



**Ormiston  
RIVERS  
Academy**

# **Key Stage 4 Guided Options 2025**



***Community - Ambition - Resilience - Respect - Excellence***

# Introduction

Dear Year 9 Student

In September 2025, you will begin your General Certificate of Secondary Education (GCSE) courses which will be examined in Summer 2027. This booklet aims to outline the courses you will study during years 10 and 11 and, while part of the curriculum is compulsory for all students, there is also an element of choice, allowing you the opportunity to shape aspects of your own learning according to personal interests and future education and career aspirations. The core subjects that everyone will study are English, English Literature, Mathematics, Science, PSHE, RS and Core PE . The school aims to provide a broad and balanced curriculum based on current National Curriculum guidelines and legislation, giving you maximum flexibility in your future choices for academic study or career.

Within this booklet you will find an outline of each course on offer, including the work required to complete the course, as well as the skills to be gained and ideas about potential A Level courses or future careers. We would encourage you to speak to your current subject teachers, alongside your parents/carers, regarding each subject as an option choice for you, and to help you reach your full potential, a member of Academy staff will meet with each student on a one to one basis to provide guidance on the most appropriate choices best suited to your abilities and talents. Your success is based on you being guided onto the most appropriate subjects and qualifications, so the key questions to discuss with your parents/carers and teachers are:

- ◆ Which subjects can I achieve my best in?
- ◆ Which subjects do I enjoy?
- ◆ Which subjects will enable me to progress to my preferred further education courses?
- ◆ Which subjects will steer me in the right direction for my future career aspirations?

It is important that you do not choose subjects just because your friends have chosen them or because of the teacher you like. There is no guarantee that your friends will be accepted into the same course or class as you and the member of staff teaching that subject currently, may not be teaching it in September or may not end up being your teacher.

If you are unsure about your future career direction it is important to choose a wide range of subjects. Please see the new website START (previously U-explore) for Careers Information ([startprofile.com](http://startprofile.com)). Parents/carers may find this career link very useful: <http://www.parentalguidance.org.uk>

Please take time to research and discuss your thoughts and interests with your parents/carers and teachers before reaching a final decision. Making the right choices will not only result in the best outcome at the end of Year 11, but also ensure you have an enjoyable journey whilst in Key Stage 4.

Please do not hesitate to contact me if you have any further queries.

Yours faithfully

Mr R Madajczyk  
Assistant Principal

# Year 10 and 11 Curriculum and Option Choices

You must study the core subjects:

- ◆ GCSE English Language
- ◆ GCSE English Literature
- ◆ GCSE Mathematics
- ◆ GCSE Science (Separate or Combined)

You will also follow additional courses in :

- ◆ Physical Education (Core PE, non-examined)
- ◆ Personal, Social, Health and Economic Studies
- ◆ Religious Studies

All students must then choose four option subjects and two reserve subjects:

- ◆ One subject from Option A
- ◆ Three subjects from Option B
- ◆ Two reserve subjects from Option B

**The reserve choices you make must be equally as important as your first choice subjects, as if we are unable to accommodate your first choices, you will be allocated your reserve subjects, which should align with your future aspirations.**

We advise that when you make your option choices you ensure that you maintain a broad and balanced curriculum that will keep your options for further study and careers open. Therefore, we strongly encourage you to have a language option and a humanities option. We will discuss your choices with you and the reasons for your decisions as part of the options discussion process.

When making your choice, you need to consider carefully:

- ◆ What are you good at
- ◆ What are you interested in and enjoy
- ◆ What you may want to choose to study post 16
- ◆ Maintaining a breadth of study

Do not choose an option just because you like your current teacher of that subject, as you may have a different teacher next year. Similarly, do not choose a subject because your friend has, as you may end up in different classes. Clearly the enjoyment of a subject supports success and high levels of achievement. Ms Brazier, the Careers Advisor, is available for further guidance for all Year 9 students throughout the year. She can be contacted via e-mail: [lbrazier@ormistonriversacademy.co.uk](mailto:lbrazier@ormistonriversacademy.co.uk).

## **Proviso:**

We try to accommodate students' choices, but there may be some combinations which are not possible because of timetable constraints. There may also be some courses which are not finally offered because the number of students opting for them are too few. Conversely, there may also be courses which are over subscribed and additional sets cannot be provided. Therefore it is extremely important that students carefully choose both of their reserves, as they may end up being on their reserve choice where there is a timetable constraint as described above. Students will be kept informed of any issues that may arise as the process develops.

## Core Subjects

### All students will study all of these subjects

Mathematics GCSE

English Language GCSE

English Literature GCSE

Combined Science Double Award - This can be extended to the Separate Science Award as an option choice

Core Physical Education

Personal, Social, Health and Economic Studies

Religious Studies

## Option A

### Compulsory Component

#### All students to select one subject

Computer Science GCSE

French GCSE

Spanish GCSE

Geography GCSE

History GCSE

Separate Sciences - Three GCSE's extension to Combined Science

## Option B

### All students to select two preferred subjects and two reserve subjects

Business Studies

Child Development

Computer Science GCSE (only if not selected as first choice from Option A)

Hospitality and Catering

Dance

Drama GCSE

Engineering

Fine Art GCSE

French GCSE (only if not selected as first choice from Option A)

Geography GCSE (only if not selected as first choice from Option A)

Health and Fitness

Health and Social Care

History GCSE (only if not selected as first choice from Option A)

Photography

Religious Studies GCSE

Music Performance

Music Technology

Separate Sciences - Three GCSE's extension to Combined Science (only if not selected as first choice from Option A)

Spanish GCSE

Textiles

# Options Process: Key Dates

## February 2025

Letter to Parents/Carers containing information about the process and key dates.

**12th** - Presentation to Year 9 students during assembly about the options process led by Mr Madajczyk. Key Stage 4 Guided Choices booklets issued to students.

**13th** - Parents' Evening with 20 minute talk to parents regarding options.

**13th** - 1-to-1 guided conversations with students begin.

**14th** - Options selection forms distributed through Form Tutors.

**28th** - Options Marketplace for students during break and lunchtime in the Sports Hall.

## March 2025

**11th** - End of 1-to-1 guided conversations with students.

**12th** - Options Clinic (4pm – 5.30pm) for students and parents/carers who would like to discuss GCSE choices with subject leaders.

**14th** - DEADLINE for return of Options Form (hard copy).

## April - May 2025

Further discussions with Year 9 students.

## June 2025

**2nd-6th** - Submission window for any Guided Choices changes (hard copy).

**End of June** - GCSE Choices confirmation letters issued to parents/carers.

From Monday 10th February, class teachers will share information about their subjects with the Year 9 students to help them in their decision making. New subjects will have presentations during tutor time.

On Friday 28th February, we will hold a GCSE Options Marketplace during break and lunch times in the Sports Hall. Year 9 students will be able to discuss GCSE choices with Year 11 and Sixth Form students, as well as viewing work and resources to help inform their choices. Parents/carers will have the opportunity to discuss GCSE choices with subject leaders at the Options Clinic on Wednesday 12th March (4pm-5:30pm).

## Option Changes

Should a student wish to make any changes following the submission of their final Guided Choices Form, these should be made formally in writing or via e-mail and signed by the student and their parent/carer and addressed to Mr Madajczyk, Assistant Principal. We will begin accepting changes from Monday 2nd to Friday 6th June 2025 (inclusive). Requests will be considered in strict order of receipt. Please consider the choices carefully, as after the confirmation letter has been issued, changes will not be possible.

