

**MASCALLS ACADEMY
YEAR 9 OPTIONS GUIDANCE PROGRAMME**



2025 - 2027

TIMETABLE OF EVENTS

Thursday	Parents Evening	30th January, 2025
February	Deadline for final option forms	13th February, 2025
Semester 4	Confirmation	Confirmation of choices given to students

NOTES FOR PARENTS

Your son/ daughter is about to enter an important stage in their school life. Over the next two years they will be following a range of examination courses that will provide them with their first school certificates and, hopefully, lead to further success in the Sixth Form, college or in apprenticeships and beyond.

At Mascalls Academy we want to provide your son/ daughter with the best possible education. To do this, we set high standards and help them do the very best they can. Our students have enjoyed considerable success in their examinations in the past and we are confident your son/ daughter will maintain this tradition in the future.

During the KS3 years from year 7 to year 9 students have been studying a wide range of subjects as part of a broad and balanced curriculum under the framework of the International Baccalaureate Middle Years Programme that has provided them with a firm foundation for their GCSEs. In September your son/ daughter will progress to Key Stage 4, where each of the subjects taught have a specification which takes a certain amount of lesson time to get through. This makes it impossible to study an unlimited number of subjects in Years 10 and 11; they need to make some choices. To reach the best possible solution we make sure they follow courses that they have to do to fulfil the requirements of the National Curriculum and English Baccalaureate (EBacc) and then we give a choice of subjects to take up the rest of the time in school. Therefore, some of their subjects will be compulsory (we call them the core subjects), and some are optional.

The compulsory core subjects are **English Language, English Literature, mathematics, combined science, Spanish, PSHRE and core PE** (RE and PE are non-examined). Students will then have a choice of either History or Geography as a compulsory subject and a further two option subjects they can choose from the option columns. The optional subjects may be traditional GCSE and/or vocational qualifications.

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments. If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities. What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market, meaning language-related jobs are booming. Because of this, languages are increasingly becoming a requirement for many graduate schemes. Languages give you the edge and help you stand out from the crowd. Mascalls has been recognised for their success in the study of Spanish at GCSE level, earning itself a place in the top 20% of schools nationwide who achieve great results.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

What is the EBacc?

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English Language and Literature
- Maths
- the Sciences
- Geography or History
- a language

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities. Studying a Humanities subject of History or Geography or both as an addition to the compulsory core suite of subjects is a part of the options process.

The options process will begin in January with an assembly and parents evening with a talk by Mrs Mahon on the options process. Students will choose ONE subject from each column and complete this on the upcoming Options Google Form link. Students will also choose three reserve choices in case we cannot accommodate the initial choices.

Remember that staff are able to help including:

- **Advisor**
- **College pastoral team**
- **Subject Teachers**
- **Mrs S Mahon (Vice Principal)**
- **Mrs A Fowler (SENCo)**

When you are satisfied that the appropriate choices have been made, please complete the Google options form by:

NOTES FOR STUDENTS

Choosing your options for Year 10 is an important step and the first of many you will have to make regarding GCSEs, Sixth Form and the careers you will eventually follow.

You cannot make good decisions without the information this booklet gives. It explains the courses that are available. It shows you how to go about making the decision which is right for you. Read it carefully and talk it over with your parents, teachers and advisor.

WHAT SUBJECTS CAN I CHOOSE?

COMPULSORY GCSE SUBJECTS

You have to study for GCSEs in English Language, English Literature, Mathematics, Combined Science and Spanish. You will also have lessons in RE and PE which are non-examined.

VOCATIONAL QUALIFICATIONS

You can choose from OCR Nationals and BTECs which lead on to level 3 courses.

GCSE OPTION SUBJECTS

You can choose from a list of subjects, but the choice is not completely free. You should aim for a broad selection of subjects to keep your options open in the future. Choose **one** subject from each column and not the same subject twice! One of these subjects must be History or Geography.

Not every combination of subjects is possible. Check the **options grid** carefully before making your choices.

HOW MANY GCSEs WILL I STUDY?

You will study 9 GCSEs (or equivalent) subjects (combined science counts as two).

WILL I GET MY FIRST CHOICE?

In most cases you will, but this cannot be guaranteed. Although every effort will be made to accommodate your wishes, it is likely that some courses do not attract enough students to go ahead, be oversubscribed or have minimum criteria for entry. Ensure you have also decided on reserve choices. We will endeavour to meet your needs.

WHAT DO I NEED TO KNOW?

Most students in Year 9 have little idea of their career choice and even if you know about a possible career you may change your mind. You should select a balanced range of subjects.

- English is a key subject.
- Maths is another key subject.
- Science helps us to understand the world around us. It is a key subject.
- Foreign languages are useful for developing ever closer ties with Europe. They are helpful in widening the scope of career opportunities as Britain expands trade with our European partners.
- Visual art subjects such as art and design, technology and media studies help us to understand the world around us and communicate ideas in order to interact with it.
- Humanities e.g. History, Geography and Business Studies help us to understand the way people live and act.
- Computer Science (CS) provides a vital skill which is useful in all careers and important in supporting work in all your subjects.
- Performing Arts and Vocational Studies help us explore and respond to the world around us as well as enabling us to express ourselves, grow in confidence and shape our identity.

It will help to have a broad selection of subjects which will help give you a wider choice of courses and careers. Employers and Further/Higher Education institutions look for a balance of subjects!

KEY QUESTIONS

There are two key questions to ask when choosing subjects for the next two years. These are:

What am I good at? What do I like?

- You will be given the opportunity in advisory time to examine your strengths and weaknesses in the subjects you currently follow.
- You should not necessarily choose only your best subjects, but it may be foolish to choose subjects in which you are not likely to be successful (discuss if you are unsure).
- Enjoying a subject can make a big difference to how well you do, so what you like is particularly important.

Choosing what you are good at and what you like is strongly advised and much better than jumping at a career idea and working backwards

COMPULSORY GCSEs



Detailed information about particular examinations can be found on the following websites: -

www.aqa.org.uk
www.ocr.org.uk
www.pearson.com/uk
www.wjec.co.uk
www.rslawards.com

GCSE ENGLISH AND ENGLISH LITERATURE

Course Description:

To enable you to:

- Develop your ability to read, understand, enjoy and respond to all types of text; recognise and appreciate the ways in which writers achieve their effects; develop information retrieval strategies for the purposes of study.
- Develop your ability to construct and convey meaning in written language using appropriate grammar, matching style to audience and purpose.
- Develop the awareness of personal, social and cultural significance in the study of literature.

We currently offer both English Literature and English Language courses.

These two courses cover:

- **Spoken Language. (Internally assessed)**
- **Reading.** A wide variety of texts including media texts and a variety of genres. Fiction and non-fiction. Poetry, prose and drama, including a play by Shakespeare and other pre-twentieth century texts.
- **Writing.** Technical aspects of English (spelling, punctuation and text organisation), creative writing, writing specific audiences and purposes, informative, persuasive and analytical writing, response to literature.

Course Structure:

All GCSE English and English Literature courses are now 100% terminal examination intended to test the skills learned over the two-year course.

