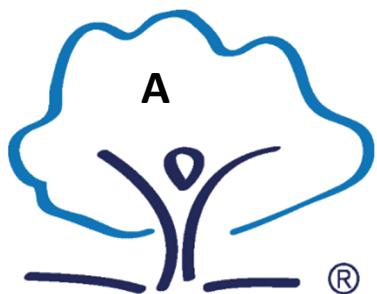


# Year 10 Options 2026-2028



**The Cornerstone Academy**  
The best in everyone™  
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# The Cornerstone Academy

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Dear Student and Parent,

Welcome to Key Stage 4 at The Cornerstone Academy.

At The Cornerstone Academy our aim is to ensure that every student is well educated and has the opportunity to attend university, sixth form college, college or embark on an apprenticeship of their choice. We also aim to enable students to lead a happy and fulfilled life. All of our work is underpinned by our core values of Confidence, Creativity, Ambition, Respect, Enthusiasm and Determination.



As our Year 9 students begin to make important decisions that will affect their future, we aim to ensure that each child has the right guidance to put them on a path to reach their potential.

We know what a truly amazing experience it is to be part of The Cornerstone Academy community, how high our students can achieve and how successful they can be in the classroom and beyond. We believe that all students are capable of making outstanding progress and attaining at the highest level, whatever their starting point. This is the case for every year group, and we are aware that this success is, in part, based on making the right curriculum decisions in these early stages of Key Stage 4.

We have incredibly supportive pastoral and academic teams who are looking forward to working with our Year 9 students in making these important choices. The support and encouragement parents/carers can provide at this important stage of a child's education is also critical. We are looking forward to working directly together with the parent/carer of every child in the year to ensure that every student at The Cornerstone Academy is successful.

We hope that you find what you are looking for in this booklet. If not, please do contact us for further information.

With very best wishes,

Chris Phillips

Principal



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### What do I need to know before I start?

At TCA, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most students in Year 9 aren't completely sure what direction they want to take yet. This is usual at this stage, so it's important to keep your options open to give you the widest range of opportunities later on.

You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your options.

You should also be aware that most universities require three or more good A-Level grades. In order to get onto most A-Level courses (or equivalent), you will need five or more good GCSE grades (which means Grade 9-5 under the new grading system), including English and Maths.

You should also take into account that studying a language is highly valued, as are History, Geography and RE. These subjects demonstrate that you are a student with broad interests, and the skills you develop are considered to help your overall learning. They are well respected qualifications which can open doors and opportunities in the future. These subjects appeal to universities and colleges, and many more students are taking them now.

It is also important to remember that universities, sixth forms, colleges and employers value a range of subjects and that you should seek to balance the courses you study. Practical and arts subjects can help you develop in a wide range of valuable areas and skills.

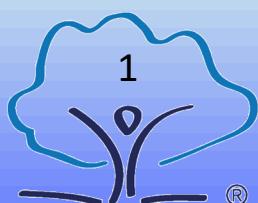
All the information you need is in this booklet, and staff are available to discuss your decisions and options with you.

**Head of Year - Mrs Sharland (sharlandk@cornerstoneacademy.org.uk)**

**Careers Lead - Mrs Evans (evansl@cornerstoneacademy.org.uk)**

**Assistant Principal, Raising Standards - Mr Binder-Pollard (binder-pollardw@cornerstoneacademy.org.uk)**

*#Bestversionofyou*





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### What will I study?

All students in Year 10 study a core of required subjects. These include:

**English Language GCSE**

**English Literature GCSE**

**Mathematics GCSE**

**Science GCSE (Double Award)**

**Core Religious Education**

**Core PE**

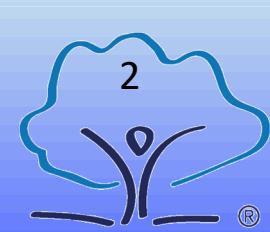
**Personal development through a series of collapsed days**

You will then be able to select three options from the option blocks below. You must select one from each block.

Option block 1	Option block 2	Option block 3
Geography	History	French
Child Development	Design and Technology	Travel and Tourism
Sports Studies	Geography	Information Technology
French	Catering	History
Triple Science	Dance	Art
Music	Drama	Business Studies

**Note—You can pick Religious Studies as an extra GCSE to your chosen three options. This will be taught during power hour time.**

*#Excellenceisahabit*





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### How do I make my options choices?

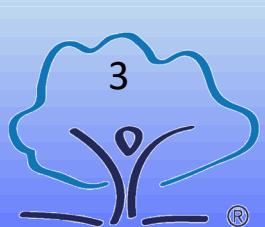
What should you consider when choosing your options subjects?

- Which subjects are you successful in?
- Which subjects do you enjoy?
- What skills do you want to learn?
- What might you want to study at A-level/college?
- What do you study in the subject? Is it right for you? Can you find out more?

What are common mistakes made when choosing your options subjects?

- Choosing an option because a friend is.
- Choosing based on the teacher(s).
- Choosing because you have never done it before.
- Deciding without reading this booklet, asking questions, or speaking to teachers.
- Deciding without talking to family.
- Deciding against a subject because you don't want a career in it.

# #ambition





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### What will my timetable look like?

Here at TCA we follow a one-week timetable and students in Year 10 will have 32 lessons a week. 18 of these lessons will be comprised of English, Maths and Science. All students will have one Religious Education lesson and a double lesson of PE every week.

Students in Year 10 will finish at 4pm on a Wednesday and Thursday, this enables them to take part in Power Hour lessons (This is where the additional RE option can be taken).

### What are the different courses on offer?

#### GCSE (General Certificate of Secondary Education)

With a GCSE you gain a grade from 9-1 (with 9 being the highest grade). The course consists of mainly examinations taken at the end of Year 11, however, there are some elements of coursework or controlled assessment in some subjects.