## Proviso:

We will try to accommodate students' choices, but there may be some combinations which are not possible because of timetable constraints. There may also be some courses which are not finally offered, because the number of students opting for them are too few in number. Conversely, there may also be courses which are over subscribed and additional sets cannot be provided. Therefore it is important that students choose their reserve subjects carefully, as in the above instances, they will be placed on the reserve of their choice. Students will be kept informed of any issues that may arise as the process develops.

# How Do I Choose My Subjects?

## GOOD REASONS TO CHOOSE A SUBJECT

- ◆ I have discussed this with my parents and we agree it is a good choice for me
- ◆ I enjoy the subject
- ◆ I am good at it
- ◆ I want to get better at the type of skills used in the subject
- ◆ I have found out all about the subject by talking to my teachers and to students who have studied this; I think it will suit me
- ◆ I have done a lot of investigation into all of the subjects and this is the one that I think I will enjoy the most
- ◆ This subject will help me have a broad and balanced range of courses
- ◆ I know I will work hard at this subject
- ◆ It will be useful for my future studies and career aspirations



## BAD REASONS TO CHOOSE A SUBJECT

- ◆ My friends are doing it
- ◆ I like the teacher - *There is no guarantee that you will have that teacher next year*
- ◆ I dislike the teacher - *You may have a different teacher in that subject next year*
- ◆ It is too much hard work - *All subjects are hard work and there is little difference between them*
- ◆ It doesn't matter so I can just choose any subject - *You will be studying this subject for 2 years so it's worth getting it right now*
- ◆ I can always change to a different subject when I get into Year 10 - *No you cannot as groups may be full and you will have missed important work in the first few weeks*
- ◆ My friends want me to take this subject - *But what do you want?*

# What To Do Now



1. Read through this booklet and discuss with your parents, teachers and form tutor before deciding.
2. If you have any questions then ask, as it is better to ask than to make the wrong choice!
3. Talk to Year 10 and 11 students, or those who have left the school, about what subjects they chose and why they enjoyed them.
4. Make your choices using a blank piece of paper, then leave it for a day before coming back to it, to see if the choices you made still make sense.
5. When you have finally decided on your choices, fill in the Option Selection Form provided and submit it by Friday 14th March 2025.

It is very important that this form is submitted on time, so that the school can start to fit everyone's choices into the timetable. If you submit your form after the deadline, you may find that your options have already been chosen for you, as we will have been required to allocate you to subjects that have spaces.

Please see the links below for more help with making your option choices:

[www.startprofile.com](http://www.startprofile.com) - START is a website which replaced u-explore and is a great way for students to research career and subject options.

<https://nationalcareersservice.direct.gov.uk> - The National Careers Service has advice for young people aged 13 to 19.

<https://icloud.com> - Try the 'Buzz Quiz' which is a short personality test and suggests potential career areas that would suit you.

<https://www.careersadviceforparents.org>



# The English Baccalaureate (EBacc)

The English Baccalaureate was introduced as a measure of performance in the 2010 performance tables. It is not a qualification in itself. It recognises a student's achievement (9-5) across a core of selected academic subjects – English (Language and Literature), Mathematics, History or Geography, the Sciences and a Modern Foreign Language.

The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that opportunities are not closed off to them in terms of future progression.

To pass the English element of the EBacc students need to:

- ◆ achieve a strong pass in English Language GCSE and achieve a grade in English Literature GCSE.

To pass the Mathematics element of the EBacc students need to:

- ◆ achieve a strong pass in GCSE Mathematics.

To pass the Science element of the EBacc students need to:

- ◆ take 3 single sciences (biology, chemistry, computer science and physics) and to achieve a strong pass in 2 of them
- ◆ to take GCSE Combined Science, 2 GCSEs that cover the 3 main sciences.

To pass the full EBacc students need to achieve the above plus:

- ◆ achieve a strong pass in History or Geography
- ◆ achieve a strong pass in French

For students starting Year 10 in 2025 our advice remains, as it has always been, to ensure a broad and balanced curriculum is maintained. We will not be requiring that all students meet the requirements laid out as above for the EBacc. We will, however, be encouraging them carefully to consider doing so.





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# English Literature and English Language

CORE SUBJECT

**Syllabus:** AQA English Literature 8702 AQA English Language 8700

**Please consult:** Ms Smith

## What we aim to do

We aim to enable students to read, write, speak and listen effectively in a variety of contexts. We want to encourage students to be confident and creative in their use of language thus enabling them to participate with ease in all aspects of public, cultural, academic and working life.

## What will I study?

In English Literature, students will study a broad range of poetry, prose and drama from the twentieth century and other historical periods, as well as from varying cultures. 40% of the examination is available for the study of Shakespeare and a 19th century novel. A further 60% of the paper is available for the study of a modern text, anthology poetry and unseen poetry. Students will develop skills to maintain a critical style and informed personal response as well as develop comparison skills.

In English Language Paper 1, students will be asked to respond to unseen twentieth century fiction texts: analysing their structure and form and evaluating their impact. They will also complete a creative writing activity. In Paper 2, students will compare two non-fiction texts and analyse their impact, as well as writing their own text such as a newspaper or letter. They also complete a Speaking and listening assessment.

## Skills needed

KS3 reading, writing, and speaking and listening skills are built on.

## How will I be assessed?

### GCSE English Language

- ◆ Paper 1: Exploration in Creative Reading and Writing, 1hr 45 minutes (50%)
- ◆ Paper 2: Writers' viewpoints, 1hr 45 minutes (50%)

### GCSE English Literature

- ◆ Paper 1: Shakespeare and 19th Century Novel, 1hr 45 minutes (40%)
- ◆ Paper 2: Modern Texts, Anthology Poetry and Unseen Poetry, 2hrs 15 minutes (60%)

Both GCSE's will be 100% examination

## What this subject can lead to when I leave Ormiston Rivers Academy?

The English GCSE is essential in order to access higher levels of education and learning. It is a requirement of almost all college courses and further education, e.g. A-levels, degree options and apprenticeship.

## Possible Careers

All further employment requires a qualification in English. English enables access to all careers and those with particular love of English and literature may follow careers in journalism, training, being a librarian, acting, theatre production and arts.

## Relevant website links for further information on the course / subject

Careers: [www.creative-choices.co.uk](http://www.creative-choices.co.uk)

**Syllabus:** Pearson Edexcel GCSE (9-1) 1MA1

**Please consult:** Mr Kennedy

## What we aim to do

We aim to develop every student's mathematical ability by enhancing numeracy and analytical skills. You will cover the GCSE syllabus at either the Higher or Foundation tiers. The course will deliver broader and deeper mathematical content, with the higher tier including questions to stretch the most able, and the foundation tier focusing on core mathematical understanding and skills. There is a greater focus on problem solving which will not only be useful in Mathematics, but will support learning in other subjects and provide valuable skills for life.

## What will I study?

**Number:** apply the four operations, concepts and vocabulary of prime numbers, factors and conventional notation for priority of operations.

**Statistics and probability:** data handling cycle, data collection, data presentation and analysis, data interpretation and probability.

**Algebra:** the difference between an equation and an identity, argue mathematically to show algebraic expressions are equivalent and use algebra to support and construct arguments and proofs.

**Geometry and measures:** properties of angles and shapes, geometric reasoning and calculation, measures and construction, graphical methods and solving problems with algebra.

**Ratio, proportion and rate of change:** change freely between standard units and compound units in numerical and algebraic contexts, scale diagrams and maps.

## Skills needed

Numeracy, reading, writing, resilience and creativity. Be committed to improving your own learning and performance.

