

Year 9 Options Course information



2024 -2025

Contents

The following pages describe every subject on offer. Each page outlines what is taught, how it is assessed, where it leads to and the work demands for that subject. Please read through this information with your son or daughter.

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Where can I seek more information?

If after the Options Evening you still have further questions please contact your child's Form Tutor who will be able to help or put you in contact with other staff who can.

1. Subjects within Block

Subjects within blocks

English Literature
English Language
Maths
Science
Science

CORE 5



History
Geography
Ancient History
Computer Science
French *
Spanish *
Triple Science
* Only if previously studied in KS3

EBACC 1

Ancient History, History, Geography
Art and Design
Art Textiles
Business Studies
Computer Science, ICT
Dance, Drama, Music
Design Technology
Food Preparation and Nutrition
French, Spanish *
Health and Social Care
Media Studies
Photography
Sports Studies
Religious Studies
Triple Science
* Only if previously studied in KS3

CHOICE

2

Reserves

In case we are unable to timetable all their options OR there are too few applicants to run a subject, students must select two reserve choices in order of preference.

Ancient History, History, Geography
Art and Design
Art Textiles
Business Studies
Computer Science, ICT
Dance, Drama, Music
Design Technology
Food Preparation and Nutrition
French, Spanish *
Health and Social Care
Media Studies
Photography
Sports Studies
Religious Studies
Triple Science
* Only if previously studied in KS3

CHOICE

2. Terminology

Understanding the terminology



EBACC *English Baccalaureate – government guidance directs that learners must complete an EBACC subject.*

Edval *The software we use to collect student option choices*

Key Stage 4 *Years 10 and 11 aged 14-16
(Key Stage 5 refers to pupils in Sixth Form)*

GCSE *Common form of assessment usually consists of end of course examinations sat in silence.*

Vocational *Alternative qualifications which involve coursework and continuous assessment e.g. BTEC*

Timeline

Options Information Evening	Thursday 30 th January
Options Invites sent to students via email	Friday 31st January
DEADLINE for Options submission	Monday 3rd March
GCSE student selection choice letter sent home for approval	Friday 14th March
Return of GCSE selection approval letter returned	Deadline 4th April
Final GCSE option choice confirmation letter sent home	By end of term 6

3. Using Edval

Using Edval

Completing the online choices—the link will be sent to students academy email addresses.



Using Edval video guide

Please click Link below for a video guide on how to make your options choices.



Making your Options Choices.webm

4. Completing the Options Process

How to complete the Options Process.

You will need to use an online platform called Edval to select your GCSE Options. Below are the steps you will need to follow:

Students

1. You will receive an email (to your school email account) this will contain:

- A link to the Edval Education website
- A unique web code

2. Click on the link

3. Copy and paste the unique web code into the entry box on the Edval landing page.

4. Click on “Sign-in”

5. Click on GCSE Options 2025 – this will take you to a blank Options Form.

6. From the EBACC drop-down menu, select your first choice.

7. You will then be asked to select one EBACC reserve choice.

8. From the two drop down menus select your “free choices”.

You must do this in order of preference i.e., the course you most want to do needs to be entered ***FIRST***.

9. Select a maximum of two reserve “free choices” - again, in order of preference.

10. To complete the Options process, you need to talk to your parents and ensure they are prepared to sign-off your option choices and click on submit.

Parents

Closing date for GCSE Options choices is Monday 3rd March.

We will contact you in writing to confirm your child’s choices from Friday 14th March

Parental reply-slips to above letter will need to be returned by Friday 4th April.

Final confirmation of options will be sent home via letter in Term 6.

Please use the following email address for any questions:

options@tda.education



Options Subjects

5. ANCIENT HISTORY— GCSE



Who is this course aimed at?

Enthusiastic and hard-working students with a keen interest in history, particularly history of the 'classical world' of Rome, Greece, Persia and Egypt.

How is the course assessed?

Two exams at the end of the course

Paper 1: Greece and Persia (2 hours)

Paper 2: Rome and its neighbours (2 hours)

Course Outline

Period Study 1: The Persian Empire 559-465BC

Studies in this topic focus on the Persian Empire under the first 4 Achaemenid Kings: Cyrus the Great, Cambyses II, Darius I and Xerxes. Studies of this period consider Persian expansion and failed expansion to Greece alongside the great construction projects of Cyrus' successors

Depth Study 1: Alexander the Great 356-323BC

This topic allows for a fascinating study into the life and conquests of one of History's most famous generals: Alexander the Great. Looking at how and why his conquests were so successful and how one of he died in his early 30's.

Period Study 2: The Foundations of Rome: Kingship to Republic: 753-440BC

An insight into how the city of Rome was formed under the initial 7 kings. Furthermore, this topic considers how and why kingship falls and Rome becomes a Republic.

Depth Study 2: Cleopatra: Rome and Egypt 69-30BC

This topic builds on earlier studies of Alexander The Great's death and the Foundations of Rome topic to enhance students understanding of another of History's most interesting characters, the Egyptian Queen Cleopatra, and her influence on Rome and its generals.