The grading system for GCSEs changed in 2020. Please see the comparison to the right.

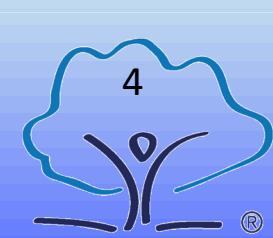
Old grades	New grades
A*	9
A	8
A	7
B	6
C	5 STRONG PASS 4 STANDARD PASS
D	3
E	2
F	1
G	
U	U

#### BTEC (Business and Technology Education Council award)/OCR National

With these courses you learn about a subject in a more practical way. Assessment is spread out across Year 10 and 11. These courses are for those who prefer to do more coursework, and who enjoy independent learning and practical activity. There will also be an examination and you must pass this in order to pass the course. You can achieve Pass, Merit or Distinction. These Level 2 courses are the equivalent to one GCSE.

You can find out more about a particular course by reading the subject page in this booklet or speaking to the teacher leading the course.

#tcaproud





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### Option choices—Pathway A

All students are required to study three option subjects that commence in Year 10 and continue to the end of Year 11.

**Students must study French and History or Geography, this can be through any combination of blocks.**

Students will be asked to record a first and second choice from option blocks 1, 2 and 3.

Students must consider second choices carefully as there is no guarantee that we can give everybody their first choice, however, we will do everything in our power to give first choices where possible.

**Note—You can pick Religious Studies as an extra GCSE to your chosen three options. This will be taught during power hour time.**

Option block 1	Option block 2	Option block 3
Geography	History	French
Child Development	Design and Technology	Travel and Tourism
Sports Studies	Geography	Information Technology
French	Catering	History
Triple Science	Dance	Art
Music	Drama	Business Studies

Please use the space below to record your choices in preparation for completing the form, and to use as a discussion at the options evening which takes place on Tuesday 10th March 2026.

	Option Block 1	Option Block 2	Option Block 3
First choice			
Second choice			
Would you like to do GCSE RS in Power Hour time?	Y/N		





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### How do I complete my options form?

All options are selected online using Microsoft Forms. At 3pm on Tuesday, 10th March 2026 you will receive an email with a link to your personalised options form. This will be sent to the student's school email address. Please make sure you can access this in advance. The form must be completed by Friday, 13th March 2026 at 3pm.

There will be laptops with tutors at the options evening, which will enable you to complete the form with them.

**Read the following before clicking the link as the form can only be completed once.**

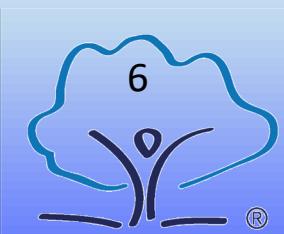
1. Discuss the different courses on offer with your parents/carers.
2. The form will ask you to select a second choice for each option block as well, so please ensure you have thought about this.
3. When you are happy with your decision, click the link sent to you in the email.
4. Complete every question in the options form.

The form is personalised for each student, so please do not forward the link.

We do not operate a “first come = first served” policy with options so do not rush to complete the form. However if the form is late then this could result in you not getting your first or second choice. The deadline for completion is **Friday, 13th March at 3pm**. You will receive a letter before the end of Term 5 with the courses you have been allocated. Every effort is made to ensure all students get the courses they want. We may remove any of the options detailed in this book if numbers are too low and the course is not viable. In these instances we will have individualised conversations with students to ensure they can pick another suitable course.

If you would like some support completing the form during school, please speak with your form tutor and we will support with this.

*#bestversionofyou*





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### Careers Guidance

During the options process and in the coming years, students and their parents may wish to gain additional advice. All students will receive presentations in lessons and/or assemblies about the subjects on offer.

In choosing their programme of study, students need to think about their long term ambitions. If they already have a clear career plan they need to investigate any GCSE and A level requirements.

In school, we have access to a wide range of information sources, including:

Mrs Evans - Careers Lead

Ms Evenden - Careers Advisor

### Useful Websites:

<b><a href="http://www.u-exlore.com">www.u-exlore.com</a></b>	U-Explore is an independent national careers platform. Parents/ Students can log in to access written and video job profiles across 14 industry sectors.
<b><a href="http://www.ucas.com">www.ucas.com</a></b>	Information about higher education courses and entry requirements.
<b><a href="http://www.informedchoices.ac.uk">www.informedchoices.ac.uk</a></b>	The Russel Group of Universities Guide to post 16 choices and university entry. Includes some GCSE requirements.
<b><a href="http://Unifrog.org">Unifrog.org</a></b>	All students have their own personal account to log in. It is a one-stop-shop for students across Key stage 3 and 4 for information on all routes post-16, no matter their interests or academic ability.
<b><a href="http://amazingapprenticeships.com">amazingapprenticeships.com</a></b>	Connecting schools, colleges and training providers with a National Apprenticeship Service in the local area.



SCOTTISH  
COLLEGE





## What your child will do

All students will study reading, writing, speaking and listening for the English Language and Literature courses.

Both English Language and English Literature courses are now assessed by examination only. There is no longer a controlled assessment or coursework option.

## English Language

Your child will sit two examinations at the end of Year 11 as well as completing a spoken language assessment which consists of a short 4 minute presentation on a topic of their choice during their GCSE course. The exams are as follows:

**Paper 1: Exploration in Creating Writing and Reading**—Students are required to respond to an extract from a function text as well as produce their own piece of creating writing.

Paper 2: Writers' viewpoints and perspectives. Students will write about non-function extracts and produce their own piece of non-fiction writing.



# English Literature



Your child will be assessed at the end of Year 11 and will be required to complete two examinations.