## How will I be assessed?

Three written papers, either Foundation or Higher, each contributes 33.3% of the final grade. Each exam is 1 hour 30 mins.

- ◆ Paper 1F and 1H: Non calculator
- ◆ Paper 2F and 2H: Calculator
- ◆ Paper 3F and 3H: Calculator

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 grades 1 to 5
- ◆ Higher tier grades 4 to 9

## What this subject can lead to when I leave Ormiston Rivers Academy?

The Mathematics GCSE is essential in order to access a higher level of education and learning. It is a requirement of almost all college courses and further education.

## Possible Careers

Accountants, Bankers, Programmers, Teachers, Nurses, Operational Researchers, Engineers, Psychologists and Sport Scientists all use advanced mathematics skills. Maths graduates can go into virtually any area due to their training in problem solving and analytical thinking.

## Relevant website links for further information on the course / subject

Edexcel GCSE and GCE 2014 ([pearson.com](https://www.pearson.com))

**Syllabus:** AQA Combined Science 8464 / AQA Separate Sciences 8641-8463

**Contact Teacher:** Mrs Cox

## What We Aim to Do

At Rivers Academy, we aim to broaden and deepen students' knowledge and understanding of the world around them. We nurture independent, critical thinkers who are scientifically literate and numerate, equipping them to tackle real-world problems confidently and apply scientific principles in diverse contexts.

## What I Will Study

### Combined Science:

- **Biology:** Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis, Inheritance, Variation, and Ecology.
- **Chemistry:** Atomic Structure, Bonding, Quantitative Chemistry, Chemical Changes, Organic Chemistry, and Using Resources.
- **Physics:** Energy, Electricity, Forces, Waves, and Magnetism.

### Triple Science (Separate Sciences):

- Covers all Combined Science topics in greater depth, plus advanced content such as Space Physics in Physics.
- Students complete 28 required practicals compared to 21 in Combined Science.

## Skills Needed

To succeed in GCSE Science, students should demonstrate:

- Independence and motivation, Logical and critical thinking, Problem-solving abilities, Data analysis and evaluation skills and a strong enthusiasm for science, particularly for Triple Science.

## How Will I Be Assessed

### Combined Science:

- Six exams (2 Biology, 2 Chemistry, 2 Physics), each lasting 1 hour and 15 minutes.
- Awards **two GCSE grades** (e.g., 5-4 or 9-9).

### Triple Science:

- Six exams (2 Biology, 2 Chemistry, 2 Physics), each lasting 1 hour and 45 minutes.
- Awards **three separate GCSE grades** for Biology, Chemistry, and Physics.

## Choosing the Right Pathway

While Triple Science is an excellent option for enthusiastic students with a demonstrated strong attitude towards science, it may not be the right fit for everyone. Students will not be excluded from selecting Triple Science based on ability, but it's important to understand the increased challenge of this pathway. Before final selection for Triple Science, further discussions may be necessary to ensure the choice aligns with the student's interests, commitment, and academic goals.

## What This Subject Can Lead To When I Leave Ormiston Rivers Academy

Both pathways fully prepare students for Post-16 studies, including A-levels in Biology, Chemistry, and Physics. They also provide a foundation for vocational qualifications and apprenticeships in science-related fields.

## Possible Careers

Studying science can lead to a wide range of careers, including: Research Scientist, Medical Professional (e.g., doctor, nurse, pharmacist), Engineer, Veterinarian and many more.

**Syllabus:** GCSE Business Studies

**Please consult:** Mrs Gibson and Miss Victory

## What we aim to do

This is an exciting and wide-ranging GCSE in Business. It uses an enterprise and skills approach and the course will provide a broad and comprehensive understanding of business and enterprise. Students will learn to apply business theory to real business situations and problems.

## What will I study?

The course covers two broad themes:

**Theme 1: Investigating Small Businesses** - This theme enables students to explore how business ideas come about and businesses start up. It will include the financial, marketing and legal aspects of business and how businesses are influenced by the world around them.

**Theme 2: Building a Business** - This theme builds on some of the Theme 1 concepts and explores the opportunities and challenges businesses face as they grow. Larger businesses could include larger private limited companies, relative to those considered in Theme 1 and public limited companies.

Throughout the course students are expected to show an understanding of recent business events and students should be encouraged to use real world examples wherever possible to contextualise their understanding.

## Skills needed

- ◆ Good numeracy skills to aid financial calculations involved in the course.
- ◆ Communication skills to take an active part in projects and activities. This includes written communication.
- ◆ Presentation skills for work to be presented to those around them in a suitable way and find the most appropriate way of communicating.
- ◆ Initiative – students learn what initiative is and why it is important for an entrepreneur or business person.
- ◆ Work independently – learners understand how to work independently on specific tasks.

## How will I be assessed?

Each unit has a 1 hour 45 minute examination.

## What this subject can lead to when I leave Ormiston Rivers Academy?

Level 3 qualifications in Business such as A Level Business or Economics. Vocational qualifications in Business or Finance. An apprenticeship in Business administration.

## Possible Careers

This course can prepare students to make informed decisions about further learning and career opportunities. Choices include a range of Level 3 Business courses and progression to Higher Education and work in business, marketing, accountancy, and finance.

## Relevant website links for further information on the course / subject

[Edexcel GCSE Business \(2017\) | Pearson qualifications](#)

**Syllabus:** OCR Computer Science GCSE J277

**Please consult:** Mrs Gibson and Mr Lawman

## What we aim to do

We aim to enable students to understand and apply the fundamental principles and concepts of Computer Science. We want to encourage students to be confident with their knowledge of how digital devices work and to be able to design and write programs in a high-level language (Python). During this course you will begin to think creatively, innovatively, analytically, logically and critically.

## What will I study?

You will study abstraction, decomposition, logic, algorithms, then using them you will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs - we will be using Python. You will study the components that make up digital systems, and how they communicate with one another and with other systems, you will also understand the impacts of digital technology to the individual and to wider society. You will also complete practical programming tasks.

## Skills needed

- ◆ Some mathematical skills that are relevant to Computer Science.
- ◆ Problem Solving skills and resilience.

## How will I be assessed?

GCSE Computer Science

**Paper 1:** Computer systems, 1hr 30 minutes (50%)

**Paper 2:** Computational thinking, algorithms and programming, 1hr 30 minutes (50%)

## What this subject can lead to when I leave Ormiston Rivers Academy?

You will have access to higher education and learning within the Computer Science discipline including apprenticeships, A-level Computer Science leading on to numerous degrees that specialise in certain aspects of Computer Science such as Cyber Security and Networks.

## Possible Careers

To work in this area, both university courses and apprenticeships or on the job training are equally useful. Getting experience while you are studying is key, in order to familiarise yourself with the technology in the professional world and also to get to know other professionals as networking can be key to success. Web Developer, IT Systems Analyst, Software Developer, Network Engineer, Software Engineer and Cyber Security are some of the careers that lead on from studying Computer Science.

## Relevant website links for further information on the course / subject

<http://www.ocr.org.uk/computing>

<https://www.bcs.org/>

**Syllabus:** Eduqas GCSE Drama

**Please consult:** Miss Goodfellow

### What we aim to do

Drama is an exciting, inspiring and practical course where you will be immersed in and enjoy drama as performers and/or designers. You will participate in, and interpret your own and others' drama whilst exploring different topics. We will investigate a range of practitioners and genres, working practically to devise original theatre as well as work with a variety of script extracts. Students will be expected to provide their own costumes, where needed, for practical assessments.

