

Options



2024

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An Introduction to Options

Dear Scholars

So far in your school career the subjects that you have studied have been chosen for you, and you have had to study them “like them or not”!

You are now approaching Years 10 and 11 and your lessons will be focused towards external examinations so you will study slightly fewer subjects than you have done so far.

Whilst several of the subjects are things that all students of your age group must study, there is an element of choice for you as well. This booklet is designed to help you make these choices, and give you more information about the different subjects on offer.

The choices you make do have some bearing upon your future. Subjects dropped now are more difficult to pick up again later, and choices now will have an impact on what you do in the next phase of your education, whether it takes place in sixth form, at a college or in the type of employment you choose. You must try and think through the result of the choices that you are making.

The results of the assessments made during your course and the examinations you take also have an important bearing on your future. It is important that you aim for success from the very first day of the course and continue through until the end.

We wish you every success in your future studies.



Dr A Ridley
Headteacher



Mrs I Thurbon
Headteacher

Dear Parents/Carers

This is probably the first time that your son or daughter has had to make decisions about their education. Even though it is seen as a real bonus by most students it does, of course, carry a significant responsibility to get it right. Ultimately the decision has to be the student's, although we see the process as a partnership between student, parent and school and to this end we will try and provide you, and your child, with all the information and support needed.

Over the past few years the options process has opened up and students are given a much freer choice of subjects. They will still have to study the three core subjects; English, Maths and Science, and all students will continue with PE, Citizenship, Relationships, Sex and Health Education. We also ask students to select one subject from a list of traditional academic subjects, in addition to the three open options, ranked in order of preference.

In the information presentation, we spoke about the questions you need to ask your child to help them to choose their options:

- **Ability:** Consider which subjects you can do well in.
- **Preferences:** What we like and don't like makes us who we are. Most students will benefit from choosing subjects they enjoy, as it helps them to keep motivated.
- **Controlled Assessment:** Controlled Assessments are carried out in class time and replace coursework. It is worth considering the overall balance of Controlled Assessments in your timetable. Having some subjects where a percentage of the final result is completed in class before final examinations helps to ease pressure in those examinations. However, if all options have a large component of controlled assessments, your child will have to manage their time very effectively throughout the two years of study to be able to keep on top of this work.



An Introduction to Options

- Read the booklet carefully
- Find out about subjects that you do not study.
- Ask older students what the different courses are like, although be cautious, as many courses have changed since the 9-1 reforms.
- If you study the subject already, e.g. History, ask your teacher.
- *Career aspirations:* Although this is an early stage, some students will have an idea of a career they may wish to pursue, or a general career direction. Check out the subjects that these areas require. The internet has many useful sites which give this information.

We also mentioned common pitfalls that your child needs to avoid:

- Do not base your decisions on who is teaching you the subject this year. In most cases you will get a different teacher.
- Do not choose the same options as your best friend because you like being together.
- Do not do what your older brother did because he did very well or enjoyed his options.
- Try and avoid a narrow range of subjects but don't choose a subject just to have a broad range, make sure it's the right choice.
- Don't choose a subject because you think it is 'easy'... it won't be.

After receiving your form, we will be running a series of 'dry-runs' to see what the best combination of subjects will be. Initially we will give students an open choice, but eventually we may have to ask students to select one subject from each of our option blocks.

In the past five years we have been able to find an excellent fit based on open options.

The vast majority of students will be given their first choice of subjects, however, because we have constraints on what we can offer there will be students we are unable to offer the combination of subjects they requested. If this is the case, we will talk to your child to discuss the best possible solution. **Once options have been confirmed, changes will be made only in exceptional circumstances and, if necessary, a request for this should be addressed to the Deputy Headteacher, Mrs Jenkins.**

We have summarised the basic details of all the subjects on offer next year on the following pages - each subject is broken down into its key features. There are also presentations outlining the Options process and key characteristics of each course. The details we publish are offered in good faith.

Children will be asked to select their preferences on a Google form emailed to their school account. They will be able to amend their preferences until the deadline, Wednesday 27 March 2024.

If you need any clarification about any of the courses on offer, please do not hesitate to contact the subject teacher or: Mrs Wright, Head of Year 9, n.wright@benjaminbritten.school, in the first instance, or Mrs Jenkins, Deputy Headteacher, k.jenkins@benjaminbritten.school.



Mrs Jenkins
Deputy Headteacher

English Baccalaureate (EBacc)



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

English Baccalaureate (EBacc)

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

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

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

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

Description of Course

Knowledge of how and why businesses operate will be of great relevance to all young people, as they finish their education and enter the world of work. Businesses are part of our everyday lives, providing us with the products we need, communicating relentlessly with us through advertising, providing employment and inventing new products and services that transform how we live. This course focuses on what businesses are and how they organise themselves to achieve their objectives.

The course provides students with an insight into the world of small business. It then considers how the methods of expansion and objectives of larger businesses might differ from smaller businesses.

Subject Knowledge and Assessment

Paper 1 (50%): Investigating a small Business *Written Exam*

1. Enterprise and entrepreneurship.
2. Spotting a business opportunity.
3. Putting a business idea into practice.
4. Making the business effective.
5. Understanding external influences on business.

How it's assessed

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Questions

Section A is worth 35 marks.

Section B is worth 30 marks.

Section C is worth 25 marks.

The paper consists of calculations, multiple choice, short-answer and extended writing questions.

Paper 2 (50%): Building a Business *Written Exam*

1. Growing the business.
2. Making marketing decisions.
3. Making operational decisions.
4. Making financial decisions.
5. Making human resource decisions.

How it's assessed

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Questions

Section A is worth 35 marks.

Section B is worth 30 marks.

Section C is worth 25 marks.

Like Paper 1, the paper consists of calculations, multiple choice, short-answer and extended writing questions.

Required Equipment

You will be expected to bring your own writing equipment. You will be provided with a textbook, though if this is lost you will be charged for a replacement.

Homework

Each student will be expected to complete one hour's homework each week from their homework booklets. This will range from written tasks through to reading and revision. The online platforms Google Classroom, Seneca Learning are used for outlining homework.

Where it can lead

Progression towards A-level Business Studies, A-level Economics or the world of work are likely routes.

Course Structure

This course is made up of 3 mandatory units of work:

- **1 externally assessed examination (40%)**
- **2 internal assessments (30% each)**

Students are required to complete the following units:

RO57: Health and well-being for child development.