Paper 1: Shakespeare and the 19th Century Novel. Students are required to write about Macbeth and A Christmas Carol.

Paper 2: Modern Texts and Poetry. Students are required to write about *An Inspector Calls* and a selection of poetry—both seen and unseen.

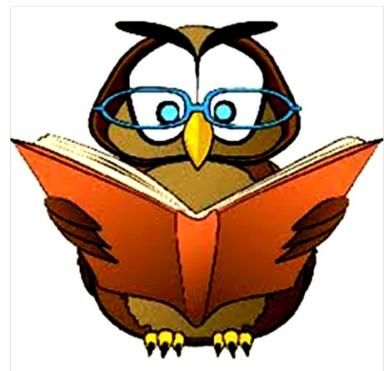
## How you can help

Provide a quiet and suitable place in which your child can work.

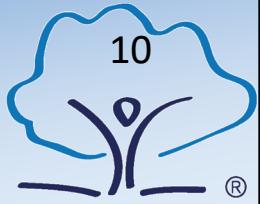
Check homework is completed to a high standard.

Encourage reading and an interest in current affairs.

Ask the English Department for a revision guide or suggested websites.



# GCSE Maths

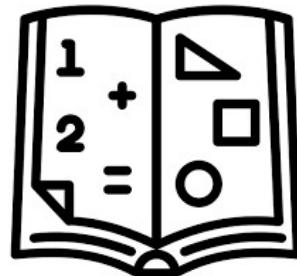


## What your child will do

Mathematics is a vital life skill that every child at TCA is going to master.

Our Key Stage 4 programme covers the six key areas:

1. Number	4. Measures
2. Algebra	5. Statistics
3. Geometry	6. Probability



Students will follow a varied programme of study that will involve a range of tasks and resources.

Learning will cover not just the content as outlined above, but also the more important mathematical skill of problem solving. The reason maths graduates earn 50% more than any other subject is not because they are great at Pythagoras - it is because maths teaches great problem solving techniques.

## Assessment

Our maths team will run a full exam style assessment for mid-year and end of Year 10. In Year 11 students will complete a set of mock assessments in line with the school calendar. Their performance analysis from each paper they sit and their overall grade will be used to help us support your child with areas they need to work on.

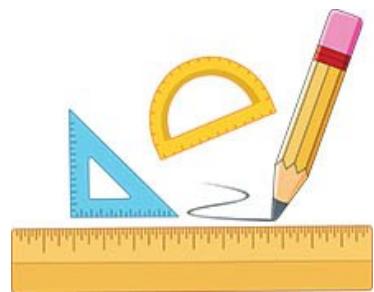
**Final Assessment** - This will take place in June of Year 11.

### Overview of Assessment

Three written papers—two calculator, one non-calculator.

Tiered papers.

Foundation Tier (1—5) Higher Tier (4—9).



## How you can help

Provide a quiet uncluttered place to complete homework/revision.

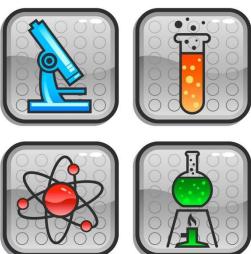
Make sure **SPARX** homework is completed every week up to 100%. **It is important that you do not help your child too early with problem questions, they must access the support videos and make multiple attempts before the programme will prompt the students to “seek help”. At this point you can intervene, if you help too early, SPARX will continue to make the work more challenging.**

Revision booklets will also be released before midyear and end of year ROAs containing practice exam questions, answers will be posted onto class Teams prior to hand in deadlines.

## Sparx Maths



## What your child will do



GCSE science builds upon the Biology, Chemistry and Physics content and skills already mastered in KS3.

Students will learn about the nature of scientific ideas and the basis for scientific claims.

Students will further develop their investigative skills and will be able to link their learning in the classroom to science in the wider world.

## Assessment methods for key stage 4

Year 9 students are already experiencing some GCSE content in their current lessons and will have attempted GCSE style questions and/or past paper exams.



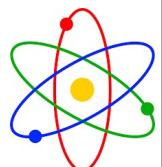
All students in Year 10 will study a minimum of the AQA Combined Science: Trilogy course. If students take this route they will sit 6 papers (each 1hour 15minutes in duration) and be awarded two GCSEs.

*We would advise any student with the ability and desire to continue studying science beyond GCSE to study AQA Triple Science. Students will need to select this as one of their options, and will be awarded three GCSEs.*

All Science exams will take place at the end of Year 11.

## How you can help

- Encourage your child to complete their science homework by the deadline given in their planner. This comprises of knowledge tests, which support them in learning the basic knowledge required for success at GCSE.
- Ensure your child has a revision guide and scientific calculator, these will support with exams and homework.
- Support your child with their revision and completion of Seneca learning tasks.
- Ensure your child comes to science with the correct equipment for the lesson.
- Talk to them about their science work.
- Watch science TV programmes with your child, for example, a documentary on climate change.
- Encourage your child to access the internet to carry out research and to broaden their depth of understanding of science.



# GCSE

# French



## What your child will do



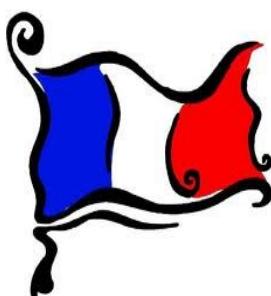
- Learn to communicate in French in everyday situations.
- Be able to share interests, ideas and opinions with other people who speak French.
- Add an international dimension to their choice of GCSE subjects.
- Learn skills which are useful in a wide range of careers, such as the ability to communicate clearly and confidently.

## The Course Exam Board: Edexcel

Themes: Identity and culture; local area, holiday, travel; school; future aspirations, study and work; international and global dimension.