We will also provide opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. There will also be costs associated with theatre trips.

### What will I study?

The course will integrate knowledge and understanding of how drama and theatre is developed and performed through a range of dramatic activities.

During the course you will study:

- ◆ one complete performance text
- ◆ two extracts from a second contrasting performance text placed within the context of the whole text
- ◆ either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

You will have the option to work practically as performers and/or designers.

### Skills needed

- ◆ Performance Skills
- ◆ Interpretive Skills
- ◆ Research Skills
- ◆ Vocal Skills
- ◆ Communication Skills
- ◆ Collaboration Skills
- ◆ Movement Skills

### How will I be assessed?

The course is assessed in 3 components.

**Component 1:** 40% (practical and written work, internally assessed) - You will participate in the creation, development and performance of a piece of theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. You will also produce a portfolio of supporting evidence and an evaluation of the final performance or design.

**Component 2:** 20% (practical exam, externally assessed) - You will study two extracts from the same performance text and then participate in a performance using sections of text from both extracts.

**Component 3:** 40% (written exam, externally assessed) - You will answer a series of questions on a set text that you have studied. You will also answer a question requiring analysis and evaluation of an aspect of a live theatre production seen during the course.

### What this subject can lead to when I leave Ormiston Rivers Academy?

A Level Drama, BA Hons Drama, Acting Conservatoires, BA Hons Technical Theatre, BA Hons Stage Design, BA Hons Costume Design.

### Possible Careers

Actor, Stage crew, Drama therapist, Designer, Broadcaster, Community arts worker, Broadcasting/film/video, Theatre director, Theatre stage manager.

### Relevant website links for further information on the course / subject

[GCSE Drama | Eduqas](#)

**Syllabus:** OCR (J171)

**Please consult:** Miss Nicoll and Miss Nice

### **What we aim to do**

We aim to enable students of all abilities to attain their own highest standards in GCSE Fine Art. We encourage students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including paint, print, ceramics, drawing, photography and collage. Students build a portfolio of coursework and keep an on-going sketchbook related to each themed project throughout the course. Students will have the opportunity to visit art galleries and other appropriate locations to help inspire and develop their own work. At the end of the course students' work will be exhibited in the exhibition area. Students will be expected to have their own art pack, which can be purchased at a discounted rate from the Academy shop. They may also be asked to contribute towards the cost of additional materials such as canvases and ceramics. Students will be expected to have their own art pack, which can be purchased at a discounted rate from the Academy shop. They may also be asked to contribute towards the cost of additional materials such as canvases and ceramics.

### **What will I study?**

GCSE Art students will actively engage in the creative process of art, craft, and design in order to develop as effective and independent learners, developing creative, imaginative, and intuitive capabilities. Students will gain knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and cultures and as appropriate to students' own work. To become confident in taking risks and learn from experience.

Students explore a wide range of media in A3 sketchbooks to record their 'art journey' and they record using techniques including drawing, printing and painting. This background of preparatory work is then used to produce final outcome pieces, which total a minimum of two across the entire GCSE course.

### **Skills needed**

You should be inspired to want to discover new ways of looking at and expressing ideas. You are expected to be an independent learner and a creative thinker who is open to exploring different processes and techniques in each project. Regular completion of home learning is vital to success in this GCSE.

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

**Component 1** - Coursework - No time limit; 120 marks; 60% of GCSE.

**Component 2** - Externally Set Assignment involving a paper outlining seven possible project themes issued by the exam board. 10 hours of supervised time; 80 marks; 40% of GCSE.

### **What this subject can lead to when I leave Ormiston Rivers Academy?**

Fine Art at AS/A Level; BTEC Art and Design; Foundation degree in Art; B.A. Degrees in creative art subjects; creative art apprenticeships. We have an excellent record of enabling students to easily access courses of further study.

### **Possible Careers**

GCSE Art is a strong foundation for all students wishing to progress into the creative arts. This includes employment in jobs such as illustration, architecture, animation, fashion, textile, interior design, computer aided design, graphics, photography, media, product design, fine art, gaming design, and all other visual arts related professions.

### **Relevant website links for further information on the course / subject**

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>



**Syllabus:** AQA GCSE French 8652

**Please consult:** Mrs Compton

### **What we aim to do?**

The GCSE French course is designed to enable students of all abilities to develop their language skills to their full potential, equipping them with the knowledge, understanding and skills to communicate in a variety of contexts with confidence.

Students will improve their literacy, enhance their cultural capital and their appreciation of French culture.

### **What will I study?**

You will build on topic areas that you have studied in Key Stage 3, as well as learning about completely new ones. You will learn to express not only factual information but also justified opinions, You will also develop your understanding of French grammar by revising tenses and structures you have learnt already, and learning how to form and apply new ones, allowing you to use much more complex and sophisticated language.

These are the three main themes you will study:

**Identity and culture** - which includes topics such as family and relationships, technology in everyday life, free time activities, customs and festivals.

**Local, national, international and global areas of interest** - which involves topics such as: home, town, neighbourhood and region, social and global issues, travel and tourism.

**Current, future study education and employment** - which covers studies, jobs, careers and ambition.

### **Skills needed**

Analytical skills, ability to work in a team, communication skills, social skills, problem solving skills, confidence, open mindedness and flexibility.

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

Students will be assessed under 4 components comprising: Listening, speaking, reading, dictation, translation and writing. These assessments are conducted at the end of the course under exam conditions and each component contributes 25% of the final grade.

### **What this subject can lead to when I leave Ormiston Rivers Academy?**

French is the only language spoken as mother tongue on the five continents. An ability to speak French is an advantage on the international job market as it makes you stand out from the crowd. A knowledge of French opens the doors of French speaking companies in different part of the world. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Language qualifications are highly valued by universities and can be combined with many other subjects on degree courses.

**Possible Careers:** Civil service, travel and tourism, heritage and culture, international recruitment, advertising, International organisations, teaching, translation, journalism, science, shipping services, publishing and technical services.

### **Relevant websites for further information on the course**

[gcse-french-support-and-resources](https://www.gcse-french-support-and-resources.com)

<https://www.youtube.com/watch?v=cOMIOuOPjfU>

<https://youtu.be/xqMvzOPSpts>

**Syllabus:** AQA Geography 8035

**Please consult:** Mrs Cope, Mrs French, Ms Rattray

## What we aim to do

We aim to provide students with a clear overview of the world in the 21st century and develop a sense of 'awe and wonder', which will allow candidates to fully appreciate and learn from the world around them. We will empower students with a strong sense of place and provide opportunities for personalised and independent learning. The new GCSE is a more stringent test of students' geographical knowledge. You will need to be confident at writing large passages of text and remembering key facts and details. There will be no controlled assessment and students will have three examinations at the end of the course to determine their grade. Students **MUST** attend two compulsory field trips in preparation for their exams. There will be costs associated with these trips.

## What will I study?

All geography courses allow students the opportunity to study a balance of physical, human geography and fieldwork. Possible areas of study are:

- ◆ The Challenge of Natural Hazards
- ◆ Physical Landscapes in the UK
- ◆ The Living World
- ◆ Urban Issues and Challenges
- ◆ The Changing Economic World
- ◆ The Challenge of Resource Management
- ◆ Fieldwork
- ◆ Issue Evaluation

## Skills needed

You will need to be a good communicator with strong ICT, problem solving and numeracy skills. You will also need to be able to work with others and be committed to improving your own learning and performance.