RO58: Create a safe environment and understand the equipment and nutritional needs of children from birth to five years.

RO59: Understand the development of a child from one to five years.

Description of Course

RO57: Health and well-being for child development is worth 40% of the final GCSE and is externally assessed through examination.

This unit focuses on:

- Pre-conception health and reproduction.
- Antenatal care and preparation for birth.
- Postnatal checks, postnatal care and the conditions for development.
- Childhood illnesses and a child safe environment.

RO58: Create a safe environment and understand the equipment and nutritional needs of children from birth to five years is worth 30% of the final grade and is internally assessed by a portfolio of coursework produced during the course.

This unit will include:

- Creating a safe environment in a childcare setting.
- Choosing suitable equipment for a childcare setting.
- Nutritional needs of children from birth to five years.

RO59: Understanding the development of a child from one to five years is worth 30% of the final grade and is internally assessed by a portfolio of coursework.

This unit focuses on:

- Understanding the physical, intellectual and social developmental norms for children from one to five years.
- The stages and types of play and how play benefits development.
- Observing the development of a child aged one to five years.
- Plan, carry out and record activities for children based on a specific development area, outside of the classroom environment. It is not necessary for the child study to be carried out in a nursery/school setting. Learners may study a sibling/family member, or obtain permission from a toddler/library/church group, play schemes or other suitable settings, in order to complete the child study activities. Babies should not be used for observation; as older children will show a greater level of depth for recording the information required.

To succeed on this course you need:

- to be willing to carry out child observations
- to have good attendance
- to enjoy research and project work
- to be prepared to work hard, both in lessons and when completing homework
- to enjoy using a computer to present, analyse and record findings for their coursework
- to have an interest in people
- a good level of numeracy and literacy
- to be keen to improve your personal organisational skills
- the ability to meet deadlines
- to work on own initiative

Required Equipment

General school equipment. The OCR Revision guide and Class Book are very useful and recommended. Details will be given on where to purchase these at the start of your course.

Homework Policy

Each student will be expected to complete one homework task from their homework booklets each week. Students will be encouraged to also watch recommended documentaries or films in addition to being aware of current child-related matters in the news. Students are able to access a computer at lunch time or after school to catch up or extend the level of their assignment as required. They will need to be fully committed in meeting given deadlines around their coursework tasks.

Careers this qualification is useful for

This course is useful for those wishing to work directly with children in a number of settings. A small selection of jobs which child development would benefit are; Social Worker, Nurse, Doctor, Midwife, working in early years or primary education, youth work, working with disabled people, play therapy, paediatric nursing and teaching etc.

Where it can lead

There are a variety of courses on offer post 16 including A-levels, Apprenticeships, T-Level (Technical Qualification in Education and Childcare), BTEC Level 3 in Development, Sociology, Psychology and Health and Social Care. This course has a proven track record in improving motivation and achievement among young learners. Additionally, this course provides a secure progression route into the next stage of education or into employment.



Examination Structure

The OCR GCSE in Computer Science is a linear qualification. It has two assessment components: two written papers with a weighting of 100%.

- Practical programming project that teaches programming concepts needed for the exam.
- The written papers assess content from topics across the whole specification covering Principles of Computer Science and Application of Computational Thinking respectively.

Description of Course

Computer Science is the study of how computer systems work, how they are constructed and programmed. It consists of a body of knowledge, a set of techniques/methods for solving problems, as well as practical programming skills. What this means is that a course in Computer Science has to cover a lot of theory teaching, as well as plenty of practical problem solving and programming. Computational thinking is a large part of the course and forms the bulk of what is taught.

While much of the teaching will be in the Computing Science rooms it must be stressed that the majority of study will be without the use of computers. Access to a computer and the internet at home will be an advantage but is not a necessity.

The course **DOES NOT** cover digital graphic editing, video games design, webpage production or general office applications.

To succeed on this course you need:

- to research current and emerging trends in computing technologies
- an interest in analysing problems and design solutions across a range of contexts

- a good level of numeracy and literacy
- to enjoy designing, writing, and testing computer programs that accomplish specific goals
- to communicate Computer Science concepts and explain computational solutions clearly and concisely using appropriate terminology
- to be proficient in both program and pseudocode.

Topics covered include:

- understanding, creating and evaluating Algorithms
- program code constructs
- data representation, storage, encryption & compression
- network design, security & protocols
- Internet Protocols
- the environmental, ethical & legal impact of computing on society

Required Equipment

General school equipment, such as pens, pencils, rulers etc are required for the portfolios. Access to a computer, as mentioned above, is an advantage but not a necessity.

Homework

Each student will be required to complete an average of one hour's homework each week. The exact time will vary depending upon the unit and the subject material being taught. Access to the school computers for work purposes will be possible for both lunchtime and after school sessions.

Where it can lead

There are a variety of courses on offer post 16 including BTEC L3 Computer Science, L3 Diploma in Computer Science and A-level Computer Science.

Examination Structure

The OCR Creative iMedia is very much a practical course. In addition to the exam, 50% of the overall grade is determined by a pupil's performance in two coursework units. Each unit will be assessed by the teacher against specific criteria. Assessments will be moderated internally by staff within the Computing Science Department and then externally assessed by examiners from OCR. The OCR Cambridge National is a Level 1/Level 2 course. The level 2 award is an equivalent to a GCSE.

Description of Course

The three units are as follows:

Creative iMedia in the media industry: (Exam 50%) Through studying this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, factors influencing product design, pre-production planning and distribution consideration.

Visual identity and digital graphics: (Controlled Assessment 25%) Through studying this unit students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Develop visual identity, plan digital graphics for products, create visual identity and digital graphics.

Characters and Comics: (Controlled Assessment 25%) Through studying this unit students will learn how to plan, create and review comics which contain original characters. Topics include: Plan characters and comics, create characters and comics, review characters and comics.

To succeed on this course you need:

- to be eager to develop your creative IT skills
- to be prepared to thoroughly evaluate your work against specified criteria and to make improvements where necessary
- to create solutions that meet a client's specific requirements

Required Equipment

General school equipment, such as pens, pencils, rulers etc are required for the portfolios. Access to a computer, is an advantage but not a necessity.

Homework

Each student will be required to complete an average of one hour's homework each week. The exact time will vary depending upon the unit and the subject material being taught. Access to the school computers for work purposes will be possible for both lunchtime and after school sessions.

