

# Year 9

## Option Choices Booklet

### CORE PLUS PATHWAY

### 2023



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This booklet is designed to provide useful information about the option process at Temple Moor, to allow students to make informed choices as to the options they pick. The information contained within explains what the options process involves and gives students and parents/carers information about the courses which we offer.

## **What will students study at Key Stage 4?**

Our aim is to give students access to a broad and balanced curriculum, which promotes knowledge and ensures that students leave school highly literate, numerate and well rounded. The curriculum we offer allows students to pursue a range of qualifications that will support their future ambitions and provide access to high quality pathways for further study and apprenticeships after Year 11.

English Language, English Literature, Maths and Science are compulsory courses that students must study until the end of Year 11. Students will gain at least one GCSE from each of these courses.

In addition to these, all students also participate in Core PE, Personal Development lessons and a GCSE short course RE qualification (please see the details on this course on page 22).

However, at Key Stage 4, students get the opportunity to choose to specialise in some subjects. Students select 4 options choices in total; one of these has already been picked and studied for a year, leaving three more options that students need to pick (to begin in September 2023).





# A split options process



At the end of Year 8, students were only required to choose one option. Students will have been allocated this and studied it since September 2022. Option 1 is studied over 3 years and examined at the end of Year 11.

Now students are required to select the final three options which they wish to undertake qualifications in. These options, together with the compulsory subjects given on the previous page, will then form the suite of qualifications which students will take at Key Stage 4. Key Stage 3 subjects, which they do not opt to take, will no longer be studied beyond Year 9.



Year	Option 1	Option 2	Option 3	Option 4
8	Chosen at the end of Year 8			
9	Studied during Y9, 10 and 11  Examined in May/June 2025 for most courses	Chosen at the end of Year 9	Chosen at the end of Year 9	Chosen at the end of Year 9
10		Studied during Y10 and 11	Studied during Y10 and 11	Studied during Y10 and 11
11		Examined in May/June 2025 for most courses	Examined in May/June 2025 for most courses	Examined in May/June 2025 for most courses

We offer a wide range of subjects for students to choose from. It is important that students choose a course which will suit them in terms of course content, style of delivery, how it is assessed and what they can progress onto after Year 11. As a result, we offer a range of practical, academic and applied courses, with a range of different assessment methods, from which students can pick. These courses are all high-quality qualifications which are designed to support students in progressing onto our 6<sup>th</sup> form, further education or apprenticeships.

To ensure that students are properly supported and guided to make an informed choice that will enable them to be successful, the school provides support and guidance to students throughout the process.



## What is the English Baccalaureate?

The English Baccalaureate (EBacc) is a suite of qualifications which have been identified by the Government as being facilitating in terms of promoting academic rigor and developing powerful knowledge. It is not a qualification in itself, but recognises students who achieve Grade 5 in GCSE English, Mathematics, Sciences, a language and a humanities subject (History or Geography).

## Why is the EBacc a consideration in my options choices?

Research suggests that studying this full suite of subjects improves students' outcomes across all subjects due to the high-level literacy, numeracy and transferrable knowledge they promote. These qualifications also maintain education and employment options when students leave secondary school and are viewed favourably by Russell Group universities.

The ambition of the Government is that 90% of current Year 9 students nationally will study this suite, and therefore the importance of the EBacc to universities and employers will grow. The Department for Education has produced a parent leaflet, providing further details about the English Baccalaureate, on the following website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/761031/DfE\\_EBacc\\_Leaflet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761031/DfE_EBacc_Leaflet.pdf)

## How does Temple Moor's curriculum fit with the EBacc?

Our Key Stage 3 provides a strong foundation in these subjects for all students, meaning that all students should be able to access these GCSEs with confidence.





# What is Core Plus Pathway?



During the Year 9 options process, we guide students onto pathways, based on whether we feel the full Ebacc suite of qualifications is most appropriate for them. All students on our main pathways study English language and literature, maths, science and a humanity, but we offer two main pathways which guide pupils in making a choice about languages.

The school feels that your child is best suited to pursuing qualifications on the Core Plus pathway. Core Plus is a pathway which guides students to select options which cover the full EBacc suite of qualifications, including a modern foreign language. Students are selected for this pathway in dialogue with their subject teachers, with all students targeting a grade 4 or above in each of the EBacc contributory qualifications.





# Picking Options 2, 3 & 4



Students need to select one option from each block in the list below. In addition to picking this option, they also need to select a reserve choice for Option 4, in case their first-choice option cannot run.

Option 2 - 2-year course. Pick one from this list:	Option 3 - 2-year course Pick one from this list:	Option 4 - 2-year course Pick one from this list, <u>plus</u> one reserve choice:	Optional 5th qualification:
<ul style="list-style-type: none"> <li>GCSE Geography</li> <li>GCSE History</li> </ul>	<ul style="list-style-type: none"> <li>GCSE French (if studied at KS3)</li> <li>GCSE German (if studied at KS3)</li> <li>GCSE Spanish (if studied at KS3)</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Computer Science</li> <li>BTEC Construction and the Built Environment</li> <li>BTEC Creative Media Production</li> <li>GCSE Design Technology (Product Design)</li> <li>BTEC Enterprise</li> <li>GCSE Fine Art</li> <li>GCSE Graphic Design</li> <li>BTEC Health and Social Care</li> <li>GCSE History</li> <li>Eduqas Hospitality and Catering</li> <li>BTEC Music Practice</li> <li>BTEC Performing Arts – Dance</li> <li>BTEC Performing Arts – Drama</li> <li>GCSE Psychology</li> <li>GCSE PE</li> <li>BTEC Fashion and Textiles</li> <li>Technical Certificate in Finance</li> </ul>	Upgrade short course RE to a full GCSE RE qualification, by studying after school twice a week (see next page).

Please note that these courses will only run if there is sufficient uptake from students. **We also reserve the right to move the blocks which particular courses are offered in, if this means we can provide more students with their first choice.**

Students must also choose courses which are different to the GCSE/BTEC they selected in option 1 last year. This means that they cannot select BTEC Sport or GCSE PE if they are already studying one of these, as they are from the same subject area.







# Religious Education (GCSE short course)



## Changes to Religious Education

From September 2023, as part of our ambition for all learners, all students in Year 10 will study GCSE Religious Education (short course) as part of their curriculum entitlement.

This will be studied twice a week within their Period 6 time, rather than through their Personal Development lessons as has previously been the case. This will not have any impact on their other curriculum subjects but is an enhancement to the curriculum.

This decision has been taken to further promote the personal development and values of students, and will also enable a greater exploration of other topics in Personal Development lessons. Additionally, it further prepares students for opportunities within the local employability market, as the "Third sector" is a large employment sector within the Leeds City region

<https://www.leeds.gov.uk/one-minute-guides/third-sector>

Through studying this, all students will gain an additional qualification, worth half a GCSE. This will not use up one of their options slots, but will sit as an additional qualification on top of those which students study.

Additionally, as part of this options process, students will have the choice to "top-up" this half GCSE to a full GCSE in RE by studying the additional units as a twice weekly twilight, which would take place after school between 3:05-4:05 in Y10. This will be in addition to their chosen options, and will require a commitment from students to attend the lessons outside the normal school day.

Students who wish to participate in the RE extension units after school, should indicate this on the options form by ticking the identified cell in the options form.



# Different types of qualification



## What is the difference between a GCSE and a Technical Award (BTEC or Cambridge National)?

The primary difference between a GCSE qualification and other types of qualification is in the style of assessment and the nature of the course.

Most Technical Award qualifications that we offer are BTEC or Cambridge National qualifications, which are equivalent to **one** GCSE. These Technical Awards are centred on 'real life' experiences of the world of work e.g. the construction or care industries. All Technical Award qualifications include an externally assessed (examined) unit which accounts for at least 40% of the course. Some of these are examined at the end of Year 11 but some courses have more flexibility as to when this exam is sat. The remaining units are internally assessed via coursework assignments which are completed throughout the course.

Technical Awards are graded using a scale from Level 1 Pass up to Level 2 Distinction\*.

GCSE qualifications are all examined at the end of Year 11, and no longer have any coursework element to them. English also has a speaking assessment in addition to the exams, with the speaking assessment counting toward the non-examined assessment of the course. All GCSE qualifications are assessed using a 9-1 grading system (9 being the highest), which has replaced the previous A\*-G grading.

An overview of the equivalence of the new grading system compared to the old is shown here.