Next Steps

Students continue onto study History or Politics at A-level. Furthermore, at university it is a gateway into further studies of the classical world, leading to careers such as journalism, museum studies and archaeology.

Subject contact information

Name of Contact: Graham Cox

Email: GXC@tda.education

6. Art and Design – Fine Art GCSE



Who is this course aimed at?

If you are a visual person and enjoy drawing, painting, exploring materials and researching artists - then this is the course for you. You will need to have been successful with your studies in Key Stage 3 for Art and be able to express yourself creatively. You will require good organisation skills in order to keep up with homework and coursework deadlines.

How is the course assessed?

Students will complete two units of work, Component 1 (Coursework) 60% and Component 2 (Exam project) 40%.

Course Outline

Within GCSE Fine Art, students will get to develop and apply the knowledge, understanding and skills within the context of Fine Art. Fine art practice is defined as the desire to explore an idea, convey an experience or respond to a theme or issue of personal significance. Students will experience a range of practical workshops allowing them to explore and expand their skills whilst developing their personal themes.

Students will complete two units of work, Component 1 (Coursework) 60% and Component 2 (Exam project) 40%.

Students are required to work in one or more area(s) of Fine art, such as those listed below, they will get to explore all of these areas before they specialise:

•Drawing •Painting •Sculpture/3D •Installation •Lens/light-based media •Printmaking •Mixed media.

As part of unit 1, students will produce two separate projects as part of their coursework. They will have from the beginning of Year 10 to December of Year 11 to complete these projects. Their final outcomes will be individual final pieces in which they design and plan themselves. Students will get a 5 hour mock exam in Year 10 and Year 11. Students will have the opportunity to study and meet with the contemporary artist Sarah Graham via zoom in Year 10. They will also get to go on a Gallery trip to London in Year 11.

Students will complete their coursework and submit this in December 2026; this is worth 60% of the course. They will then start their Exam project in January 2027. Students will sit 1 practical exam which will be 10 hours over 2 consecutive days, this is planned and rehearsed by the students well in advance. They will sit this exam in April 2027, this is worth 40% of their final grade and will mark the end of the course.

Students will complete their coursework and submit this in December 2026; this is worth 60% of the course. They will then start their Exam project in January 2027. Students will sit 1 practical exam which will be 10 hours over 2 consecutive days, this is planned and rehearsed by the students well in advance. They will sit this exam in April 2027, this is worth 40% of their final grade and will mark the end of the course.

All GCSE Art work is then celebrated in a big exhibition in July 2027 at TDA, this an opportunity for parents/carers and students to come and see the work produced by our GCSE and A Level students.

Useful websites with more information are below

[GCSE Art and Design - AQA - BBC Bitesize](#)

[SARAH GRAHAM](#)

Subject contact information

Name of Contact: Alex Lomas

Email: Alex.Lomas@tda.education

7. Art Textiles - GCSE



Who is this course aimed at?

If you are interested in Textiles, artwork and designs that are produced in the fashion/retail industry and would like to expand your abilities in designing creative fabric based products, using new ideas and new materials, then this course provides an opportunity for you to develop skills associated in this area of study. You will need to have been successful in your studies in Key Stage 3 and show a flair for the subject through your modules in Textiles.

How is this course assessed?

Students will complete two units of work, Component 1 (Coursework) 60% and Component 2 (Exam project) 40%.

Course Outline

Within GCSE Art Textiles, students will get to develop and apply the knowledge, understanding and skills within the context of Art Textiles. Art Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students will experience a range of practical workshops allowing them to explore and expand their technical and creative skills whilst developing their personal themes.

Students are required to work in one or more area(s) of Art Textiles, such as those listed below, they will get to explore all of these areas before they specialise:

- Fashion design & illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern design
- Stitched and/or embellished textiles, Digital textiles
- Soft furnishings/textiles for interiors
- Installation textiles

As part of unit 1, students will produce two separate projects as part of their coursework. They will have from the beginning of Year 10 to December of Year 11 to complete these projects. Their final outcomes will be individual final pieces in which they design and plan themselves. Students will get a 5-hour mock exam in Year 10 and Year 11. Students will have the opportunity to also go on a Gallery trip to London in Year 11.

Students will complete their coursework and submit this in December 2026; this is worth 60% of the course. They will then start their Exam project in January 2027. Students will sit 1 practical exam which will be 10 hours over 2 consecutive days, this is planned and rehearsed by the students well in advance. They will sit this exam in April 2027, this is worth 40% of their final grade and will mark the end of the course.

All GCSE Art Textiles work is then celebrated in a big exhibition in July 2027 at TDA, this is an opportunity for parents/carers and students to come and see the work produced by our GCSE and A Level students.

Useful websites with more information are below:

[Textiles - GCSE Art and Design Revision - AQA - BBC Bitesize](#)

Subject contact information

Name of Contact: Alex Lomas

Email: Alex.Lomas@tda.education

8. Business Studies - GCSE



Who is this course aimed at?

This course is aimed at students who are interested in setting up a business or for students who are interested in how businesses are set up, why they succeed and why they fail.

How is this course assessed?