There is a single tier of entry.

Assessment:

Language: 2 written exams. Each paper tests a mixture of reading and writing skills.

Literature: 2 written exams. Closed book.

Jobs and Careers:

GCSE English at Grade 4 vital for a whole range of employment options, college and university courses, including Mascalls' sixth form.

For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding.

Jobs using English specifically can include work in media, journalism, proofreading, publishing, legal professionals, advertising, book selling, office administration, web design, editorial work, secretarial work, public relations, poet, author, management and teaching.

English, maths and science make up the core of subjects in your set of essential qualifications.

For more information, contact Ms S Mace, Director of English.

suzanne.mace@mascallsacademy.org.uk

GCSE MATHS

Course Description:

- To make a connection with the KS3 curriculum
- To teach mastery principles at KS4
- To include a range of learning activities
- To provide strong formative assessment opportunities
- To develop confidence and enjoyment in using Mathematics
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Course Outline:

There are 6 broad areas of study.

1. Number

2. Algebra

3. Ratio, proportion and rates of change

4. Geometry & measures

5. Probability

6. Statistics

Course Structure:

The course is made up of themes whereby practical problems, investigations and topics provide the stimulus for individual, group and class work. Activities involve applying mathematics to real-life problems as well as exploring and investigating within mathematics itself.

A variety of teaching approaches and resources are used including published texts, worksheets, practical materials and computers. Students are expected to have scientific calculators.

Hegarty maths is used as an independent marketing tool.

You are grouped according to your level of attainment, using KS3 results and teacher assessment. Individual progress is carefully monitored and movement between groups takes place as, and when, appropriate, although constant movement between groups is deemed inappropriate.

Assessment Pattern:

The assessment pattern is differentiated to enable students to show their ability. Students will be entered for either higher or foundation tier according to their expected level of achievement. The choice of sitting whether higher or foundation paper will be decided using the student's capability, their mock grades, ability to cope with the level of work as well as topic assessments. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Foundation tier will be graded from 1 to 5 and higher will be graded 4 to 9, note that grade 4 and 5 are achievable in either tier of papers. It is not possible to mix higher and foundation papers together.

The course is linear and the assessment comprises three papers lasting 90 minutes. Paper 1 is a non-calculator assessment and paper 2 and 3 are calculator papers.

Jobs and Careers:

The skills developed through the study of maths are in high demand from employers and universities. In addition to developing the ability to solve problems and think logically, the study of maths provides opportunities to develop team-working skills, resilience, effective communication of complex ideas and the ability to use your own initiative. Maths underpins most of science, technology and engineering and is also important in areas as diverse as business, law, nutrition, sports science and psychology. There are many opportunities to use maths to make a difference in society, for example through the analysis involved in medical research, developing new technology, modelling epidemics or in the study of patterns of criminal activity to identify trends.

For more information, contact Mr Metcalf, Director of Mathematics. neal.metcalf@mascallsacademy.org.uk

GCSE COMBINED SCIENCE

Course Description:

Science follows the AQA science course. All science exams are at the end of Year 11.

The course will allow you to;

- Recognise how the world around you works
- Develop key enquiry skills – utilising the Scientific Method.
- Gain valuable team member and leadership skills through practical activities.

In each science students will complete required practicals, developing their experimental skills, data analysis and interpretation as the course progresses.

We currently offer students the opportunity to complete Combined Science (Separate Science is offered as an option).

All students will complete six exams at the end of Year 11, two for Biology, two for Chemistry and two for Physics.

Combined Science:

Combined Science takes the raw mark from each of the six exams and adds them all together. Three Science subjects into one is a lot of content and as such it is awarded two GCSE grades. The total mark of all six exams equates to a double grade - for example; 4-4 or 6-5. With more marks scored a student just moves up the grade boundaries. They start from 1-1 up to 9-9.

Tiers:

Foundation Tier;

A great starting point for hard working students. Grades available range from 1-1 to 5-5. Questions are often structured with simpler language and exams are more about testing basic recall and moderate application. Every student completing Foundation should be aiming for a result of 5-5 (two grades of '5') - achievable for most, with practice.

Higher Tier;

The Higher Tier has grades available from 4-4 to 9-9, but any student that doesn't achieve the minimum grade boundary for a 4-4 is awarded nothing or a 'U' for ungraded. We only enter students for higher grades when they demonstrate both excellent recall and proven application practice. Those who score strong 4's and above can expect to be entered for the higher tier.

We assess every child individually prior to the end of Year 10 exams and will provide you with updated information on exam tier entry at that point.

Please Note:

Separate Science GCSE (Three separate GCSEs in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content. This must be chosen as an option choice.

Jobs and Careers:

Science is a valuable qualification for a variety of post-16 options. Employers value the combination of logical thinking, data handling, scientific knowledge and rigour of a science qualification. Those considering careers in construction, plumbing or becoming an electrician will benefit from the knowledge and skills developed with a science qualification. Students may go on to pursue A levels in physics, biology, or chemistry.

**For more information, contact Ms R Collingwood, Director of Science.
rachel.collingwood@mascallsacademy.org.uk**

GCSE SPANISH

Course Description:

GCSE Spanish is aimed at those students who are already studying Spanish in year 9 and who share an enthusiasm for the subject. Students will follow the AQA GCSE Spanish course and they will cover a range of vocabulary and grammar structures in all 4 skills (listening, reading, writing & speaking) on the following topics:

Theme 1 - People and Lifestyles

Identity and relationships with others
Healthy living and lifestyle
Education and work

Theme 2 - Popular Culture

Free time activities
Customs, festivals and celebrations
Celebrity culture

Theme 3 - Communication and the World around Us

Travel and tourism, including places of interest
Media and technology
The environment and where people live

As well as learning the language, students will also become familiar with the Culture of Spain and Spanish speaking countries.

Course Structure:

The delivery of the lessons is mainly in Spanish and students are encouraged to use Spanish as soon as they enter the classroom. There are a range of resources available to support classwork and independent study. Homework is set on a weekly basis and will vary skill and task depending on content and lesson work. All students will also have fortnightly vocab tests and are expected to learn the vocabulary which can be accessed digitally and via interactive websites that we subscribe to. This is key to being successful in the course.

Assessment:

Students are assessed in the 4 skills above. There will be an exam in each skill which will take place at the end of year 11. Each exam is worth 25% of a student's final grade. Students can either sit Foundation (grades 1-5) or Higher (grades 4-9) exam papers but they must sit all four skills at the same tier. We only enter students for higher tier that demonstrate great attitude both inside and outside the classroom and that have secure vocabulary knowledge. No exam can be retaken. No dictionaries or any other support are allowed in any of the exams.

Jobs and Careers:

Spanish is a very valuable qualification in today's globalized world. Employers value the knowledge and skills developed by the learning of a second language, so it is not only sought after in jobs that require the language (translator, teacher, international journalist, pilot,...) but also by businesses that want to expand internationally or that have international business. It also opens many doors for individuals wanting to explore jobs in other countries.