## How will I be assessed?

The course is assessed through three examinations. Pupils will need good literacy skills and a good memory for detail:

- ◆ Physical Geography (35%)
- ◆ Human Geography (35%)
- ◆ Fieldwork Skills and Decision Making Exercise (30%)

## What this subject can lead to when I leave Ormiston Rivers Academy?

This course provides an excellent foundation for students wishing to study A-level Geography. It also provides students with a broad skills base and an excellent academic grounding for a wide range of future study paths across the wider curriculum.

## Possible Careers

Geography provides a strong background for a range of interesting and diverse careers include town planning, surveying, conservation and environmentalism, government, teaching, tourism, research and many other areas.

## Relevant website links for further information on the course / subject

[www.aqa.org.uk](http://www.aqa.org.uk)

Careers: [www.rgs.org/ourwork/schools](http://www.rgs.org/ourwork/schools)

**Syllabus:** AQA

**Please consult:** Mr Irven, Ms Heales, Mr Chapman, Ms Murphy

## **What we aim to do**

History is a highly respected academic discipline, which enables its scholars to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This will prepare students for a role as informed, thoughtful and active citizens. Students will be expected to participate in a visit to a historic environment. There will be costs associated with this trip.

## **What will I study?**

The history course aims to build knowledge across a range of time periods and geographical areas. The course is made up of two elements which require students to use a range of different historical skills.

- ◆ The Social Study: America, 1920-1973 and the thematic study conflict and tension, 1918-1939.
- ◆ The Breadth Study: Health and the people c1000 to the present day.
- ◆ The Depth Study: Restoration England.

Students have the opportunity to visit a historic environment selected by the exam board. The historic environment for pupils taking their exams in 2026 (current Year 9) has not yet been decided. However, other examples include the Royal Observatory, London; Ham House, London and Medway, Kent.

## **Skills needed**

A questioning mind, the ability to weigh up evidence and come to a conclusion. Extended writing skills, and reading.

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

2 Papers each with 2 units. Each unit has an hour long paper with 4-6 questions on it. These look at both source analysis and recall questions. All papers finish with an essay question.

### **Paper 1**

Conflict and Tension 1919-1939

USA 1919-1973

### **Paper 2**

Health and the people c1000-Present

Restoration Depth Study 1660-1685

## **What this subject can lead to when I leave Ormiston Rivers Academy?**

It shows great organisational and processing skills to an employer. University courses in economics, law, politics and sociology as well as history and archaeology.

Tied with a foreign language it can lead to trips to sites around the world to do research.

## **Possible Careers**

Law, Academia, journalism, teaching and the civil service. Police, doctor, librarian, curator, marketing and sales amongst many others.

## **Relevant website links for further information on the course / subject**

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

<https://www.history.org.uk/>

**Syllabus:** Edexcel B 1RB0/2C and 1RB0/3B GCSE

**Please consult:** Mrs Compton

## What we aim to do?

This course aims to enable students to adopt an enquiring, critical and reflective approach to the study of issues concerning life, culture and society. Throughout the course, students will reflect on and develop their own values, opinions and attitudes by critically evaluating what they have learnt. Students will be asked to consider the fundamental questions that we all have, engage with them intellectually and respond personally after learning to critically evaluate religious/ non-religious teachings.

## What will I study?

The course looks specifically at two faiths, Christianity and Islam, with the chance to contrast these beliefs with secular ideas.

### Religion and Ethics through Christianity only

- ◆ Christian Beliefs
- ◆ Marriage and the Family
- ◆ Living the Christian Life
- ◆ Matters of Life and Death

### Religion, Peace and Conflict through ISLAM only

- ◆ Muslim Beliefs
- ◆ Crime and Punishment
- ◆ Living the Muslim Life
- ◆ Peace and Conflict

## Skills needed

Lessons focus on both written and verbal communication skills as we develop students' abilities to form coherent and evaluative arguments.

## How will I be assessed?

2 Papers of equal weighting :

**Paper 1** - Religion and Ethics through Christianity only

**Paper 2** - Religion, Peace and Conflict through ISLAM only

## What this subject can lead to when I leave Ormiston Rivers Academy?

It shows great organisational and processing skills to an employer. You could go on to study university courses in Theology, Philosophy and Ethics.

## Possible Careers

Law, Academia, Journalism, Teaching and the Civil Service, Social Care, Librarian, Curator, Retreat Organiser, Life Coach amongst many others.

## Relevant website links for further information on the course / subject

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

**Syllabus:** Eduqas - Art and Design - Textiles

**Please consult:** Miss Nicoll

## What we aim to do?

We aim to enable students of all abilities to attain their own highest standards in GCSE Textiles. We encourage students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, soft sculpture, appliqué and collage. Students build a portfolio of coursework related to each themed project throughout their GCSE. At the end of the course students' work will be exhibited in the exhibition area. Students will be expected to contribute towards the cost of materials for projects required within the course specification.

## What will I study?

GCSE Textiles students will actively engage in the creative process of art, craft, and design in order to develop as effective and independent learners. Developing creative, imaginative, and intuitive capabilities, to become confident in taking risks and learn from experience.

The course is laid out in three distinct sections. Autumn of Year 10 until Easter of Year 10 is developing skills, techniques and processes to a more advanced level. From Easter of Year 10, the students will start their coursework project which runs until Christmas of Year 11 and is worth 60% of their overall grade. In January of Year 11 the students start a project around a chosen theme from the externally set assignment, working on the development of this project until the Easter holidays. The first week or two after the Easter holidays, the GCSE students have a 2 day (10 hours) practical exam to create their final piece for this project. All work for this course is completed and submitted by May of Year 11.

## Skills needed

You should be interested in finding new ways of looking at and expressing ideas. You are expected to be an independent learner and a creative thinker who is open to exploring different processes and techniques in each project. Regular completion of home work and class work is vital to success in this GCSE.

## How will I be assessed?

Candidates produce a portfolio of work made up of a minimum of 2 different project themes/starting points.

**Component 1** - No time limit ; 120 marks ; 60% of GCSE

**Component 2** - Preparatory period followed by 10 hours of supervised time; 80 marks; 40% of GCSE

## What this subject can lead to when I leave Ormiston Rivers Academy?

Textile design/construction at AS/A Level; BTEC Art and Design; Foundation degree in Art; B.A. Degrees in creative art subjects; creative art apprenticeships. We have an excellent record of enabling students to easily access courses of further study at Sixth Form, college and degree level.

## Possible Careers

Fashion, textiles, interior design, computer aided design, graphics, product design.

## Relevant website links for further information on the course / subject

[GCSE Art and Design | Eduqas](#)

**Syllabus:** Eduqas - Art & Design - Photography

**Please consult:** Ms Nicoll and Miss Nice

## What we aim to do?

We aim to enable students to attain their own highest standards in GCSE Photography. We encourage students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including photography, digital processes, time-lapse photography, stop-frame animation, installation, film, video, animation, photomontage and digital manipulation to build a portfolio. Outcomes can be screen or printbased and comprise of still or moving images. Students will visit art galleries and other appropriate locations to help inspire and develop their own work. At the end of the course students' work will be exhibited in the exhibition area.

## What will I study?

Students will actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, developing creative, imaginative, and intuitive capabilities. Students will gain knowledge and understanding of lens based media in historical and contemporary contexts, societies, and cultures.

The course is laid out in three distinct sections. Autumn of Year 10 until Easter of Year 10 is developing skills, techniques and processes to a more advanced level. From Easter of Year 10 the students will start their coursework project which runs until Christmas of Year 11 and is worth 60% of their overall Grade. In January of Year 11 the students start a project around a chosen theme from the externally set assignment. They work on the development of this project until the Easter holidays. The first week or two after the Easter holidays the students have a 10 hour practical exam to create their final piece for their project. All work for this course is completed and submitted by May of Year 11.