Year 10 students studying French have the option to join us on a 3 day trip to France in the summer term.



### How is the course assessed? Four papers each worth 25%

Knowledge of the topics will be assessed in four different skill areas;

Speaking (25%)- Reading aloud task, Role-play, Picture Description task

Writing (25%)- Longer writing tasks plus translation into French.

Reading (25%)- English questions on French text plus translation into English.

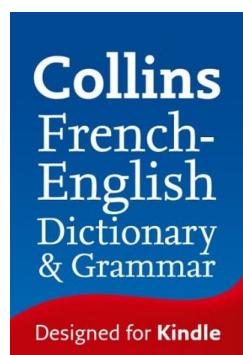
Listening (25%)- Multi-response questions and a dictation. All questions in English.

## How you can help

Please provide your child with a French-English dictionary and a CGP Edexcel Revision Guide. Students will have an account on Languagenut, an online language learning platform, and will be using this regularly.

Support with homework.

Encourage an interest in the culture of France by using resources available on the internet, television, newspapers and magazines.



# GCSE Languages – Year 9 Options information

Exam board: Pearson Edexcel  
Head of department contact: duffyj@cornerstoneacademy.org.uk

## Why choose to study a language for GCSE?

*Language is more than words. Language is communication. Language is culture.*

*Language is connection.*

*Studying a language helps to:*

- improve your memory, concentration, and problem-solving skills.
- enhance your creativity and cultural awareness.
- boost your confidence and self-esteem.
- increase your employability and career prospects in a globalised world.



## What will I learn?

The new GCSE course in MFL has been created to be engaging, fun and linked to the real life use of languages. There is no coursework for MFL, the course focuses on reading, listening, speaking and writing whilst also learning about the French/ Spanish/ German speaking world and cultures.

## What topics will I cover?

Topics are taught via key skills, grammar and engaging activities to make GCSE language learning useful for your studies and future career, as well as being fun.

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions



Set vocabulary lists per topic – no surprise words outside of what is taught.



# How is the GCSE assessed?

## What skills will I master?

Language learning for today's world - the new GCSE qualification is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

There is a set list of vocabulary and common assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest you most.

There are x4 assessments that are all sat at the end of Year 11, which your teacher will prepare you well for:



- Speaking 25%
- Listening 25%
- Reading 25%
- Writing 25%

### Paper 1: Speaking (Non-examined assessment)

50 marks  
25%

Prep time: 15 mins  
Foundation: 7-9 mins  
Higher: 10-12 mins

- Task 1: Read aloud and 2 short unprepared questions
- Task 2: Role play in a transactional setting
- Task 3: Picture description, 2 short unprepared questions and follow-on conversation
  - Describe only one colour picture from a choice of two
  - Student selects the thematic context in advance

1 minute in private assessment space for reading aloud preparation

### Paper 2: Listening and Understanding

50 marks  
25%

Foundation: 45 mins  
Higher: 60 mins

- 5 mins reading time included
- Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Dictation
  - Extracts played THREE times

### Paper 3: Reading and Understanding

50 marks  
25%

Foundation: 45 mins  
Higher: 60 mins

- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.
- Section B: Translation into English

### Paper 4: Writing

50 marks  
25%

Foundation: 1 hour 15 mins  
Higher: 1 hour 20 mins

- Picture task (Foundation tier only)
- Two writing responses (both tiers, with a choice of two options for each question)
- Translation into French (both tiers)

For more information and to see example GCSE MFL activities and work you can visit:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html>



- Ambition
- Confidence
- Creativity

# GCSE Geography



## What your child will do



Study the following topics:

**Physical Geography:** The challenge of natural hazards (earthquakes, tropical storms and climate change), the living world (hot deserts and tropical rainforests), physical landscapes in the UK (coasts and rivers).

**Human Geography:** Urban issues and challenges (urbanisation and urban change in Lagos and Liverpool), the changing economic world (TNCs in India, UK economy), the challenge of resource management (food, water and energy)

**Geographical skills:** Fieldwork, statistics and data presentation.

## How is the course assessed?

### Paper 1: Living with the physical environment

Written paper - 1 hour 30 minutes - 88 marks - 35% of GCSE



### Paper 2: Challenges in the human environment

Written paper - 1 hour 30 minutes - 88 marks - 35% of GCSE

### Paper 3: Geographical application

Written paper: 1 hour 30 minutes - 76 marks - 30% of GCSE

## Fieldwork



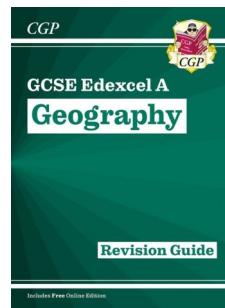
All students will complete two fieldwork enquiries in Swanage in the summer term of Year 10. One will focus on the physical environment and how hard engineering is preventing longshore drift and one will focus on the human environment and whether tourism is having an environmental impact. Understanding of all fieldwork is assessed in Paper 3.

## Resources

All students will be provided with a CGP revision guide that includes all subject matter including relevant case studies. Case study cards can also be provided.

Seneca is used throughout the GCSE as homework to consolidate learning.

Websites e.g. BBC Bitesize can be utilised to help with revision and understanding.





**There are four units taught over two years for GCSE History;**

### **Medicine in Britain, c1250 – present and Medicine in the British Sector of the Western Front 1914–18:**

Learn about the gory and exciting history of surgery, diseases and treatments. Learn about why and when people whipped themselves to get better. Why people thought they might turn into cows?

### **Weimar and Nazi Germany**

Explore how Weimar Germany went from a beating heart of democracy and the cultural and LGBTQ capital of the World to Nazi dictatorship. Which events and people rocked German politics and how did Hitler and his party successfully navigate these forces to seize power? What was life like in Nazi Germany?