For more information, please contact Miss M Simón, Head of MFL.
maria.simon@mascallsacademy.org.uk

(Compulsory) PHYSICAL EDUCATION

Course Description:

In both Year 10 and Year 11, all pupils will obtain the opportunity to choose from different sporting pathways and experience a variety of specific sports appropriate for each pathway. Throughout this time, pupils will increase their own knowledge and understanding of the rules, regulations and tactics for each activity as well as enhancing their own and others skills and techniques required for each sport. The pathways offered will be dependent on numbers of students who opt for each pathway and the teaching allocation.

Course Structure:

Pathway	Description
Traditional Boys Sports/Fitness	You will be in a group of all boys taking part in traditional PE sports as well as learning about fitness and creating habits for life. These will mainly consist of team based sports, as well as some gym based activities. You can expect from your lessons, skill development, game play, coaching of tactics, opportunities to officiate, learning how to use fitness equipment and planning to improve/maintain fitness levels.
Traditional Girls Sports/Fitness	You will be in a group of all girls taking part in traditional PE sports as well as learning about fitness and creating habits for life. These will mainly consist of team based sports, as well as some gym based activities. You can expect from your lessons, skill development, game play, coaching of tactics, opportunities to officiate, learning how to use fitness equipment and planning to improve/maintain fitness levels.
GCSE/OCR Sports Science	You will be in a group of mixed gender students who have opted to study GCSE/OCR Sports Science. These lessons will be used to extend your practical ability and continue to challenge you through use of the GCSE practical specification. NOTE – In this class you will also have the option to take the Leadership course and have all of the same opportunities (see below), however, it will be a class of Sports Science students.
Leadership	Students will have the opportunity to lead both younger peer age groups and primary school students. They will work towards an accredited course of the sports leaders’ level 1 which is a recognisable qualification towards post 16 education. Students will be taught and given confidence of how to teach a small group of pupils to organising and leading tournaments, sports days etc.

Assessment:

The Level 1 Award in Sports Leadership provides the ideal starting point for learners who wish to develop their leadership skills, whilst under the direct supervision of their teacher. The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner. The Level 1 Award in Sports Leadership is a practical qualification in which learners must demonstrate their ability to lead others in simple sport/activity.

All remaining pupils will not be assessed in their practical performance against the national curriculum criteria throughout the whole of Key Stage 4 core PE. However, they will be expected to participate to the best of their ability and will have opportunities to develop personal skills and qualities as a performer, official, leader and coach. Although there is no qualification that can be ascertained in core PE, it provides opportunities for pupils to develop personal skills such as knowledge, structure, communication, organisation, target setting, effective use of language

and qualities such as independence, leadership styles, teamwork, confidence, competence, motivation, enthusiasm and humour all of which future employers look for when at an interview. **For more information, please contact Mr J Carman in the PE Department. [Jamie.charman @mascallsacademy.org.uk](mailto:Jamie.charman@mascallsacademy.org.uk)**

PSHRE

Course Description:

In both Year 10 and Year 11, all pupils will take place in non-examined PSHE and RE. The curriculum promotes the important skills, knowledge and understanding needed to keep Britain tolerant and inclusive and prepare students for adult life. This curriculum places the development of students' social, moral, spiritual and cultural awareness and progress as a priority. Students are encouraged to reflect on their own actions, beliefs and motivations, as well as reflecting on those of others in society; whether that is of a religious or non-religious world view.

Topics Covered:

- the Environment
- Social Justice and Equality
- Healthy Relationships
- Sex Education including Consent, Attitudes to Pornography and the media
- Coercive control and violence
- Attitudes to Life
- Attitudes to Death
- Responding to global issues

Assessment:

There is no formal assessment for PSHRE. Students will be focused on developing key employability skills such as effective communication, compassion, empathy and the ability to consider different perspectives to a topic.

For more information, please contact Miss Honey, Assistant Principal: emma.honey@mascallsacademy.org.uk

GCSE GEOGRAPHY

Course Description:

The aim of GCSE Geography is to engage Geographers of the 21st century by creating geographical enquiry questions that encourage an investigative approach to each of the key ideas. As part of this enquiry process, students are encouraged to use integrated geographical skills, including appropriate mathematics and statistics, to explore geographical questions and issues. Students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st-century human and environmental issues. This is emphasised by two compulsory fieldwork visits covering both human and physical geography. The compulsory topic content gives students the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level.

The course allows the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills, including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy
- problem solving skills

Course Structure: Edexcel B GCSE Geography Exam

Component 1: Global Geographical Issues - Hazardous earth: Global atmospheric circulation, tectonics and atmospheric hazards. **Development dynamics:** Measuring development, why are some countries more developed than others? **Challenges of an urbanising world:** An increasingly urbanised world which leads to both challenges and opportunities

Component 2: UK Geographical Issues - The UK's evolving physical landscape covering: Coasts: Influences of geology and processes. Rivers: Physical processes on river landscapes. **The UK's evolving human landscape:** Changes to our urban and rural living environments with a focus on London. **Geographical investigations:** One human (urban or rural areas) and one physical (either coasts or rivers) fieldwork.

Component 3: People and Environment Issues - Making Geographical Decisions covering: **People and the biosphere:** How do we use the planet? **Forests under threat:** How are people impacting the world's forests? **Consuming energy resources:** From fossil fuels to clean energy - what are the impacts of our energy choices?

Fieldwork:

Fieldwork is a vital component of the course. All students will be involved in fieldwork in the local area. This will include one day of physical fieldwork in the South East and one day of human based fieldwork in London.

Assessment:

Paper 1: 1 hour 30 minutes written examination: 94 Marks, 37.5% of the qualification

Paper 2: 1 hour 30 minutes written examination: 94 Marks, 37.5% of the qualification

Paper 3: 1 hour 30 minutes written examination: 64 Marks, 25% of the qualification

For more information about the course please see Mr Reader or your Geography teacher.
steven.reader@mascallsacademy.org.uk

GCSE HISTORY

Students follow Edexcel GCSE History.

The assessment is based on 3 written exams that take place at the end of Year 11. Students are assessed against the following assessment objectives:

AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 - Explain and analyse historical events and periods studied using second-order historical concepts (e.g. cause and consequence).

AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

1. Paper 1: Thematic study and historic environment - Option 11 - 1 hour 20 minutes, 52 marks (including 16 for the historic environment)

Medicine in Britain, c.1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches

This topic focuses on the development of medicine in relation to British society. Students will focus on: medieval beliefs, treatments, and healers; the impact of the Renaissance; the revolution in medicine occurring in the 18th and 19th centuries; and the impact of modern medical developments including antibiotics and the NHS. The historic environment section features source skills and is based on a close study of medical conditions, treatments, and experiments during the First World War.

Paper 2: Period study and British depth study - Options B4 and P4 - 1 hour 50 minutes, 64 marks

Early Elizabethan England, 1558-88

This topic focuses on the early part of Elizabeth I's reign. It considers issues such as her religious settlement, relationship with Mary, Queen of Scots, development of plots and tensions with Spain, and life in the Elizabethan era, including a close examination of poverty and exploration.