## Skills needed

You should be interested in finding new ways of looking at and expressing ideas. You are expected to be an independent learner and a creative thinker who is open to exploring different processes and techniques in each project. Regular completion of home work and class work is vital to success in this GCSE.

## How will I be assessed?

Candidates produce a portfolio of work made up of a minimum of 2 different project themes/starting points.

**Component 1** - No time limit ; 120 marks ; 60% of GCSE

**Component 2** - Preparatory period followed by 10 hours of supervised time; 80 marks; 40% of GCSE

## What this subject can lead to when I leave Ormiston Rivers Academy?

Photography at AS/A Level; BTEC Art and Design; Foundation degree in Art; B.A. Degrees in creative art subjects; creative art apprenticeships. We have an excellent record of enabling students to easily access courses of further study at Sixth Form, college and degree level.

## Possible Careers

Architecture, animation, fashion, interior design, computer aided design, graphics, photography, media, product design, fine art, gaming design.

## Relevant website links for further information on the course / subject

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

**Syllabus:** AQA GCSE Spanish 8652

**Please consult:** Mrs Compton

### What we aim to do?

This course is designed to enable students of all abilities to develop their language skills to their full potential, equipping them with the knowledge, understanding and skills to communicate in a variety of contexts with confidence. Students will improve their literacy, enhance their cultural capital and their appreciation of Spanish culture.

### What will I study?

You will build on topic areas that you have studied in Key Stage 3, as well as learning about new ones. You will learn to express not only factual information but also justified opinions. You will also develop your understanding of Spanish grammar by revising tenses and structures you have learnt already, and learning how to form and apply new ones, allowing you to use much more complex and sophisticated language.

These are the three main themes you will study:

**Identity and culture** - which includes topics such as family and relationships, technology in everyday life, free time activities, customs and festivals.

**Local, national, international and global areas of interest** - which involves topics such as: home, town, neighbourhood, region, social and global issues, travel and tourism.

**Current, future study education and employment** - which covers studies, jobs, careers and ambition.

### Skills needed

Analytical skills, ability to work in a team, communication skills, social skills, problem solving skills, confidence, open mindedness and flexibility.

### How will I be assessed?

Students will be assessed under 4 components comprising: Listening, speaking, reading, dictation, translation and writing. These assessments are conducted at the end of the course under exam conditions and each component contributes 25% of the final grade.

### What this subject can lead to when I leave Ormiston Rivers Academy?

The ability to speak Spanish is an advantage on the international job market as it makes you stand out from the crowd and opens the doors of Spanish Speaking companies in different parts of the world. Spanish is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Language qualifications are highly valued by universities and can be combined with many other subjects on degree courses.

**Possible Careers:** Civil service, travel and tourism, heritage and culture, international recruitment, advertising, International organisations, teaching, translation, journalism, science, shipping services, publishing and technical services.

### Relevant websites for further information on the course

GCSE Spanish (8692)

<https://www.youtube.com/watch?v=cOMIOuOPjfU>

<https://youtu.be/xqMvzOPSpts>

**Syllabus:** OCR Level 1/2 Cambridge National in Child Development

**Please consult:** Ms Alade, Mrs Procter and Miss Welham

## Studying Child Development at Rivers

Students will gain a strong understanding of child development, education and care, whilst exploring the stages of human development and the importance of play for children aged 0-5.

### Course Content:

The Child Development course covers a wide breadth of topics organised into three units of study.

**R057 – Health and Well-Being for Child Development.** Students learn about the importance of pre-conception health and reproduction, antenatal care, preparation for birth, postnatal care and the conditions in which a child can thrive.

**R058 - A Safe Environment and the Nutritional Needs of Children.** Students learn how to create a safe environment for children in childcare settings and how to meet the dietary needs of children.

**R059 – Understand the Development of a Child from 1 -5 Years.** Learn about children's expected physical, intellectual and social development.

### Skills that support success in this subject

Effective written and verbal communication, teamwork, creativity, research and analysis and independence.

### Assessment

**R057 – Health and Well-Being for Child Development** - Written exam taken at the end of Year 11, contributing 40% to a student's grade and is 1 hour 15 minutes long.

**R058 - A Safe Environment and the Nutritional Needs of Children** - Coursework-based, contributing 30% to a student's final grade. Students will complete multiple written tasks and one practical demonstration.

**R059 – Understand the Development of a Child from 1 -5 Years** - Coursework based, contributing 30% to a student's final grade. Students will complete an observation of a child and then complete three written tasks based on their observations.

All coursework tasks are completed in class with teacher supervision, marked by teachers, and moderated by OCR. Students are graded by level – Level 1 or 2, and performance – Pass, Merit, Distinction, Distinction\*, which equate to grades 1-9 in GCSE.

### Your Future Studies

This course can lead to Level 3 vocational qualifications of Childcare, Health and Social Care, and A-Levels in subjects such as Sociology or Biology.

### Possible Careers

Early years educator, play therapist, family support worker, social worker, educational psychologist, teacher, teaching assistant and many more.

### For Further Information

[Cambridge Nationals - Child Development Level 1/Level 2 - J809 - OCR](#)



**Syllabus:** OCR Level 1/Level 2 Cambridge National in Creative iMedia / J834

**Please consult:** Mrs Gibson and Mr Lawman

### What we aim to do?

Creative iMedia will encourage students to understand and apply the fundamental principles and concepts of digital media, including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation, publishing and distribution, helping to develop learning and practical skills that can be applied to real-life contexts and work situations while thinking creatively, innovatively, analytically, logically and critically to develop independence and confidence in using skills that would be relevant to the media industry.

### What will I study?

This is an engaging qualification where you will use your learning in practical real-life situations, such as developing visual identities for clients, planning and creating original digital graphics, planning, creating and reviewing original digital media products. The qualification will also help you to develop learning and skills that can be used in other life and work situations such as thinking about situations and deciding what is required to be successful, exploring different options and choosing the best way forward to solve a problem, exploring and generating original ideas to find imaginative solutions to problems, appropriate use of media to convey meaning and use of planning techniques to complete tasks.

### Skills needed

The ability to appreciate and analyse design products, a passion for creativity and design, the ability to be creative and imaginative, organisation and planning skills and I.T. Literacy.

### How will I be assessed?

There will be a written exam lasting 1 hour and 30 minutes containing two sections:

**Section A (10 marks):** This will have between 7 and 10 closed response, multiple choice and short answer questions, which assess the recall of knowledge and understanding.

**Section B (60 marks):** This will have context-based questions where students will be presented with a short scenario which develops through the paper and will apply their knowledge of Creative iMedia concepts to produce relevant responses.

There will also be two internally assessed units (coursework):

**Unit R094:** Visual identity and digital graphics - You will learn how to develop visual identities for clients and also how to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

**Unit R097:** Characters and comics - You will learn to design and create original characters that convey emotion and personality. You will also learn to set your characters within stories of your own making which flow logically and engage the reader and to use conventions of comics to tell your characters' stories across multiple pages.

### What this subject can lead to when I leave Ormiston Rivers Academy?

The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications or the Media and Broadcast Assistant Pathway Apprenticeship.

### Possible Careers

The media industry is vast, covering both traditional and new media sectors providing work for individual freelance creatives, as well as large teams in design houses and multinational companies.