### **Superpower relations and the Cold War, 1941–91**

Learn about the rise of tensions between the capitalist West and communist East in the Cold War unit, which studies the period when the World was under the constant threat of nuclear annihilation.

### **Early Elizabethan England, 1558–88**

Learn about this powerful and independent woman, the daughter of Henry VIII who became Queen of England. We explore how Elizabeth solved deep religious and political problems and fought off the likes of the Spanish Armada. We assess the extent of success at early attempts to colonise the New World.

*We pride ourselves on our resourcing as a department, with model answer books, annotated mock papers, and detailed*

## **Why choose History?**

History is a competitive and highly respected option. The skills the students learn are regarded in all professions.

History, with its focus on communicating ideas and information, can lead you into politics, policing, teaching, finance and more.



## **Skills**

Skills acquired by students include the ability to recall facts, as well as the ability to make inferences from sources, they are also taught to use their own knowledge to make judgements. History promotes students to question what they are shown and not to take everything at face value. An increasingly vital skill in the modern world.

## **Final exams/assessments — Edexcel Exam board**

There are three exam papers;

**Paper 1** Medicine in Britain. 30% of your total GCSE, 1 hour 20 minutes.

**Paper 2** is worth 40 % Cold War and Elizabethan England; 1 hour 55 minutes

**Paper 3** is worth 30 % Weimar and Nazi Germany; 1 hour 30 minutes



## What can GCSE RS offer?

GCSE Religious Studies helps students develop an appreciation of how religion, philosophy and ethics form the basis of our culture. RS will help students develop analytical and critical thinking skills which can be transferred to any future learning or career pathway. Students will be challenged with questions about belief, values, meaning, purpose and truth, which will enable them to develop their own attitudes towards religious and global issues.

## What your child will study:

### Component 1 Religious, Philosophical and Ethical studies

- **Issues of Relationships (Covered in Year 9)**  
Marriage/Divorce/Sex and Contraception/Homosexuality/Gender Equality
- **Issues of Life and Death (Covered in Year 9)**  
Creation/The Environment/Abortion/Euthanasia/Life after Death
- **Issues of Good and Evil**  
Crime and Punishment/Death Penalty/Forgiveness/Problem of Evil
- **Issues of Human Rights**  
Prejudice and Discrimination/Extremism/Social Justice/Wealth and Poverty



### Component 2 Study of Christianity

- **Christian Beliefs (Covered in Year 9)**  
Nature of God/Evil and Suffering/The Trinity/Jesus' Life and Death/Salvation
- **Christian Practices**  
Worship/Baptism/Eucharist/Is Great Britain a Christian Country?/Evangelism/Persecution



### Component 3 Study of a World Religion (Buddhism)

- **Buddhist Beliefs**  
Life of the Buddha/The Three Marks of Existence/Human Personality/The Four Noble Truths
- **Buddhist Practices**  
Worship/Festivals/Burial Rites/Meditation/Temples



## How is the course assessed?

Final Exam. Three exam papers.

Component 1: 2 hours (50% of final mark)

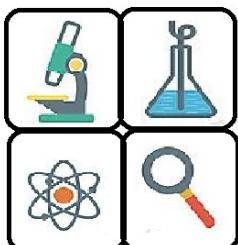
Component 2: 1 hour (25% of final mark)

Component 3: 1 hour (25% of final mark)

Students will be encouraged to express their opinions in an appropriate way, listen to, and respect the views of others. Students will take part in debates and really reflect on what they think about issues within the news in the current day. This is an additional GCSE and therefore does not take away other option choices. However, please be aware that there is homework issued in line with other option subjects.



## What is Triple Science?



In Triple Science, students study Biology, Chemistry, and Physics topics in greater depth and detail in comparison to the Combined Science course that pupils study as standard.

Examples of additional topics not studied in Combined Science include: The brain, the eye, polymers, chemical analysis, molar calculations, space, and light.

Therefore, pupils study science for three additional periods a week in their option position as well as their initial six periods. These are split into three periods per science, per week. This is delivered by three specialist teachers rather than one individual teacher.

**Applications for Triple Science will be considered on an individual basis. It is a demanding course and therefore please only apply for Triple Science if you are in set 1 or 2 for Science.**

## Assessment at Key Stage 4

To begin, all Triple Science pupils will be taught based on the higher tier AQA specifications, whereas in the standard Combined Science they are tiered entering Year 10. This will be reviewed at the end of Year 10 for Triple Science students in preparation for their rank order assessments.

At the end of Year 11, similarly to the Combined Science course, Triple Science students will sit six exam papers, two in each science. The Triple Science exams are slightly longer at 1 hour 45 minutes. Therefore, they will receive three individual GCSEs for Biology, Chemistry, and Physics rather than receiving the combined double award.



## Why Study Triple Science?



The Triple Science course covers a wider range of scientific knowledge and skills, and is the best precursor to studying any of the sciences beyond GCSE. The course is favoured by further education providers and universities.

Students are able to develop essential skills employers and universities are looking for, e.g., analytical skills, communication, leadership and problem solving.

## What Do Current Students Say?

‘Triple Science has enabled me to consider more careers and open up more options. Also, it is fun!’

‘The range of experiments gives you an insight into a career as a scientist’

## What Jobs Could I Do?

Doctor

Pharmacist

Laboratory Technician

Nurse/Midwife

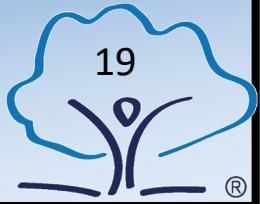
Marine Biologist

Zoologist

Optometrist

Forensic Scientist

Vet



### What can Cambridge Sports Studies offer?

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required. They will study up to the minute topics affecting sport through the contemporary issues unit, both perform and lead in sporting activities, as well as having the chance to explore sport in the media.