OLD GCSE GRADING STRUCTURE	NEW GCSE GRADING STRUCTURE	BTEC TECH AWARD GRADING STRUCTURE
A*	9	Level 2 Distinction*
	8	
A	7	Level 2 Distinction
B	6	Level 2 Merit
	5	
C	4	Level 2 Pass
D	3	Level 1 Distinction
E	2	Level 1 Merit
F	1	Level 1 Pass
G	U	

If students/parents/carers require any further details of this, please contact Miss Matthews (KS3 Phase leader).



There are many sources of help and advice that students can access in making decisions about your options. Different people often give advice from different points of view. It is important to realise and understand this when seeking help.





# Do's and Don'ts for students



## DO's



**DO** choose subjects **YOU** want to do and which suit **YOUR** aspirations. You are the person who has to do the work.



**DO** choose subjects that you are good at and that you enjoy.



**DO** talk to your tutors, subject teachers and your parents/carers to ensure you get their advice. They want to help you.



**DO** consider what might want to do after Year 11 in terms of further education, apprenticeships and future employment.



**DO** challenge yourself. Don't be put off choosing a course which you like just because you think it will be difficult. You will be surprised at what you can achieve!

## DON'TS



**DON'T** simply choose a subject because your friends have chosen it. They may have different career interests to you, and there is no guarantee you will be in the same class as your friends. Think about your own future.



**DON'T** choose a subject because you like the teacher you have this year. They might not teach you next year.



**DON'T** choose a new subject just for a change. Find out about it first to make sure it is right for you, as once you start it you cannot change.



**DON'T** make any subject choices without having read and understood the information in this booklet, attended the options evening and participated in some of the taster lessons w/c 27<sup>th</sup> February.



# How to choose options



## **Support in making the right choices**

All students will have a year group assembly where the options process will be introduced and explained to them. Form time will also be used to discuss the process and the choices available to students.

The school will be hosting an **Options evening** for students and parents/carers, which will be on **Monday 6<sup>th</sup> February 4:30pm – 7pm**. During this, students and parents/carers will have the opportunity to watch a presentation about the options process, as well as finding out more about the courses from the subject teams who teach them, so that students are empowered to make the most appropriate choices for them.

## **Submitting options choices**

Having attended Options evening, students and parents/carers will have the opportunity to reflect on and discuss the most appropriate course choices before submitting their preferences. Student choices should be submitted by completing the options form and returning to their form tutors. Options choices must be received no later than **Monday 13<sup>th</sup> March**.

**Any student who has not chosen their options by this deadline will be supported to make their choices in school, but may have to pick from a reduced selection, as priority will be given to students who have submitted their choices by the deadline.**

## **What happens after 13<sup>th</sup> March?**

Once all course choices have been made, they will be collated, analysed and students will be assigned to groups. Subjects that are undersubscribed (typically less than 20 in a group) are unlikely to run, and reserve choices will then be used. It may take several weeks after Easter before choices are confirmed. Parents/carers will be informed via the Arbor app of the choices which have been allocated to students.



The options process provides students with an opportunity to begin to consider which career paths might be of interest in them, as this will potentially guide them in making options choices.

**We recommend that options choices are not submitted until after students have undertaken this careers research.**

Additionally, all students will be provided with the opportunity to request a careers interview with our Pathways advisor, Mrs Pasfield. Students should request this by contacting Mrs Pasfield directly (her office is in the atrium) or by requesting an appointment to be made via their form tutors.

Parents/carers may also wish to discuss potential career paths with students and undertake further joint research with them. To aid parents/carers in doing this, we have put together a range of useful links and resources. These can be accessed via the following web links:

<https://tmhs.co.uk/students-parents-carers/careers-information-guidance/career-and-labour-market-information/>

<https://tmhs.co.uk/students-parents-carers/careers-information-guidance/useful-websites/>

<https://tmhs.co.uk/students-parents-carers/careers-information-guidance/parents/>



## **How should students and parents/carers use this booklet to make decisions?**

This booklet is designed to give information about the process and the subjects that we offer. However, it is not a substitute for attending the options evening to hear teachers' insight about their subjects. Therefore, this booklet should be used by students to begin to investigate subjects they might be interested in finding out more about, guided by the following questions:

- 1). Does the subject sound like one that I would like to study?
- 2). Will I do well in the subject?
- 3). Will the subjects support continued study in sixth form/college/apprenticeships and beyond?

Parents/carers should use this booklet as a basis for having conversations with students to help guide them through the decision-making process and ensure that they are making the choices on the basis of sound reasoning.

## **Are the courses within each block guaranteed to run?**

Whilst all courses listed in these blocks are offered in good faith, the school has a limited number of staff, resources and classrooms which mean that a course will only run if there is sufficient demand from the students who opt for it. Generally, courses with less than 20 students who pick them are unlikely to run. Equally, we may move courses between blocks or collapse courses which are offered in more than one block, to achieve the best combination of courses running for the most students.

If a course is oversubscribed, we will endeavour to put additional classes on to accommodate this. However, in rare circumstances where the availability of specialist staffing or facilities mean this is not possible, some students may also be guided to take their reserve choice.

## **Do students have to take a reserve choice?**

Yes, students are required to select a reserve choice for Option 4. This is because there is the possibility that their first-choice course will not run. In these circumstances, students would be allocated to their reserve choice and therefore it must be a course which they are prepared to take. Students who do not select a reserve choice will be supported to make an alternative



choice, if required, but may have to select from a reduced number of courses as priority will be given to students who have selected reserve choices.

### **Will students definitely get their first or reserve choices?**

This is certainly our aim, but there are sometimes exceptional circumstances where this may not be possible. In these circumstances, we would communicate with parents/carers and students to explain the circumstances that lead to this and to find a suitable alternative. However, in previous years, the vast majority of students have been successful in being allocated to their first or reserve choices.

### **When is the deadline for submitting the final options form?**

All forms must be submitted to their form tutors by **Monday 13<sup>th</sup> March**. Forms not submitted by this time may result in students being limited to options which have spaces remaining on them.

### **My child definitely does not want to study a modern language qualification. Do they have to select from the Core Plus pathway?**

Students are guided onto their pathways after very careful dialogue with staff. All students selected for Core Plus are chosen as their teachers feel they have the potential to be successful at all of the EBacc qualifications and it is in their interests to pursue it.

However, we also recognise that there are circumstances where students and parents may have strongly held views against this and, in these circumstances, we will review a student's pathway where the following process has been followed:

- a). A student contacts Miss Matthews (KS3 Phase leader) to request a change of pathway.
- b). Miss Matthews will contact the student and parents to discuss their reasons for not wanting to study a modern language, and the implications of not doing so. This may lead to a careers interview being arranged with Mrs Pasfield.
- c). Following this discussion, parents will be given time to discuss it further with their son/daughter and, if the decision remains unchanged and is supported by parents, parents can then request a change of pathway in writing to Miss Matthews, either via e-mail or the Arbor app.



### **Some options subjects are new. How do I know whether to choose them?**

There are a small number of subjects which students will have had no exposure to whilst in Key Stage 3. Student choices in these subjects are supported by the options evening, during which students and parents/carers will be able to ask questions to teaching staff about each subject and what it entails. We are also planning taster lessons for students to participate in during the w/c 27<sup>th</sup> February. Students will be asked by tutors which course they would most like a taster in.

### **Can students switch courses if they change their mind at a later time?**

Unfortunately, once a course begins, we do not allow students to change courses unless there is a medical need which means students can no longer access that course. These courses will be studied to completion at the end of Year 11. This is because, once a course begins, all material covered counts toward the final GCSE/Technical award assessment and students would be behind if they were to join a course late. This places undue pressure on students and staff. It is therefore really important that students select a course that they enjoy and use the options evening and taster lessons as opportunities to find out what the courses entail.

### **Can the same subject be selected twice?**

No, a subject can only be taken once as only one qualification can be awarded in it by awarding bodies (exam boards). Therefore, students must select different subjects from the subject selected last year for Option 1. This also means that they cannot study GCSE PE if they selected Cambridge Nationals Sport in option 1 last year (and vice versa), as these courses are deemed too similar.

### **Why are some subject combinations restricted?**

Students are only able to select a maximum of one Art option (Fine Art, Graphic Design or Textiles) and one Sport option (GCSE PE or Cambridge National Sport). This is because they are deemed to be too similar by the Department for Education due to the overlap of content between the courses. This also means that students are not studying a breadth of curriculum, which is likely to be prohibitive in terms of the weight that the qualifications carry for college and employment applications in the future. Furthermore, the different Art options are actually



electives of the same specification, and the awarding bodies will not issue more than one qualification in these.