### Relevant website links for further information on the course

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

**Syllabus:** BTEC Level 1/2 Tech Award In Performing Arts (With a dance approach)

**Please consult:** Miss Goodfellow

## What we aim to do

There is currently a vibrant interest in all forms of dance style, in fact participation in dance is higher in the UK than in most popular sports, excluding football. The umbrella of 'Dance' is vast, containing many styles and genres, within a wide range of settings from formal theatre, to ritual, to community and social dance. The course allows students to explore a range of styles, techniques and performance work as dancers, as well as devising their own work from a stimulus, developing a wide range of technical and expressive skills through practical explorations. There is a deeply ingrained focus on educating students on the wider professional dance industry, which promotes cultural capital and an understanding of inclusivity and professional career frameworks in dance. This course is suitable for those students that are keenly interested in developing their dance skills and presenting them to an audience at the end of a project.

## What will I study?

Students will study three key components. Component 1 requires students to engage with a professional dance work analysing its intention, constituent features and the choreographic processes used to create it. Component 2 gives students the opportunity to learn and perform a professional piece of repertoire developing their dance technique and enriching their wider knowledge of the dance industry. In component 3 students create their own original dance work inspired by a given stimulus. Here students are encouraged to draw upon all the of the learned skills and knowledge from earlier components to create original and thought provoking pieces of dance theatre.

## Skills needed

Performance skills, physical skills, interpretive skills, communication skills, collaboration skills, research skills, analytical skills and a passion for dance.

## How will I be assessed?

### Live Performance:

- ◆ Component 1 — A written portfolio of work.
- ◆ Component 2 — A recorded performance with supporting coursework.
- ◆ Component 3 — A recorded performance with supporting milestones written reflections.

There is no written exam for this course.

## What this subject can lead to when I leave Ormiston Rivers Academy?

Level 2 or 3 qualification in Dance, Dance Leadership, degree or diploma in professional dance or musical theatre.

## Possible Careers

Professional dancer, career in theatre, teaching, fitness coach, designer, physiotherapist and many more.

## Relevant website links for further information on the course / subject

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

**Syllabus:** NCFE 1/2 Engineering

**Please consult:** Dr. Rumary, Ms Venter

## What we aim to do

This course is designed to enable students who enjoy the challenge of working practically with materials, designing with computers and making with machinery to do so. There will be tasks based on the design of mechanical objects as well as working in our engineering workshops to produce a variety of projects in different materials. Students will be expected to contribute towards the cost of materials for projects required within the course specification. Students will be expected to contribute towards the cost of materials for projects required within the course specification.

## What will I study?

Studying Engineering through a combination of practical experience and written assignments, this vocational qualification provides level 2 learners with the knowledge, skills and understanding needed for a career or further study in the sector.

Topics include:

- ◆ Developing computational thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.
- ◆ Understanding engineering disciplines: A general overview of how engineering is used in the world.
- ◆ Understand how science and mathematics is applied in engineering: Using mathematics and science to understand and solve engineering problems.
- ◆ Understand how to read engineering drawings: Creating engineering drawings using CAD software. Reading drawings to make engineered items.
- ◆ Understand the properties and characteristics of engineering materials and know why specific materials are selected for engineering applications: Testing materials to find out their properties. Using these properties to create designs.
- ◆ Understand engineering tools, equipment and machines: Using engineering machines safely and with skill and tools to create complex items.

## Skills needed

You will need to be a proactive student with a keen interest in the study of engineering. You need to understand that the world and study of engineering goes beyond that of simply making things, but looks at the maths, science and communication that lies behind. We will be studying all of these topics.

## How will I be assessed?

You will be assessed with a 60% synoptic project at the end of year 11. You will also sit an exam in the summer of year 11. This will count for the other 40% of the course.

## What this subject can lead to when I leave Ormiston Rivers Academy?

Further study at Rivers Sixth Form with Maths, Physics, Level 3 Engineering, Level 3 Motor Vehicle Studies or similar courses at college. After Level 3 study there is the possibility of university or an apprenticeship in your chosen field.

## Possible Careers

All types of Engineering: Chemical, Mechanical, Civil, Automotive, Aeronautic, Marine, Electrical, Electronic, Nuclear and many more!

## Relevant website links for further information on the course / subject

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593>

**Syllabus:** NCFE Health and Fitness (603/7007/5)

**Please consult:** Mr Clay

## What we aim to do

The objectives of this qualification are to help learners to:

- ◆ Prepare, plan and develop a personal health and fitness programme.
- ◆ Understand the short and long term benefits of exercise.
- ◆ Know the structure and function of the main body systems which include the skeletal, muscular, respiratory, cardiovascular and energy systems.
- ◆ Understand the principles of training and its importance when designing a fitness programme.
- ◆ Understand how to complete fitness tests and compare the results to normative data.

## What will I study?

- ◆ Structure and function of body systems
- ◆ Effects of health and fitness activities on the body
- ◆ Health and fitness and the components of fitness
- ◆ Principles of training
- ◆ Testing and developing components of fitness
- ◆ Impact of lifestyle on health and fitness
- ◆ Applying health and fitness analysis and setting goals
- ◆ Structure of a health and fitness programme and how to prepare safely

## Skills needed

High levels of independence are essential for coursework completion, homework and revision. Students that are inquisitive and resilient will do well on this course.

## How will I be assessed?

40% of the final grade is based on exam performance. Students will sit the exam in the summer of Year 11.

60% coursework which will be completed in Year 11.

## What this subject can lead to when I leave Ormiston Rivers Academy?

Depending on the grade the learner achieves in this qualification, they could progress to:

- ◆ A Level in Physical Education and Sport
- ◆ Level 2 Technical Certificate in Sport & Physical Activity
- ◆ Level 3 Applied General in Sport Studies
- ◆ Level 3 Technical Level in Sport & Physical Activity
- ◆ Apprenticeships in occupations within the Health & Fitness sectors such as Health Assistants, Fitness Instructors or Personal Trainers

## Possible Careers

Fitness instructor, health assistant, personal trainer, PE teacher, leisure management, sports coach, exercise technology, sports law, sports journalist, events management, physiotherapist, strength and conditioning coach, sports psychologist, dietician, lecturer.

## Relevant website links for further information on the course / subject

NCFE Level 1/2 Technical Award in Health and Fitness ([qualhub.co.uk](http://qualhub.co.uk))

**Syllabus:** OCR Level 1/2 Cambridge National in Health and Social Care

**Please consult:** Ms Alade, Mrs Procter and Miss Welham

## Studying Health and Social Care at Rivers

Students will gain an insight into the roles and responsibilities of the Health and Social Care sector, exploring the links between human development, lifestyle choices and health, along with learning how Health and Social Care services support individuals.

### Course Content:

The Health and Social Care course covers a wide breadth of topics organised into three units of study.

**R032 – Principles of Health and Social Care** - Students learn about the rights of service users, person-centred values, effective communication and safeguarding within Health and Social Care settings.

**R033 – Supporting Individuals Through Life Events** - Students learn about growth and development through life stages, including understanding the needs of individuals affected by life events and strategies to support them.

**R035 – Health Promotion Campaigns** - Students will research and explore health promotion campaigns, considering their benefits to society, students then use their knowledge to research, plan, deliver and evaluate their own health promotion campaign.

### Skills that support success in this subject:

Effective written and verbal communication, teamwork, creativity, research and analysis and independence.

### Assessment:

**R032 – Principles of Health and Social Care**- Written exam taken at the end of Year 11, contributing 40% to the final grade, lasting 1 hour 15 minutes.