A Cambridge National in Sports Studies award is equivalent to 1 GCSE grades 1– 9.



#### You will be expected to:

- Have a genuine interest in sport and fitness.
- Be playing sport for school teams or outside of school.
- Be comfortable teaching a PE lesson to your peers.
- Be able to meet deadlines.

#### How is the course assessed?

Most units are assessed internally and are externally moderated.  
20% Practical  
40% Coursework  
40% Exam

#### How the course will run:

Your Sports Studies lessons will be additional to your core PE lessons. To ensure the whole course is covered over the 2 years you will be required to attend power hours, during certain points in the year.

### What units will I study?

*You will complete 3 specialist units:*

Contemporary Issues in Sport—Exam unit 40%

Performance and Leadership in Sports Activities—40%

Sport in the Media—20%



#### How can I use this course in the future?

This course will give you an insight into working in the sports sector and prepare you for further study, such as BTEC Sport National qualification or A-Level PE. This course also gives you the opportunity to develop your leadership skills and be part of the Dorset Young Coach Academy.



### What can GCSE Product Design offer?

Everything around you has been designed by someone, from the chair you sit in to the clothes you wear. Product Design is about expressing yourself, being creative and innovative, finding out about the world you live in and communication.

Design and Technology will suit a student who is looking at a career in the arts, design or engineering, it also has links with Art, Maths and Science. The course itself is very well structured allowing you to develop your personal skills and ideas in the form of a non-exam assessed project as well as developing your core knowledge of design materials.

### Non Exam Assessment—50% of GCSE

#### **What's assessed?**

- Designing and making principles

#### **How is it assessed?**

- Substantial design and make task assessing the following areas:
- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas

#### **How is it set?**



- Contextual challenges are released annually by AQA on June 1st in the year prior to the submission of the NEA
- Students will produce a portfolio to evidence the different areas shown to the left
- Students will also need to produce a prototype
- Work will be marked by teachers and moderated by AQA
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner.

### Exam—50% of GCSE

#### **What is assessed?**

- Core technical principles (20%)
- Specialist technical principles (30%)

#### **How is it assessed?**

- Written exam: 2 hours
- 100 marks



#### **How you can help?**

- Make sure you have access to a range of design materials, pencils, rulers and colouring pencils at home.
- NEA homework is set weekly and is part of the coursework, so it is essential that it is completed on time to meet the deadline set by the exam board. Your support in this will be greatly appreciated and crucial to being successful.
- Good attendance is vital for success in this subject, as you will be given many key inputs relating to the techniques, tools and equipment you will need to use and are only available in order to complete work in school.





### What can BTEC Travel and Tourism offer?

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills. You will explore some of the key areas within this Business sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management.



### How is the course assessed?

#### Component 1 - Travel and Tourism Organisations (Coursework piece)

In this unit, you will gain an understanding of the UK travel and tourism industry. You will explore popular visitor destinations. This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes. You will also be introduced to reference materials and various sources of information to enable you to draw together your knowledge of the tourist destinations in order to successfully plan UK holidays for different types of customers using a range of sources.

#### Component 2 - Customer Needs in Travel and Tourism (Coursework piece)

In this unit learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

#### Component 3 – Influences on Global Travel and Tourism (External Exam 2 hours)

In this unit you will gain understanding of the positive and negative influences of different factors on global travel and tourism and how these factors can affect global tourist destinations and travel and tourism organisations. Learners will understand how organisations respond to different factors. Learners will be able to relate these factors to specific contexts. Data interpretation and graphical information will form part of this unit.

### Additional Information

The Travel and Tourism Course offers students a really exciting learning experience where they really do get to use a practical application to explore key learning within the Travel and Tourism and Business Sector. Many students who have studied the course have gone on to do level 3 Travel and Tourism for their higher education course as they enjoyed the course so much whilst at school. The students will also embark on a trip to visit a hotel and experience the accommodation sector within the travel and tourism industry.

# Cambridge Nationals Level 1/2

## Information Technology



Teacher: Miss Hornby (hornbyr@cornerstoneacademy.org.uk)

[Cambridge Nationals - IT Level 1/Level 2 – J836 - OCR](#)



### Course Overview:

The Cambridge National in IT has been designed to give students a real understanding of their digital environment, develop key skills and prepare them for their future use of IT in their chosen careers across a wide range of job roles. It also covers how they can safely interact with IT at work, home and in study.

The qualification is about applying understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, and follow a project life cycle to structure how it is done.

### Structure:

There are three units which are studied across Year 10 and 11:

- Written Exam: Unit R050: In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.
- Controlled Assessment: Unit R060: Data manipulation using spreadsheets.
- Controlled Assessment: Unit R070: Using Augmented Reality to present Information.



### Written Exam

#### Unit R050:

In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Human Computer Interface (HCI) in everyday life, Data and Testing, Cyber-security and Legislation, Design Tools, Digital Communications, Internet of Everything (IoE)

**90 Minutes 40% of the total marks**

### Controlled Assessment 1

#### Unit R060:

Data manipulation using spreadsheets. Plan and design a spreadsheet solution to meet the clients requirements. Use a range of tools and techniques to create a spreadsheet solution based on your design. You will test the spreadsheet solution all then will evaluate your solution based on the user requirements.