### **Why has the school stopped examining and completing an option early in Year 10?**

In recent years, we have entered students early for the option 1 subject at the end of Year 10. Going forward, we have taken the decision not to sit any qualifications early to provide additional time for students to explore all of their options in depth, but also to enhance their examination skills. This means that the option 1 subject which students are currently studying will be studied until the end of Year 11. Additionally, by continuing all options to the end of Year 11, this provides a smooth transition to Post 16 study.

### **How does the Temple Moor curriculum offer compare to other schools?**

We aim to support students in studying courses which enable them to pursue their goals. As such, we offer a broader and more diverse selection of subjects than most other schools. There are 17 course categories approved by the Department for Education, and we offer courses in 14 of these categories. This compares very favourably to schools locally and nationally.

### **Who should I contact if I need further details about options?**

If you have a specific query about a subject, then these can be discussed with subject teachers during Options evening on 6<sup>th</sup> February, between 4:30pm and 7pm. If you have any further questions after this point then please contact the department leaders via email.

If your query is about completing or submitting options, please contact Mrs Pickering via the Arbor app. If your query relates to the general options process, then please contact Miss Matthews (KS3 Phase Leader) via the Arbor app. When communicating using the app, please label your message clearly with who the message is intended for so that it can be directed to that person.

### **What should I do if I lose my options form?**

If you lose your options form please use the Arbor app to contact Mrs Pickering who will print another form.



### **Why are all students studying short course GCSE RE?**

Religious Education is a statutory aspect of the national curriculum at KS3 and KS4, which all schools are required to deliver by law. Previously, the delivery of the RE curriculum was undertaken as part of the broader Personal Development curriculum at KS4. However, the growing scope of Personal Development, and its importance to the lives of students, has necessitated additional time being needed, and the use of period 6 to deliver RE twice a week will enhance the delivery of both subjects at KS4, in support of students' moral, spiritual and character development.



**GCSE English Language**

**GCSE English Literature**

**GCSE Maths**

**GCSE Combined Science (Double award)/Triple Science**

**GCSE Religious Education (short course)**

These are compulsory subjects studied by all students during Key Stage 4.



# GCSE English Language

(Core subject studied by all students)



## Overview of the course:

The course develops an appreciation of how writers craft their work. It enables students to become excellent writers, thoughtful readers and articulate speakers.

The course will expose students to a range of fiction and non-fiction texts. Students learn about writers' viewpoints and perspectives on themes and issues that are important to the ways we think and live our lives. They are encouraged to apply the skills and techniques learnt in their own writing, in order to articulate confidently their ideas on a range of issues.

## What will you learn?

You will cover a range of text types and writing from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.

This will include a range of topic areas: Mental Health; Natural Disasters; Crime; Education; Science Fiction; Monsters and Villains.

## How will you be assessed?

Two examinations are sat in Year 11:

Paper 1 – Explorations in creative reading and writing (50%)

Paper 2 – Writers' viewpoints and perspectives (50%)

Additionally, there is also a non-examined assessment of spoken language.

## Skills that you will develop:

In addition to reading, writing and spoken language, you will develop:

- Independence
- Critical Thinking
- Resilience
- Planning and crafting
- Initiative

## What do our students say?

'I love the freedom of thought when exploring texts'.

'It teaches you about life; it's interesting *and* useful'.

## Progression routes and career opportunities:

This course prepares students to progress onto A-level English Language which we offer at Temple Moor in the Sixth form.

The skills and qualities you develop as an excellent student of English are valued in all fields of employment and study.

## Link to the exam board specification:

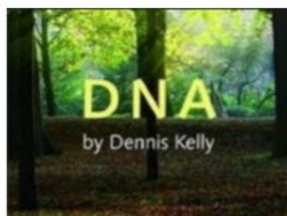
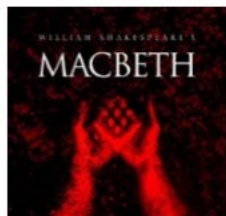
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

**Further information:** For further information, please speak to Mrs Byrne, Mr Storey, Miss French or any English teacher.



# GCSE English Literature

(Core subject studied by all students)



## Overview of the course:

Throughout this course, you will enjoy a range of texts from different periods, including poetry, plays and novels.

You will learn about each text and be able to explore what it shows us about the world in which we live. Students will explore concepts such as power and gender, considering the writers' contexts and intentions, and will evaluate how successfully they express their ideas.

## What will you learn?

You will study:

- *DNA* by Dennis Kelly
- *A Christmas Carol* by Charles Dickens
- *Macbeth* by William Shakespeare
- Power and Conflict Poetry
- Unseen Poetry

## How will you be assessed?

Two examinations are sat in Year 11:

Paper 1 – Shakespeare and the 19<sup>th</sup> century novel (40%)

Paper 2 – Modern texts and poetry (60%)

## Skills that you will develop:

In addition to reading and expressing your own ideas about complex texts, you will develop:

- Independence
- Critical Thinking
- Resilience
- Planning and crafting
- Initiative
- Stamina and perseverance

## What do our students say?

'The teachers' enthusiasm brings the texts to life'.

'It's fun and encourages creative thinking'.

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level English Literature course which we offer at Temple Moor in the Sixth form.

The skills and qualities you develop as an excellent student of English are valued in all fields of employment and study.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

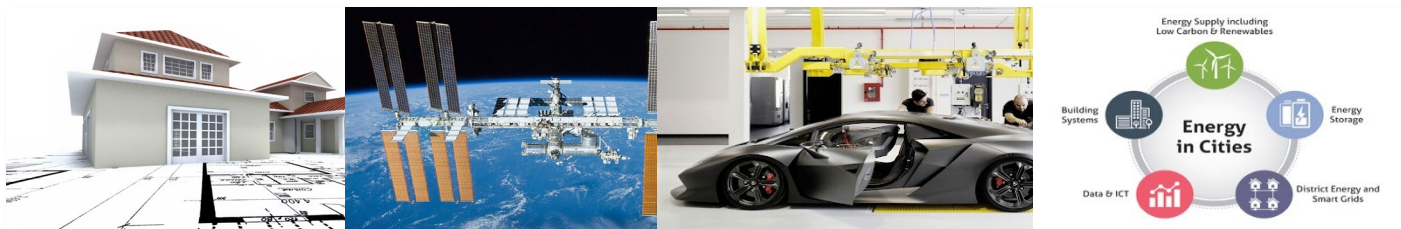
## Further information:

For further information, please speak to Mrs Byrne, Mr Storey, Miss French or any English teacher.



# GCSE Mathematics

(Core subject studied by all students)



## Overview of the course:

Maths seeks to explain the world around us. The Maths course seeks to develop students' knowledge of mathematic concepts, as well as the fluency, problem solving and reasoning skills to apply them.

## What will you learn?

- How our number system works
- How we can use algebra
- Using geometric reasoning
- Ratio, proportion and rates of change
- Probability and its applications
- Statistics and how they are used

## How will you be assessed?

Three examinations are sat in Year 11:

Paper 1 – Non-calculator paper (33.3%)

Paper 2 – Calculator paper (33.3%)

Paper 3 – Calculator paper (33.3%)

## Skills that you will develop:

- Problem solving skills
- Reasoning skills
- Analytical thinking skills
- Calculator skills

## What do our students say?

"I really enjoy Maths, I think it's because I can see myself getting better and understanding more as we go on to more difficult topics."

## Progression routes and career opportunities:

This course prepares students to progress onto A-level Maths, A-level Further Maths or Level 3 Mathematical studies, all of which we offer at Temple Moor's Sixth form.

The skills and qualities you develop are valued in all industries as Mathematics is so integral.

Mathematics can also lead to careers in Engineering; Computer Science; Biological, Chemical or Physical sciences; Medicine; Aviation; Finance; Law; Management.

Mathematicians and Engineers will be at the forefront of tackling climate change.

## Link to the exam board specification:

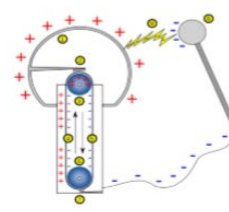
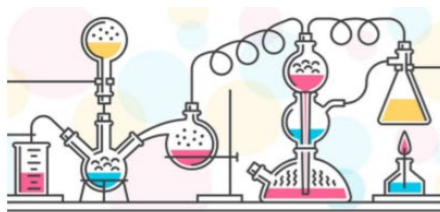
Higher Tier Students and Foundation Tier students will sit the Edexcel qualification

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assessment/gcse-maths-2015-specification.pdf>

## Further information:

For further information, please speak to Mr Bisson, Miss Rogers or any of the Maths faculty.





## Overview of the course:

Most students study GCSE Combined Science (Double award) but some students are invited to extend this to study separate sciences.