Superpower relations in the Cold War, 1945-95

This topic follows the growing tensions between East and West in the years immediately following World War II. After focusing on Berlin, Hungary, and Cuba as flashpoints, the course then moves on to consider detente and the collapse of the USSR.

Paper 3: Modern depth study - Option 31 - 1 hour 30 minutes, 52 marks

Weimar and Nazi Germany, 1918-1939

In this topic, students learn about the immediate aftermath of World War I and its effects on the new Weimar Republic in Germany, including the challenges it faced and how society changed. Students then learn about Hitler's rise to power, the Nazi dictatorship, and life in Nazi Germany.

Please speak to Dr Pollack Head of History if you have any questions.

sam.pollack@mascallsacademy.org.uk

GCSE Option subjects

GCSE ART & DESIGN (FINE ART)

Course Description:

Students will work in one or more areas listed below. They may explore overlapping areas and combinations of areas.

Drawing and painting, sculpture, land art or installation, printmaking and mixed media.

The aims of the course are:

- To be able to express your ideas both realistically and imaginatively.
- To explore topics and themes selected by you independently.
- To learn about new skills and techniques in which ideas can be communicated through fine art work.
- To learn about fine art made today, in history and across different cultures.
- To improve your recording skills and experiment with new ideas and media.

Students are required to provide their own specialist equipment. Students may be required to make a contribution to costs in some instances.

Course Structure:

Our exam board is Eduqas, further information regarding the specifications can be found on their website. Students will work on a number of projects, which will involve them in thinking about how to communicate ideas and how feelings and meanings are conveyed in images and artefacts. They will look at and write about the work of relevant artists and designers and produce their own work using a range of techniques and processes.

Assessment:

In January of Year 11, a portfolio of coursework units will be submitted for assessment and the resultant grade counts as 60% of the overall GCSE grade. The remaining 40% is based on a final exam project, lasting for a number of weeks and with the final piece(s) being produced under exam conditions (10 hours).

Jobs and Careers:

Any role that requires you to be creative:-

Artist, architect, designer in fashion/textiles, graphics, products, interiors, printmaker, visual merchandising, ceramics, art historian, art therapist, event organiser, gallery curator, advertising, garden design, architecture, set design, prop maker, interior design, medical illustration, animation, photography, floristry, costume design, special effects, web design, creative educator.

The possibilities are endless.

For more information, please speak to Miss Charlton, Head of visual arts or your Art Teacher.

kerith.charlton@mascallsacademy.org.uk

GCSE ART & DESIGN (GRAPHIC DESIGN)

Course Description:

Students will work in one or more areas listed below. They may explore overlapping areas and combinations of areas.

- Computer-aided design
- Illustration
- Advertising and/or packaging
- Digital imaging and/or animation

The aims of the course are:

- To develop creative and imaginative ideas through the use of graphic design.
- To develop your ability to communicate in a visual and universal language.
- To learn about graphic design techniques and its global impact today.
- To learn the history of graphic design and how it impacts on modern design.
- To learn the practical skills necessary to produce graphic design work, both traditional and technological i.e. C.A.D

Course Structure:

Our exam board is Eduqas, further information regarding the specifications can be found on their website. Students will work on a number of projects, which will involve them in thinking about how to communicate ideas and how feelings and meanings are conveyed in images and artefacts. They will look at and write about the work of relevant artists and designers and produce their own work using a range of techniques and processes. While most basic equipment and materials are provided, students are required to provide pens, pencils, sketchbooks and a portfolio. Students may be required to make a contribution to costs in some instances.

Assessment:

In January of Year 11, two or three coursework units will be submitted for assessment and the resultant grade counts as 60% of the overall GCSE grade. The remaining 40% is based on a final exam project, lasting for a number of weeks and with the final piece(s) being produced under exam conditions (10 hours).

Jobs and Careers:

Any role that requires you to be creative. Graphic design and visual communications, illustration, advertising, print industry, computer aided design and manufacturing industry, web design and layout, art directors, animation and graphic animation, multimedia roles, computer game design, graphics and effects – film industry, set designer, design management.

The possibilities are endless.

For more information, please speak to Miss Charlton, Head of visual arts or your Art Teacher.
kerith.charlton@mascallsacademy.org.uk

GCSE ART & DESIGN (PHOTOGRAPHY)

Course Description:

You will work in one or more areas of Photography listed below. You may explore overlapping areas and combinations of areas.

- Portraiture, documentary and/or photo-journalism
- Environmental photography
- Experimental photography
- Working from objects, still life and/or from the natural world.

The aims of the course are:

- To develop creativity, imagination and communication skills.
- To develop investigative, analytical, and critical skills.
- To learn about ways in which ideas can be communicated through photography.
- To learn about the use of photography in various times and cultures.
- To learn the practical skills necessary to produce photographic work.

Darkroom and ICT facilities are available at the school. 35mm and digital cameras can be provided, though students are encouraged to acquire their own. Other materials are provided, though there may be small extra costs in some instances.

Course Structure:

Our exam board is Eduqas, further information regarding the specifications can be found on their website. You will work on a number of projects, which will involve you in thinking about how to communicate ideas, feelings and meanings as conveyed in images and artefacts. You will look at and write about the work of important photographers, and produce your own work in a range of ways including traditional darkroom processes and digital imaging. The final unit of work is an exam project.

Assessment:

In January of Year 11, a portfolio of coursework units will be submitted for assessment and the resultant grade counts as 60% of the overall GCSE grade. The remaining 40% is based on a final exam project, lasting for a number of weeks, with the final piece(s) being produced under exam conditions (10 hours).

Jobs and Careers:

Any role that requires you to be creative. Photographers are needed in many industries, such as:- Art, advertising, fashion, design companies, journalism, sport, visual communications and education. The possibilities are endless.

For more information, please speak to Miss Charlton, Head of visual arts or your Art Teacher.
kerith.charlton@mascallsacademy.org.uk

GCSE ART & DESIGN (TEXTILES/FASHION)

Course Description:

Students work in a number of areas relating to Textiles, such as:

- Fashion and/or costume design.
- Printed and/or dyed materials.
- Constructed and/or applied textiles.
- Domestic textiles.

The aims of this course are:

- To explore the work of contemporary fashion and textile artists.
- To experiment, sample and develop your work, using a wide range of materials and textiles techniques.
- To improve your recording skills, through a wide range of techniques and media.
- To develop your creative, imaginative and independent thinking skills, as you are asked to express your ideas and personalise your work.
- To create artwork through the use of fabrics, threads and textile techniques.

While most basic equipment and materials are provided, students are required to provide their own specialist equipment. Students may be required to make a contribution to costs in some instances.

Course Structure:

Our exam board is Eduqas, further information regarding the specifications can be found on their website.

Students work on a number of projects concerned with some or all of the areas above. They will have the chance to use their own creative ideas and to work through a process of experimenting and research leading to a final piece. They will write about their own work and research relevant themes.

Assessment:

A portfolio of coursework projects are submitted for final assessment in January of Year 11, and count for 60% of the overall GCSE grade. The remaining 40% of the GCSE grade is based on the exam project, which is similar to the coursework projects except that the final piece is produced under exam conditions (10 hours).