Where it can lead

This course prepares pupils for Level 3 for Media & Vocational IT courses. It develops relevant skills for jobs in the digital media sector.

Possible careers include:

- Web development
- The Film and TV industry
- Digital graphics
- Video game development

Examination Structure

In total there are:

- 3 practical assessments worth 60%
- 1 written exam worth 40%

Description of the Course

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

- Set phrases through a solo performance
- Duet/trio performance
- Solo or group choreography
- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works



Skills-based approach

- Component 1:
Performance and choreography
- Component 2:
Dance appreciation

The practical component of the course enables students to study dance by “doing” and the anthology of professional works will provide a springboard of creative and engaging practical tasks. The study of the anthologies will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance.

It is recommended that you have previous dance experience for this course as technically it is very challenging.

Homework

Written homework will be set when required for writing up of practitioners and anthologies being studied. Students will be expected to rehearse for certain performances/exams during their own time (break/dinner/after school).

Where it can lead

Gives students the skills and experience to better prepare them for the demands of A-level if they choose to progress with their study.

Examination Structure

1. Written paper
Single Tier 1 hour 45 minutes
100 marks
50% of GCSE
2. Non-exam assessment (NEA)
30-35 hours
50% of GCSE

The Course

If you enjoy designing and making things, this course is for you. Students will be taught how to use the design thinking process. Developing skills in: researching, analysing, interviewing, designing and evaluation. They will then develop prototype products using a range of tools, processes and materials.

Three focused design and make tasks will be completed in Year 10 along with lessons covering the theory related to materials and processes. Where possible we will try to link these projects to real world design problems and involve industry experts in the process.

During Year 11, most of the year will be spent in the preparation and completion of the non-exam assessment (NEA). Revision and exam preparation will be woven into the curriculum throughout the year and will be the main focus in the latter half of the year.

Useful Skills

A careful and accurate approach to dealing with woods, metals, plastics and electronics; an interest in design; plus a willingness to look at and study everyday products would be an advantage.

Although you don't need to be the next Da Vinci, we would expect you to be able to draw confidently or be willing to learn how to.

Required Equipment

Pencil case equipment; including a geometry kit and a calculator.

We will endeavour to source materials for students where possible; however, should they not be available at school they will be expected to provide their own materials for the non-exam assessment project.

A contribution towards the material costs may be required for certain specialist materials if a student wishes to use these in their project.

Revision guides are available from a range of sources. Details will be given on where to purchase these at the start of your course.

Homework

All students are expected to spend a minimum of one and a half hours a week on this subject, this will be linked to each term's theory topics with a revision booklet in the first half term and exam questions booklet in the second half term.

Where it can lead

This subject can lead to A-level Design and Technology, Product Design, further education or apprenticeships in related areas such as: engineering, product design, architecture, carpentry and joinery, plumbing, construction and manufacturing.



Examination Structure

What about exams?

The examination for GCSE Drama is a combination of practical work and a written exam. Components 1 and 2 will be practical work using all your knowledge of theatrical conventions and practitioners to devise theatre. You will have the opportunity to devise from stimulus as well as perform sections from a text. You can either be examined on your acting skills in the performance or your design and technical skills (stage design, costume, lighting or sound). For one component you will perform your piece in front of an audience and the examiner will be present at the performance. These two components are worth 60% of your marks. The exam is worth 40% of the marks. You will need to answer questions on a text you have studied in drama and consider how you would stage the play. You will also write a review on a show you will have seen with your class.

What about my results?

You can achieve grades 9 to 1 in GCSE Drama.

Description of Course

What is GCSE Drama all about?

Making Drama and experiencing theatre is part of being human. It spans our histories and cultures and is a vital and treasured part of our lives. Through creative exploration in Drama and theatre, aesthetic experiences and the making of shared meanings, we learn to develop our appreciation of the world around us. During the course you will contribute your own ideas and create performances based on these. You will explore the views of many influential Drama practitioners such as Stanislavski, Brecht and Artaud. You will experiment with various styles of acting and play many roles in different creative situations. You will develop the ability to work successfully as an individual and as part of a group whilst developing your practical, creative and critical skills. Many of the skills you will learn and develop will be highly valued in your future even if you do not continue to

study Drama. If you do continue with Drama, you will have an excellent foundation to get you on your way.

The course is in four parts:

- In part one you will explore the programme of study which will equip you with the essential skills to use in your Drama work. You will explore in depth the use of Explorative Strategies, Elements, Mediums and Practitioners.
- In part two you will devise a performance from stimulus and write a journal on the process. This will be assessed by your subject teacher and you will be in groups of 2-6. You can choose to be assessed as production support (lighting, sound, costume etc).
- In part three you will study a play and perform two extracts from this text to a visiting examiner. You will be in groups of 2-6 and you can choose to be assessed as production support.
- In part four you sit a written exam on a play you have studied. The focus of the exam will be how the play could be staged.

Homework

Written homework will be set when required for evaluation of performances or contributions made in lessons. Students will be expected to rehearse for certain performances/exams during their own time (break/dinner/after school).

Where it can lead

A-level Performing Arts and A-level Drama & Theatre Studies, BTEC Performing Arts.

People who study Drama learn to enhance their creative thinking and problem solving skills, which is very attractive to employers in many industries.

Many performers go on to perform in theatre and film, work as a director, stage manager or theatre technician. People who study drama can go on to work as a community arts leader, arts administrator or radio broadcaster. You could also train as a Dramatherapist, helping people in need through story-telling and performance arts.

New for 2024

You will study the new Pearson Edexcel GCSE in French. Built on a foundation of inclusivity, accessibility and transparency, the qualification takes a more compassionate, student-centred approach and caters to the needs of all learners.

Examination Structure

You will be assessed in 4 examinations taken in these skill areas at the end of Year 11. There are two levels of examination – foundation or higher depending on your ability.

Listening	25%	Reading	25%
Speaking	25%	Writing	25%

The new assessments are clear, concise and straightforward with **all instructions now in English.**

Other amendments for 2024 include the introduction of a read aloud task, greater student control and choice in the speaking exam, a short dictation task and 3 chances to listen to each text in the listening exam. The writing assessment is much shorter than in many subjects, the maximum requirement being approx. 300 words spread over 3 questions at higher tier.

What will the lessons be like?

The new GCSE has a greater focus on vocabulary and you will no longer be expected to understand texts that contain language you have not been taught.

