



# **Year 9 Options 2026**



**Ormiston  
RIVERS  
Academy**



## INTRODUCTION

Year 9 marks an important transition point in a student's educational journey, as pupils begin to consider their future aspirations and make decisions about the subjects they will study in Key Stage 4. In September 2026, students will begin their General Certificate of Secondary Education (GCSE) courses, which will be examined in Summer 2028. These decisions will shape their learning experience in Years 10 and 11 and ultimately lead to the achievement of recognised qualifications, including GCSEs and vocational awards.

This booklet is designed to support students and parents/carers throughout the Curriculum Pathways process, helping them to make informed and appropriate choices about the subjects they will study. The Academy is committed to providing a broad and balanced curriculum, in line with current National Curriculum requirements and legislation, ensuring that students are well prepared for future academic study, training, or employment, and retain maximum flexibility in their post-16 and career pathways.

Through assemblies, information evenings, and tutor support, we ensure that students and parents/carers are fully supported throughout the decision-making process. Within this booklet, you will find key information about the pathways process, the subjects available, the skills you will develop, and the progression routes each subject can support, enabling every student to make confident and well-informed choices.

## CURRICULUM HOURS

The table below shows how lesson time is organised across a two-week timetable cycle for Years 10 and 11. It outlines the number of hours allocated to each subject, ensuring a balanced curriculum that gives appropriate emphasis to core subjects alongside option choices, while also providing time for PSHE, Religious Studies, and Physical Education. This consistent structure supports effective learning and continuity throughout Key Stage 4.

|         | English (2) | Maths | Science (2) | Option A | Option B | Option C | PS | RE | PE | Total |
|---------|-------------|-------|-------------|----------|----------|----------|----|----|----|-------|
| Year 10 | 9           | 9     | 9           | 6        | 6        | 6        | 1  | 1  | 3  | 50    |
| Year 11 | 9           | 9     | 9           | 6        | 6        | 6        | 1  | 1  | 3  | 50    |

## COMPULSORY SUBJECTS

| Subject          | Qualification                                     | Information  |
|------------------|---|--|
| English GCSE     | AQA English Literature<br>AQA English Language    | English Language and English Literature are two separate and independent GCSE qualifications, each assessed and graded individually. Both subjects are compulsory for all students.  |
| Mathematics GCSE | Edexcel Mathematics                               | Compulsory for all students.   |
| Science GCSE     | AQA Combined Science<br><br>AQA Separate Sciences | Combined Science is worth two GCSEs. Students study Biology, Chemistry, and Physics and are awarded two grades at the end of the course (for example, 9–9, 8–7, or 5–5).<br><br>or<br><br>Separate Sciences consist of three individual GCSEs in Biology, Chemistry, and Physics, each awarded a separate grade. If a student selects Separate Sciences, this counts as one of their option choices. |

## COMPULSORY CORE SUBJECTS

| Subject   | Qualification   | Information   |
|---|-----------------|---|
| Core Physical Education   | No GCSE awarded | PE is part of the National Curriculum and all schools must teach the statutory PE programmes of study at Key Stages 1–4 to support pupils' physical development, health and wellbeing |
| Core Personal Studies<br><i>Core Health, Relationship and Sex Education</i> | No GCSE awarded | Relationships and Sex Education and Health Education are statutory requirements for all secondary pupils, including those in Years 10 and 11.   |
| Core Religious Education  | No GCSE awarded | Religious Education is a statutory requirement at Key Stage 4 for all pupils in maintained schools and academies, although it does not have to be delivered through a GCSE course.    |





## OPTIONAL SUBJECTS

Students will study three optional subjects, selecting one subject from each option block (A, B and C), alongside their core curriculum.

GCSE subjects are mainly academic courses, assessed mostly through exams, and are graded on a 1–9 scale, with 9 being the highest. Vocational subjects (such as NCFE) are more practical, career-focused courses assessed through coursework and exams, and are graded from Level 1 Pass up to Level 2 Distinction.