Jobs and Careers:

Any role that requires you to be creative:-

Fashion designer, fabric designer, pattern cutter, surface pattern designer, printmaker, costume design, artist, furniture designer, interior designer, art historian, set designer, stylist, teacher, curator, event organiser.

The possibilities are endless!

For more information, please speak to Miss Charlton, Head of visual arts or your Art Teacher.
kerith.charlton@mascallsacademy.org.uk

GCSE BUSINESS STUDIES

Course Description:

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- investigate and analyse real business opportunities and issues to construct well argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business

Theme 1 contains five topics:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 3 contains five topics:

- Topic 2.1 Growing the business.
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment:

- 2 exam papers (50% each of the overall grade) – 1hr 30mins, out of 90 marks
- Consists of multiple choice, short answer and long answer questions based on a business context.
- There will be some basic business maths questions

Jobs and Careers:

Chartered management accountant, banking, human resources, insurance underwriters, retail manager, marketing executive and many more.

For more information, please speak to Miss A Parker, Head of Business amy.parker@mascallsacademy.org.uk

GCSE COMPUTER SCIENCE

Course Description:

Computing is of enormous importance to the economy, and the role of computer science as a discipline itself and as an underpinning subject across science and engineering which is growing rapidly. The specification provides progression from key stage 3 studies by building on knowledge and skills taught and will provide excellent progression to A level computer science, vocational courses and on to degree level courses in areas of computing, engineering. GCSE Computer Science allows students to develop a range of thinking, communication and problem solving skills, with an engaging mix of class work, controlled assessments and an external exam. Students will apply those skills to a number of given problems and scenarios. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Students need to be working at a level 6 or higher, both in mathematics and English to access this course. Other interested students should discuss this with Mrs Anderson before opting for computer science.

Course Structure:

The course is made up of 2 components as follows:

Paper 1: Computer Systems

This is an externally assessed examination unit. It is worth 50% of the candidate's overall grade, and will be 1.5 hours in duration. It will consist of a mix of multiple choice, short answer and longer answer questions assessing systems architecture, memory and storage, computer networks, network security, software and ethical and legal impacts.

Paper 2: Computational thinking, algorithms and programming

This is an externally assessed examination unit. It is worth 50% of the candidate's overall grade, and will be 1.5 hours in duration. It will assess the student's knowledge and ability in writing or refining algorithms as well as the programming fundamentals, robust programs, boolean logic and programming languages.

Jobs and Careers:

This qualification is designed to enable you to enter employment at operative or trainee level within a wide range of business and creative environments that utilise computing. For example, you may start work as an Applications programmer, web developer, games programmer software designer. You may undertake an apprenticeship, NVQ or other occupational qualification. You may decide to take higher level qualifications.

Your ICT teacher or the Head of Department for Computing and ICT, Mrs P Elliott, will be able to give you advice on the most suitable course.

poonam.elliott@mascallsacademy.org.uk

GCSE DRAMA

Course Description:

This course is a mixture of an academic understanding of drama styles, genres and well known plays, along with practical performance work in both scripted and devised form.

The course aims are as follows:

- To extend group and self-awareness
- To develop imaginative, creative, cognitive and social skills
- To develop collaborative and performance skills
- To encourage an interest in theatre arts
- To extend and improve technical ability
- To understand the work of live theatre makers
- To explore and understand famous scripts

Course Structure:

This course is made up of three components.

Component 1—Devising (practical with coursework –40%)

In this unit, students will create a piece of theatre with the use of a stimulus and document the devising process. They can contribute as a performer or designer.

Component 2 - Performance from Text (Practical 20%)

In this unit, students must perform two extracts from any play text, although it must contrast with the script chosen for Component 1. They can contribute as performer or designer.

Component 3 - Theatre Makers in Practice (Written exam — 40%)

In this unit, students will develop their knowledge of drama and theatre, as well as studying a set play and evaluating the work of live theatre makers.

Assessment:

Component 1—40% - internally assessed performance and coursework

Component 2— 20% - externally assessed performance

Component 3—40% - externally assessed written exam

Jobs and Careers:

This course enables the student to seek a career in the performing arts industry. In addition, the transferable skills are essential in almost any job- for example: teamwork, leadership, communication, confidence, flexibility and determination.

For more information, please speak to Ms N Harman, Head of Drama
natalie.harman@mascallsacademy.org.uk

GCSE FILM STUDIES

Course Description:

Film is an important part of many people's lives. If you choose to study it you will need to bring with you a huge enthusiasm and excitement for film which will motivate you in your studies of how film provides powerful experiences which inspire a range of responses from the emotional to the reflective. Exploring how and why audiences are drawn into characters, their narratives and the issues films raise.

You will explore the root of that power as an immersive audio-visual experience from striking cinematography, composition and locations as well as powerful music and sound. Many consider film to be the major art form of the last hundred years and it is important to study something which has such a significant influence on the way people think and feel.

Course Structure:

This course is designed to draw on an existing enthusiasm for film and introduce you to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. You will study 6 films from a range of different historical, social and cultural contexts.

You will develop your knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, you will study more recent films in the forms of a US independent film, as well as films from Europe, including the UK, South Africa and Australia.

Production is also an important part of this course and is integral for your understanding of film. Studying a diverse range of films from different contexts will support you to apply your knowledge and understanding to your own filmmaking and screenwriting.

The course culminates in two exams in the summer of year 11 as shown below:

Assessment:

Component 1- Key Development in US films (35%). Written examination. You will study **three US films** for this component.

- A **comparative study** of mainstream genre films from the 50s and 70s/80s. (Focus on key developments in Film technology).
- One **independently produced** film. (Key focus on specialist and academic writing about film and film criticism).

Component 2 – Global Film (35%). Written examination. You will study **three films from outside the US** for this component.

- One **global English language** film. (Focus on narrative)
- One **global non-English language** film. (Focus on representation).
- One **UK film produced since 2010**. (Focus on aesthetics qualities of film).

Component 3 – Production (30%). Non-Exam Assessment. You will have a choice of production options to meet a brief set by the exam board.

- **Either** a film extract from a genre film. **(2-2.5 minutes)**
- **Or** a screenplay for a genre film **(800-1000 words)** + a shooting script.

You will also be required to complete an evaluative analysis **(750-800 words)** – **explaining the choices you have made.**

Jobs and Careers: Film opens up opportunities for jobs within the art/design/culture sector and, within the film + TV industry itself. A typical film employs around 200 people as cast and crew, but the big films such as Avengers employ up to 4000! There are so many possibilities, you just have to open your eyes and see them!

Please speak to Head of Media and Film Studies, Ms L Entacott for more information. lucy.entacott@mascallsacademy.org.uk

GCSE

FOOD PREPARATION & NUTRITION

Course Description:

The GCSE in Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Course Structure:

This course has been designed to enable a balance between practical and theoretical knowledge and understanding. It is divided into six areas of content with two tasks for each of the assessments. This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. This content relates to the study of both food and drinks.