**30% of total marks**

### Controlled Assessment 2

#### Unit R070:

Using Augmented Reality to present information. Learn the basics of Augmented Reality and the creation of a model prototype. Learn the purpose and use of AR in different contexts. Design and create an AR model prototype. Test and review the AR model prototype

**30% of total marks**

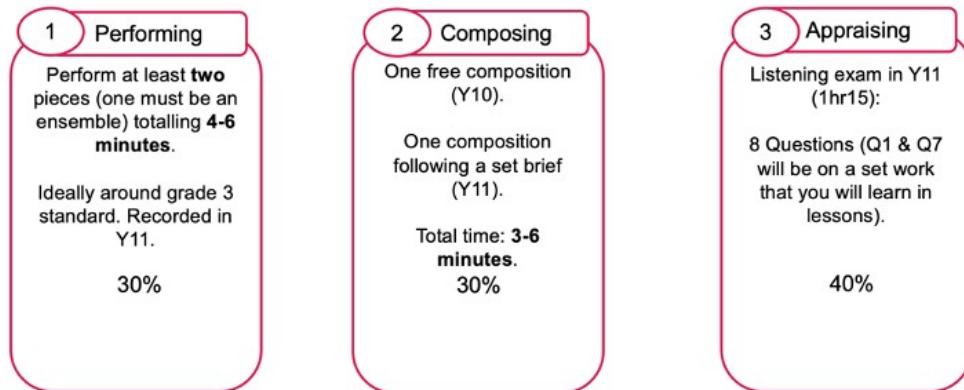
<b>Career Opportunities &amp; Further Education</b>	Project Management	Satellite Technician	Sound Technician
	Computer and Systems Support Manager	Business Analyst	Digital Design



Music is an important part of people's lives, with the music industry contributing a significant sum totalling £7.6 billion to the UK economy in 2023 (UK Music).

GCSE Music gives students the chance to explore their creativity through performance, composing, listening and exploring various genres of music.

The course is split up into three components across year 10 and 11:



#### Careers/Next Steps:

There is a common misconception that music related jobs are scarce, however this couldn't be further from the truth as evidenced by the industry's contribution to the UK economy. It is important to also note that music is not just about performing; in fact, there are many jobs where you can be involved with music without being a performer. This can include:

- Artistic Manager
- Recording Engineer
- Music Teacher
- Music Editor
- Instrument/Stage Technician
- Instrumental Tutor
- Sound Engineer/Studio Technician
- Instrument Salesperson
- Music School Administrator
- Artistic Coordinator

Music after GCSE can be studied further and you may choose a course that can specialise in your career interests (e.g. audio engineer). Locally, there are places such as the Bournemouth Academy of Modern Music (BAMM) that are tailored to acquiring skills for music industry roles.

#### How you can make the most of this course:

Performing is worth 30% of the course. In order to choose this option, you **must** already be having instrumental/singing lessons, or commit to having instrumental/singing lessons throughout KS4 in order to prepare for the performance component to a sufficient standard. You may arrange lessons externally or through school.

It is expected that all GCSE music students are engaging with school performance opportunities as well as any events organised outside of school. Additionally, regular revision and instrument practice is advised in order to develop your playing and theory knowledge. Practice rooms are available in school to help facilitate regular practice.





### What can GCSE Art offer?



Every aspect of your life has been influenced in some way by an artist/designer, from the chair you sit in, to the magazines you read; from your toothpaste tube to the clothes you wear.

Art is about design, expressing yourself and finding out about the world you live in. The course itself is very broad, allowing you to develop your personal skills and ideas through the integration of practical, critical and historical study.

**Unit 1—Portfolio 60%** You will complete a coursework portfolio consisting of at least 2 projects. Each piece of coursework is marked by the centre and moderated by the Exam Board. For each project you will begin by making observations, by drawing and by taking photographs. Visits to galleries and other locations will support your research. You will record your progress in your sketchbook and present all preparation work and your final piece of Artwork for assessment.

Projects most recently undertaken are Natural Forms and a personalised brief and these include printmaking, painting and drawing, collage, photography, 3D work and ceramics.



### Unit 2—Externally Set Assignment 40%

This is a practical exam which will test your ability to develop your ideas from a choice of 7 given starting points. You have preparatory time in lessons and at home, to experiment and generate your ideas ending in a 10-hour practical exam (over 2 days) when you will create your final piece.

**The prep work and work completed in the 10 hours is marked for your exam.**



### How you can help

You will be expected to purchase an Art pack (approx. £15) which will provide you with art materials to allow you to continue your work at home and complete all homework tasks.

Homework is set weekly and is part of the coursework so it is essential that it is completed by the set deadline, your support in this will be greatly appreciated.

Encouraging students to visit galleries as well as local exhibitions is great as well as taking plenty of pictures when out and about. Good attendance is vital for success in this subject as many of the tools and equipment you will be using are only available to be used to complete work in school.





### What can Level 2 Hospitality and Catering offer?

Students will follow a structured scheme of work which will include the following topic areas:



- The Hospitality & Catering industry including provision, health and safety, and food safety.
- The importance of nutrition and how to plan nutritious menus.
- The skills needed to prepare, cook and present dishes.
- How to review their work effectively.

### You will be expected to:

- ⇒ Be ready to cook each week - Starters, Main courses and Desserts.
- ⇒ Be organised and ensure you have a container for each cooking lesson.
- ⇒ Be open to preparing, cooking and serving dishes that may not be to your personal taste.
- ⇒ Be interested in current trends and news surrounding the hospitality and catering industry.
- ⇒ Complete all homework and classwork on time and to a high standard.



### How is the course assessed?

**Unit 1:** The Hospitality and Catering Industry. This is assessed through an externally set written examination that is 1 hour 20 minutes long. This makes up 40% of the qualification.

**Unit 2:** Hospitality and Catering in Action. This is a Non Examination Assessment (Coursework) which is marked internally and then externally moderated. This is 12 hours of work and includes a practical exam at the end. This is worth 60% of the qualification.