You will be able to find out whether a subject is a GCSE or a vocational qualification in the subject description later in this booklet.

| Option A  | Option B  | Option C  |
|---|---|---|
| Art<br>Business Studies<br>Child Development<br>Drama<br>Engineering<br>Health & Fitness<br>History<br>Hospitality & Catering<br>Music Technology | Creative iMedia<br>Dance<br>Engineering<br>Health & Fitness<br>Hospitality & Catering<br>Health & Social<br>Music<br>Religious Education<br>Separate Sciences | History<br>Geography<br>Computer Science<br>French<br>Spanish |

## SELECTING YOUR SUBJECTS

Students and families will be asked to sit down together and complete a Microsoft Forms options survey, selecting three subjects (Preference 1, 2 and 3) from each option block to help inform final option allocations.

[Year 9 Options – Fill in form](#) The Year 9 Options Form will be emailed to students via their school email address. As only one submission per email address is accepted, we encourage families to take time to talk through the choices together before submitting the form. To complete the form, you will need the student's Unique Pupil Number (UPN). This has been emailed to parents/carers separately so that the options process can be completed at home, with families fully involved in supporting students to make the best possible decisions. **You will only be able to submit the form once**, so please take time to ensure all information is completed carefully and accurately. The final pages of this booklet include a printout of the form so that you can familiarise yourself with the questions and submission process in advance.



## TIMELINE

**Feb 4<sup>th</sup> - Presentation to Year 9** students during assembly

- Options booklet
- Options Form
- Timeline of events
- Information / taster week to experience all subjects on offer

**Feb 5<sup>th</sup> - Parents' Evening** with 20 minute talk to parents regarding options.

**Feb 24<sup>th</sup> - March 6<sup>th</sup> Options Taster / Information Sessions**

During curriculum time, Year 9 students will take part in Options Taster and Information sessions. This is an opportunity for subject specialists to speak directly with classes and give students a clear understanding of what it is like to study each course.

Subject teachers will showcase examples of coursework, outline the course content, and explain the structure and expectations of the examination papers for each option subject. Students will also have dedicated time to ask questions and gain further clarity from the subject specialist before making their choices.

**March 9<sup>th</sup> – Options Form Emailed Out** Students receive a link to the Microsoft form to complete, and parents receive the UPN number

**March 20<sup>th</sup> - Options Form deadline.** The Options Form must be submitted by Friday 20 March. Please note that failure to meet this deadline may affect the availability of preferred subject choices.

**April 13<sup>th</sup> – 24<sup>th</sup> – Options Review.** Senior Leaders responsible for timetable design, alongside Heads of Department, will carefully review all option choices to ensure courses are viable and that students are placed on appropriate and supportive pathways.

**May 22<sup>nd</sup> – Finalised options shared.** Finalised option allocations will be confirmed and sent home to students and families on Thursday 22 May.



## PROVISO AND SUBJECT ALLOCATION

We will make every effort to accommodate students' subject preferences; however, it may not be possible to offer all combinations due to timetabling constraints. Courses can only be offered where there is sufficient staffing capacity and appropriate rooming available. As a result, some courses may not run if there are insufficient student numbers, while others may be oversubscribed and unable to accommodate additional classes.

All students will be allocated to appropriate courses, and no student will be left without a subject pathway. It is therefore important that students select their subject preferences carefully, as in some circumstances an alternative subject may need to be allocated. Students and families will be kept informed of any issues that arise as the options process progresses.

When allocating subjects, we will consider students stated preference order (first, second, and third choices), alongside course viability and class sizes. All allocations are made carefully and professionally in consultation with Heads of Department, using individual subject attainment data to support future success and individual subject attendance data to identify any significant gaps in curriculum knowledge, ensuring that every student is placed on a suitable and supportive subject pathway.

### Making the Right Choice

- I have discussed my options carefully with my parents/carers and teachers.
- I enjoy the subject and am motivated to study it over the next two years.
- I am achieving well in the subject or have the potential to succeed with effort.
- I understand the skills, assessment methods, and expectations of the course.
- I have researched the subject using lessons, taster sessions, and subject information.
- I am prepared to work consistently and meet the demands of the course.

### Making the Wrong Choice

- Choosing a subject simply because friends are taking it.
- Choosing or avoiding a subject based on a particular teacher.
- Assuming one subject will be easier or require less effort than others.
- Selecting a subject without understanding how it is assessed or what it involves.
- Believing a subject can be easily changed later.
- Choosing without discussing options with parents/carers or teachers.
- Allowing others to influence my decision instead of choosing what is right for me.