By studying food preparation and nutrition students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Assessment:

Component 1: Principles of Food Preparation

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

Assessment 1: The Food Investigation Assessment (8 Hours)

A scientific food investigation which will assess knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (12 Hours)

Prepare, cook and present a menu which assesses the knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of the qualification

100 marks

Students will be given the opportunity to develop technical skills through practical and experimental work. This opportunity will allow students to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Food Preparation and Nutrition in Action

Non-examination assessment

50% of the qualification

100 marks

The non-examination assessment is composed of two assessments that are set by WJEC.

Students will be able to select from a choice of two tasks for each assessment.

For more information, please see Head of Technology Mrs C James

chloe.james@mascallsacademy.org.uk

GCSE DESIGN AND TECHNOLOGY

Course Description:

Design and Technology is a new qualification that has been redesigned to be engaging and inspiring, and a subject that reflects the demands of a truly modern and evolving society. This qualification enables you to apply yourself and develop the practical skills needed to succeed in your chosen pathway.

The title “Product Design” allows you to explore all specialisms of the subject which include resistant materials, electronics, textiles and graphical design. You can then focus on either one, two or all specialisms for your final piece encouraging you to respond creatively to your brief without design restrictions.

Course Structure:

2 Year Course – Year 1

Over the first year you will complete a number of small ‘mini’ projects that will allow you to develop the knowledge and skills to understand working with the different specialisms. This will focus on the theory aspect of the course as well as develop coursework skills and techniques ready for their given brief that is created by the exam board

Year 2

In the final year you will be given a design brief from the exam board. You will be expected to respond to the brief and will produce approximately 20 to 30 pages of A3 paper for your design, make and evaluation for your design, along with any models and your final prototype.

Assessment:

50% Exam 50% Coursework

Students should be aware that 15% of the exam is maths based questions.

Written examination:

2 hours

50% of the qualification

100 marks

Section A: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended open response questions.

There will be 10 marks of calculation questions in section A.

Section B: Material categories.

This section is 60 marks and contains a mixture of different question styles, including open response, graphical, calculation and extended open response questions. There will be 5 marks of calculation questions in Section B.

Non – examined assessment:

50% of the qualification

100 marks

Students will undertake a project based on a contextual challenge, released by the exam board a year before certification. The project will test students’ skills in investigating, designing, making and evaluating a prototype of a product. Your work will be internally assessed.

The marks are awarded for each part as follows: -

1 – Investigate (16 marks)

2 – Design (42 marks)

3 – Make (36 marks)

4 – Evaluate (6 marks)

Jobs and Careers:

Product design is a popular subject for further and higher education and through its transferable skills will enable you to pursue many potential career paths. Product design graduates can go on to careers in teaching, architecture, engineering, interior design, garden design, marketing, advertising, theatre set designers and vehicle design.

For more information, please see Head of Technology Mrs C James

chloe.james@mascallsacademy.org.uk

GCSE RELIGIOUS STUDIES

Course Description

The GCSE course ensures that students are:

- Able to reason, pick apart, formulate and articulate arguments which are logical, sound and convincing.
- Challenged to reflect on and develop their own values, beliefs and attitudes .
- Provided with a platform to engage with questions of purpose, truth, meaning and what impact they have on human life.
- Developing knowledge and understanding of religions and non-religious beliefs.
- Equipped with the ability to construct and write persuasive, informed and balanced arguments which demonstrate their depth and breadth of understanding.
- Prepared for adult life in a multicultural society and global community.

Course Structure

Students will study the below topics and explore their values, beliefs and attitudes in light of Christianity, Islam and Humanist (non-religious) beliefs.

Religion and life -which questions the value of life, animal testing, the perceived conflict between science and religion and whether abortion or euthanasia are morally right or wrong.

Religion, peace and conflict - which questions the use of violence, terrorism, whether nuclear weapons are necessary and if reconciliation and forgiveness are desirable, or even possible.

Religion, crime and punishment - which questions law and order, why people commit crime, what the aim of punishment is and if evil is a reality or an excuse.

Relationships and families - which questions the purpose and role of family, the utility of divorce and what human sexuality and gender is.

The GCSE specification requires the study of the leading world religions: Christianity and Islam. Students will study the beliefs, teachings, practices and sources of authority of both religions.

Assessment

Students will be assessed at the end of Year 11 with 2 x 1 hour 45-minute examination.

If you would like to find out more information about this course, please speak to Mr D Wakefield, Head of Social Sciences.

david.wakefield@mascallsacademy.org.uk

GCSE

SOCIOLOGY

Course Description:

Sociology is the study of human behaviour and society. It is a Social Science which aims to research, and explain our social world and the similarities and differences within it.

Sociology at GCSE investigates the different experiences that social groups have in the UK and seeks to rigorously apply theories to explain how society has ended up the way it is. Sociology is an academic subject, and students should be prepared to analyse statistics, evaluate arguments and write extended answers.

Course Structure:

Students will study each of the following units:

Unit 1 (50%)

- Social Research
- The Family
- The Education System

Unit 2 (50%)

- Social Research
- Crime and Deviance
- Social Stratification and Social Inequality

Assessment:

The course is examined at the end of Year 11 with 2 x 1 hour 45 minute examinations.

Jobs and Careers:

Sociology at GCSE is useful for a range of careers including journalism, teaching, social work, healthcare, law, politics and any job where communication with others is important.

If you would like to find out more information about this course, please speak to Mr D Wakefield, Head of Social Science. david.wakefield@mascallsacademy.org.uk

AQA GCSE SPORT SCIENCE

Course Description:

With the recent changes to the AQA exam board requirements, the new criteria have been developed after working closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire the candidates to learn new and contemporary topics which will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies. The qualification is linear and all candidates will sit 2 exams at the end of the course.

The topics that the students will learn about and be assessed on are:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Course Structure:

In their first year of the course this will comprise classroom and practical lessons. Students will have regular homework and mini tests throughout the semester. In year 11, candidates will have allocated time to complete their controlled assessment, regular mini tests and 2 mock exams. The practical lessons in both year 10 and year 11 will be an opportunity for students to excel in the variety of sports that we teach and candidates must work effectively in all aspects of the practical lesson as the assessment is on-going.

Assessment:

Candidates who opt for GCSE sport science will be assessed in a 40% practical and 60% theory weighting.

All candidates will be assessed as a performer in 3 sports (1 in a team sport, 1 in an individual sport and 1 in either team or individual). **Due to the high level of practical performance required, students opting for this course should be competing for the school or for external clubs in at least 2 sports.**

As part of the 40% practical assessment, students will be required to complete an analysis of their own performance. This will be completed through a controlled assessment. The remaining 60% theory will be assessed by 2 exams each being 1 hour and 15 minutes, at the end of year 11.

For more information, please speak to Mr.Charman, Head of Physical Education Department
jamie.charman@mascallsacademy.org.uk

VOCATIONAL QUALIFICATIONS

BTEC Level 1/2 Tech award DANCE

Course Description:

The performing arts significantly contribute to the UK's creative and cultural industries, which grew over five times faster than the wider UK economy in 2017–2018, adding £111.7 billion annually. In 2018, over 9,000 enterprises operated in the performing arts sector, employing more than 82,000 individuals in various roles by 2019. Skills gained through performing arts are essential across creative sectors such as film, TV, theatre, games, and advertising.

