in asking and answering scientific questions about the world around them, while developing key skills such as observation, experimentation, modelling, enquiry, and problem-solving in both laboratory and real-world contexts. Students are also taught to critically evaluate scientific claims by analysing methodology, evidence, and conclusions using both qualitative and quantitative approaches.

The curriculum is coherently structured to foster curiosity about the natural world, deepen understanding of how science works, and highlight its relevance to everyday life. It is practical, engaging, and intellectually rewarding, inspiring students to be motivated, challenged, and confident in their scientific learning and achievements.

Programme of Study:

Students have been exposed to all key areas of scientific knowledge throughout Key Stage 3, enabling them to build secure scientific understanding upon foundations that are revisited and developed year on year. Students encounter a broad range of scientific concepts, practical skills, and investigative techniques that they can apply to real-life contexts (for example, understanding energy use, health, and environmental issues), as well as knowledge that transfers across the curriculum to subjects such as Mathematics and Geography.

We ensure that students recognise the importance of scientific literacy and equip them with the knowledge, skills, and scientific vocabulary needed to think, work, and communicate like scientists.

Biology	Chemistry	Physics
Paper 1 Cell biology Organisation Infection and response Bioenergetics	**Paper 1** Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes	**Paper 1** Energy Electricity Particle model of matter Atomic structure
Paper 2 Homeostasis and response Inheritance, variation and evolution	**Paper 2** The rate and extent of chemical change Organic chemistry	**Paper 2** Forces Waves

Ecology	Chemical analysis Chemistry of the atmosphere Using resources	Magnetism and electromagnetism

Students will also complete 21 Required Practical's.

How will it be assessed?

Students will be assessed on all three sciences to achieve 2 GCSEs. This course is linear and is assessed through written examinations.

The AQA GCSE Combined Science course is divided into two tiers: Foundation Tier (grades 1 – 5) and Higher Tier (grades 4 – 9). Decisions about student entry tier will be based on end of module assessment and mock examination results.

Students are assessed in their ability to demonstrate knowledge and understanding, apply their knowledge and understanding and to analyse information and ideas.

Questions in the written examination will draw on the knowledge and understanding students have gained by carrying out practical activities. Questions relating to the required practicals will count for at least 15% of the overall marks for the qualification.

Students are also required to demonstrate mathematical skills in the GCSE Combined Science. Questions will target maths skills at a level of demand appropriate or each subject. Questions relating to mathematical skills will count for at least 20% of the overall marks for the qualification.

Possible careers associated with this subject:

Acts as a foundation for A-levels in Biology, Chemistry, Physics, or other science-related courses. Supports pathways into medical sciences, engineering, environmental science, forensic science, and more.

DIGITAL CURRICULUM – GCSE COMPUTER SCIENCE*

**For those students who have been identified as having an aptitude for this subject*

Exam Board: OCR

Aim of the course:

OCR's GCSE (9–1) in Computer Science will encourage students to:

1. Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
2. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
3. Think creatively, innovatively, analytically, logically and critically.
4. Understand the components that make up digital systems, and how they communicate with one another and with other systems.
5. Understand the impacts of digital technology to the individual and to wider society.
6. Apply mathematical skills relevant to Computer Science.

Programme of Study:

The OCR GCSE (9–1) in Computer Science (J277) provides a comprehensive, two-paper curriculum focusing on computer systems (hardware, software, networks, security) and computational thinking (algorithms, programming).

Content Overview	Assessment Overview
J277/01: Computer systems This component will assess: • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and e	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.
J277/02: Computational thinking, algorithms and programming This component will assess: • 2.1 Algorithms	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper.

• 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments	This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with
Practical Programming All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming. Please see Sections 2d and 4d for further information.	