Assessed with 2 exam at the end of the year

Costs:

Revision guide £6 and calculator £14

Course Outline

Year 1 Study of small/ medium size businesses

1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences

END OF YEAR 10 ENTERPRISE DAY— Students take part in a Enterprise day where they spend the day solving a business problem and presenting it to a local business.

Year 2 Study of large businesses and multinational companies

2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

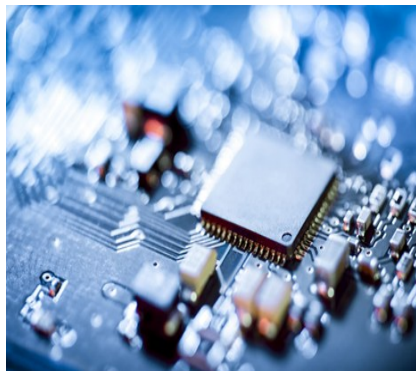
2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

Subject contact information

Name of contact: Esther Bird

Email: EYB@tda.education

9. Computer Science—GCSE



Who is this course aimed at?

Students who want to follow a theoretical route through Computing. It is the ideal choice for those who are curious about HOW computer systems work at a deep level and want to understand what makes technology work. The course is suited to those who like to solve problems and write code. It demands both logical discipline and imaginative creativity.

How the course is assessed

Computational Thinking and Problem-Solving Exam: **50% of final mark**

Theoretical Knowledge Written Assessment: **50% of final mark**

Course Outline

This course is assessed by 100% exams, with a compulsory non-exam element. Students have to demonstrate good use of problem solving, programming and logical thinking skills. There will be two exams taken at the end of the course. These examine Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of Computer Science.

Further information

The course has strong Science, Technology, Engineering and Maths (STEM) links and will suit a student who is interested in these areas rather than someone looking to build user skills.

You will receive homework every week This may well be preparation work for your non-exam assessment which has to be completed in the Academy under supervision. It could also be practice exam questions or programming skills.

Next steps

If you know you definitely want to pursue Computer Studies in Sixth Form this is the course for you. Universities and Higher Education establishments look favourably on this qualification because of the combination of practical and theoretical work. The exam element prepares you for any type of Level 3 course in Computer Science.

It can lead to careers in areas such as programming, networking, web design, technical support, database management, accounting and software engineering.

Any additional information

It is recommended that you are due to be entered for the Higher Tier paper in Maths.

Subject contact information

Name of contact: Mr Jon Cox

Email: JCOX@tda.education

10. Dance BTEC Level 2 Tech Award: Dance Approach



Who is this course aimed at?

This course is aimed at students who are hardworking, committed and willing to work over and above. This course is suitable for students who have a passion for dance and have a keen interest in performance, choreography and varying roles within the world of Performing Arts.

How is this course assessed?

The 2-year course consists of 3 components. Each component is interrelated, this means students can build their confidence in understanding the sector, vocational contexts, and attributes over the course before they are assessed. Students are awarded a Pass, Merit or Distinction.

The purpose of this course is to:

- ◆ Develop creative thinking.
- ◆ Improve communication skills.
- ◆ Develop teamwork.
- ◆ Develop confidence.
- ◆ Learn through practical activities.

Specification can be accessed by following this link:

[Performing Arts | Pearson qualifications](#)

Subject contact information

Name of contact: Mrs Emily Jeffery

Email EJE@tda.education

Course Outline

Title	Marks	Type of assessment/key dates
Exploring the Performance Arts <i>Learning aim A:</i> Examine professional practitioners performance work. <i>Learning aim B:</i> Explore the interrelationships between constituent features of existing performance materials.	/60	Internal 12 hours of supervised assessment.
Developing skills and techniques in the performing arts <i>Learning aim A:</i> Develop skills and techniques as a performer. <i>Learning aim B:</i> Apply skills and techniques in rehearsal and performance. <i>Learning aim C:</i> Review own development and contribution to performance.	/60	Internal 15 hours of supervised assessment.
Responding to a brief <i>Learning aim A:</i> Develop ideas in response to a brief. <i>Learning aim B:</i> Select and develop skills and technique in response to a brief. <i>Learning aim C:</i> Contributing to a workshop performance. <i>Learning aim D:</i> Evaluate and develop processes and final performance.	/60	External Brief released January Final Assessment early May

11. Design & Technology - GCSE



Who is this course aimed at?

Those who have been successful in their studies at Key Stage 3 in Design and Technology. As well as having proved yourself to be a competent designer and a safe maker, you must have an interest in designing and making products. You must have an aptitude for problem solving and applying it to design solutions.

Course Outline

Year 10

You will complete a series of mini design and make projects in a variety of materials. The work is designed to build on and enhance the skills you have learnt at Key Stage 3 to help you realise your full potential. Working independently is a major skill that you will develop this year.

Year 11

You will continue to develop your skills. You will complete a single design and make activity which is selected from a range of board-set tasks, and you will submit a portfolio of evidence. During this time, you will focus on use of materials and processes and how to be innovative when designing.