The vocabulary has been chosen to allow communication on a range of relatable and engaging thematic contexts, which are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Choose this course if:

- you are interested in the culture, traditions and lifestyle of France and other French speaking countries
- you enjoy experimenting with language to communicate in different contexts
- you are making good progress with understanding and using grammar
- you are able to learn, retain and reuse vocabulary and enjoy speaking and writing in short and longer passages
- you are enjoying your French lessons at the moment
- you have progressed well in French this year
- you are considering going to University, many now look for a language at GCSE
- GCSE French can count towards the English Baccalaureate.

Required Equipment

We recommend a French-English, English-French dictionary to help during the course.

Homework

Homework will be varied, sometimes learning vocabulary and talks, grammar exercises, reading activities or practising writing about things learnt in class or researching a cultural aspect of the course. Some homework will make use of Active Learn and other online resources.

Where it can lead

Jobs in:

Translation or Interpreting
Hospitality – hotels and events
Travel industry - writers, tour guides, flight attendants
Business - international buyers, recruitment, marketing, banking and human resources
Journalism
International relations/aid

Examination Structure

Exam Units:

- Paper 1: Our Natural World (35%)
- Paper 2: People and Society (35%)
- Paper 3: Geographical exploration (30%)

At GCSE level pupils follow the OCR (B) “Geography for Enquiring Minds” specification covering a range of physical and human Geography topics.

Subject Topics

Our Natural World (01)

There are four topics:

- Global hazards
- Changing climate
- Distinctive landscapes
- Sustaining ecosystems

People and Society (02)

There are four topics:

- Urban futures
- Dynamic development
- UK in the 21st century
- Resource reliance

Geographical explorations (03)

This component draws on geographical knowledge, understanding and skills that have been developed in components 01 and 02. This synoptic assessment enables students to demonstrate their understanding of the connections between the different elements of the subject.

Geographical skills:

- Cartographic
- Graphical
- Numerical
- Statistical

All units will be examined at the end of Year 11.

Why should you choose Geography?

If you are interested in the world around you and how it works you will enjoy this subject. The GCSE course is also based on a wide variety of skills including a high skill level in literacy and numeracy. Other skills that students will develop throughout their course of study include: atlas and map skills, graphical skills, investigative skills, and data and information research skills. Due to its high skills content and the underlying basis of learning knowledge and understanding of different places in the world around us, Geography is often seen as a good subject to study alongside other subjects. At A level it is often studied alongside those studying Mathematics and Science subjects but is equally comfortable as an accompaniment to English and Languages.

GCSE Geography can count towards the English Baccalaureate.

Required Equipment

A revision guide would prove useful, these are available from the school library. A good set of stationery would also prove beneficial.

Homework

Homework will be set every week.

Where it can lead

GCSE Geography leads on to A-level Geography. It is also useful to those wishing to study Science/Leisure and Tourism/Media/Maths or English in the sixth form. Those leaving school at 16 will find many of the skills (for instance map reading) relevant to a wide range of jobs and further education.

Course Structure

This course is made up of 3 mandatory units of work:

- **1 externally assessed examination (40%)**
- **2 internal assessments (30 each%)**

Students are required to complete the following units:

RO32: Principles of care in health & social care settings

RO33: Supporting individuals through life events

RO35: Health promotion campaigns.

Description of Course

RO32: Principles of care in health & social care settings is worth 40% of the final GCSE and is externally assessed through examination. This unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early year's environment and will include:

- the rights of service users in health and social care settings
- the rights of service users researching into legislation
- the benefits to service users' health and wellbeing when their rights are maintained
- person-centred values and how they are applied by service
- effective communication in health and social care settings providers.

RO33: Supporting individuals through life events is worth 30% of the final grade and is internally assessed by a portfolio of coursework. This unit focuses on the fundamentals of health and social care and will include:

- the life stages and patterns of human development (PIES)
- expected and unexpected life events
- impacts that life events have on individuals
- sources of support that meet individual needs.

RO35: Health promotion campaigns is worth 30% of the final grade and is internally assessed by a portfolio of coursework. This unit focuses on public health campaigns and how they can be used to encourage health and wellbeing for individuals to ensure people stay healthy and includes:

- current public health issues and the impact on society
- public health challenges for society
- current health promotion campaigns and their benefits
- definitions of health and well-being
- factors influencing health and wellbeing
- leading a healthy lifestyle
- barriers to leading a healthy lifestyle
- how to plan a health promotion campaign
- deliver and evaluate a health promotion campaign.

To succeed on this course you need:

- to have good attendance as commitment to learning is key due to the volume of coursework
- to be prepared to write a lot for the coursework (all computer based)
- to enjoy research and project work
- to be prepared to work hard
- to enjoy using a computer to present, analyse and record findings
- an interest in people
- a good level of numeracy and literacy
- to be keen to improve your personal organisational skills
- the ability to meet deadlines
- to work on own initiative

Required Equipment

General school equipment: Access to a computer or suitable device for typing at home, a USB memory stick, an OCR Revision guide for the exam and class book are very useful and recommended. Details will be given on where to purchase these at the start of your course.

Homework Policy

Each student will be expected to complete one piece of homework each week. A homework booklet will be provided for this or it may be linked to planning or completion around their coursework. Students will be encouraged to also watch recommended documentaries/films in addition to being aware of current related health and social care issues in the news. Students are able to access a computer after school to catch up or extend the level of their coursework as required. They will need to be fully committed in meeting given deadlines around their coursework tasks.

Careers this qualification is useful for

This course is useful for those wishing to work directly with people in a number of health and social care environments. A small selection of jobs which health and social care would benefit are; Social Worker, Nurse, Doctor, Dentist, Midwife, Paramedic, Nursery Worker, Health Care Assistant, Physiotherapist, Psychiatrist, Mental Health Worker, Police Officer, Probation Officer, Psychologist, Disability Support Worker and a Teacher etc.

Where it can lead

There are a variety of courses on offer post 16 including A-levels, T-Levels, BTEC Level 3 and OCR National Diploma in Health & Social Care. This course has a proven track record in improving motivation and achievement among young learners. Additionally, this course provides a secure progression route into the next stage of education or into employment.

Examination Structure

Exam Units:

Paper 1

- Wider world study
- Period study

Paper 2

- British depth study and historic environment
- Thematic study

Course Content

Students will be following AQA GCSE History course. The course will be examined in two exams at the end of Year 11.