Possible careers associated with this subject:

Software Engineer/Developer, Full Stack Developer, Mobile App Developer: Game Developer, Data Scientist/Analyst, AI/Machine Learning Engineer, Database Administrator, Cyber Security Analyst/Consultant, Ethical Hacker/Forensic Analyst, Network/Cloud Engineer:

DIGITAL CURRICULUM - BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY*

**For those students not selected to study Computer Science*

Exam Board: Pearson BTEC

Aim of the course:

In Pearson's BTEC Tech Award in Digital Information Technology, is designed to give students practical skills and knowledge in the field of digital technology. The course covers key areas such as data management, programming, website development, and the use of digital tools to solve real-world problems.

Students will explore how digital systems are used in business and everyday life, learning to design, implement, and test digital solutions. The qualification focuses on developing both technical and analytical skills, preparing students for careers in IT, computing, and digital industries. This course provides a strong foundation for further study in digital-related fields or entry into the workforce.

Programme of Study:

You will cover a range of topics within BTEC Digital Information Technology, such as:

- User interfaces
- Designing a user effective interface
- Project planning techniques
- Creating a project plan and proposal
- Characteristics of data and information
- Data collection

How will it be assessed?

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques: 10 hours of supervised assessment equal to 30% (60 marks) of final grade.

Component 2 - Collecting, Presenting, and Interpreting Data: 10 hours of supervised assessment equal to 30% (60 marks) of final grade.

Component 3 - Effective Digital Working Practices: A 1.5 hour invigilated exam equal to 40% (60 marks) of final grade.

Possible careers associated with this subject:

Data analyst, Digital marketing specialist, Cloud engineer, Digital content creator, Web developer, AI engineer.

DIGITAL CURRICULUM - BTEC TECH AWARD IN CREATIVE MEDIA PRODUCTION

Exam Board: Pearson BTEC

Aim of the course:

The Pearson BTEC Tech Award in Creative Media Production is designed for learners who wish to gain sector-specific knowledge and skills in media production. It enables students to develop practical skills through exploration and experimentation in media practices, focusing on managing creative projects, documenting progress, and presenting work. The qualification covers areas like pre-production, production, post-production, effective working processes, personal management, and communication skills in creative media. It provides learners with valuable insights into the media industry and prepares them for further study or career opportunities in the field.

Programme of Study:

You will cover a range of topics within BTEC Creative Media Production, such as:

- Media products, audience and purpose
- Genre, narrative and representation
- Media product techniques
- Media pre-production skills, techniques, process and practices.

How will it be assessed?

Component 1 - Exploring media products: 10 hours of conditioned assessment equal to 30% (60 marks) of final grade.

Component 2 - Developing digital media production skills: 10 hours of conditioned assessment equal to 30% (60 marks) of final grade.

Component 3 - Create a media product in response to a brief: 10 hours of an invigilated assessment equal to 30% (60 marks) of final grade.

Possible careers associated with this subject:

Careers - Games designer, Videographer, Social media manager, Film director, Sound engineer, Producer, Graphic designer, Journalist

THE CORE CURRICULUM - PHYSICAL EDUCATION (NON-EXAMINED)

Aim of the course:

All students will take part in Physical Education (PE) lessons as it plays a crucial role in students' physical, mental, and social development. PE supports mental well-being by reducing stress and anxiety while improving mood through the release of endorphins. It also develops social skills, as team sports and group activities teach communication, teamwork, and leadership.

Additionally, regular physical activity enhances academic performance by improving concentration, memory, and overall learning ability. It also teaches important life skills such as discipline, resilience, goal-setting, and fair play, which are valuable in everyday life. By offering Physical Education, we ensure that students develop a balanced lifestyle and essential skills that benefit students both inside and outside the classroom.

Programme of Study:

You will cover a range of sports during PE, such as: Table tennis, Basketball, Football, Netball and Badminton.