**R033 – Supporting Individuals Through Life Events** - Coursework-based, contributing 30% to the final grade and includes three written tasks and an interview of an individual about their life.

**R035 – Health Promotion Campaigns**- Coursework-based, contributing 30% to the final grade and includes multiple written tasks and a 10-minute presentation.

All coursework tasks are completed in class with teacher supervision, marked by teachers, and moderated by OCR. Students are graded by level – Level 1 or 2, and performance – Pass, Merit, Distinction, Distinction\*, which equate to grades 1-9 in GCSE.

### Your Future Studies:

This course supports students in developing the skills relevant to progressing onto further study, such as Level 3 vocational qualifications of Health and Social Care, and A-Levels in subjects such as Psychology, Biology or Sociology.

### Possible Careers:

This course concentrates on the Health and Social Care Industry, where students may seek future employment or study at a higher level. E.g., nursing, midwifery, social work, nursery nursing, health advisor, paramedic science, and many more.

### For Further Information:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>

**Syllabus:** WJEC Level 1/2 Hospitality and Catering

**Please consult:** Mrs Hyde

## What we aim to do

This course is designed for students who have an interest in food and cookery and in the context of cooking for health. It will provide learners with experience of using different cooking techniques and methods and give them a basic understanding of the skills required for a career in food. This course is appropriate for students who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing and producing dishes. Students will be expected to provide the ingredients and containers for their lessons and their controlled assessments.

## What will I study?

Students will learn about key areas of this subject, including:

- ◆ Food functions in the body and in recipes.
- ◆ To modify recipes for healthy balanced diets.
- ◆ To assess a brief and make recommendations fit for purpose.
- ◆ To plan and produce dishes for a purpose.
- ◆ Safe and hygienic preparation of the cooking environment.
- ◆ The sources and seasonality that can affect food choices.
- ◆ Food labels and cooking for a range of purposes.

## Skills needed

- ◆ A foundation of basic cookery skills from KS3
- ◆ Willingness to learn
- ◆ Independence
- ◆ Self motivation
- ◆ Interest in food and cookery
- ◆ Basic ICT skills
- ◆ You will develop skills:
  - ◆ In creating menus to meet a brief.
  - ◆ In selecting ingredients to cook dishes.
  - ◆ In adapting recipes for health and to suit a nutritional need.
  - ◆ In evaluating your own work.
  - ◆ In Literacy, Numeracy and ICT.
- ◆ Skills that are essential for the modern workplace, such as planning, research skills, communication, problem-solving skills and health and safety.

## How will I be assessed?

A written Examination taken at the end of year 11, worth 40% of the final grade on the Catering Industry. The questions will require short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

A controlled Assessment worth 60% of the final grade. This will include research, planning and write up of a practical assessment where you plan and make 2 dishes for a particular scenario you are given.

**Syllabus:** Grade 6 Trinity Rock & Pop

**Please consult:** Miss Goodfellow and Miss Thurtle

## What we aim to do

Play the music you love on the instrument of your choice: Guitar, Vocals, Bass, Drums or Keyboard.

With a wide range of hit songs spanning all contemporary styles, choose your set list from the eight songs in our new graded songbooks, play a song of your own choice, or perform one you've written yourself.

Develop the improvisation and playback session skills that professional musicians need. Showcase your technical skills in a real-life context through our technical focus songs, and demonstrate your ability to deliver a compelling live performance.

Achieve your goals with an externally regulated and internationally recognised qualification. Trust the 140-year heritage Trinity brings to contemporary music, and benefit from marks and comments on your performance from Trinity's expert examiners. Students are encouraged to take extra music lessons in their chosen instrument. These can be arranged by the Academy with external tutors who attend site during the school day, the cost of which will be added to Parentpay.

## What will I study?

Pupils will perform three Trinity grade 6 musical pieces on an instrument of their choice (Guitar, Bass, Vocals, Drums or Keyboard) and a Sessions Skills study.

This course is perfect for pupils with a passion for music performance and will require pupils to be dedicated to their instrument and comfortable when working independently .

## Skills needed

◆ Instrumental or vocal skills	◆ Independent Skills	◆ Passion for music
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## How will I be assessed?

Component	Description	Marks
Song 1	Performance of song on chosen instrument	25
Song 2	Performance of song on chosen instrument	25
Song 3	Performance of song on chosen instrument	30
Study Skills	Improvisation to backing tracking	20

The exam takes place in year 11 with an external examiner grading all pupils' performances individually (each lasting between 20 and 30 minutes).

## What this subject can lead to when I leave Ormiston Rivers Academy?

Learners who achieve this qualification could progress onto further level 3 qualifications and A levels, such as:

- ◆ Level 3 Diploma in Music Technology
- ◆ Level 3 Diploma in Music performance
- ◆ A level Music

## Possible Careers

Session Musician, Music Performer, Music therapist and Music Teacher.

## Relevant website links for further information on the course / subject

<https://www.trinityrock.com/exams/syllabus>

[https://www.riversmusic.co.uk/music\\_tech](https://www.riversmusic.co.uk/music_tech)

**Syllabus:** NCFE LEVEL 2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

**Please consult:** Miss Goodfellow and Miss Thurtle

## What we aim to do?

This qualification enables learners to develop skills, knowledge and understanding of the music technology industry. It is suitable for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in creating music using technology.

## What will I study?

**Using a DAW** - This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.

**Creation of Music** - Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.

**Multi-Track Recording** - Learners will plan and undertake a recording session for a given scenario. Learners will create a mixdown of their recording and review the final product.

**Sound Creation** - Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.

## Skills needed

- ◆ ICT skills
- ◆ Listening & evaluating music
- ◆ Passion for music

## How will I be assessed?

Component	Description	Contribution
Written Paper	Coursework	40%
Synoptic	Exam	60%

## What this subject can lead to when I leave Ormiston Rivers Academy?

Learners who achieve this qualification could progress onto further level 3 qualifications and A levels, such as:

- ◆ Level 3 Diploma in Music Technology
- ◆ Level 3 Diploma in Creative Media
- ◆ Level 3 Extended Diploma in Creative Media
- ◆ A level Music

## Possible Careers

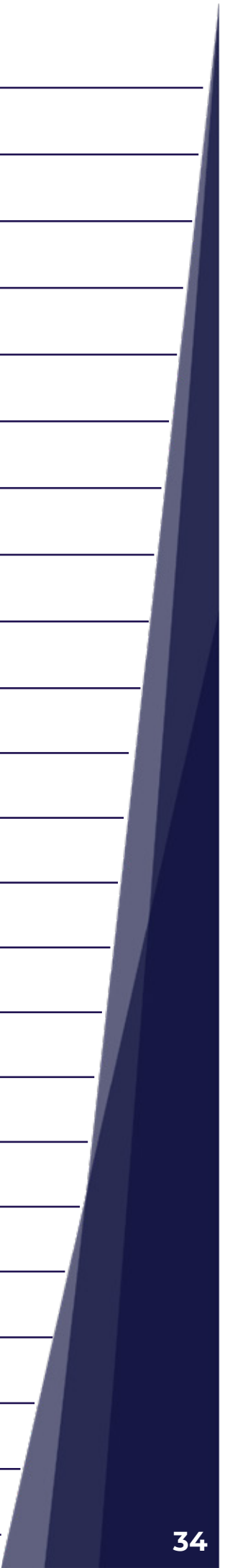
Sound Engineer, Recording engineer, Music therapist and Music Teacher.

## Relevant website links for further information on the course / subject

Careers: [www.creative-choices.co.uk](http://www.creative-choices.co.uk)







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