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is designed for Key Stage 4 learners to develop vocational and sector-specific skills. It involves studying professional practices, exploring roles in performance creation, and applying practical skills in realistic settings. This qualification complements GCSEs and prepares students for diverse progression opportunities, fostering skills like collaboration, meeting deadlines, and incorporating feedback.

Dance, as a subject, nurtures students' creative, physical, emotional, and intellectual growth, regardless of prior experience.

Course Structure:

- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Responding to a Brief

Assessment:

Component 1: Learners will deepen their understanding of the performing arts by analyzing professional works and the processes involved in performance creation. Pearson assigns the assessments, comprising two tasks:

Task 1: Learners investigate a professional performing arts work, examining its stylistic qualities, features, intentions, purpose, required skills, responsibilities, and external influences.

Task 2: Learners actively explore the techniques, processes, and approaches used to create the professional work studied in Task 1.

Component 2: Learners will enhance their performing arts skills by reproducing dance repertoire as performers or designers. Pearson assigns the assessments, consisting of three tasks:

Task 1: Learners prepare for a performance or present designs for existing repertoire.

Task 2: Learners showcase their performance or production designs to an audience.

Task 3: Learners review the development and application of their skills and techniques during and after the process.

Component 3:

In Component 3, Responding to a Brief, learners collaborate in groups to create a workshop performance as either performers or designers based on a provided brief and stimulus. This task involves:

Creative Process: Developing ideas for a performance tailored to a target audience using the given brief and stimulus.

Performance: Applying skills and techniques to deliver a workshop performance that communicates creative intentions.

Documentation: Recording planning, development, and evaluating the production process in a written log and evaluation report.

The assessment is conducted under supervised conditions over 3 hours during the May/June exam period, with the first assessment scheduled for May/June 2024. This external component integrates skills developed in earlier components.

Jobs and Careers:

Past students have used these skills from their dance course to become successful performers, teachers, architects, business managers, marketing and advertising developers, lighting technicians, journalists - a variety of jobs from a variety of different employment areas.

**For more information, please speak to Miss K Horn Head of Performing Arts.
kristina.horn@mascallsacademy.org.uk**

Eduqas Level 1 & 2 Technical Award MUSIC

The **Eduqas Level 1/2 Performing Arts Technical Award** offers an engaging and practical introduction to the performing arts. The music pathway offered at Mascalls is specifically tailored for students with a passion for music. This course equips students with the skills, knowledge, and confidence needed for both further study and a career in the creative industries. The music pathway allows students to immerse themselves in the world of music, focusing on performance, composition, and the technical aspects of music production and promotion.

The qualification is divided into **three structured units**, each offering a unique perspective on the music industry and its professional practices:

Unit 1: Performing:

This unit centers on developing and showcasing performance skills. Students are guided through the process of preparing and delivering a performance on their chosen instrument, whether as a soloist or part of an ensemble. They explore the fundamentals of technique, expression, and stage presence, learning how to interpret musical works and connect with an audience. Students are assessed on a combination of initial research on their selected piece(s), detailed rehearsal logs and reflective journals over time, performance, and reflective evaluations that highlight their personal growth and creative choices. **Unit 1 accounts for 30% of the final grade.**

Unit 2: Creating:

Creativity takes center stage in this unit, where students delve into the composition and arrangement of music. They are encouraged to experiment with styles, techniques, and technology to craft original pieces or reimagine existing works. This unit not only develops new technical skills but also critical thinking and problem-solving abilities as students consider how to meet a given brief or target audience's expectations. **Unit 2 accounts for 30% of the final grade.**

Unit 3: Performing Arts in Practice:

This synoptic unit brings together the knowledge and skills gained in Units 1 and 2. Students gain insights into the business side of the music industry, exploring roles, responsibilities, and the processes involved in organizing and promoting performances or musical products. They also learn to respond to professional-style briefs, demonstrating their understanding of industry practices and expectations. **Unit 3 is the largest unit, accounting for 40% of the final grade.**

The Level 1/2 Technical Award combines practical skill development with theoretical knowledge, offering a holistic view of the performing arts industry. Students not only refine their talents as musicians but also gain essential insight into how the industry operates. The course is assessed through a combination of internally marked and externally moderated assignments, ensuring learners are ready to progress to higher education or further vocational opportunities.

This qualification is perfect for students eager to explore their musical potential while building a foundation for success in the dynamic world of performing arts. During their two years of study, we encourage students to develop their musical skills working both as an individual solo artist, and as part of an ensemble/band/group so there really is something for everyone.

Jobs and careers:

Musician / Session Musician / Music Producer / Musical Theatre Performer / Composer / Songwriter / Lyricist / Sound Engineer / Music Producer / Recording Studio Technician / Live Events Technician / Music Promoter / Artist Manager / Event Manager / Music Marketing Specialist / Music Educator / Community Arts Worker / Video Game Music Composer / Music Journalist or Critic / Content Creator.

**For more information about the course please speak to Mr Gosling for more information.
ben.gosling@mascallsacademy.org.uk**

LEVEL 2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING

Course Description:

This course provides learners with the knowledge and understanding of the hospitality and catering industry. It develops learners' ability to plan, prepare and cook dishes and equips learners with the practical skills required within the catering industry. Learners will complete tasks that mirror industry practice.

Course structure:

WJEC Vocational Awards in Hospitality and Catering consist of two units:

Unit 1. Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2. Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs. Both units have also been designed to provide learners with an understanding of how the learning is relevant to the sector.

Assessment:

WJEC Level 1/2 Vocational Award in Hospitality and Catering units are assessed through controlled internal assessment or external assessment.

External assessment Unit 1: 40%

The Hospitality and Catering Industry will be externally assessed. The external assessment is available in June each year. Pupils will either sit an on-screen or paper version of the exam. Details of the external assessment are as follows: **Duration:** 90 minutes. **Number of marks:** 90

Internal assessment Unit 2: 60%

Hospitality and Catering in Action is internally assessed:

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Where could this qualification lead to?

After completing the WJEC Vocational Award in Hospitality and Catering learners might be interested in progressing to other qualifications relevant to working in the sector, such as:

- WJEC Level 3 Applied Certificate / Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering
- Level 2/Level 3 Diplomas in Professional Cooking
- Level 3 Diploma in Hospitality and Tourism Management.

Jobs and Careers

Events planning/management/ Flight attendant/ Chefs/ Hotel manager/Spa manager/ Beverage manager/ group sales person/ Wedding coordinator/ Cruise Ship Attendant/ Front Desk Associate/ Front Desk Supervisor/Front Office Attendant/ Front-of-House Manager/ Guest Relations Manager/ Guest Services Associate/ Guest Services Supervisor/ Hotel Clerk/ Hotel Receptionist/ Reservationist/ Reservations Agent/ Dietitian/ Sous Chef/ Consumer Scientist.