## PRACTICE OPTIONS FORM

This is a practice options form designed to help students prepare for completing the official Microsoft Form. The live options form will be emailed directly to students' Ormiston Rivers Academy email accounts. To support informed decision-making, the student's Unique Pupil Number (UPN) will be emailed to parents and carers to ensure there is meaningful discussion and agreement at home before the final submission is complete

### Year 9 Options

1. First name \*

Enter your answer

2. Surname \*

Enter your answer

3. Unique Pupil Number (emailed to Parents & Carers) \*

Enter your answer

4. Tutor (for example - Mr Irven) \*

Enter your answer

5. Option A - Select 3 subjects you will be willing to study in Y10 and Y11 \*

Please select 3 options.

- ☐ Art
- ☐ Business Studies
- ☐ Child Development
- ☐ Drama
- ☐ Engineering
- ☐ Health & Fitness
- ☐ History
- ☐ Hospitality & Catering
- ☐ Music Technology

6. **Option A 1st Preference** - Of the three subjects you have selected, which would you most like to study? \*

Enter your answer

7. **Option A 2nd Preference** (Of the three subjects selected please enter your 2nd choice) \*

Enter your answer

8. **Option A 3rd Preference** (Of the three subjects selected please enter your 3rd choice) \*

Enter your answer

9. **Option B - Select 3 subjects you will be willing to study in Y10 and Y11** \*

Please select 3 options.

- ☐ Creative iMedia
- ☐ Dance
- ☐ Engineering
- ☐ Health & Fitness
- ☐ Hospitality & Catering
- ☐ Health & Social
- ☐ Music
- ☐ Religious Education
- ☐ Separate Science (Triple Science)

10. **Option B 1st Preference** - Of the three subjects you have selected, which would you most like to study? \*

Enter your answer

11. **Option B 2nd Preference** (Of the three subjects selected please enter your 2nd choice) \*

Enter your answer

12. **Option B 3rd Preference** (Of the three subjects selected please enter your 3rd choice) \*

Enter your answer

13. **Option C - Select 3 subjects you will be willing to study in Y10 and Y11** \*

Please select 3 options.

- ☐ History
- ☐ Geography
- ☐ Computer Science
- ☐ French
- ☐ Spanish



14. **Option C 1st Preference** - Of the three subjects you have selected, which would you most like to study? \*

Enter your answer

15. **Option C 2nd Preference** (Of the three subjects selected please enter your 2nd choice) \*

Enter your answer

16. **Option C 3rd Preference** (Of the three subjects selected please enter your 3rd choice) \*

Enter your answer

17. Anything you feel you would like us to know? \*

Enter your answer

18. **I understand that I may be allocated any of my three preferences from each option block.** Although the Academy will endeavour to meet first preferences wherever possible, this cannot be guaranteed. \*

☐ I understand

**Notes** Please use this space to make any notes

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|---|



# ENGLISH

GCSE x2

**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 the 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.

## For further information please visit this link

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

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



# MATHEMATICS

## GCSE

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

**Please consult:** Miss Brooks

### 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 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.

**For further information please visit this link**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



# SCIENCE

GCSE x2

**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 practical's compared to 21 in Combined Science.

## Skills Needed

To succeed in GCSE Science, students should demonstrate independence and motivation, strong logical and critical thinking skills, effective problem-solving abilities, and confidence in data analysis and evaluation. A strong enthusiasm for science is essential, particularly for those studying Triple Science.

## How Will I Be Assessed

**Combined Science:** Awards two GCSE grades (e.g., 5-4 or 9-9).

- Six exams (2 Biology, 2 Chemistry, 2 Physics), each lasting 1 hour and 15 minutes.

**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.<sup>12</sup>

**For further information please visit this link**

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





# Art

## GCSE

**Syllabus:** Art and Design (9-1) - J171

**Contact Teacher:** Miss Nicoll and Miss Lynch

### What We Aim to Do

GCSE Fine Art aims to enable students of all abilities to achieve their highest standards. Students develop individual creative expression through a wide range of materials, techniques, and processes, including drawing, painting, printmaking, ceramics, photography, and collage.

Throughout the course, students build a portfolio of coursework and maintain an ongoing sketchbook for each themed project. Opportunities to visit art galleries and other relevant locations support inspiration and creative development. Students' final work will be showcased in an end-of-course exhibition.