To support and develop your learning you will be continually assessed on the work you complete. You will be given formative and summative feedback from your teachers. This will ensure you know the areas that you need to develop in order to maximize your grades.

Once the project work is completed the focus will be on preparation for the final exam.

How is this course assessed?

This course consists of 50% controlled assessment in the form of one design and make project starting with a situation and brief provided by the exam board. The remaining 50% consists of an exam focusing on materials and processes used.

Any additional information

You must be able to produce work under pressure and to deadlines.

A range of basic stationery will be of use and your class teacher will provide you with a list at the start of the course that will help support your learning.

Next steps

If you achieve grade 6 or higher this course can lead to an A-level in Product Design, or a Tech-level in Engineering or A level in Graphic Design. These are essential qualifications for higher courses preparing you for various design professions, engineering disciplines, architecture, and a huge range of creative and practical careers.

Subject contact information

Name of contact: Sally Jones

Email: SJJ@tda.education

12. Drama – GCSE OCR



About this course.

OCR's GCSE (9–1) in Drama has been designed to be a practical, engaging and creative specification for students to study. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices.

The main purpose of this qualification is to allow students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

Course Outline

Content Overview	Assessment Overview	Percentage
Students will research and explore a stimulus, work collaboratively and create their own devised drama.	Devising Drama (01/02) 60 marks Non-exam Assessment	30% of total GCSE
Students develop and apply theatrical skills in acting or design by presenting a showcase from two extracts from a performance text.	Presenting and Performing Texts (03) 60 marks Non-exam Assessment (Visiting examination)	30% of total GCSE
Students will explore practically a performance text to demonstrate their knowledge and understanding of drama. Students will analyse and evaluate a live theatre performance.	Drama; Performance and Response (04) 80 marks Exam Assessment 1 hour 30 minutes Written paper	40% of total GCSE

Specification can be accessed by following this link:

<https://ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>

Subject contact information

Name of Contact: Emily Jeffery

Email: eje@tda.education

13. Food Preparation and Nutrition — GCSE



Who is this course aimed at?

Those who wish to focus on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

How is the course assessed?

Examination (50%): Food preparation and nutrition

Non- Examination (50%):

Task 1: Food Investigation: Written report of the practical investigation.

Task 2: Food preparation assessment: Students will be required to prepare and deliver three final dishes.

Course Outline

The course will run over 2 years. Students will cover a range of skills to enable them to be able to successfully complete the course.

You will be taught to understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves, and others a healthy and varied diet.

Through a variety of practical lessons, you will become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes. Understand the source, seasonality, and characteristics of a broad range of ingredients.

In other areas you will look at how to modify recipes and cook a range of dishes that promote current healthy eating messages. How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption. The principles of food safety, preventing cross-contamination and chilling. How to use a broader range of preparation techniques and practical skills when cooking.

Any additional information

You will be required to have an A4 folder to collate all of your work in. A range of basic stationery will be of use and your class teacher will provide you with a list at the start of the course that will help support your learning. You may need specialist ingredients for some of your practical lessons and to bring in a container for each practical lesson.

Next steps

If you achieve grade 6 or above this course leads to any Level 3 qualification in a food related course. Food Preparation and Nutrition can lead to exciting career opportunities in the food industry which is ever expanding and is one of the largest employers in the UK. A Food Technology qualification can lead to careers in: food marketing, product development, diet-related industries and more.

Subject contact information

Name of contact: Sally Jones

Email: SJJ@tda.education

14. French - GCSE



Who is this course aimed at?

Developing cultural appreciation, knowledge of grammar, vocabulary and the ability to manipulate French language both verbally and in the written format. Students will be able to hold conversations and write short pieces expressing their views on a range of interesting topics. At the end of the course, students will enhance their cultural awareness and increase their cultural capital.

How is this course assessed?

Students will be continually assessed on the four skills throughout Year 10 and Year 11 which are speaking, reading, listening, and writing. These are all equally weighted on their GCSE exams at 25% each.

There will be internal assessments as well as mock exam in Y10/Y11.

Course Outline

GCSE French course will cover three themes:

Theme 1 – People & Lifestyle

Theme 2 – Popular Culture

Theme 3 - Communication and the world around us.

There are 8 topics to be covered:

Topic 1: My free-time activities

Topic 2: Me, my family and friends

Topic 3: My school life

Topic 4: My lifestyle

Topic 5: Travel and tourism

Topic 6: Environmental and global issues

Topic 7: Home, town, neighbourhood and region

French qualifications broaden the mind, are sought after by employers and are a rare and highly marketable commodity. You will gain a deeper understanding not just of the mechanics of grammar and vocabulary but also how people live and use the language on a day-to-day basis.

N.B: Only year 9 students who have been studying French since year 7 will be allowed to do this course.

Next steps

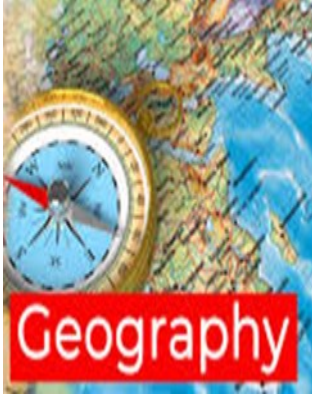
As a subject it is highly regarded by universities, and students that have studied A level languages at Sixth Form at TDA have gone on to study at university. Beyond university, French can lead to a range of exciting career opportunities such as being a translator, interpreter, academic researcher, political risk analyst, international lawyer and teacher.