For more information, please contact Mrs C James, Head of Design and Technology.

chloe.james@mascallsacademy.org.uk

OCR CAMBRIDGE NATIONAL SPORTS SCIENCE

Course Description:

This course is a vocational course in which the students learn about a number of different aspects of sport. The knowledge, understanding and skills learnt in studying an OCR Sports Science course will aid progression to further study and prepare learners to enter the workplace. In the sport sector, typical employment opportunities may include working as a coach, nutritionist, PE teacher or as a fitness instructor.

Course Structure:

The OCR Sports Science course is the equivalent to 1 x GCSE. The course is made up of mandatory and specialist units which will be both internally and externally assessed. Assessments are divided into three different units. Students will either be assessed by coursework or an exam. The coursework assessment can be resubmitted so are therefore completed first and grades are submitted in year 10 and 11. This course is not graded traditional via numbers, instead students are awarded a pass, merit and distinction depending on their success in each unit.

Assessment:

Unit R180 - Reducing the risk of sports injuries and dealing with common medical conditions. This unit is **set and marked by OCR** and will be in the form of a **written exam**. **Students have to complete this exam at the end of year 11.** By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.

Unit R181 - Applying the principle of training, fitness and how it affects skill performance. This unit is **set and marked internally** in the form of **written coursework**. Although assessed in a written form, the lessons are taught through **practical** and therefore almost 50% of year 10 lessons will be taught practically through this unit. By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with the practical skills in fitness testing.

Unit R182 - The body's responses to physical activity and how technology informs this. This unit is **set and marked internally** in the form of **written coursework**. By completing this unit, learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.

Jobs and Careers:

Start a career in the sport or leisure industry. The course will give you an understanding of the vast array of jobs that are available in the sports industry. It will also allow you to work and train in another chosen career. (This course is good preparation for work in any area).

For more information, please contact Mr J Charman, Head of PE.
jamie.charman@mascallsacademy.org.uk

BTEC Level 1/2 Tech award Enterprise

Course Description:

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as problem solving, research, decision making, innovation, project management, planning and communication.

Component 1: Exploring enterprises

- Understand how and why enterprises and entrepreneurs are successful
- Understand customer needs and competitor behaviour through market research
- Understand how the outcomes of situational analyses may affect enterprises.

Topics covered:

- Size and features of SMEs
- Markets, sectors models and industries in which enterprises operate
- Aims and activities of enterprises
- Market Research to understand customer needs and competitor behaviour
- PEST and SWOT analysis

Component 2: Planning and pitching a micro-enterprise

- Choose an idea and produce a plan for a micro-enterprise idea
- Present a plan for the micro-enterprise idea to meet specific requirements
- Review the presentation of the micro-enterprise idea to meet specific requirements.

Topics covered:

- Types of business ownership
- Aims and objectives
- Identifying a target audience
- The marketing mix
- Resources and financial information required
- Risk assessment and viability of the idea.

Component 3: Marketing and Finance for enterprise.

- Understanding and application of knowledge of how SMEs promote and finance their business.

Topics covered:

- Targeting and segmenting the market
- The 4 p's of the marketing mix
- Financial documents
- Payment methods
- Revenue, costs and profit
- Profitability and liquidity
- Budgeting
- Cash flow & Breakeven analysis
- Sources of business finance.

Assessment:

Components 1 and 2 are assessed through non-exam internal assessment. Component 1 is assessed through a coursework piece. Component 2 is assessed through a recorded presentation alongside a written review.

Component 3 is an external assessment which provides the main synoptic assessment for the qualification. This is a 2 hour paper consisting of short answer questions with a total of 60 marks.

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. The learner will gain a grade between a L1P to a L2D*.

Jobs and careers

Entrepreneurial roles, chartered management accountant, banking, human resources, insurance underwriters, retail manager, marketing executive and many more.

For more information, please speak to Miss A Parker, Head of Business amy.parker@mascallsacademy.org.uk

GLOSSARY

ATTAINMENT TARGET:

Attainment Targets are the target level your child is currently aiming for example, 6a.

CORE:

The parts of a course that all students must study. Other parts are called Options.

COURSEWORK:

Some of the marks which go towards your final GCSE grade depend on 'Coursework' which is assessed by the teacher and then checked by a moderator. You will be told when you are doing coursework which counts towards the final examination. It is very important that you do your very best on coursework assignments because often coursework decides 20% - 60% of the marks.

DEADLINE:

If you have ever been late with your homework, even if it was not your fault, then you missed a deadline. GCSE deadlines are very important. The rules cannot be bent. Get organised and meet your deadlines.

EXAMINING GROUP:

This is the national group which organises and marks the exams. There are several organisations which arrange exams. Each subject will use one of these exam groups; EDEXCEL, AQA, OCR, WJEC, RSL or City and Guilds.

OPTIONS:

These are the subjects which you can choose to do. They are arranged in columns on the Options Grid and you can only choose one subject from each column. (This is because all the subjects in one column happen at the same time).

The option grid is fixed and cannot be moved around within the columns.

TIERS:

Exam papers are sometimes 'tiered' according to how hard they are.

Each student will be given the encouragement and the opportunity to demonstrate their ability before the most appropriate tier of entry is decided upon.

FINAL NOTES FOR PARENTS

COURSES/FURTHER INFORMATION:

The information in this booklet is based on such advanced information as is available at the time of writing. However, some of the courses are new and not all the details are yet available. We have tried to provide enough information to help you make decisions but it is possible that some details given will change.

Parents may be aware that the GCSE grades changed in 2017 from A*-G to numerical grading's' of 1-9 with grade 8/9 ranking as the highest.

INDEPENDENT STUDY:

Independent study is an integral part of most courses. Some subjects still set independent study on a regular weekly pattern to prepare for or to consolidate the work in lesson time. Increasingly however, GCSE, OCR Nationals and Diplomas require projects to be completed over several weeks usually to a deadline. These may be part of the required assessment. Sometimes students are required to plan their own independent study.

It is normal for students to have two independent study assignments on most evenings. Parents who feel that their son or daughter is significantly over or under-burdened are encouraged to contact the advisor at an **early** stage.

COURSEWORK DEADLINES:

Some courses include an element of coursework. There will be coursework deadlines and mid-course modular examinations. It is important that candidates understand that failure to meet these deadlines can **seriously reduce** the grade. Parents will be notified of the main assessment deadlines, as far as they are known, in the third Semester.

COSTS:

In most cases there are no significant additional costs to be borne by parents because textbooks and some other materials are supplied. Limited costs, such as occasional school trips will fall to parents. If students wish to annotate their textbooks (as is often the case in English Literature), they will be asked to pay for the books themselves. Subjects where students may require specialist materials and high levels of photocopying will need to supply these or contribute to the costs.

PARENTAL SUPPORT:

Many examination courses involve large amounts of continuous assessment, which can require work to be produced to a deadline. Those who develop a regular working habit are rewarded, but students who fall behind can find themselves ungraded at the end of the course. In these cases, parental support can be invaluable in helping a student plan their workload at home, and develop regular working patterns.

If you have any questions about the options process, please do not hesitate to contact us at the school.