The course is designed to develop students' comprehensive knowledge across seven key strands: Cells; Diversity; Interdependence; Atoms; Reactions; Materials; Energy; Forces.

Additionally, students will have the opportunity to develop their scientific enquiry skills, through a range of practical and theoretical activities in which they investigate, analyse and evaluate scientific phenomena and the experimental approaches used to discover them.

## What will you learn?

- Biology – Cell Biology; Organisation; Health and Disease; Ecology; Bioenergetics; Homeostasis and Response; Inheritance.
- Chemistry – Periodic table; Atoms; Bonding; Chemical Changes; Rates of Reaction; Energy Change; Organic Chemistry; Atmospheric Chemistry; Chemical Analysis.
- Physics – Energy; Atoms and Radiation; Particle model; Forces; Waves; Magnetism.

## How will you be assessed?

For Combined Science, six examinations are sat in Year 11, each contributing 16.7% toward the overall grade. Combined Science is worth two GCSEs.

## Skills that you will develop:

- Critical Thinking
- Problem Solving
- Independence
- Scientific investigation skills.
- Analytical and evaluative skills.

## What do our students say?

"Science gives you more of an understanding of the world around you. It allows you to see how concepts fit together and answers questions you never knew you had."

## Progression routes and career opportunities:

This course prepares students to progress onto A-level Biology, Chemistry and Physics, which we offer at Temple Moor's Sixth form.

Science can also lead onto a wide range of careers including: Medicine; Engineering; Veterinary Science; Pharmacology; Biotechnology; Material Science; Law; Forensic Science; Research; Robotics; Renewable energy; Communications.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

## Further information:

For further information, please speak to Mrs Murray or Mrs Jellett in Science.



# Options Subjects



**GCSE Computer Science**

**BTEC Construction and the Built Environment**

**BTEC Creative Media Production**

**GCSE Design Technology**

**BTEC Enterprise**

**GCSE Fine Art**

**GCSE French**

**GCSE Geography**

**GCSE German**

**GCSE Graphic Design**

**BTEC Health and Social Care**

**GCSE History**

**Eduqas Award in Hospitality and Catering**

**BTEC Music Practice**

**GCSE PE**

**BTEC Performing Arts (Dance)**

**BTEC Performing Arts (Drama)**

**GCSE Psychology**

**GCSE RE (full course)**

**GCSE Spanish**

**BTEC Textiles**

**Technical Certificate in Finance**





## Overview of the course:

GCSE Computer Science follows two main themes. Firstly, students learn about how computer systems work. This includes the role of hardware and software, how computers handle numbers, sound and images, and underlying network technologies.

Secondly, students learn to program in Python. This requires students to become familiar with basic programming structures and to use them to solve problems.

The high mathematical demand of this course means that only students who are targeted at least a grade 5 in Maths are eligible to opt for this course.

## What will you learn?

- The role of hardware and software.
- Data representation (Binary, Text, numbers and images).
- Computer networks (Hardware, packet switching and protocols).
- Computational Thinking and algorithms
- Computer security.
- Computers and the Law.

## How will you be assessed?

Two examined papers are sat in Year 11:  
Paper 1 – Computer Systems (50%)  
Paper 2 – Computational thinking (50%)

## Skills that you will develop:

- Programming skills
- Problem solving
- High level numeracy.

## What do our students say?

“Computers and technology are a huge part of everyday life. Choosing Computer Science will definitely make you question how technology in everyday life works. Knowing how to use it, and how modern technology works in industry, is a huge part of most jobs as many workplaces become paperless and rely on technology more.” – **Sam, Year 11**

## Progression routes and career opportunities:

This course is a strong foundation for the studying Computer Science courses in further or higher education.

Careers could include: Programming, Games Designer, Cyber security, Creative media industries, IT Consultant.

## Link to the exam board specification:

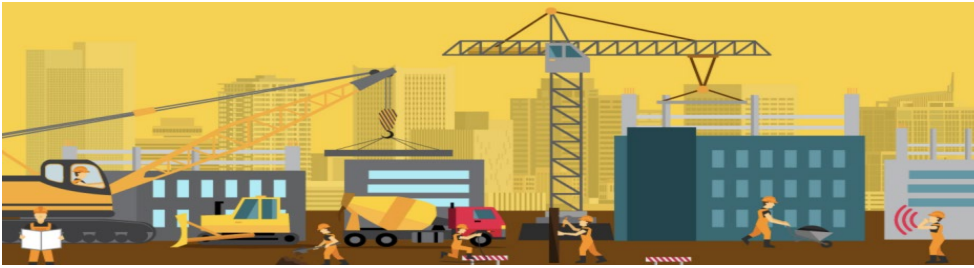
<https://www.eduqas.co.uk/qualifications/computer-science/gcse/>

## Further information:

For further information, please speak to Mr Bryant in the ICT department.



# BTEC Construction and the Built Environment



## Overview of the course:

This course allows students to gain a broad knowledge and understanding of the construction industry. Students develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work, and understanding how client needs can shape building design.

## What will you learn?

Students cover a variety of topics throughout the course, including:

- Construction technology
- Construction and design (architecture).
- Scientific and mathematical application for construction
- Carpentry and joinery principles and techniques.

## How will you be assessed?

You will complete 4 units over the program.

**Unit 1:** Construction technology (externally examined).

**Unit 2:** Scientific and mathematical principles in construction.

**Unit 3:** Construction design.

**Unit 6:** Exploring carpentry and joinery techniques.  
Unit 2, 3 and 6 are assessed through coursework.

## Skills that you will develop:

- Design and drawing skills
- ICT and presentation skills
- Practical workshop skills (carpentry)
- Critical thinking
- Independence

## What do our students say?

"I enjoy construction as it explores loads of different careers in the industry so I can see what I like" (Rohan)

"I would suggest construction because there are so many different skills you learn and gets your ready for a job in construction." (Raheem)

## Progression routes and career opportunities:

This course prepares students to progress onto the Level 3 BTEC Nationals in Construction and the Built Environment at college.

It is also good preparation for apprenticeships within the construction industry and accompanying trades. It also links clearly to a range of professions such as architect, civil engineer, site manager or tradesperson.

## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/construction-and-the-built-environment-2013-nqf.html>

## Further information:

For further information, please speak to Mr Palliser.





## Overview of the course:

Production of digital media products is a requirement of almost every business, so there is a huge demand for a skilled and digitally literate workforce; particularly in Leeds, which is the largest centre outside London for the digital and creative industries, with over 1350 digital companies based here.

This course equips students with the knowledge and skills needed to prosper in the digital media sector.

## What will you learn?

### Exploring Media Products – 30%

Students learn about the media sector and investigate media products across audio/moving image, publishing and interactive sectors. This is assessed through internally assessed assignments.

### Developing Media Production Skills – 30%

Students develop technical skills and techniques in the chosen disciplines of audio/moving image, publishing and interactive. This is assessed through internally assessed assignments.

### Create a media product – 40%

Students apply digital skills and techniques by responding to a digital media brief. This is assessed through an externally assessed task where students respond to a brief to create a media product.

## Skills that you will develop:

- Organisation
- Independence

- Planning skills.
- Communication skills.
- Teamwork
- Problem Solving

## What do our students say?

"On other courses, you have to do something that's already been done, or you get a choice that you have to pick from, but for the products we've been doing in Creative Media, I get free reign of what I make. That's why I like it – the creative possibilities that are granted and the freedom to make my own choices." **Eva, Year 11**

## Progression routes and career opportunities:

On successful completion of the course, students are able to continue their studies onto Level 3 Digital Media, which we offer at Temple Moor in the Sixth form.

There are many digital media related jobs available, and many related courses on offer at universities. Careers include: Web designer, media advertiser, digital marketing specialist, and lots more!

## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

## Further information:

For further information, please speak to Mr Bryant (Subject Leader Computing).



# GCSE Design Technology

## (Product Design)



### Overview of the course:

The Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental, and economic factors

### What will you learn?

- How product design influences society.
- How to generate ideas for products depending on different needs.
- How to use different materials, tools and techniques to create prototypes.

### How will you be assessed?

**Component 1:** Design and Technology in the 21st Century. 2 hour written examination worth 50% of qualification.

**Component 2:** Design and make task (Non-exam assessment). This takes approximately 35 hours and is worth 50% of qualification.



### Skills that you will develop:

- Design and drawing skills
- ICT and presentation skills
- CAD and CAM skills
- Skills in using hand tools.
- Critical thinking and problem solving

### What do our students say?

"This course has really increased my creativity and I have enjoyed learning about different ways of making things like using a 3D printer!"

"I really want to be an architect and this subject is giving me the skills I need".

