

Buckler's Mead

— ACADEMY —

Years 10-11

CURRICULUM CHOICES

2025-2027

Dear Students and Parents/Guardians

I am delighted to have the opportunity to introduce to you the Curriculum Choices offer for September 2025. This booklet gives you information about the exciting curriculum opportunities that will be available to your child. To assist in these important decisions, there will be a Curriculum Choices Evening on Thursday 6th March 2025. This will be an opportunity to discuss the progress made in subjects as well as explore and ask questions about the potential courses on offer.



In order to assist you further we have set up the Curriculum Choices page on the website to guide you through the following-

- Online guides for each subject including video presentations from subject teachers about the courses on offer as well as written guidance and information about each subject.
- Information on the different specialised routes students will have been encouraged to follow. Your child will receive a letter relating to this shortly.

At Buckler's Mead Academy, we have high expectations for all and seek to ensure that every student has access to a wide range of qualifications and choices. Our aim is to balance personal choice while making sure that all students have a broad and balanced curriculum that prepares them for future careers and pathways. In order to improve this process further and make sure we are able to provide the courses that students wish to study, we run our choices process in two stages.

Stage 1 – Students will be asked to submit an online subject request form, indicating the subjects that they would like to follow. This should be completed by Friday 21st March 2025.

Stage 2 – Once all students requests have been received, we will finalise the courses and combination of subjects on offer .

Parents will be sent a link to a google form for both stages along with instructions on to complete the these. If you are unable to access the form, then you should contact your child's Tutor, who will support you to complete the form.

We will be spending time in the academy working with students on how to make their curriculum choices and how this is linked to future career progression. We are aiming to provide opportunities for careers advice and guidance sessions in the run up to the finalising choices. In addition to above, we have provided taster sessions for some subjects. This will give your child an opportunity to sample some of the courses on offer to decide whether this is the right choice.

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Please be advised that there are some constraints to our offer, including timetabling, staffing levels, class sizes (practical subjects) and classroom accommodation. Whilst every attempt will be made to meet student's requests, it may be necessary to offer some students alternative choices from those that they initially request. This may occur if too few pupils opt for a subject, or if there are too many to accommodate. In addition, if we hold some concerns about your child's subject choices or combinations, they will receive a guidance session with Ms Laws, Assistant Headteacher, where they will be able to discuss their choices and explore a range of appropriate alternatives.

Finally, we are working with the Midsomer Norton Schools Partnership to develop our Key Stage 4 provision and the qualifications on offer. If it is appropriate to do so, we may decide to run different courses or qualifications from the ones outlined in this booklet. Where this is the case, it will be a decision based on the most appropriate course for the students as well as the opportunities and support the trust can offer to improve the provision in certain subjects.

I urge you to read through all the information you receive with your son or daughter carefully to help inform their choices. Please do not hesitate to contact either your child's tutor, Key Stage 3 Coordinator Mr Fletcher, Pastoral Coordinator, Mrs Bell, the SENCO Mrs Thompson, or Ms Laws, if you require advice on any aspect of your child's subject choices.

Yours sincerely



Mr M Lawrence
Headteacher



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What will your timetable look like in Years 10 & 11?

Up to now students have followed a set timetable of lessons which is the same for all students in Years 7-9. From September (the start of Year 10), students will have an element of choice in which subjects they study.



Structure of your curriculum

Core Subjects	
	Hours per fortnight
English Language and Literature	8
Mathematics	8
Science Students will enter a minimum of 2 GCSEs in Science – This is called Trilogy Science.	9
Other National Curriculum Subjects	
Physical Education Core	3
Personal Development	1
Religious Education	1
Option Subjects	
Students will choose up to 4 subjects set out by their recommended specialised route	5

* Please note that allocated hours are approximate and subject to changes based on academy priorities and DfE guidance

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Types of Courses you will be able to follow

Course	What does this mean?
GCSE	<p>This stands for General Certificate in Secondary Education. Most of our courses lead to this type of qualification.</p> <p>GCSEs have changed over recent years and as a result GCSEs will now be graded on a new 9-1 scale, with 9 being the highest grade. Have a look at the diagram which explains how this is related to the former A*-G scale on page 7.</p> <p>Most GCSE courses will be based on terminal examinations that are sat at the end of Year 11 in May and June. During this period students will sit a number of examinations for each subject (usually 2-3) where they will be tested on their knowledge, understanding and skills.</p>
BTEC	<p>This stands for Business & Technology Education Council.</p> <p>These are vocational courses which are assessed through a combination of non examination assessments (NEA) and examinations.</p>
NCFE-VCerts	<p>V Certs are vocational equivalents to GCSEs. These assess pupils using project-based non-exam assessments, as well as external examinations, to give them the opportunity to achieve a qualification based on their skills as well as their knowledge.</p>
CNAT	<p>Cambridge Nationals courses are similar to BTECs in that they are nationally accredited courses, where students are assessed through non Examination assessments (NEA) and examination.</p>