Subject contact information

Name of contact: Houda Souifi

Email: HOS@tda.education

15. Geography - GCSE



Who is this course aimed at?

Students who are curious about the world we live in and have compassion for nature, the environment and the people within it.

How is this course assessed?

Students will have 3 exams.

Paper 1: Living with the physical environment (1hr 30 mins) worth 35%

Paper 2: Challenges in the Human Environment (1hr 30 mins) worth 35%

Paper 3: Geographical Applications (1hr 15 mins) worth 30%- This paper will include a 'pre-release resource booklet', fieldwork and geographical skills.

Course Outline

Unit 1 Living with the Physical Environment

This will include topics such as 'the challenge of natural hazards' where we will investigate tectonic activity (including volcanoes!), weather hazards, and climate change. Section B of this topic is 'The living world' where students will study Ecosystems, Tropical rainforests and either Hot deserts or Cold environments. Section C focuses on the physical geography of the UK including Coastal and River landscapes.

Unit 2 Challenges in the human environment

Topics include 'urban issues and challenges' which involves considering the growth of population and the challenge and opportunities this creates. Section B: 'The changing economic world' where students will study the growth of economies and strategies for reducing the development gap. Section C: the challenge of resource management, we will consider how we manage global resources.

Unit 3 Geographical Applications, Fieldwork and Geographical Skills

Students will demonstrate geographical skills and applied knowledge and understanding. A resource booklet will be available 12 weeks before the exam, lessons will involve examining this closely to help prepare for the exam. Students will practice their fieldwork skills- this must take place outside the classroom and school grounds on at least two occasions and these skills will be practiced and demonstrated in the exam.

Next steps

As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. University options include Environment & Geography, Geography & Politics and, of course, Geography.

Careers include conservation, sustainability, engineering, environmental, town, or transport planning, waste and water management, or international relations.

Any additional information

No additional equipment is necessary for this course.

There will be 2 mandatory days of fieldwork included within the course which students will need to attend.

Subject contact information

Name of contact: Ruth Archer

Email: KRA@tda.education

16. Health and Social Care - CNAT



Who is this course aimed at?

This course is for students who are interested in learning about how to care for others in healthcare settings and can research and work independently as well as in the classroom. Good ICT skills would be an advantage but are not essential. You are required to produce evidence of your Health and Social Care knowledge in writing and produce coursework under pressure aiming to meet tight deadlines.

How is this course assessed?

R033 - Internally assessed coursework, submitted in June Year 1. 30% of overall grade.

R035 - Internally assessed coursework, submitted in January Year 2. 30% of overall grade.

R032: Externally assessed exam, take in May/June Year 2. 40% of overall grade.

Course Outline

Unit 1: Supporting individuals through life events

Topic Area 1 Life stages

Topic Area 2 Impacts of life events

Topic Area 3 Sources of support

Unit 2 Health promotion campaigns

o Topic Area 1 Current public health issues and the impact on society

o Topic Area 2 Factors influencing health

o Topic Area 3 Plan and create a health promotion campaign

o Topic Area 4 Deliver and evaluate a health promotion campaign

Unit 3: Principles of care in H&S care settings

o Topic Area 1 The rights of service users in health and social care settings

o Topic Area 2 Person-centred values

o Topic Area 3 Effective communication in health and social care settings

o Topic Area 4 Protecting service users and service providers in health and social care Settings.

Any additional information

As part of this course, we try to arrange relevant trips or talks that support learning, give further information regarding future careers, or encourage the character traits required by those working in the care sector. Examples of this include: a talk led by a local GP, NHS careers speakers and local charitable endeavours.

Next steps

In the Sixth Form, students go on to study the BTEC National in Health and Social Care, which is equivalent to 1 A Level. From this, students have gone on to study and have careers in Nursing, Midwifery, Physiotherapy, Social Care and Law to name just a few.

Subject contact information

Name of contact: Colm McCloskey

Email: CMCC@tda.education

17. History - GCSE



Who is this course aimed at?

Enthusiastic and hard-working history students who want to take their studies further.

How is this course assessed?

Three exams at the end of the course.

Unit 1 Medicine (1 hour 20 minutes), 6 questions

Unit 2 Anglo-Saxon and Norman England and the American West (1 hour 50 minutes), 7 questions

Unit 3 Weimar and Nazi Germany (1 hour 30 minutes), 6 questions

Course Outline

Unit 1 Medicine in Britain surgery and treatment

Causes, treatment and prevention of illness and disease in Britain, 1250-present day

Medicine and the Western Front 1914-18.

Source analysis, explanation and argument over time.

Unit 2a Anglo-Saxon and Norman England

Anglo-Saxon England and the events of 1066; Establishing Control; Securing Control.

Extended writing, explanation, and argument.