Students are expected to have their own art pack, available at a discounted rate from the Academy shop. There may also be a contribution towards the cost of additional materials such as canvases and ceramics.

### What I Will Study?

GCSE Art students will actively engage in the creative process of art, craft, and design 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 outcome pieces, which total a minimum of two across the entire GCSE course understanding.

### 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 Combined Science:

- 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.

### For further information please visit this link

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



# BUSINESS STUDIES

GCSE

**Syllabus:** Edexcel GCSE Business Studies (2017)

**Contact Teacher:** Mrs Gibson, Mr Mercurius 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 I Will 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 support the financial calculations required within the course.
- Strong communication skills to participate actively in projects and activities, including written work.
- Effective presentation skills to communicate ideas clearly and appropriately to others.
- Initiative, with an understanding of its importance for entrepreneurs and business professionals.
- The ability to work independently and manage tasks with increasing responsibility.

## How Will I Be Assessed Combined Science:

- 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.

**For further information please visit this link**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>



# COMPUTER SCIENCE

GCSE

**Syllabus:** OCR Computer Science GCSE J277

**Contact Teacher:** Mrs Gibson

## 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 I Will 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 Combined 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, to familiarise yourself with the technology in the professional world and 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.

## For further information please visit this link

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>



# DRAMA

GCSE

**Syllabus:** Eduqas GCSE Drama

**Please consult:** Ms 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. Please note there will also be costs associated with theatre trips.

## What will I study?

The course integrates knowledge and understanding of how drama and theatre are developed and performed through a wide range of practical dramatic activities. Students will study one complete performance text, two extracts from a second contrasting performance text within the context of the whole play, and either the techniques of an influential theatre practitioner or the characteristics of a specific drama genre. Throughout the course, students will have opportunities to work practically as performers and/or designers.

## Skills needed

Performance Skills  
Communication Skills

Interpretive Skills  
Collaboration Skills

Research Skills  
Movement Skills

Vocal 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.

## For further information please visit this link

<https://www.eduqas.co.uk/media/hydhvd02/eduqas-gcse-drama-spec-from-2016-e-050126.pdf>





# FRENCH

GCSE

**Syllabus:** Pearson Edexcel French

**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 studied in Key Stage 3 while also exploring new content. The course develops your ability to communicate both information and justified opinions, alongside strengthening your understanding of French grammar through revisiting familiar tenses and structures and learning how to use new ones. This enables you to use more complex and sophisticated language with confidence.

The course is structured around three main themes: Identity and culture, including family and relationships, technology in everyday life, free-time activities, customs, and festivals; Local, national, international and global areas of interest, such as home, town, neighbourhood and region, social and global issues, travel, and tourism; and Current and future study, education and employment, which focuses on studies, jobs, careers, and ambitions.

## 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.

## For further information please visit this link

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>



# GEOGRAPHY

## GCSE

**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.

**For further information please visit this link**

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



# HISTORY

## GCSE

**Syllabus:** Edexcel (1-9) GCSE History

**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 3 elements which require students to use a range of different historical skills.

- British Thematic Study with Historic Environment
- Period Study and British Depth Study
- Modern Depth Study

Students will have the opportunity to visit historic environments including the Royal Observatory, London, Ham House, London and Medway, Kent.

### Skills needed

A questioning and analytical mindset, with the ability to evaluate evidence and reach well-reasoned conclusions, alongside strong extended writing and reading skills.

### How will I be assessed?

3 Papers each with 2 units. Each unit has a paper ranging between 1:15 minutes to 1:45 minutes. These look at both source analysis and recall questions.

- **Paper 1** – Total 52 marks, Weight 30% and 1 hour 15 minutes Exam.  
Thematic Study (20%)- Medicine in Britain c1250 to present  
Historic Environment (10%)- The British sector on the Western Front
- **Paper 2**- 64 Marks, Weight 40% and 1 hour 45 minutes Exam  
Period Study (20%)- Superpower relations and Cold War  
British Depth Study (20%)- Anglo-Saxon and Norman England, c1060-88
- **Paper 3**- 52 Marks, weight 30% and 1 hour 20 minutes Exam  
The USA 1954-75: Conflict at home and abroad

### 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.

**For further information please visit this link**

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



# MUSIC

GCSE

**Syllabus:** Eduqas Music GCSE

**Please consult:** Miss Turnnidge

## What We Aim to Do

The Eduqas GCSE Music course is designed to develop creativity, confidence, and a deep understanding of music. Our aim is to provide students with opportunities to perform, compose, and appraise music across a wide range of styles and genres. Through this course, learners will build technical skills, cultural awareness, and the ability to think critically about music, preparing them for further study and lifelong enjoyment of the subject.