### Progression routes and career opportunities:

This course is a strong foundation for the A-level Product Design qualification which is offered at Temple Moor's Sixth form.

Design Technology can also lead to higher education and apprenticeships, and is relevant to many careers including being an Architect, Engineer or Product Designer.

### Link to the exam board specification:

<https://www.eduqas.co.uk/qualifications/design-and-technology/gcse/>

### Further information:

For further information, please speak to Mr Palliser or a member of the Design faculty.





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## Overview of the course:

The course builds upon your art and creative skills from Key Stage 3. It will develop your innovative skills in drawing, painting, Photoshop, photography, illustration, collage, mixed media and printmaking.

This course is an alternative to Graphic Design or Textiles – **students cannot opt to study more than one of these subjects.**

## What will you learn?

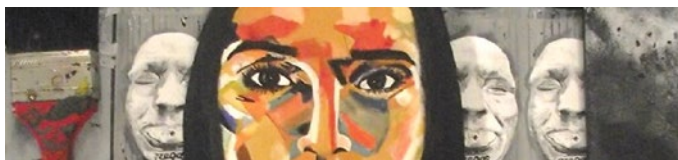
You will be guided through your GCSE Fine Art projects to:

- Analyse the work of artists and designers
- Plan your own personalised designs
- Use a wide variety of art media
- Develop ideas using ICT
- Use a SLR camera
- Create final pieces of artwork.

## How will you be assessed?

60% of the course is assessed through coursework (two topics: Natural and Mechanical Forms and Merging Styles).

40% of the course is assessed through an Externally Set Assignment. One component of work followed by a 10 hour period of supervised unaided work.



## Skills that you will develop:

- Drawing and painting using a wide variety of materials such as acrylic, watercolour and chalk pastel
- Working with different surfaces such as paper, card, acetate and wood
- Page design and layout
- Image manipulation using Photoshop

## What do our students say?

'This course encourages me to use a diverse range of materials and surfaces.'

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level Fine Art, Graphic Design or Photography courses which we offer at Temple Moor in the Sixth form.

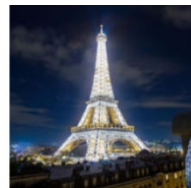
Courses in Art are available at degree level and possible careers include: Advertising; Interior Design; Product Design; Makeup artist; Visual Arts; Media; Web Design; Theatre; Video game design; Animation.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

**Further information:** For further information, please speak to Mr Cashon (Art Leader) or any member of the Art faculty.





## Skills that you will develop:

- Communication
- Confidence

## Overview of the course:

The course equips students with the knowledge, vocabulary and language skills to communicate effectively in French, whether you are going on holiday or using it for work.

Students will also gain a valuable insight into the culture and traditions of France.

This course is only available to students who have studied French at Key Stage 3.

## What will you learn?

Students will develop their listening, reading, writing and speaking skills across the following topic areas:

- Theme 1 – Identity and culture: family and friends; technology in everyday life; free time activities.
- Theme 2 – Local, national and global areas of interest: home, town and region; social issues; global issues; travel and tourism.
- Theme 3 – Current and future study and employment: My studies; life at school/college; Post 16 education; jobs, career choices; ambitions.

## How will you be assessed?

The GCSE is assessed through oral, listening and written exams which test four skill areas:

- Listening (25%).
- Speaking (25%)
- Reading (25%)
- Writing (25%).

## What do our students say?

"In French, I enjoy using the words I know to narrate made up stories and events, which is good practice and entertainment. All you need to have to do GCSE French is the will to learn the language and creativity and experimentation."

"French is exciting, interesting and eye opening. Languages look good at university as they are a valued subject. Also, when travelling, people are more likely to respect you more when you use the language"

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level French course which we offer at Temple Moor in the Sixth form.

Courses in French are available at degree level and languages are valued by many employers. Possible careers include: Journalism, Tourism, Political, Interpreter, Translator, Teacher, Marketing and Advertising.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

## Further information:

For further information, please speak to Mrs Greenfield (MFL subject leader) or any member of the MFL faculty.



## Overview of the course:

During the course, you will learn about how the natural environment around you has been shaped and how different stakeholders interact and cope with natural disasters. You will learn about the human environment, considering the opportunities and challenges that are created in Leeds and Rio. Additionally, students will develop mathematical skills and have the opportunity to undertake field work.

## What will you learn?

- Living with the physical environment – The challenge of natural hazards; The living world; Physical landscapes in the UK.
- Challenges in the human environment – Urban issues and challenges; The changing economic world; The challenge of resource management.
- Geographical applications – Fieldwork; Geographical skills; Pre-release resource booklet.

## How will you be assessed?

The GCSE is assessed through three exams at the end of Year 11:

- Paper 1 – Living with the physical environment (35%)
- Paper 2 – Challenges in the human environment (35%)
- Paper 3 – Geographical applications (30%)



## Skills that you will develop:

- Numerical skills
- Cartographic skills
- Critical thinking
- Ethical considerations.
- Initiative.

## What do our students say?

"I have enjoyed the fieldwork element of the course the most as I got to collect my own data. This helped me in the exam as I understood it better having experienced it myself on the trip".

## Progression routes and career opportunities:

This course prepares students well to progress onto the A-level Geography course which we offer at Temple Moor in the Sixth form.

Courses in Geography are available at degree level. Geography can also lead to careers including weather forecasting, conservation, surveying, waste and water management, environmental planning, town and transport planning, tourism.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## Further information:

For further information, please speak to Mr Duba, Mr Sutton, Miss Webb, Mr Noonan, Miss Garner or Miss Mayfield.





## Overview of the course:

The course equips students with the knowledge, vocabulary and language skills to communicate effectively in German, whether you are going on holiday or using it for work.

Students will also gain a valuable insight into the culture and traditions of Germany.

This course is only available to students who have studied German at Key Stage 3.

## What will you learn?

Students will develop their listening, reading, writing and speaking skills across the following topic areas:

- Theme 1 – Identity and culture: family and friends; technology in everyday life; free time activities.
- Theme 2 – Local, national and global areas of interest: home, town and region; social issues; global issues; travel and tourism.
- Theme 3 – Current and future study and employment: My studies; life at school/college; Post 16 education; jobs, career choices; ambitions.

## How will you be assessed?

The GCSE is assessed through oral, listening and written exams which test four skill areas:

- Listening (25%).
- Speaking (25%)
- Reading (25%)
- Writing (25%).



## Skills that you will develop:

- Communication
- Confidence

## What do our students say?

"German is an interesting subject and the lessons are very varied. Learning a language is a really useful skill. Languages look good at university as they are a valued subject."

"Compared to other subjects, there are lots of different ways to learn a language. People in Germany appreciate it when you speak the language and it is a vital skill to have when travelling in Europe. It is highly recognised by employers."

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level German course which we offer at Temple Moor in the Sixth form.

Courses in German are available at degree level and languages are valued by many employers. Possible careers include: Journalism, Tourism, Political, Interpreter, Translator, Teacher, Marketing and Advertising.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

## Further information:

For further information, please speak to Mrs Greenfield (MFL subject leader) or any member of the MFL faculty.



## Overview of the course:

The course builds upon your art and graphic design skills from Key Stage 3. It will develop your creative skills in drawing, painting, computer graphics (Photoshop) photography, typography, illustration, and printmaking.

This course is an alternative to Fine Art or Textiles – **students cannot opt to study more than one of these subjects.**

## What will you learn?

You will be guided through your GCSE Graphic Design projects to:

- Work from a design brief.
- Study the work of artists and designers.
- Plan your own personal designs.
- Use a wide variety of media.
- Produce work using ICT and an SLR camera.
- Create final pieces of artwork.

## How will you be assessed?

60% of the course is assessed through coursework (two topics: Design Briefs & Multimedia Packaging).

40% of the course is assessed through an Externally Set Assignment. One component of work followed by a 10 hour period of supervised unaided work.

## Skills that you will develop:

- Using Photoshop and Illustrator
- Operating a SLR camera
- Understanding page design and layout
- Laser cutting and 3D printing
- Traditional design skills

## What do our students say?

‘The course teaches me drawing, ICT and photography.’