Unit 2b The American West 1835-1895

The early settlement of the West 1835–62, Development of the Plains 1862-76, Conflicts, and conquest 1876-95.

Explanation of consequences, narrative, and importance.

Unit 3 Weimar + Nazi Germany 1918-39

The Weimar Republic 1918-29, Hitler's Rise to Power 1919-33, Nazi control and dictatorship 1933-39, Life in Nazi Germany 1933-39.

Source analysis, historical interpretations, explanation, and argument.

Any additional information

Visits have been organised in the past to Lincoln and the Trenches in Flanders.

Next steps

Students continue onto History or Politics A Level. At university it is a useful gateway to courses such as law or international relations as well as history and politics.

Subject contact information

Name of contact: Paul David Wiggin

Email: PWI@tda.education

18. ICT - GCSE



Who is this course aimed at?

This is suitable for students who want to follow a practical and theoretical route through ICT. This is the ideal choice for those students who do not just want to know **how** but want to explore the **why** of ICT. It will provide a practical introduction to life and work in the IT industry.

How is this course assessed?

Component 1 - 30% of final mark (internally assessed coursework)

Component 2 - 30% of final mark (internally assessed coursework)

Component 3 - 40% of final mark (exam)

Course Outline

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Students select and investigate two different types of user interface and assess how effectively the user interface meets the audience's requirements, including their accessibility needs, skills level and demographics.

Students investigate different project planning techniques. select appropriate project planning tools and methodologies to create a project plan, including outlining the timescales, possible constraints and risks in their project.

Component 2 Collecting Presenting Interpreting Data.

Students have a scenario outlining the data collected in two different sectors - they will assess how the data collection method (for example primary and secondary) and the data collection features (for example sample size, who was in the sample, when and where the data was collected) affect the quality of the data.

Component 3 Effective digital working practice

Students will understand how different measures can be implemented to protect digital systems. They should understand the purpose of different systems and how their features and functionality protect digital systems. Learners should understand how one or more systems or procedures can be used to reduce the nature and/or impact of threats.

Next steps

Great if you want to pursue ICT at Sixth Form or at university. It can lead to careers in areas such as programming, networking, web design, technical support, database management, accounting, and financial planning. It is also useful in support of any other course you do as it provides excellent ICT skills used in most employment and training opportunities.

Any additional information

Coursework may need to be completed under controlled conditions meaning this work cannot be done as homework.

Subject contact information

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19. Media Studies - GCSE



Who is this course aimed at?

Students who are interested in media products such as films, tv programmes, magazines, music videos, video games, and social media, and how people interact with these different forms.

How is this course assessed?

Term 1 - Practice Assessments and Mini-NEA-style task

Term 2 - Set product analysis 01 Sec B assessment and a Creative skills project

Term 3 - Production: film two short sequences and edit and an Exam style 02 Section A

Term 4 - Exam style question and Moving image production: editing focus

Term 5 - Mock exams - full Component 01 full exam 1hr 45 Including 30 minutes viewing time + 02 Sec B style questions

Term 6 - Statement of intent and NEA 1st draft

Course Outline

Students will be introduced to the range of forms, products and platforms that constitute “the media”, and how to work with the four key concepts: media language, audience, representation and industry. They will also learn the core skills of image analysis.

Component 01

Section A: Television (TV drama) In-depth study of the following set products:

- Cuffs, BBC1, series 1, episode 1 – this police drama serves as a case study of mainstream TV drama.

Section B: Promoting Media (film, advertising & video games) Students will learn about the film industry, via the set product of The Lego Movie, which illustrates ‘tent-pole film production’ and models successful vertical integration.

Component 02

Section A: Music (magazines) In-depth study of the set product Mojo Magazine. As well as understanding the codes & conventions of magazine design, we will explore issues of audience, industry and representation.

Section B: News (print newspapers, websites and social media) In-depth study of the following set products:

- ◆ • The Observer 2019 (complete edition, plus two front pages)
- ◆ The Observer 1966 / 1968 (front pages)
- ◆ The Observer / Guardian website and social media, including Twitter & Instagram

Next steps

This works well with a future in journalism, film/ tv production, publishing, music production, advertising, or PR.

It can also lead to a range of subjects at Sixth Form and beyond.

Any additional information

We do take students on trips e.g., to the cinema so these may include additional costs.

Subject contact information

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20. Music - GCSE



Who is this course aimed at?

This course is aimed at both music performers, and those interested in music technology. The course is suited to those students who enjoyed and achieved well in Key Stage 3 Music lessons. It is also important that you are passionate about music and take a personal interest in music in your spare time. You must be well motivated to practise your instrument / production skills and you need to enjoy learning in a practical way.