## What Will I Study?

Students will explore four key Areas of Study: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music. These areas include set works such as Bach's *Badinerie* and Toto's "Africa." Lessons combine practical and theoretical learning, enabling students to develop performance and composition skills while gaining confidence in reading notation, analysing scores, and understanding musical elements such as melody, harmony, texture, and rhythm.

## Skills needed

- **Performing:** You will need to be able to demonstrate technical control and interpretation on your chosen instrument. I would recommend that students can read notation and are having or plan to have instrumental lessons. This course requires you to show discipline in the practice of your instrument and independent learning skills.
- **Composition:** You will need to be able to read notation and work using music technology to create two compositions. One is a free composition linking to the areas of study and the other is a given brief set by the exam board.
- **Listening and Appraising:** You will need to have a good knowledge of musical elements, musical vocabulary, and music theory to take the written exam. This is a listening exam also and requires you to study different musical styles.

## How I Will Be Assessed

| Component           | Description   | Weighting |
|---------------------|---|-----------|
| Performing          | Producing a minimum of 406 minutes of music, including solo and ensemble pieces on your chosen instrument. This needs to be between grade 3 to 4 standard.                  | 30%       |
| Composing           | Writing two compositions: one responding to an Eduqas brief and one free composition. You will use Cubase or another music technology programme to complete this.           | 30%       |
| Written Examination | A written exam lasting one hour and fifteen minutes, which tests knowledge and understanding of the four Areas of Study through analysis of set works and unfamiliar music. | 40%       |

## Possible Careers

Session Musician, Music Performer, Music teacher, Music Therapist, Composer, Songwriter, Producer, Music journalist, DJ.

**For further information please visit this link**

[www.eduqas.co.uk/qualifications/music-gcse/#tab\\_keydocuments](http://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments)





# RELIGIOUS STUDIES

GCSE

**Syllabus:** AQA Religious Studies 8062

**Please consult:** Ms Taylor, Mrs Cope-Green

## What we aim to do?

This course aims to develop an enquiring, critical, and reflective approach to the study of issues relating to life, culture, and society. Students will reflect on and develop their own values, opinions, and attitudes by critically evaluating what they learn. Throughout the course, they will explore fundamental questions, engage with them intellectually, and respond personally after evaluating a range of religious and non-religious beliefs and 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. For paper one, each religion has a common structure of two five-part questions of 1, 1, 4, 6 and 12 marks. Each religion is marked out of 48. There is also a paper 2 that Looks at a thematic study. For this paper, each theme has a common structure of one five-part question of 1, 1, 4, 6 and 12 marks. Each theme is marked out of 24.

### 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?

- Paper 1 – Written Exam 1 hour 45 minutes, Total 96 marks  
The study of religions: beliefs, teachings, and practices: Christianity and Islam
- Paper 2 – Written Exam 1 hour 45 minutes, Total 96 marks  
Themes A and B- (i) Relationships and families; (ii) Religion and life.  
Themes – E and F- (i) Religion, crime and punishment; (ii) Religion, human rights and social justice

## 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.

## For further information please visit this link

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>



# SPANISH

GCSE

**Syllabus:** Pearson Edexcel GCSE Spanish

**Please consult:** Ms Hoskins

## 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 studied at Key Stage 3 while also exploring new ones. The course develops your ability to communicate factual information as well as express and justify opinions. You will strengthen your understanding of Spanish grammar by revisiting familiar tenses and structures and learning new ones, enabling you to use more complex and sophisticated language.

The three main themes studied are:

- Identity and culture – including family and relationships, technology in everyday life, free-time activities, customs, and festivals.
- Local, national, international and global areas of interest – including home, town, neighbourhood, region, social and global issues, travel, and tourism.
- Current and future study, education and employment – including studies, jobs, careers, and ambitions.