## Progression routes and career opportunities:

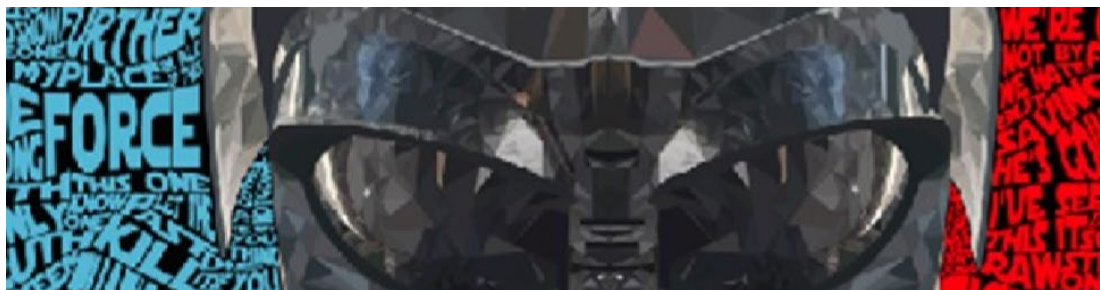
This course prepares students to progress onto the A-level Fine Art, Graphic Design or Photography courses which we offer at Temple Moor in the Sixth form.

Courses in Graphics are available at degree level and possible careers include: Marketing; Interior Design; Graphic Design; Product Design; Architecture; Fashion; Media; Web Design; Theatre; Video game design and Animation.

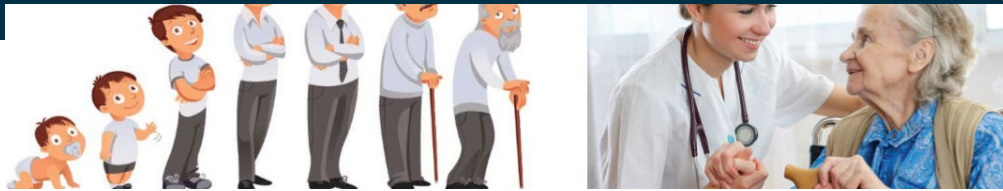
## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

**Further information:** For further information, please speak to Mr Cashon (Art Leader) or any member of the Art Faculty







## Overview of the course:

Students learn how individuals develop physically, intellectually, emotionally and socially and how different factors can influence their development. Students also develop an understanding of how significant life events can impact individuals. A great emphasis is placed on students learning about the importance of demonstrating care values in health and social care settings. Students will also explore factors which can impact an individual's health and wellbeing.

## What will you learn?

Component 1 – Human lifespan and development.

Component 2 – Health and Social care values.

Component 3 – Health and Wellbeing in relation to specific case studies.

## How will you be assessed?

Component 1 and 2 – Coursework

Component 3 – External Exam

## Skills that you will develop:

- Research skills
- Presentation skills
- Extended writing skills
- Communication skills
- Organisation
- Independence
- Resilience

## What do our students say?

"I enjoy studying Health and Social Care because it is useful to relate the content to real-life experiences and scenarios. It has also helped me learn all the different potential careers I could go in too and the skills needed for these professions".

"Health and Social Care is a subject I would like to study further after school. I have felt really supported by my teachers and I like the coursework elements of the BTEC course".

## Progression routes and career opportunities:

This course prepares students to progress onto the Level 3 BTEC Health and Social care courses, which are offered at Temple Moor in the Sixth form.

About 3 million people in the UK work in the health and social care sectors, which is equivalent to 1 in every 10 people. Demand for both health care and social care is likely to continue to rise due to the ageing population, so it is undisputable that it plays a key role in UK society. Studying this subject can lead to a wide range of careers including professions in the NHS, childcare sectors, teaching and many more.

## Link to the exam board specification:

[Health & Social Care \(2022\) | BTEC Tech Award | Pearson qualifications](#)

## Further information:

For further information, please speak to Miss Hodgson or any member of PE staff.





## **Overview of the course:**

GCSE History will enable you to study some of the most significant events in British, European and American History. Your studies will develop your ability to analyse and evaluate past events, developing your understanding of key historical concepts such as cause and consequence. Studying History gives you the power to ask questions of the past, to better understand the modern world.

## **What will you learn?**

- Medicine: A fascinating study of how medicine has developed from medieval times to modern day. This topic includes focused study of treatment within WW1 on the battlefields in France.
- Anglo-Saxon and Norman England: An in-depth look at how William became the Conqueror and the changes he made to England.
- American West: Focusing on the development of the American West, looking at the lives of Plains Indians and how the US changed as white settlers moved West.
- Weimar and Nazi Germany: An in-depth study of one of the most notorious periods in European History.

## **How will you be assessed?**

The GCSE is assessed through three exams at the end of Year 11:

- Paper 1 – Thematic study and historic environment (30%).
- Paper 2 – Period study and British depth study (40%).
- Paper 3 – Modern depth study (30%)

## **Skills that you will develop:**

- Problem solving
- Analytical skills
- Using evidence to justify statements.
- Using and organising information.

## **What do our students say?**

'History is enjoyable as I like learning about what has happened in the past and the topics are new areas I have not studied before.'

'History challenges me and helps me learn about how the past has shaped the world I live in.'

## **Progression routes and career opportunities:**

This course prepares students to progress onto the A-level History course which we offer at Temple Moor in the Sixth form.

Courses in History are available to degree level. History can also lead to careers in law, the media, the public sector, and hospitality.

## **Link to the exam board specification:**

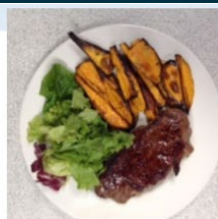
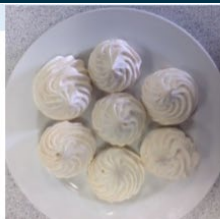
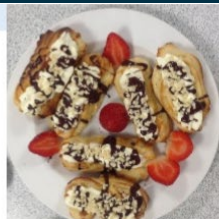
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

## **Further information:**

For further information, please speak to Mr Audsley or any other History teacher.



# Eduqas award in Hospitality and Catering



## Overview of the course:

Hospitality and Catering has been designed to support learners who want to learn about the Hospitality and Catering sectors and where careers in this can lead. The course will help you to develop a greater understanding of food nutrition, preparation and the working characteristics of foods. You will learn about a variety of dietary requirements, developing an understanding of where food comes from. You will master culinary skills and appreciate the art of food presentation. This is an exciting and creative course, which will allow you to develop your practical skills as well as making connections between theory and practice.

## What will you learn?

You will master a variety of technical skills and become proficient in the kitchen. In addition, you will develop an in-depth knowledge of the food industry, food safety and legislation in addition to nutrition and health.

## How will you be assessed?

**Unit 1** - Hospitality and catering industry: different types of providers; roles and responsibilities within industry; legislation; food safety. This is examined and is worth 40%

**Unit 2** - Hospitality and catering in action: developing practical skills for planning, preparing, cooking and presenting nutritional dishes to meet a range of client needs. This is internally assessed through coursework and is worth 60%.

## Skills that you will develop:

- Food preparation skills
- Communication
- Evaluation
- Independence
- Time management
- Resilience
- Teamwork

## Progression routes and career opportunities:

This course provides students with an excellent grounding to progress onto A-level Food Technology, which we offer at Temple Moor in the Sixth form, or BTEC level 3 equivalents offered at colleges, in: Food Science & Nutrition, Professional Cooking and Hospitality & Tourism Management. There are also apprenticeships within this sector.

## Link to the exam board specification:

<https://www.eduqas.co.uk/qualifications/hospitality-and-catering/>

## Further information:

For further information, please speak to Miss Cowlard or Miss Carter.





## Overview of the course:

The course is designed to develop students as holistic musicians and to prepare them for a career in the music industry.

## What will you learn?

Students will get the opportunity to:

- Learn about stylistic features of various genres of music.
- Complete an individual music skills audit and develop as a musician through practical rehearsal and target setting.
- Respond to an industry-based brief, in which they recreate an existing song in a different style through performing, creating or producing.

## How will you be assessed?

Students are assessed through two coursework units and one examined unit:

- Component 1 - 30% - Exploring Music Products and Style
- Component 2 – 30% - Music Skills Development
- Component 3 – 40% - Responding to a Commercial Music Brief

## Skills that you will develop:

- Performing, creating and producing
- Instrumental technique
- Understanding of musical elements, musical genres and stylistic features of these.

## What do our students say?

"I love that the Music course allows me to have creative freedom" - Emilia Year 10

"The course gives me an understanding of the stories behind the music so that I get a deeper knowledge of why the music is important and the context behind it" - Aaran Year 10

"The Music course allows me to express myself creatively through my practical work" - Leah Year 10

## Progression routes and career opportunities:

This course prepares students to progress onto the RSL Level 3 Music course, which we offer at Temple Moor in the Sixth form.

It is also good preparation for further and higher education courses in Music. It also links clearly to careers including professional musician, songwriter, composer, music teacher, music therapist, music producer.

## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html>

## Further information:

For further information, please speak to Mrs Johnson (Programme Leader of Performance).