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The English Baccalaureate (Ebacc)



The EBacc is a set of GCSE qualifications which together are collectively called the “English Baccalaureate”. This is not a separate qualification. To achieve the EBacc a student needs to secure, at least a GCSE grade 4 in ALL of the following 5 areas:

- English
- Mathematics
- Science or Computer Science
- A Humanities subject (Geography or History)
- A Foreign Language (French or German)

The EBacc has been set up for a number of reasons:

- A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.
- Sutton Trust research reveals that studying the EBacc can help improve a young person’s performance in English and Mathematics.
- The top Universities (such as Oxford, Cambridge and the Russell Group Universities) look more favourably on applicants who have this combination of subjects when applying for certain Degree courses.
- It provides an academically rigorous blend of subjects which also develop students’ knowledge, understanding and skills across a range of subjects.
- It teaches students ‘Powerful Knowledge’ that equips them for further study beyond the academy and provides a broad knowledge and understanding of the world.

English, Mathematics and Science are compulsory subjects and the remaining two areas fall within the specialised route. Students who have been selected for Pathway One will be able to select a range of subjects which will constitute as the EBacc.

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Key Stage Four and GCSE changes


Over the past few years there have been a number reforms to Key Stage Four qualifications. These include the following-

- Subjects specifications now cover more breadth and depth. Students now need to acquire greater amounts of knowledge as part of their courses.
- Coursework or Non Examination assessments carry less weighting, meaning that performance in examinations is just as or more important than the coursework components.
- All examinations will be sat at the end of Year 11 and students will not be given multiple attempts to achieve a certain grade.
- Comparable outcomes mean that the same proportion of students nationally will receive each grade every year. This means that there can be fluctuation and variation in grade boundaries and thresholds.

New grading for GCSEs

New grading		Old grading
9	=	A*
8		A
7		
6	=	B
5		C
4		
3	=	D
2		E
1		F
		G
U	=	U

Source: Ofqual



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What do students need to do?

Students should-

- Use the information in this booklet and on the website to research their choices thoroughly
- Ask their subject teachers about the different courses on offer
- Ask their Form Tutor for help and advice
- Ask teachers and staff for help and guidance

Students will have the opportunity to-

- Attend careers guidance and information sessions in school
- Attend an assembly and other sessions linked to their Curriculum Choices
- Attend the Curriculum Choices Evening
- Select subject taster sessions
- Access the Curriculum Choices page on the school website

Students should consider-

- Which subjects they enjoy?
- What are they good at?
- Which courses will they need for their future career or might they want to study after leaving Buckler's Mead Academy?

Completing the Curriculum Choices Form-

Students will be provided with an online google form to complete for their recommended specialised route. This form is divided into several sections. Students are required to pick a number of subjects giving their first and second choice.



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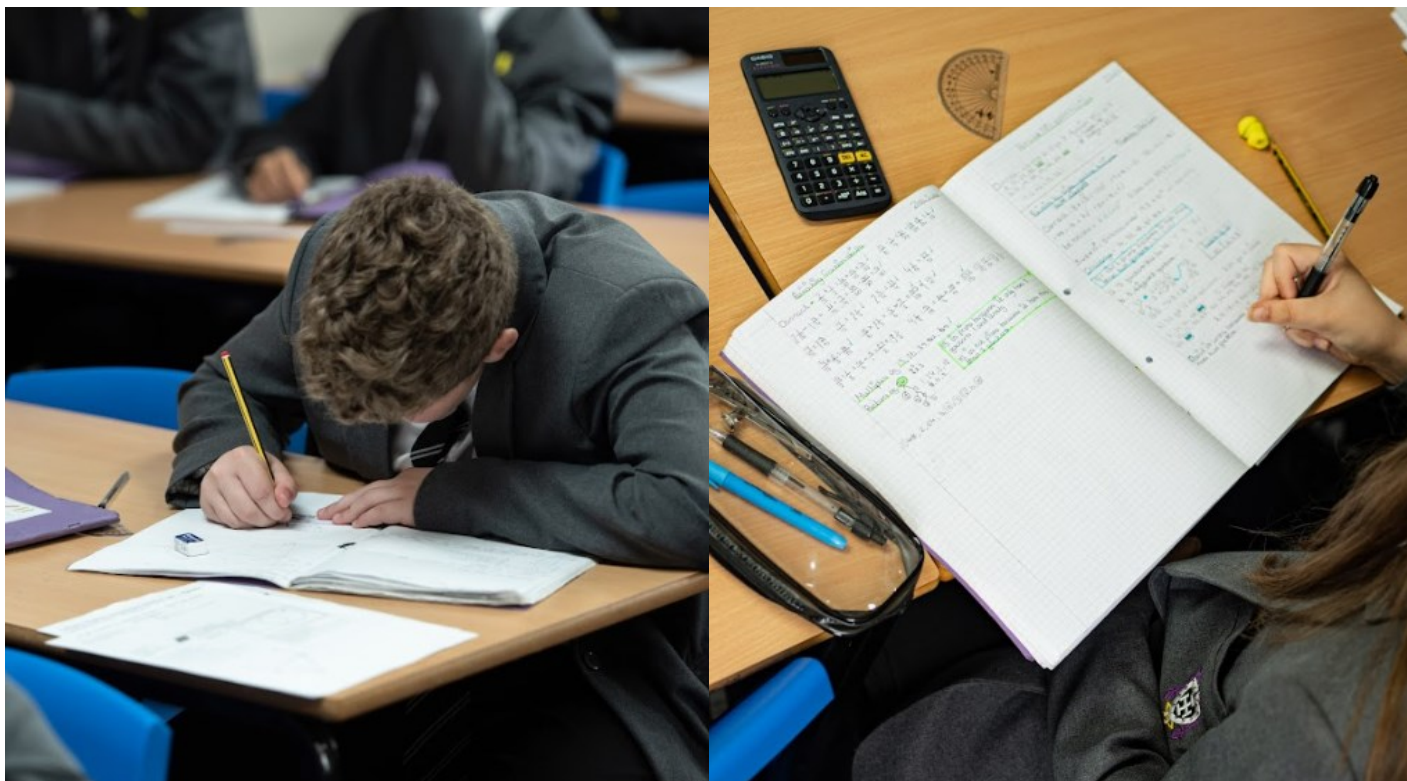
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Students cannot do the following-