THE CORE CURRICULUM - PSHE (NON-EXAMINED)

Aim of the course:

All students will study Personal, Social, Health and Economic Education (PSHE) to equip them with essential knowledge and skills for navigating the complexities of life. PSHE supports personal development by addressing key topics to encourage self-awareness, emotional resilience, and responsible decision-making, allowing students to understand their rights and responsibilities within society. By exploring these themes, it empowers students to make informed choices, build healthy relationships, and manage challenges, ultimately preparing them for adulthood.

Programme of Study:

You will cover a range of topics during PSHE, such as mental health, relationships, sexual health, personal safety, and financial literacy.

OPTIONS CURRICULUM

In addition to the core curriculum of English language and Literature, Mathematics, Science, PSHE and Core PE, our students have the chance to study further option subjects in a range of appropriate qualifications.

DIGITAL CURRICULUM

Students with Parent/Carers are to indicate, in order of preference, the following subjects. Please place the numbers 1 to 2 in the order of preference column, using 1 as the subject you would most like to study all the way to using 2 as being the subject you would least like to study.

Subject	Order of preference
GCSE Computer Science*	
BTEC in Digital Information Technology	

**Students will be permitted to study this subject if they are identified as having an aptitude for it.*

OPTION 1

Students with Parent/Carers are to indicate, in order of preference, the following subjects. Please place the numbers 1 to 3 in the order of preference column, using 1 as the subject you would most like to study all the way to using 3 as being the subject you would least like to study.

Subject	Order of preference
GCSE Triple Science*	
GCSE Geography	
GCSE History	

**Students will be permitted to study this subject if they are identified as having an aptitude for it.*

OPTION 2

Students with Parent/Carers are to indicate, in order of preference, the following subjects. Please place the numbers 1 to 6 in the order of preference column, using 1 as the subject you would most like to study all the way to using 6 as being the subject you would least like to study.

Please note students cannot study both Geography and History, however you can still preference them next to each other.

Subject	Order of preference
GCSE Geography	
GCSE History	
GCSE Spanish*	
GCSE Fine Art^	
GCSE Hospitality & Catering	
GCSE Photography^	

**Students will be permitted to study this subject if they are identified as having an aptitude for it.*

^Students are not permitted to study both Fine Art and Photography.

OPTION 1 - GCSE TRIPLE SCIENCE*

**For those students who have been identified as having an aptitude for this subject*

Examination Board: AQA

Aim of the course:

The AQA GCSE Biology, GCSE Chemistry and GCSE Physics courses are designed to equip all students with essential scientific knowledge, skills, and understanding, enabling them to appreciate how science shapes our lives and underpins future global prosperity. Through the study of separate biology, chemistry, and physics, students develop secure conceptual understanding alongside an awareness of the practical applications and societal impact of science.

The courses emphasise the nature, processes, and methods of science by engaging students in a wide range of scientific enquiries. These approaches support students in asking and answering scientific questions about the world around them, while developing key skills such as observation, experimentation, modelling, enquiry, and problem-solving in both laboratory and real-world contexts. Students are also taught to critically evaluate scientific claims by analysing methodology, evidence, and conclusions using both qualitative and quantitative approaches.

The curriculum is coherently structured to foster curiosity about the natural world, deepen understanding of how science works, and highlight its relevance to everyday life. It is practical, engaging, and intellectually rewarding, inspiring students to be motivated, challenged, and confident in their scientific learning and achievements.

Programme of Study:

Students have been exposed to all key areas of scientific knowledge throughout Key Stage 3, enabling them to build secure scientific understanding upon foundations that are revisited and developed year on year. Students encounter a broad range of scientific concepts, practical skills, and investigative techniques that they can apply to real-life contexts (for example, understanding energy use, health, and environmental issues), as well as knowledge that transfers across the curriculum to subjects such as Mathematics and Geography.

We ensure that students recognise the importance of scientific literacy and equip them with the knowledge, skills, and scientific vocabulary needed to think, work, and communicate like scientists.