## 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 a significant advantage in the international job market, helping you stand out and opening opportunities with Spanish-speaking companies across the world. Spanish is both a working and official language of major international organisations, including 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 a wide range of 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.

**For further information please visit this link**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>



# CHILD DEVELOPMENT

## VOCATIONAL

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

**Please consult:** Mrs Procter and Miss Welham

### What we aim to do?

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.

### What will I study?

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. Students learn about children's expected physical, intellectual and social development.

### Skills needed

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

### How will I be assessed?

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.

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

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 please visit this link

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>



# CREATIVE iMEDIA

## VOCATIONAL

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

**Please consult:** Mrs Gibson and Mrs Bhutta

### 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 that allows you to apply your learning in practical, real-life contexts. You will develop visual identities for clients, plan and create original digital graphics, and plan, produce, and review original digital media products.

The course also develops transferable skills that are valuable in a wide range of life and work situations, including analysing requirements for success, exploring different options and selecting effective solutions, generating original and imaginative ideas to solve problems, using media appropriately to convey meaning, and applying planning techniques to complete tasks efficiently and effectively.

### 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.

**For further information please visit this link**

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



# DANCE

## VOCATIONAL

**Syllabus:** BTEC Level 2 Tech Award in Performing Arts (Dance)

**Please consult:** Mrs Wilkins

### What We Aim to Do:

The BTEC Level 2 Tech Award in Performing Arts (Dance) is a practical, creative, and hands-on course designed for students who are passionate about dance and want to explore performance and choreography. In this course, you'll develop your technical dance skills, learn about the performing arts industry, and gain the confidence to perform in front of an audience. You'll work on improving your technique, creativity, and understanding of different dance styles, while also learning how to collaborate with others in a performance environment.

### What Will I Study?

- 1. Component 1: Exploring the Performing Arts** - You'll explore different dance styles, techniques, and professional works. This unit will help you understand the history of dance and how it has evolved, as well as introduce you to some of the key performers in the dance industry.
- 2. Component 2: Developing Skills and Techniques in the Performing Arts** - In this unit, you will focus on building your technical and creative dance skills. You will take part in practical workshops and training sessions with professionals in the industry, where you can refine your technique, improve your performance ability, and develop a piece of professional repertoire.
- 3. Component 3: Performing to a Brief** - This unit involves creating and performing a dance piece based on a brief. You will work as part of a group to plan, rehearse, and deliver a final performance, showcasing everything you've learned throughout the course.

### Skills Needed:

A passion for dance and performance is essential, alongside a commitment to regular practice both in and out of lessons. You should be able to work effectively with others, think creatively when developing choreography and responding to briefs, and show self-discipline and resilience to stay motivated and focused when challenges arise

### How will I be assessed?

- Component 1 - A written portfolio of work
- Component 2 - A recorded performance with supporting coursework
- Component 3 - A recorded group performance with supporting written milestones

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

This course can lead to further study through BTEC Level 3 Performing Arts or A-level Dance, or progression into employment within the performing arts industry, including roles in dance schools, theatres, and other performance-based settings. It also develops transferable skills such as teamwork, communication, and time management, which are highly valued across a wide range of careers.

### Possible Careers

Dancer (in theatre, television, film, or dance companies), Choreographer, Dance Teacher, Dance Therapist, Performance Director, Stage Manager, Fitness Instructor (specialising in dance-based classes), Events Coordinator (focusing on live performances), Artistic Director, Dance Critic or Journalist.

### For further information please visit this link

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





# ENGINEERING

## VOCATIONAL

**Syllabus:** NCFE 1/2 Engineering

**Please consult:** Dr. Rumary

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

This course is designed for students who enjoy practical work with materials, computer-aided design, and manufacturing using machinery. Tasks will include designing mechanical objects and producing a range of projects in different materials within the engineering workshops. Students will be expected to contribute towards the cost of materials required for projects outlined in the course specification.

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

Studying Engineering through a combination of practical work and written assignments, this Level 2 vocational qualification equips learners with the knowledge, skills, and understanding needed for further study or a career in the engineering sector. Topics include developing computational thinking, analysis, and problem-solving skills; gaining an overview of engineering disciplines and their real-world applications; applying science and mathematics to solve engineering problems; reading and creating engineering drawings using CAD software; understanding the properties and uses of engineering materials; and using engineering tools, equipment, and machines safely and effectively to manufacture complex items.