Students will cover 4 topics over the two year GCSE course, covering both British and international history, with particular focus on America in the 20th century.

Thematic study:

Britain, health and the people: c1000 to the present day



British depth study and historic environment:

- Elizabethan England, c1568-1603



Wider World Study:

- Conflict and tension in Asia between 1950-1975 (with a focus on the Vietnam War)



Period Study:

- America, 1920–1973: opportunity and inequality



There are no entry requirements to study history although there is a very high **literacy demand** in the subject. Pupils are required to analyse and evaluate sources of evidence whilst also re-calling factual detail in order to form their own explanations as to the causes and consequences of particular events.

The examination questions also require pupils to write extended answers that are supported with relevant, accurate and specific detail. As a result, pupils who have a **good grasp of English skills** would be suited to the subject.

GCSE History can count towards the English Baccalaureate.

Homework

Homework will be set every week.

Where it can lead

GCSE History offers a good foundation for A-level History but also for subjects such as Politics, Law, Sociology and English. It is also highly regarded by employers because of its development of literacy and critical thinking skills.

Hospitality & Catering

Level 1 / 2 Technical Award

Exam
Board
EDUQAS
(WJEC)

Description of Course

The heart of the qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. It will also introduce learners to a wide range of catering businesses and jobs available within hotels, restaurants, coffee shops and catering establishments. It is aimed at students who enjoy practical work but there is a theory exam as well as coursework alongside a practical exam. It links directly to College catering courses and catering careers.

Students will develop a wide range of culinary skills, appropriate methods of cooking and a big focus on presentation.

A majority of the knowledge is taught through practical cooking, producing industry style dishes, cooking at least every other week. Students will learn and demonstrate the importance of colour, texture, flavour, temperature, time management all whilst meeting the nutritional needs of customers. Health, safety and hygiene is a key factor in all assessments.

Students will have the opportunity to use a wide range of practical skills and techniques, gaining an understanding of catering and an awareness of related career paths.

To be successful in this subject you need to:

- demonstrate good health, safety and hygiene
- enjoy eating new foods
- have good attendance
- be organised and focused bringing your own ingredients for the practical lessons.



Assessment (Single Award)

Assessed over two areas:

Unit 1: Written exam on the Hospitality and Catering Industry – (40%)

Unit 2: Hospitality and Catering in Action – Internal controlled assessment and coursework research nutrition, selecting and making two dishes for a set brief. This includes a written portfolio and 3 hours assessed practical – (60%)

Required Equipment

Ingredients for practical work (at least once a fortnight).

Chef Jacket (Bought individually but organised through school).

Containers to transport food between home and school.

Homework

Homework will be set in line with the school's policy and will include research, written and practical tasks.

Where it can lead

Level 2 and 3 professional catering courses at college, which can lead on to University studying degrees in: Future Food, Nutrition and Culinary Arts, Hospitality Management, International Tourism.

Career progression could include:

- Chefs and Head Chefs
- Barista
- Food service
- Events and event management
- Bar and drinks service
- Hotel Management
- Environment Health Officers
- Food product development

Examination Structure

- 2 Compositions, one of which is to a brief set by the exam board
30%
- 2 Performances, at least one of which must be an ensemble
30%
- Listening and Appraising Test
(1hr 15 mins)
40%

Why study Music?

In GCSE Music you get to perform and compose music that you enjoy, whilst learning to appreciate and appraise a wide range of different styles of music. The practical element of the course allows you to work with others in ensembles and bands, plus have fun working with the performing arts team on school productions and shows.

You will grow and develop as a well-rounded musician, with instrumental or vocal tuition paid for by the school. As part of the course you will study music from around the world and be guided to create music that you are passionate about.

Music develops many skills such as creativity, organisation, multi-tasking, leadership and cultural awareness.

Requirements

A musician is dedicated, committed and hard working. You need not have learnt an instrument formally before, though previous study on an instrument is a clear advantage. Either way regular practice will be expected once the course starts. You must be prepared to commit to learn an instrument or singing to at least a Grade 3 standard. Each GCSE music student will have 2 mandatory instrumental or vocal lessons in school each week, paid for entirely by the school.

It is essential that students choosing this subject have a keen interest in music and are

prepared to put in non-contact time to compose and practice on their chosen instrument/s.

Coursework

The GCSE Music course is 60% practical coursework. You are expected to be independent and hardworking, and in return you can expect support in stretching and developing your musical personality. It is important to recognise that although the course is very practical, there is always a written component to both performance and composition as well as the 40% listening and appraising test.

Course Outline

You will explore how sound is organized into music, how it works in all sorts of ensembles throughout the world and history, how film music is created and used as well as exploring popular music styles. You will practice and perform on high quality instruments and compose using up-to-date, cutting edge technology.

Where it can lead

Many students choose to study music further at either A-level in Music, Music Technology, Performing Arts/Expressive Arts courses or vocationally.

People who study music learn to enhance their creative thinking and problem solving skills, which is very attractive to employers in many industries.

Many musicians go on to:

- perform/conduct in orchestras or bands
- compose for films or TV
- work in a recording studio as a sound engineer or producer
- work for a record label or publishing company
- manage musicians as an artist manager
- teach music or deliver music therapy
- archive music as a music librarian

New for 2024

You will study the new Pearson Edexcel GCSE in Spanish. Built on a foundation of **inclusivity, accessibility and transparency**, the qualification takes a more compassionate, student-centred approach and caters to the needs of **all** learners.

Examination Structure

You will be assessed in 4 examinations taken in these skill areas at the end of Year 11. There are two levels of examination – foundation or higher depending on your ability.

Listening	25%	Reading	25%
Speaking	25%	Writing	25%

The new assessments are clear, concise and straightforward with **all instructions now in English**.

Other amendments for 2024 include the introduction of a read aloud task, greater student control and choice in the speaking exam, a short dictation task and 3 chances to listen to each text in the listening exam. The writing assessment is much shorter than in many subjects, the maximum requirement being approx. 300 words spread over 3 questions at higher tier.

What will the lessons be like?

The new GCSE has a greater focus on vocabulary and you will no longer be expected to understand texts that contain language you have not been taught.