GCSE Biology	GCSE Chemistry	GCSE Physics
Paper 1 1 hour 45 min Cell biology Organisation Infection and response Bioenergetics	Paper 1 1 hour 45 min Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes	Paper 1 1 hour 45 min Energy Electricity Particle model of matter Atomic structure

Paper 2 1 hour 45 min Homeostasis and response Inheritance, variation and evolution Ecology	Paper 2 1 hour 45 min The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Paper 2 1 hour 45 min Forces Waves Magnetism and electromagnetism Space Physics

Students will also complete 28 Required Practical's.

How will it be assessed?

Students will be assessed on all three sciences to achieve 3 GCSEs. This course is linear and is assessed through written examinations.

The AQA GCSE Triple Science course is divided into two tiers: Foundation Tier (grades 1 – 5) and Higher Tier (grades 4 – 9). Decisions about student entry tier will be based on end of module assessment and mock examination results.

Students are assessed in their ability to demonstrate knowledge and understanding, apply their knowledge and understanding and to analyse information and ideas.

Questions in the written examination will draw on the knowledge and understanding students have gained by carrying out practical activities. Questions relating to the required practicals will count for at least 15% of the overall marks for the qualification.

Students are also required to demonstrate mathematical skills in the GCSE Combined Science. Questions will target maths skills at a level of demand appropriate or each subject. Questions relating to mathematical skills will count for at least 20% of the overall marks for the qualification.

Possible careers associated with this subject:

GCSE Biology, Chemistry and Physics acts as an excellent foundation for A-levels in Biology, Chemistry, Physics, or other science-related courses. Students who are considering studying A level sciences are highly recommended to select GCSE Triple Science as an option. This qualification also supports pathways into medical sciences, engineering, environmental science, forensic science, and other STEM related careers.

OPTION CHOICE 1 OR 2 – GCSE HISTORY

Examination Board: Edexcel

Aim of the course:

History aims to create independent individuals who question the who, what, when, where and why of things. History encourages students to develop invaluable life and academic skills. It enthuses students and gives them a better understanding of the world in which they live in today.

Some people consider the idea that "*Those who do not learn from the past are doomed to repeat it*" an important reason for studying History- that we can learn lessons and make progress from things that have happened in the past.

History encourages you to explain your ideas and provide evidence for saying what you do. If you've ever asked, "*How do we know this happened*?" then you already understand the importance of finding and giving evidence. This ties in with subjects such as English and will help develop your explanation and literacy skills in general.

Programme of Study:

Students will sit three exams at the end of their course. This may include but is reviewed each year:

- **Paper 1: 30% -** Medicine through Time 1250c-present' is the study is the story of how, from 1250 to the present day, improvements in science and its place in British society led to changes in healthcare.
- **Paper 2: 20% -** The 'Superpower relations' study is the story of changing tensions between the USA and the Soviet Union that were created by ideological and military confrontation and played out during the Cold War.
- **Paper 2: 20% -** The 'Elizabethan England' study focuses on what life and power were like during Elizabeth I's reign (1558–1603) in the areas of government, society and religion as well as challenges and threats such as Mary Queen of Scots and the Spanish Armada.
- **Paper 3: 30% -** The 'Nazi Germany' study is the story of how, between the First World War and the Second World War, a democratic Germany became a one-party dictatorship led by Adolph Hitler.

Who is this course aimed at?

This course is aimed at students who are interested in History and enjoy discovering how and why events happen and their impact, both historically and in relation to the modern world. The History course is worth one GCSE and is a well-respected course by colleges, employers and universities. History helps to develop many skills which employers value such as independent learning, literacy skills, debating, evaluation and analysis.