### **Skills needed**

You will need to be a proactive student with a strong interest in engineering. The course goes beyond simply making products and explores the mathematics, science, and communication that underpin engineering, all of which will be studied as part of the programme.

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

- 60% synoptic project
- 40% written exam

### **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!

### **For further information please visit this link**

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

*\*For health & Safety reasons, the maximum class size is 20 students.*





# HEALTH AND SOCIAL CARE

## VOCATIONAL

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

Please consult: Mrs Procter and Miss Welham

### What we aim to do

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.

### What will I study?

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 needed

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

### How will I be assessed?

- **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.

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

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 focuses on the Health and Social Care industry and is designed for students who may wish to pursue future employment or further study in the sector. It provides a strong foundation for progression into areas such as nursing, midwifery, social work, nursery nursing, health advising, paramedic science, and a wide range of related careers.

### For further information please visit this link

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



# HOSPITALITY AND CATERING

## VOCATIONAL

**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. We support students in receipt of Pupil Premium funding with ingredient provision.

### What will I study?

Students will learn about the key areas of this subject, including the functions of food in the body and in recipes, how to modify recipes to support healthy and balanced diets, and how to assess a brief and make fit-for-purpose recommendations. They will develop the skills to plan and produce dishes for specific purposes, understand the importance of safe and hygienic food preparation, and explore how food sources and seasonality influence food choices. Students will also learn how to interpret food labels and apply their knowledge when cooking for a range of different purposes.

### Skills needed

Students are expected to have a foundation of basic cookery skills from Key Stage 3, demonstrate a willingness to learn, work independently, show self-motivation, have an interest in food and cookery, and possess basic ICT skills.

### How will I be assessed?

Assessment for this course consists of two components. There is an 80-minute written examination taken at the end of Year 11, which is worth 40% of the final grade and focuses on the catering industry. The exam includes short and extended response questions based on applied situations, and learners are required to use stimulus material to support their answers. In addition, there is a controlled assessment worth 60% of the final grade. This includes nutritional analysis of selected dishes with justification linked to the customer's age and lifestyle, a detailed time plan for producing two dishes, a practical assessment in which the chosen dishes (and accompaniments) are prepared for a given scenario, and a thorough evaluation of both the final dishes and the learner's personal performance.

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

This subject can lead to further study at college or sixth form, apprenticeships in hospitality and catering, or employment in areas such as catering, hospitality, food retail, and customer service.

### Possible Careers

Possible careers include chef, catering assistant, hospitality manager, food technologist, nutrition assistant, events catering staff, restaurant manager, and roles within food retail and customer service.

### For further information please visit this link

[https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments)



# MUSIC TECHNOLOGY

## VOCATIONAL

**Syllabus:** NCFE Level 1/2 Technical Award In Music Technology

**Please consult:** Mrs Turnnidge Mr Priddle

### 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?

This course develops practical music production skills through a range of industry-focused units. Learners will use a Digital Audio Workstation (DAW) creatively with audio, MIDI, hardware, and editing tools to produce a musical project in response to a brief. They will analyse musical styles and create original music based on a specific genre, reviewing both technical and creative processes. Students will also plan and carry out a multi-track recording session for a given scenario, produce a final mixdown, and evaluate the finished product. In addition, learners will explore sound creation techniques and apply their knowledge to design, produce, and review an original sound creation project.

### Skills needed

Students studying Music Technology should have a good level of ICT skills and be confident using computers and digital software. They need to be able to listen to music critically and evaluate musical elements such as style, structure, texture, and production techniques. A genuine passion for music is essential, alongside curiosity about how music is created, recorded, and produced, as well as a willingness to experiment creatively and develop technical skills through practical work.

### How will I be assessed?

- 60% synoptic project
- 40% written exam

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

Learners who achieve this qualification can progress to further Level 3 courses and A levels, including the Level 3 Diploma in Music Technology, Level 3 Diploma in Creative Media, Level 3 Extended Diploma in Creative Media, and A Level Music.

### Possible Careers

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

### For further information please visit this link

- <https://www.riversmusic.co.uk/musictech>
- <https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-music-technology-142>