The vocabulary has been chosen to allow communication on a range of relatable and engaging thematic contexts, which are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Choose this course if:

- you are interested in the culture, traditions and lifestyle of Spain and other Spanish speaking countries
- you enjoy experimenting with language to communicate in different contexts
- you are making good progress with understanding and using grammar
- you are able to learn, retain and reuse vocabulary and enjoy speaking and writing in short and longer passages
- you are enjoying your French lessons at the moment
- you have progressed well in French this year
- you are considering going to University, many now look for a language at GCSE
- GCSE Spanish can count towards the English Baccalaureate.

Required Equipment

We recommend a Spanish-English, English-Spanish dictionary to help during the course.

Homework

Homework will be varied, sometimes learning vocabulary and talks, grammar exercises, reading activities or practising writing about things learnt in class or researching a cultural aspect of the course. Some homework will make use of Active Learn and other online resources.

Where it can lead

Jobs in:

Translation or Interpreting

Hospitality – hotels and events

Travel industry - writers, tour guides, flight attendants

Business - international buyers, recruitment, marketing, banking and human resources

Journalism

International relations/aid

Outline of Subject

The course is delivered over two years and requires the students to develop a range of practical skills and theoretical understanding.

The course is taught over 3 units, with some units carrying a greater weighting than others.

Students are required to complete two mandatory units and one optional unit, which is selected by the school.

At present we study the following units:

Mandatory

- R184 Contemporary issues in sport (externally assessed unit – written exam sat in Year 11) (70 marks)
- R185 Performance and Leadership in sports activities (internally assessed unit – assignments completed in Year 10 and 11) (80 marks)

Optional (centre selected)

- R186 Sports and the media (internally assessed unit – assignments completed in Year 10) (40 marks)

Which students does this course best suit?

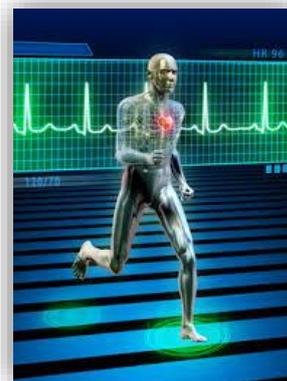
Due to the amount of practical work and assignments, this course is best suited to students who are regularly playing sport outside of school, to at least club level. This allows students to apply their knowledge and understanding within practical assignments and be able to perform competently as a sports leader.

The sports leadership unit will require students to lead sessions/parts of sessions independently. The willingness and ability to undertake these tasks is essential.

Homework

Tasks set during the course will include:

- Revision and examination practice for externally assessed exam.
- Research and preparation work for written assessments.
- There is also an expectation that students will attend additional sessions after school to advance their practical skills through attendance at extra-curricular clubs or catch up sessions to improve grades in written assignments and exam preparation.



Where it can lead

The OCR Cambridge National Level 2 Sports Studies course prepares students for further study at either A-level or BTEC qualifications.

Career progression can include:

- Sports coaching
- Sports development
- Leisure Centre or sports management
- PE teaching
- Personal training
- Media/journalism

Students are awarded two qualifications: GCSE English Language and GCSE English Literature.

Spoken Language (previously speaking and listening) will be assessed but not contribute to the final grade awarded.

GCSE English Language

Students are expected to read and respond to 19th, 20th and 21st century texts. There will also be comparison of at least two unseen texts.

GCSE English Language will be assessed through two examinations, both 1 hour 45 minutes:

Paper 1:
Explorations in Creative Reading and Writing

Paper 2:
Writers' Viewpoints and Perspectives

20% of the final grade awarded will be for spelling, punctuation, grammar and sentence crafting.

GCSE English Literature

Students are expected to study a 19th century novel, a Shakespeare play and a selection of poetry. Modern prose or drama will be by writers from the British Isles.

GCSE English Literature is assessed through two examinations:

Paper 1: 1 hour 45 minutes
Shakespeare and the 19th Century Novel

Paper 2: 2 hours 15 minutes
Modern texts and Poetry

Due to the increased demand of texts to be studied, students will be required to complete reading as part of their homework expectations. Students may also wish to purchase a personal copy of the texts they are studying.

A selection of the texts that may be studied are:

- Jane Eyre
- Pride and Prejudice
- Macbeth
- Great Expectations
- Romeo and Juliet
- Lord of the Flies
- Animal Farm
- Much Ado About Nothing
- Jekyll and Hyde

Where it can lead

The majority of post-16 courses, including vocational based routes, do now require a high grade in GCSE English Language. English Literature is a subject held in high regard by top universities when applying for courses. English and Maths are seen as key subjects by many employers.



GCSE Mathematics is a continuation of learning from KS3 as it builds heavily on students' prior knowledge. The mathematical content covered increases in level of difficulty as well as tackling new and more challenging topics.

Subject content

Students will study the following key areas of mathematics, taught as a series of smaller units:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry
- Statistics
- Probability

During the course, students will develop fluency in their knowledge and understanding of different mathematical methods and concepts. They will be challenged to apply these skills to unfamiliar situations in order to solve complex problems, and will be encouraged to reason mathematically in their deductions and conclusions.

Examination Structure

At the end of the course, students will sit one of two different tiers for their GCSE examinations:

- Foundation covering grades 1 – 5
- Higher covering grades 4 - 9

Examination is by way of three written exam papers, each lasting for 1 hour 30 minutes. The first is a non-calculator paper and the remaining two will allow the use of a calculator.

Some of the subject content is specific only to the higher tier and all students are made aware of these topics in advance. For those performing well at the higher level, additional qualifications may also be offered such as GCSE Statistics or Further Maths.

At KS4 students will sit regular 'mock' papers enabling them to become familiar with the style of examination questions. It also provides the opportunity for personalised feedback, so that each student is aware of their strengths and areas requiring improvement.

There is no coursework but regular homework will be set.

Required Equipment

All students should have basic mathematical equipment (protractor, pair of compasses and ruler) and must have access to a scientific calculator for the purposes of homework and examinations. We recommend the Casio FX-85GTX or FX-83GTX models.

Homework

Homework is set by class teachers on a regular basis and will be appropriate to the course of study, current topics being covered in lesson and suitable for each student.

Extra-curricular support

Students are encouraged to take full advantage of the additional resources that are available to them within the Mathematics department. This includes the Mathematics library, computer suites, topic booklets, past papers and staff-run revision sessions.

As a department, we subscribe to a number of online sites that are designed to support students' independent study, revision and homework needs. This includes online exam papers, diagnostic quizzes, extension material and video lessons. The computer suites are available for students wishing to use these sites at break/lunch time and before/after school.