Course Outline

Performance on the learner's chosen instrument. Composition to a brief set by the learner.	Integrated portfolio (01 or 02) 60 Marks Non-exam assessment	30% of total GCSE
Ensemble performance. Composition to an OCR set brief.	Practical component (03 or 04) 60 Marks Non-exam assessment	30% of total GCSE
Listening and appraising. A written paper, with audio recording. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.	Listening and appraising (05) 80 Marks 1 hour and 30 minutes written paper	40% of total GCSE

Area of study	Genres of music
My music	Performance/composition
The concerto through time	Baroque Solo Concerto • the Baroque Concerto Grosso • the Classical Concerto • the Romantic Concerto
Rhythms of the World	India and Punjab • Eastern Mediterranean and Middle East • Africa • Central and South America
Film music	music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game.
Conventions of pop	Rock 'n' Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s • Solo Artists from 1990 to the present day.

Subject contact information Beth Williams (Subject Leader) bew@tda.education,

Miss Bryony Ungless (Teacher of music) BJU@tda.education

21. Photography - GCSE



About the course:

Within GCSE Art Photography, students will get to develop and apply the knowledge, understanding and skills within the context of Photography. Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students will experience a range of practical workshops allowing them to explore and expand their technical and creative skills whilst developing their personal themes.

How is this course assessed?

Students will complete two units of work, Component 1 (Coursework) 60% and Component 2 (Exam project) 40%.

Course Outline

Students are required to work in one or more area(s) of Photography, such as those listed below, they will get to explore all of these areas before they specialise.

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photo-journalism
- Moving image: film, video and animation
- Fashion photography.

As part of unit 1, students will produce two separate projects as part of their coursework. They will have from the beginning of Year 10 to December of Year 11 to complete these projects. Their final outcomes will be individual final pieces in which they design and plan themselves. Students will get a 5-hour mock exam in Year 10 and Year 11. Students will have the opportunity to go on a Gallery trip to London in Year 11.

Students will complete their coursework and submit this in December 2026; this is worth 60% of the course. They will then start their Exam project in January 2027. Students will sit 1 practical exam which will be 10 hours over 2 consecutive days, this is planned and rehearsed by the students well in advance. They will sit this exam in April 2027, this is worth 40% of their final grade and will mark the end of the course.

Additional information:

All GCSE Photography work is then celebrated in a big exhibition in July 2027 at TDA, this is an opportunity for parents/carers and students to come and see the work produced by our GCSE and A-Level student.

Useful websites with more information are below:

AQA | Art and Design | Subject content | Photography

Photography - GCSE Art and Design Revision
- AQA - BBC Bitesize

Subject contact information

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22. Spanish — GCSE



Who is this course aimed at?

Developing cultural appreciation, knowledge of grammar, vocabulary and the ability to manipulate Spanish both verbally and in the written format. Students will be able to hold conversations and write short pieces expressing their views on a range of interesting topics. At the end of the course, students will enhance their cultural awareness and increase their cultural capital.

How is this course assessed?

Students will be continually assessed on the four skills throughout Year 10 and Year 11 which are speaking, reading, listening, and writing. These are all equally weighted on their GCSE exams at 25% each.

Course Outline

GCSE Spanish course will cover three themes :

Theme 1 – People & Lifestyle

Theme 2 – Popular Culture

Theme 3 - Communication and the world around us.

There are 8 topics to be covered:

Topic 1: My free-time activities

Topic 2: Travel and tourism

Topic 3: Me, my family and friends

Topic 4: My lifestyle

Topic 5: My school life

Topic 6: Home, town, neighbourhood and region

Topic 7: Environmental and global issues

Spanish qualifications broaden the mind, are sought after by employers and are a rare and highly marketable commodity. You will gain a deeper understanding not just of the mechanics of grammar and vocabulary but also how people live and use the language on a day-to-day basis.

N.B: Only year 9 students who have been studying Spanish since year 7 will be allowed to do this course.

Next Steps

As a subject it is highly regarded by universities, and students that have studied A level languages at Sixth Form at TDA have gone on to study at university. Beyond university, languages can lead to a range of exciting career opportunities such as being a translator, interpreter, academic researcher, political risk analyst, international lawyer and teacher.

Subject contact information

Name of contact: Houda Souifi

Email: HOS@tda.education

23. Sports Studies - NCFE

Who is this course aimed at?

Students who have been successful in Key Stage 3 Physical Education and represented the school and/or an external club in one or more sports. You must have a keen interest in learning about the theory that relates to sports performance and coaching.

How is this course assessed?

Students are assessed over two units:

NEA (coursework) – students are presented with a case study which they have to respond to. This is a mixture of practical and written assessment and is worth 60% of the overall qualification.

Exam – Students will sit a 1 ½ hour exam worth 40% of the overall qualification. The exam is a mixture of multiple choice, short answer and extended-response questions.



Course Outline

Unit 1 (NEA (Coursework)):

- test and develop components of fitness
- apply health and fitness analysis and set goals
- apply the principles of training
- plan, develop and take part in a health and fitness programme and understand how to prepare safely

Unit 2 (Exam):

- develop a broad understanding of the structure and function of body systems
- identify the effects of health and fitness activities on the body
- understand health and fitness and the components of fitness
- understand the impact of lifestyle on health and fitness

Any additional information

Many of the students selecting this course will take part in school fixtures and associated sports trips. Some will also be selected as Sports Leaders, that will help take Enrichment and officiate fixtures for younger students, including those at TDAJ and the other primaries within the Trust.