# GCSE Physical Education (PE)



## Overview of the course:

During this course, you will learn about how the body works in relations to sports performance, how health and wellbeing impacts upon the body and its systems, and how to create a training programme.

The course will give you the opportunity to develop and apply your skills across a range of sports. You must be willing to participate fully in all sports selected within these lessons and be comfortable in a mixed-sex group. Playing sports for school or outside school is also recommended.

**This course is an alternative to Cambridge Nationals Sport Studies – students cannot opt to study both of these subjects.**

## What will you learn?

Throughout the course, you will cover the following topics:

- Fitness and Body systems
- Health and Performance
- Practical Performance
- Personal exercise programmes.

## How will you be assessed?

There are two examinations:  
Fitness and Body systems (36%)  
Health and Performance (24%)

The remaining assessment is conducted through coursework, including practical performance assessments.

## Skills that you will develop:

- Advanced sports skills, techniques and decision making.
- Leadership
- Teamwork
- Analysis and evaluation skills.
- Communication skills.

## What do our students say?

'I enjoy GCSE PE as it challenges me both practically and theoretically.'

'I like the anatomy and physiology part of the course. Although difficult, it is really interesting - especially as I want to be a Physiotherapist'.

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level PE or Level 3 Sport, both of which we offer at Temple Moor in the Sixth form.

Courses in PE are available at degree level and possible careers include: Sport coaching; PE teacher; Physiotherapist; Leisure Management; Personal training.

## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

## Further information:

For further information, please speak to Mr Taberner (PE subject leader) or any member of the PE faculty.





## Overview of the course:

The course is designed to teach a variety of dance styles, alongside the skills that students will need to successfully choreograph dances.

## What will you learn?

This course combines theory and practical performances, studied across three components.

Component 1 explores aspects of the Performing Arts industry, through the study of three set repertoires. Component 2 involves rehearsing, performing, and evaluating a set repertoire. Component 3 involves creating choreography based on a stimulus and performing this to a live audience.

## How will you be assessed?

Students are assessed through two coursework units, and one examined unit:

- Component 1 – 30% - Exploring the Performing Arts
- Component 2 – 30% - Developing Skills and Techniques in the Performing Arts
- Component 3 – 40% - Performing to a Brief

## Skills that you will develop:

- Physical and Interpretative Skills
- Dance Appreciation

- Confidence and creativity
- Teamwork
- Choreography skills

## What do our students say?

"I enjoy learning new dance styles and techniques"

"Dance helps me to show emotions and to develop my creativity"

"Dance allows me to have freedom in making up my own choreography"

## Progression routes and career opportunities:

This course prepares students to progress onto a Level 3 Dance course at a Post 16 provider. Courses in Dance are available at degree level and possible careers include: Dancer; Choreographer; Dance/PE teacher; Physiotherapist.

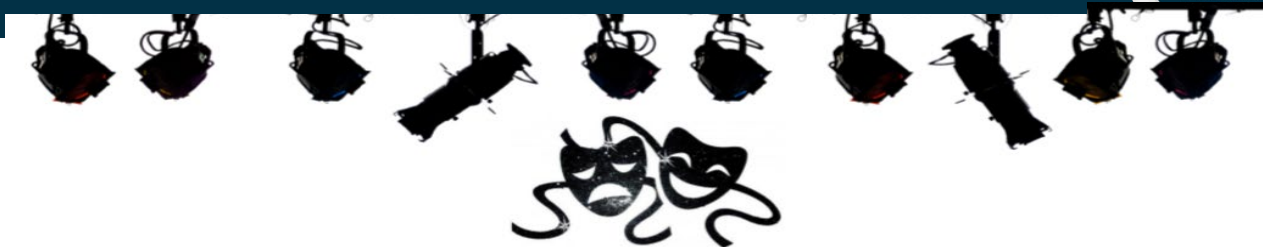
## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

## Further information:

For further information, please speak to Mrs Johnson (Programme Leader of Performance) or Miss Riley (Performance teacher).





## Overview of the course:

The course is designed to progress students as performers through the exploration and development of Drama specific performance skills.

## What will you learn?

This course combines theory and practical performances, studied across three components.

Component 1 explores aspects of the Performing Arts industry through the study three set repertoires. Component 2 involves rehearsing, performing and evaluating a set repertoire. Component 3 involves creating choreography based on a stimulus and performing this to a live audience.

## How will you be assessed?

Students are assessed through two coursework units, and one examined unit:

- Component 1 – 30% - Exploring the Performing Arts
- Component 2 – 30% - Developing Skills and Techniques in the Performing Arts
- Component 3 – 40% - Performing to a Brief

## Skills that you will develop:

- Acting skills and Drama techniques
- Confidence, independence and creativity
- Teamwork and communication

## What do our students say?

"Drama is a good way to use your imagination and creativity"

"Drama gives me a chance to express myself"

"Drama has really helped me to improve my confidence"

"The lessons always have a welcoming and engaging environment"

## Progression routes and career opportunities:

This course prepares students to progress onto a Level 3 Drama course at a Post 16 provider. Courses in Drama are also available at degree level and possible careers include: Actor; Director; Drama Teacher; Drama Therapist; Roles within the Media industry.

## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

## Further information:

For further information, please speak to Mrs Johnson (Programme Leader of Performance) or Miss Hewson (Performance teacher).





## Overview of the course:

Psychology is the scientific study of mind and behaviour – it is a fascinating and engaging subject in which you will gain understanding of human behaviour in a wide range of contexts. Through the satisfying and worthwhile content, you will develop knowledge and skills which you will apply to your everyday life! This qualification has a specific focus on promoting mental wellbeing and is supported by the mental health charities Time to Change, Mind and Rethink Mental Illness.

## What will you learn?

The GCSE Psychology course consists of seven units in total: Criminal Psychology, Development, Psychological Problems, Social Influence, Memory, Sleep & Dreaming and Research Methods.

All units, except research methods, require students to learn about key concepts, two key theories, two core studies and applications. Research methods focuses on the ways that psychologists investigate behaviour and we will also cover key principles in Neuroscience.

## How will you be assessed?

The GCSE is assessed through two exams at the end of Year 11:

- Paper 1 - (50%)
- Paper 2 - (50%)

## Skills that you will develop:

- Communication Skills
- Critical Thinking

- Extended Writing
- Research Skills
- Numeracy
- Ethical Debates

## What do our students say?

"Psychology provides a space to share your own views on behaviour and to take part in fun experiments"

"The course is really interesting and makes you think about the world differently! I also really like how it crosses over with other subjects like Biology"

## Progression routes and career opportunities:

This course prepares students well to progress onto the A-level Psychology course, which we offer at Temple Moor in the Sixth form, as well as other Social Science A-Levels such as Sociology, Politics and Law.

An understanding of Psychology can benefit many careers, including but not limited to sports coaching, teaching, social work, NHS careers, marketing and criminal psychology!

## Link to the exam board specification:

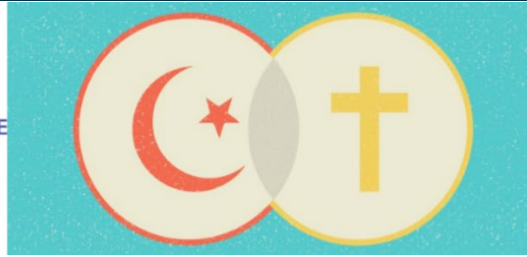
<https://ocr.org.uk/Images/309306-specification-accredited-gcse-psychology-j203.pdf>

## Further information:

For further information, please speak to Miss O'Brien or Mr Beecroft.



# GCSE Religious Education (Full Course)



## Overview of the course:

All students will study the Religious Education GCSE short course within two of their Period 6 lessons. However, students will have the option to continue their studies to obtain a full GCSE through studying additional units during period 7, twice weekly in Year 10. This will not affect the number of other options they can pick.

On this course, you will develop your understanding of two of the world's biggest faiths – Christianity and Islam. You will look at the religions themselves, alongside the development of understanding of how religion influences individuals, communities and societies in relation to moral issues such as crime and punishment, peace and conflict, and euthanasia. As religion often has a central role in world events, many of the ethical issues we look at link to current events.

## What will you learn?

All students will study:

- Religious, Philosophical and Ethical studies, covering 2 units - Issues of Relationships and Issues of Life and Death.
- Study of Christianity
- Study of a World Faith (Islam)

Additionally, those opting to study for a full GCSE in RE, will study:

Religious, Philosophical and Ethical studies, covering 2 units - Issues of Good and Evil and Issues of Human Rights.