Where it can lead

Successful completion of the course at appropriate GCSE grades provides access to many routes in further education including Core Maths, A-level Maths and A-level Further Maths.

Students continue on their learning journey in science building on their knowledge of Biology, Chemistry and Physics from KS3. Interweaved throughout the course are working scientifically skills for investigating, observing, experimenting and testing out new ideas.

Subject Content

Students will cover the following topics in Biology, Chemistry and Physics:

Biology

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
- Key ideas

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Key ideas
- Space (Separate Physics only)

Examination Structure

Students are selected to follow the GCSE Combined Science: Trilogy or the GCSE Separate Science Biology, Chemistry and Physics courses. There are six papers: two Biology, two Chemistry and two Physics. Both foundation and higher tiers are available.

The course is linear with 100% of the assessment examined at the end of the course.

Paper	Assessment Details
Each paper	written exam: 1 hour 15 minutes 70 marks 16.7 % of GCSE

The Combined Science: Trilogy course includes questions that allow students to demonstrate their knowledge and understanding of the content developed in each topic including mathematical and practical skills. A range of question types are used, including multiple choice, short answer and extended response.

Practical Assessment

Students will complete a total of 21 required practical's in Biology, Chemistry and Physics. Questions in the written exams at the end of the course will draw on knowledge and understanding students have gained by carrying out these practical activities. These questions will count for at least 15% of the overall mark of the qualification.

Required Equipment

Equipment needed for lessons, homework and examinations:

- black ink or black ball-point pen
- a ruler
- a scientific calculator
- a protractor

Homework

Homework booklets are set at the start of each unit of work. Each booklet contains the following:

- Keywords and definitions for that unit
- Examination questions

Where it can lead

Both a GCSE in Combined Science: Trilogy and the GCSE Separate Sciences will enable learners to progress to A-level's in Biology, Chemistry and Physics or related post-16 courses. This course will provide learners with a firm foundation for further studies as well as qualifying for apprenticeships upon successful completion of the course.

Examination Structure

Exam Units:

1. Paper 1 – 1 hour and 45 minutes
Citizenship Studies
50%
2. Paper 2 – 1 hour and 45 minutes
Citizenship Studies
50%

Description of Course

Students study Citizenship in Years 10 and 11 and cover a number of different topics in relation to society, ethics, and citizenship. Citizenship equips students to take responsible citizenship actions and play a positive role in public and democratic life as informed and active citizens. The content covered is as follows:

1. Theme A – Living together in the UK
1. Theme B – Democracy at work in the UK
2. Theme C – Law and Justice
3. Theme D – Power and Influence
4. Theme E – Taking citizenship action

You can find additional information about what is covered and when on the school's website.

Aims

The course gives an excellent opportunity to develop essay writing and the ability to analyse and consider other viewpoints, which should also be of benefit in other lessons.

There is an attempt to put the topics into context, so that students are aware of their place in history, and receive a full and rounded education, instead of simply learning to pass a test.

Required Equipment

None.

Homework

The main focus of homework is that students read around the topics we are covering in their own time, in order to give their knowledge more depth. We undertake a mock exam after each unit studied, for which students must prepare fully at home.

Where it can lead

GCSE Citizenship leads on to A-level in both 'Religious Studies' and 'Philosophy and Ethics'. Students will also find the citizenship aspects of the course a useful foundation for A-level 'Government and Politics'.



Physical Education

Core

Course Structure

Core Physical Education is a compulsory subject for all students in Years 10 and 11. This course is made up of practical based assessments. In Core PE students will select from a choice of pathways, which suit their interests and encourage our scholars to lead healthy, active lifestyles.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

Pupils will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games, for example badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports, for example athletics
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.



Required Equipment

Full and correct school PE kit (indoor and outdoor).

Other Requirements

In Year 10 we introduce a pathways system, which allows students to be placed into an activity pathway most suited to their areas of interest. This provides our students with some ownership over their own learning.

These pathways include:

Get Active
Get Leading
Get Competitive
Get Involved

Where it can lead

GCSE Physical Education, GCSE Games, GCSE Games (Short course), OCR National Level 2, Level 1 Sports Leaders.

Relationships and Health

Course Structure

Relationships and Health is a compulsory subject for all students in Years 10 and 11. The course is delivered in one 75-minute lesson each fortnight covering a range of themes and topics surrounding healthy relationships, physical and mental health and the wider world.

Aims

At Benjamin Britten we believe that our high quality Relationships and Sex Education (RSE) will stay with our pupils for life. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships for our students.



Description of Course

Students study a range of topics throughout their time at school. The year 10 and 11 themes are:

Year 10 Unit 1

Influence and Independence

Year 10 Unit 2

Issues in RSE

Year 10 Unit 3

Discrimination and Extremism

Year 11 Unit 1

Building for the future

Year 11 Unit 2

Communication within relationships

Year 11 Unit 3

Next Steps

For more information on any of the above units, please see the curriculum map for Relationships and Health lessons in the Relationships and Sex Education Policy on the school's website.

Required Equipment

None.

Homework

No written homework is set for Relationships and Health, however, teachers may recommend students conduct research on certain themes at home, or may recommend age-appropriate documentaries to watch relating to the subjects covered in lessons.

Where it can lead

Relationships and Health prepares all young people for life beyond school, however, an interest in Relationships and Health could be developed in Child Development, Health and Social Care or a career in law enforcement.

Careers Advice



Year 9 careers lessons span the spring and summer terms, taking place once a fortnight, during Literacy lessons. Students work through a class activity booklet, which is supplemented with resources in their Careers Google Classroom and Unifrog. During Year 9 careers lessons, we focus on making informed decisions about GCSE option subjects and explore the links between curriculum and future education and career opportunities. We also look specifically at the types of courses and training on offer at post-16 level, including entry requirements. In addition to lessons, students participate in workshops provided by external organisations and guest speakers, trips to further and higher education institutions and visits to places of work and industry. As students develop their understanding of the skills and qualities required for different types of jobs and careers, they also consider the wider meaning and purpose of work, the contribution of business and industry to the local community and society as a whole, and the effect this has on the individual in terms of their social, economic, physical and mental wellbeing.

Useful sources of information

Careers Google Classroom

Year 9 students have been enrolled into a Careers Google Classroom. This is a useful hub of information which they can dip in and out of and there are also helpful resources for parents in there. Lots of the guidance around choosing GCSE options is in video format, so easily accessible for students. A copy of the careers booklet they work through in class is also available in the Careers Google Classroom. They will be allowed to take their paper copy home once careers lessons have concluded for the year.