Possible careers associated with this subject:

- Journalism
- Legal Professions
- Teaching
- Business
- Marketing
- Government
- Public Services: e.g. Police

OPTION CHOICE 1 OR 2 – GCSE GEOGRAPHY

Examination Board: AQA

Aim of the course:

The AQA Geography GCSE course offers students a dynamic and engaging opportunity to explore the world around them. It develops critical skills such as problem-solving, analysis, and decision-making while fostering an understanding of important global and local issues like climate change, urbanisation, and resource management. Through this course, students will gain an appreciation for how physical and human environments interact, preparing them to become informed, responsible global citizens

Programme of Study:

You will cover a range of topics across physical geography, human geography, and geographical applications, such as:

- Ecosystems, natural hazards, and rivers
- Exploring urban challenges, resource management, and global development
- Collecting and analysing data to deepen their understanding of geographical processes.

How will it be assessed?

Paper 1- Living with physical environment: A 1 hour 30 minutes exam making up 35% (88 marks, including 3 marks for SPaG) of your final grade. It will consist of answering all questions in section A and B and selecting 2 questions in section C (from questions 3, 4 and 5).

Paper 2 - Challenges in the human Environment: A 1 hour 30 minutes exam making up 35% (88 marks, including 3 marks for SPaG) of your final grade. It will consist of answering all questions in section A and B and selecting 1 question in section C (from questions 4, 5 or 6).

Paper 3 - Geographical applications: A 1 hour 30 minutes exam making up 35% (76 marks, including 3 marks for SPaG) of your final grade. It will consist of answering all questions in section A and B. The exam board releases a resource booklet 12-weeks in advance of the exam for you to study.

Who is this course aimed at?

This course is aimed at students who are interested in Geography and who may wish to expand these skills to an advanced level at Post16. It is suitable for academic students who enjoy discovering geographical issues in today's fast changing and diverse world. The course is worth 1 GCSE and is accepted as a qualification for Post16 education.

Possible careers associated with this subject:

Tourism officer, Transport planner, Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, logistics and distribution.

OPTION 2 – GCSE SPANISH*

**For those students who have been identified as having an aptitude for this subject*

Examination Board: AQA

Aim of the course:

AQA GCSE Spanish course focuses on developing students' skills in listening, speaking, reading, and writing in Spanish, with an emphasis on real-life communication. Students learn vocabulary and grammar to describe daily life, express opinions, and discuss topics such as travel, health, the environment, and technology. The course also encourages students to explore Spanish-speaking countries' cultures and societies. Assessment is based on exams for each skill, with a strong focus on fluency and accuracy in both written and spoken Spanish.

Programme of Study:

You will cover a range of topics and skills across Spanish, such as:

- Identity and culture
- Local, national, and global issues
- Current and future study and employment.
- The ability to read, write and speak in Spanish

How will it be assessed?

- **Listening Exam:** the *foundation* paper is a 35-minute exam equal to 25% (40 marks) of your final grade. The *higher* paper is a 45-minute exam equal to 25% (50 marks) of your final grades.
- **Speaking Exam:** the speaking exam will cover 3 areas that equal to 25% of your final grade. These will be role play (15 marks), photo card (15 marks) and general conversation (30 marks). This exam will be 7-9 minutes long for the *foundation tier* and 10-12 minutes long for the *higher tier*.
- **Reading Exam:** the *foundation* paper is a 45-minute exam equal to 25% (60 marks) of your final grade. The *higher* paper is a 1-hour exam equal to 25% (60 marks) of your final grades.
- **Writing Exam:** the *foundation* exam is 1 hour long and is equal to 25% (50 marks) of your final grade. The *higher* exam is a 1 hour 15-minute paper equal to 25% (60 marks) of your final grades.

Possible careers associated with this subject:

Translator/Interpreter, Tourism And Travel Industry, International Business, Education And Teaching

OPTION CHOICE 2 – GCSE ART & DESIGN (FINE ART)^

^Students cannot study both Fine Art and Photography

Examination Board: WJEC EDUQAS

Aim of the course:

Our GCSE Fine Art course encourages creativity and personal expression through various artistic techniques and media. Students develop practical skills in drawing, painting, printmaking, sculpture, and other fine art forms while exploring ideas and influences from different artists and cultures. The course consists of a portfolio of work and an externally set assignment, both assessing creativity, technical ability, and critical understanding. It provides a strong foundation for further study in art and creative industries.