Next steps

In the Sixth Form, students go on to study the BTEC National in Sport, which is equivalent to 1 A Level. From this, students have gone on to study and have careers in Sport (coaching, psychology, personal training), Physiotherapy, Law, and Business to name just a few. As part of the Sixth Form programme there are also opportunities to join either a Cricket Academy with elite partners alongside your studies.

Subject contact information

Name of contact: Colm McCloskey

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24. Religious Studies — GCSE



Who is this course aimed at?

Students who are looking to further their understanding of the 2 main world faiths Christianity and Islam. It also provides pupils with the opportunity to explore, debate and evaluate a whole host of world issues such as abortion, animal testing, euthanasia, and the death penalty.

How is this course assessed?

Students will sit 2x 1 hour 45 minute papers.

Paper 1- Religions paper will assess pupils' knowledge of Christian beliefs and practices and Islam beliefs and practices

Paper 2- The thematic paper will assess pupils' knowledge of the following topics: Religion, Peace and Conflict Religion, Crime & Punishment Religion, Life & Relationships Religion.

Course Outline

Unit Title (1) Beliefs and Practices

Students will study the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.

Christian Beliefs Topics	Islam Beliefs Topics
Nature of God	Nature of Allah
Creation	Prophethood
Incarnation of Jesus	Holy Books
Salvation	Angels
Life after Death	Predestination

Unit Title (2) Thematic Studies

Students will study the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.

Christian Practice Topics	Islam Practice Topics
Worship	The 5 Pillars of Islam
Festival	Festivals
Role of the Church	Jihad
The Sacraments	
Pilgrimage	

Unit Title (3) Thematic Studies

Students will analyse and compare contrasting beliefs between Christianity and Islam on issues such as forgiveness, the death penalty, abortion, euthanasia, and the role of women, and compare each religion's teachings on justice, the sanctity of life, ethical decision-making, and their impact on society and individuals

Any additional information

Homework is an important part of the preparation for GCSE, as is a willingness to participate in frank and honest discussions and to listen carefully and respect others' opinions, faiths, and perspectives.

Next steps

The GCSE course leads onto an A-level in Philosophy and Ethics. This course runs well alongside A-level subjects such as history, sociology, psychology, business, health and social care and politics.

It also supports students in a wide variety of university fields including theology, law, history, business, politics, medicine, sociology and politics.

Subject contact information

Name of contact: Sannah Aziz

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25. Triple Science – GCSE



Who is the course aimed at?

Students who elect to study Triple Science who are interested in studying science at A-Level and beyond.

About this course.

Students will study Biology, Chemistry and Physics as distinct GCSEs i.e. in greater depth than the trilogy science, covering additional content in each subject. They will receive GCSE grades (1-9) in Biology, Chemistry and Physics.

How are the courses assessed

Students will sit 6 papers at the end of year 11, 2 for each Science. Trilogy papers are 1 hour 15mins, Triple papers and 1 hour 45 mins. Topics covered are:

Biology Paper 1: Cells biology, organisation, infection and response, bioenergetics

Biology Paper 2: Homeostasis, inheritance, variation and evolution

Chemistry Paper 1: Atoms and the periodic table, structure and bonding, quantitative chemistry, chemical change, energy changes

Chemistry Paper 2: Rate and extend of chemical change, organic chemistry, chemical analysis, atmosphere, using resources

Physics Paper 1: Energy, electricity, particle model of matter, atomic structure

Physics paper 2: Forces, waves, magnetism and electromagnetism, space (triple only)

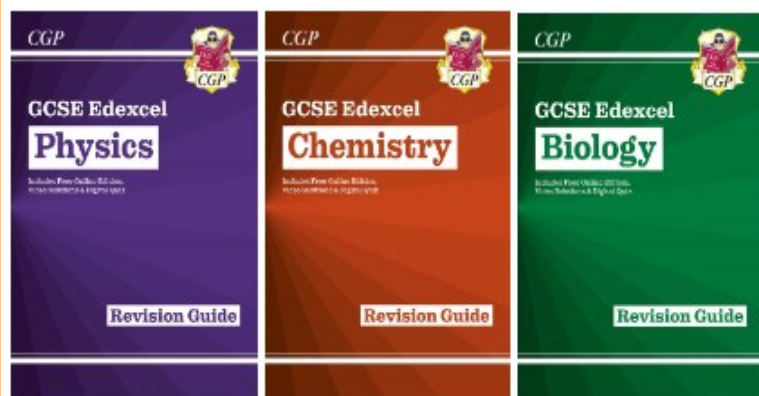
Please Note:

Students will be guided and supported by the TDA Science Team to choose between Trilogy Science or Triple Science according to their skills and aptitudes.

Subject contact information

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Biology 1 Exam

Biology 2 Exam

Chemistry 1 Exam

Chemistry 2 Exam

Physics 1 Exam

Physics 2 Exam

GCSE Biology
Grades 9 to 1

GCSE Chemistry
Grades 9 to 1

GCSE Physics
Grades 9 to 1

Achieve 3 science
GCSEs