Unifrog

The school has invested in a subscription to Unifrog; an award-winning, online careers platform. Students are introduced to Unifrog during careers lessons and although we do use the resource in school, we would very much encourage students and their families to make good use of the platform at home too. Information is presented in a clear, user-friendly format, and not only is it a fantastic source of information regarding careers, the labour market and further/ higher education, it also offers resources to support wider personal development.

The Unifrog platform is designed to support students in making informed decisions about their future and has a range of tools that are suitable for all year groups. Each student has their own personal account which records activities they have undertaken and offers guidance on different pathways, opportunities and local labour market information, as well as creating personal statements and CVs. For more information on the programme, please visit www.unifrog.org

Careers Advice

Have you ever wondered?

This website is hosted by the University of East Anglia (UEA) and includes useful tips and videos for students choosing their GCSE options: <https://everwondered.uea.ac.uk/>

Students participate in a workshop delivered by the UEA in March, during which they are provided with a 'Making Good Choices' booklet. This booklet highlights the things students should consider when choosing their GCSE option subjects.

Informed Choices

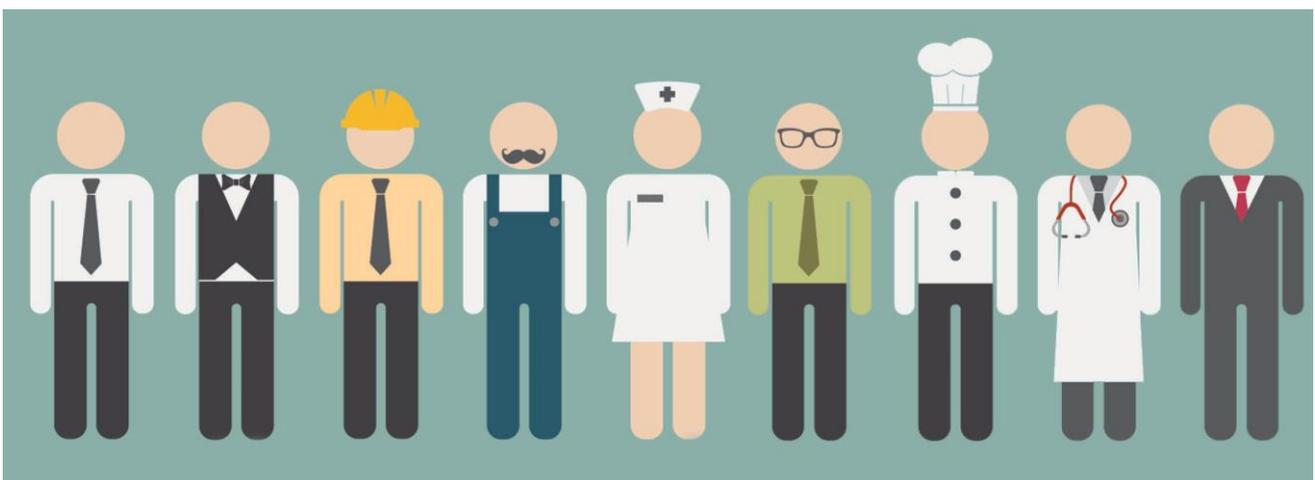
If your child is hoping to go to university in the future, the Informed Choices website helps to identify GCSE option choices which will help to facilitate degrees in different subjects. It is a particularly useful resource for students hoping to study at a Russell Group university: <https://www.informedchoices.ac.uk/>.

It is also beneficial for students to become familiar with the UCAS website: <https://www.ucas.com> UCAS lists courses available at higher education level and is the platform through which most university applications will be made. It also offers general advice around funding and fees, accommodation and student life.

School Library

Finally, the Library is open for after-school prep from Monday - Thursday, 3:15 - 4:30pm. Here, students can receive 1-1 careers advice and support with applications, personal statements and CVs. Students are also welcome to use the resources in the Careers Pod during social times throughout the school day and during after-school prep.

If you would like further information on the careers education your child receives at Benjamin Britten School, please do not hesitate to contact the Careers team on careers@benjaminbritten.school



Next Steps

Discuss your preferred options with parents

Make sure that you have discussed your Options fully with your family and are happy with the subjects you would like to study further.

Complete the google form

Scan below and complete the form to let the school know what your preferred subject options are.

You can go back into the form and make any alterations until the deadline. The form closes on **Wednesday 27 March 2024**.

Option Subject Allocation

The vast majority of students will be given their first choice of subjects, however, because we have constraints on what we can offer there will be students we are unable to offer the combination of subjects they requested. If this is the case, we will talk to you to discuss the best possible solution.

You will be informed of your allocated Option subjects by 12 July 2024 at the latest. If you have any queries or concerns please see Mrs Jenkins.



Rooms

ROOM	SUBJECT GROUP	SUBJECTS	STAFF
History 4	Languages	French and Spanish	Mrs Van-Zeller and Miss Davey
History 2	Humanities	History	Mr Barber and Mr Ward
Geography 1	Humanities	Geography	Mrs Kitching and Mr Flanagan
Art Studio 1	Creative Arts	Art and Photography	Miss O'Leary
Drama Studio	Performing Arts	Dance, Drama and Music	Miss Halse, Miss Breen, Miss Juganzon and Miss Wareham
Drama Studio	Vocational	Sports Studies	Miss Schofield, Mrs McDonald, Mr George and Mr Humphrey
Art Studio 2	Vocational	Design and technology, Hospitality and Sports Studies	Mr Doy and Mr Whiteley
English 6	Vocational	Business Studies, Health and Social and Child Development	Mrs Miles and Mrs Armon
Arts Computer Suite	Computing	Computer Science and Creative iMedia	Mr Cook
The Atrium	Maths, Science and SENDCO		Miss Pankhurst, Mrs Askew, Mrs Clipsham, Miss Chambers, Dr Cable, Mrs Roffey and Mrs Poole
Dining Hall	Further Education Providers, Careers, HoY and English		Mrs C Wright, Mrs N Wright, Mrs Norton, Mr Mullender and Miss Stanley



Map



PLEASE REGISTER IN THE MAIN ENTRANCE CORRIDOR AND PROCEED TO THE DINING HALL



Benjamin Britten Music Academy



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www.benjaminbritten.school



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Options
2024