Programme of Study:

You will cover a range of topics within GCSE Fine Art, such as:

- Experimenting with a variety of materials, techniques, and processes, such as drawing, painting, printmaking, sculpture, and mixed media
- Study and analyse the work of different artists, movements, and cultural influences to inspire your own creations
- Improve your ability to use tools, media, and artistic methods effectively to express ideas visually

How will it be assessed?

- **Component 1** - Coursework portfolio: a sustained project including research, development and a final piece of work. This is equal to 60% (120 marks) of your final grade.
- **Component 2** - Externally set assignment: a project based on a set theme by the exam board made up of a 10-hour supervised practical exam. This is equal to 40% (80 marks) of your final grade.

Possible careers associated with this subject:

Fine artist, Graphic designer, Fashion designer, Interior designer, Architect, Animator, Art teacher, Set & Prop designer, Tattoo artist

OPTION CHOICE 2 – GCSE HOSPITALITY & CATERING

Examination Board: WJEC

Aim of the course:

This vocational course in Hospitality & Catering encourages students to demonstrate their knowledge and understanding of food preparation, healthy eating, hygiene, and cooking techniques. Our aim is to support students to develop vital life skills that enable them to be confident in the kitchen, capable of maintaining a healthy lifestyle, and have the ability to work collaboratively with others developing good communication skills.

Hospitality & Catering helps to equip students with the theoretical knowledge and practical skills for the food and service industry. It focuses on food safety, nutrition, menu planning, and preparing, cooking, and presenting dishes, while developing transferable skills like teamwork, time management, and hygiene.

Programme of Study:

This qualification is made up of two units:

Unit 1: The Hospitality & Catering Industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality & Catering in Action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

How will it be assessed?

Unit 1: Written Exam (1 hour 20 minutes) 80 marks – 40% of qualification

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

Unit 2: Non-exam assessment (NEA) Controlled Assessment (approximately 12 hours) 120 marks – 60% of qualification

This unit allows students to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. You will also learn the skills needed to prepare, cook and present dishes, and evaluate your product effectively. An assignment brief is provided by the exam board each year, giving a scenario on which the choice of final dishes is based.

Possible careers associated with this subject:

Upon completion of this course, students will be qualified to go on to further study catering at college and university or embark on an apprenticeship in the catering or food industries. Careers that students may wish to consider are: Chef, Food Nutritionist, Nutritional Therapist, Food Technologist or Environmental Health Officer.

OPTION CHOICE 2 – GCSE ART & DESIGN (PHOTOGRAPHY)^

^Students cannot study both Fine Art and Photography

Examination Board: WJEC EDUQAS

Aim of the course:

Our GCSE Photography course focuses on developing creative and technical photography skills. Students will explore a range of photographic techniques and processes, including digital and traditional methods, to capture and manipulate images. The course encourages experimentation, creativity, and the development of a personal style while learning to analyse and evaluate photographic work.

Programme of Study:

You will cover a range of topics within GCSE Photography, such as:

- Learn how to use a range of cameras, lighting, and editing software to create high-quality images
- Experiment with different photography methods such as portrait, landscape, still life, and documentary photography, using both digital and traditional processes
- Learn the principles of framing, lighting, perspective, and colour, as well as how to convey meaning and emotions through your images.
- Build a portfolio that demonstrates your creative development, research, experimentation, and technical skills

How will it be assessed?

- **Component 1** - Coursework portfolio: a sustained project including research, development and a final piece of work. This is equal to 60% (120 marks) of your final grade.
- **Component 2** - Externally set assignment: a project based on a set theme by the exam board made up of a 10-hour supervised practical exam. This is equal to 40% (80 marks) of your final grade.

Possible careers associated with this subject:

Photographer, Photojournalist, Camera operator, Graphic designer, Videographer, Art curator, Medical/clinical photographer