## How will you be assessed?

Students complete three exam papers – one for each faith studied worth 25% of the qualification and one on Religious, Philosophical and Ethical Issues in the Modern World (worth 50% of the final grade). Papers are longer if studying the full course.

## Skills that you will develop:

- Analytical skills and data interpretation.
- Communication and oracy skills.
- Evaluation skills
- Personal values and integrity.

## What do our students say?

"Religious Education allows us to learn more about culture and diversity in our country and why people have the beliefs they do. It is really interesting and challenges my thinking".

"I have really enjoyed studying RE. It has given me the chance to debate and discuss topics that are really important to our world such as conflict and things like the death penalty".

## Progression routes and career opportunities:

Religious Education is a strong academic subject recognised by many colleges and universities. Students who have studied Religious Education can often go on to work in fields as diverse as Politics, Healthcare, Law, Journalism and Business.

## Link to the exam board specification:

[https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_keydocuments)

## Further information:

For further information, please speak to Mr Scott.





## Overview of the course:

The course equips students with the knowledge, vocabulary and language skills to communicate effectively in Spanish, whether you are going on holiday or using it for work.

Students will also gain a valuable insight into the culture and traditions of Spain.

This course is only available to students who have studied Spanish at Key Stage 3.

## What will you learn?

Students will develop their listening, reading, writing and speaking skills across the following topic areas:

- Theme 1 – Identity and culture: family and friends; technology in everyday life; free time activities.
- Theme 2 – Local, national and global areas of interest: home, town and region; social issues; global issues; travel and tourism.
- Theme 3 – Current and future study and employment: My studies; life at school/college; Post 16 education; jobs, career choices; ambitions.

## How will you be assessed?

The GCSE is assessed through oral, listening and written exams which test four skill areas:

- Listening (25%).
- Speaking (25%)
- Reading (25%)
- Writing (25%).

## Skills that you will develop:

- Communication
- Confidence

## What do our students say?

"Learning a language is an incredibly useful skill and helps you talk to people. It's highly recognised by employers so will support you in a career internationally. I didn't just learn a language, I learnt about a different culture."

"The teachers will push you to achieve your maximum. Everything you learn is useful. If you go abroad, the first theme on its own will confidently allow you to speak to other Spanish people."

"People in Spain appreciate when you speak their language. Learning a different language can help you get a better chance in getting the job you want."

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level Spanish course which we offer at Temple Moor in the Sixth form.

Courses in Spanish are available at degree level and languages are valued by many employers. Possible careers include: Journalism, Tourism, Political, Interpreter, Translator, Teacher, Marketing and Advertising.

## Link to the exam board specification:

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

## Further information:

For further information, please speak to Mrs Greenfield (MFL subject leader) or any member of the MFL faculty.



# BTEC (Art-Design) Textiles



## Overview of the course:

The course explores a range of techniques, processes and materials with particular focus on colour, pattern and surface decoration. You will have the opportunity to work with a range of art and textile media and techniques, including drawing, painting, collage, and machine and hand stitching. You will also make connections to the work of textile artists and fashion designers.

This course is an alternative to Fine Art or Graphic Design – **students cannot opt to study more than one of these subjects.**

## What will you learn?

You will learn how to solve a design brief. An example of this might be “Design a creative product inspired by Pop Art to be displayed in an exciting shop window display”. You will research existing designs, seek inspiration and think about who your target audience is and how you will design work to appeal to them.

## How will you be assessed?

The course is divided into four units, all of which are completed through coursework. The final exam takes place in Year 11, over two days (10 hours) of supervised work. Students are graded from Level 1 Pass to Level 2 Distinction\*.

## Skills that you will develop:

- Researching from source material.
- Design and drawing skills.
- Practical techniques using different fabrics.
- Analysis skills
- CAD/CAM skills

## What do our students say?

“I enjoy Textiles as it’s an opportunity to be creative and it prepares you if wanted a job in the fashion or creative industry”.

“I really enjoy my lessons in Textiles. It gives me the chance to be creative and I get to learn from artists and designers”.

## Progression routes and career opportunities:

This course prepares students to progress onto the A-level Textile Design, Fine Art, Graphic Designs courses – all of which are offered at Temple Moor’s Sixth form. Courses in Textiles are available at degree level and possible careers include: Fashion; Interior Design; Graphic Design; Set design.

## Link to the exam board specification:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/art-and-design-practice.html>

## Further information:

For further information, please speak to Mr Palliser (Design leader) or any members of the Design team.



# Technical Certificate in Finance



## Overview of the course:

Leeds is a major centre for the financial sector, with 300,000 people employed in the finance and professional services industry in Leeds alone. This course is a vocational qualification for learners who wish to find out more about the financial sector, including financial services, financial products and their application, and finance in Business. It also helps develop understanding of aspects of personal finance.

## What will you learn?

Students cover a variety of topics throughout the course, including:

- Aspects of personal finance (mortgages, budgeting, debt).
- Personal and small business banking.
- Ethics, sustainability and business models.
- Financial services and the economy.
- Financial careers, linked to banking, accounting, investment, insurance, and financial technology (fintech)
- Taxation and financial regulation.

## How will you be assessed?

You will complete 4 units over the program.

**Unit 1:** Finance for the individual (non-exam assessment) – 25%

**Unit 2:** Finance for business (non-exam assessment) – 25%

**Unit 3:** Financial services sector (externally examined) – 50%

## Skills that you will develop:

- Mathematical skills
- ICT and presentation skills
- Research skills
- Analytical skills
- Critical thinking
- Communication
- Independence

## What do our students say?

This course is new for September 2023.

However, a predecessor course run up until 2019 was extremely well received by students.

## Progression routes and career opportunities:

This course prepares students to progress onto Level 3 Diploma in Financial Studies and A-level Economics or Business.

It is also good preparation for apprenticeships within the finance industry. It also links clearly to a range of professions such as banker, accountant, investor, mortgage broker, business analyst, insurance underwriter, finance lawyer.

## Link to the exam board specification:

[https://www.libf.ac.uk/study/financial-education/qualifications/technical-certificate-in-finance-\(tcf\)-level-2](https://www.libf.ac.uk/study/financial-education/qualifications/technical-certificate-in-finance-(tcf)-level-2)

## Further information:

For further information, please speak to Mr Scott or Mrs Lockwood.



# Notes



Use this page to make notes on options evening:



# Options summary – Core Plus



To be completed and returned to your form tutor by 13<sup>th</sup> March. If you encounter any issues, please contact Mrs Pickering using the Arbor app.

When you choose your options, follow the instructions in each column below.

STUDENT NAME: \_\_\_\_\_

FORM: \_\_\_\_\_

<b>Option 2 - 2-year course. Pick one from this list:</b>	<b>Option 3 - 2-year course Pick one from this list:</b>	<b>Option 4 - 2-year course Pick one from this list, <u>plus</u> one reserve choice:</b>
<ul style="list-style-type: none"> <li>• GCSE Geography</li> <li>• GCSE History</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE French (if studied at KS3)</li> <li>• GCSE German (if studied at KS3)</li> <li>• GCSE Spanish (if studied at KS3)</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Computer Science</li> <li>• BTEC Construction and the Built Environment</li> <li>• BTEC Creative Media Production</li> <li>• GCSE Design Technology</li> <li>• BTEC Enterprise</li> <li>• GCSE Fine Art</li> <li>• GCSE Graphic Design</li> <li>• BTEC Health and Social Care</li> <li>• GCSE History</li> <li>• Eduqas Award in Hospitality and Catering</li> <li>• BTEC Music Practice</li> <li>• GCSE PE</li> <li>• BTEC Performing Arts – Dance</li> <li>• BTEC Performing Arts – Drama</li> <li>• GCSE Psychology</li> <li>• BTEC Textiles</li> <li>• Technical Certificate in Finance</li> </ul>
<b>Pick ONE choice from the options above:</b>	<b>Pick ONE choice from the options above:</b>	<b>Pick ONE first choice from the options above:</b>
		<b>Pick ONE reserve choice from the options above:</b>





**Option 5 - GCSE Religious Education Full Course: Complete the box with Yes if you would like to choose to undertake this extra qualification.**

By selecting this option, you are committing yourself to completing two additional twilight sessions (3:05pm to 4:05pm) twice a week in Year 10

**Parent/carer acknowledgement.**

By submitting options choices, you are confirming that you have read the options booklet information and understand the following points:

- i). A broad spread of options choices is offered in good faith by the school, but some courses may not run if uptake is low or facilities/changes in specialist staffing/national qualification changes limit course availability.
- ii). Students may not be allocated their first choice and must, therefore, be prepared to study their reserve choice if this becomes necessary.
- iii). Once options have been started, students are **not** able to change courses.

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_\_