### How you can help?

Encourage your child to try new foods and flavours, to be adventurous with food.



Encourage your child to develop their skills at home by preparing meals.

Watch food based programmes together and try new dishes.

Buy a copy of the recommended text book used for Catering.

Organise your child to bring containers each week for practical work. Good attendance is vital for success in this subject as much of the equipment and techniques being learnt are only available in school.

***Please note that this option does require a financial commitment to cover the cost of ingredients.***



## **Why study GCSE Dance?**

This course is for learners who want to develop their creative, physical, emotional and intellectual capacity, whatever previous experience you may have. This course recognises the important role dance has in daily life and you will study a range of dance styles and style fusions.



## **What does the course involve?**

### **Component 1: Performance**

This component involves learning set phrases through a solo performance with each set phrase being 30 seconds long. Students will then develop their own duet/ trio within their own style of dance encapsulating the choreographic intention of previous choreographers.

### **Component 2: Choreography**

This component involves learning how to respond creatively to an externally set stimulus and teaching said choreography to a group demonstrating good leadership.

### **Component 3: Dance Appreciation**

This component involves using written communication and use of appropriate terminology to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge understanding of professional practice in the six set works in the GCSE Dance Anthology.

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

Component 1 and 2 (Performance and Choreography) are internally marked and externally moderated. Each component is worth 30% of the GCSE with up to 40 marks available.

Component 3 is a written exam worth 40% of the GCSE with up to 40 marks available. The exam is based on student's own practice in performance and choreography and the GCSE Dance Anthology.

## **What skills are acquired from dance for the future?**

The qualification enables learners to develop transferable skills, such as teamwork, working to deadlines, communication, determination, resilience, confidence and creativity. You will be learning to refine work and apply skills for a performance using realistic contexts, and learning to respond to feedback through a practical and skills-based approach to learning and assessment. This course also bridges the gap between GCSE and AS/ A level dance if you choose to pursue this in the future.

# GCSE

# Business Studies



## What can GCSE Business Studies offer?

### Study the following topics:

Business Start up and Growth

Marketing and Business Finance

Human Resources

External Influences

Business Operations



## How is the course assessed?

### Theme 1: Investigating Small Business

Written Paper - 1 hour 45 minutes - 90 marks – 50% of GCSE

Topics covered in this paper: Enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making a business effective and understanding external influences on business.

### Theme 2: Building a Business

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

Topics covered in this paper: Growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.

## Why study GCSE Business Studies?

Challenges to the global economy, the credit crunch, Brexit, environmental sustainability, business ethics and changes in the global power balance are issues that are rarely out of the news spotlight. Furthermore, our interest in entrepreneurship has never been higher, with television series such as 'Dragon's Den' and 'The Apprentice' encouraging innovation and enterprise.



### Resources:

Tutor 2 U

CGP Revision Guide

Past Exam Papers

The Economist

# GCSE

# Drama



## Why study GCSE Drama?

Drama provides a fantastic curriculum to ignite and engage learners' creativity, passion and interests. It allows learners to explore their own interests and develop their skills in performance, allowing to experiment and take risks with their work while developing their own style. This course will allow you to develop desirable, transferable skills, helping to create independent learners, critical thinkers and effective decision makers.



<u>Course Content</u>	<u>Assessment Overview</u>	<u>Assessment Evidence</u>
<b><u>Component 1:</u></b>  Learners will research and explore a stimulus, work collaboratively and create their own devised drama.	Devising drama (60 marks) 30% of total GCSE.  Non-exam assessment.	<ul style="list-style-type: none"><li>Portfolio of evidence during devising process.</li><li>Final Performance in groups of 2-6.</li><li>Written evaluation of own work.</li></ul>
<b><u>Component 2:</u></b>  Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Presenting and performing texts (60 marks) 30% of total GCSE.  Non-exam assessment (Visiting examination).	<ul style="list-style-type: none"><li>Performance of two extracts from one text.</li><li>Describe research on the text and the artistic intention for the performance.</li></ul>
<b><u>Component 3:</u></b>  Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.  Learners will analyse and evaluate a live theatre performance.	Drama: Performance and response (80 marks) 40% of total GCSE.  Exam assessment- 1 hour 30 minutes (Written paper).	Sec A: Study one performance text.  Sec B: Analyse and evaluate a live performance.

**Additional Information:** As part of this course you will be expected to watch a live theatre performance arranged by the school, which you will analyse and evaluate as part of component 3 and you will also be expected to attend extra rehearsals.

# OCR Cambridge National Child Development



During the Child Development course students will develop knowledge, understanding and practical skills that would be used in the Childcare sector. Each topic will have a range of theory that will then be applied in practical, real-life situations, such as:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting

## How will it be assessed and what is covered in each unit?

**Unit 1 – Examination in Year 11 OCR-set and marked – 50%**

**1 hour and 15 minutes – 80 marks**

The first unit underpins all of the other learning in this qualification.



All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care and conditions for development, childhood illnesses and child safety.

**Unit 2- Centre assessed coursework tasks OCR moderated - 25% Approx. 60 marks**



In Unit 2, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

**Unit 3 Centre assessed coursework tasks OCR moderated -25% Approx. 60 marks (Child Study)**

In Unit 3, students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.



**MOST importantly: You must have regular access to a young child who is still under the age of five by the end of the course. Failure to do this will impact on the final grade of the course.**

## What can this course lead to?

This course is for any student who wishes to work with people in the future. It will be very beneficial for students who wish to work with children; midwives, nursery workers, social workers, nurses, teachers etc. but the skills learnt will be of benefit for any walk of life. Completion of the Cambridge National qualification will allow access to further education such as a level3 course in child care or similar.