- A number of subjects may sound very different, but actually use the same skills and assessed in a similar way. This means that Colleges and Further Education will see these as too similar, meaning that you don't have the breadth of subjects and qualifications. This may reduce your chances of progressing on to the course of your choices. Therefore we guide students against taking courses which are very similar.
- The courses which cannot be taken together are-
 - Art and Photography
 - Art and Textiles
 - Photography and Textiles
 - Computer Science and Creative Imedia

We would also advise students against opting for two technology subjects.

A good overall education is important, whatever choices you are going to make. Colleges, Sixth Forms, Apprenticeships, Universities and employers all have one thing in common – they look for young people with an all-round education, a range of skills, wide interests, positive attitude and good qualifications.



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Careers Guidance

Useful Careers Advice

Consider subjects you think you will be good at and will enjoy. You may wish to explore possible related careers, however a balanced range of subjects will ensure as many options as possible are open to you. Ask yourself;

- Which subjects interest me?
- Which subjects do I like and why do I like them?
- Which are my best subjects and how do I know?
- What do my teachers say my strengths are?
- Would I prefer a course with examinations or coursework?

Few employers expect specific GCSE passes with the exception of; English, Maths and Science. Your GCSE subject choices and the grades you achieve can affect your ability to study some subjects at College or Sixth Form or an Apprenticeship. In some subjects like Sociology, Law and Economics, it may be possible to study these at A Level without having first taken them at GCSE. However, this does not apply to all subjects, for example Sciences, Languages or the Humanities.

Careers Websites

You can find information on job areas and specific careers using the 'Careers Tools' and the 'Job Profiles' on the National Careers Service website. Go to www.direct.gov.uk/NationalCareersService

To view film and video clips relating to many career areas. Go to www.careersbox.co.uk or www.icould.com

Whether you've got a career in mind or you haven't got a clue, Plotr can help you discover your future and guide you to careers you'll love. Go to www.plotr.co.uk

The Government have also recently introduced T-Levels. This is a qualifications for 16 to 19 year olds, lasting two years and worth the equivalent of 3 A Levels. <https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices/t-levels>

An apprenticeship is where you are learning through hands on experience of a job and gaining a nationally recognised qualification. To find out more information and to view vacancies, register online at www.apprenticeships.org.uk



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Specialised Curriculum Routes

In order to support your child to make the right choices and select subjects that are suited to their interests and capabilities, Buckler's Mead Academy has selected one of three possible specialised routes for your child.



1. Ebacc Languages Specialised Route

You will be achieving strong grades in nearly all of your subjects. You have the ability to go to university or an equivalent qualification and need a range of academic GCSEs to support you to prepare for these. This pathway will provide you with the opportunity to study a broad range of academic subjects alongside other subjects of your choosing. You will have the opportunity to select at least one creative, practical or alternative accredited subject too if you wish to do so. This route will give you the opportunity to achieve a range of qualifications that constitute as the English Baccalaureate.

2. Humanities Specialised Route

You will feel that you have made good progress in most of your subjects, but may feel less confident in Modern Foreign Languages. You may feel more confident studying a Humanities (Geography and History) along with a blend of other GCSEs and vocational qualifications. This route will allow you to study some of the subjects (but not all) that constitute the English Baccalaureate.

3. Alternative Specialised Curriculum Route

This is a route for students who the academy feel would benefit from alternative courses and qualifications. Students invited to this pathway will participate in a Foundation Learning programme led by the SENDCo alongside other subjects. We will work with you to make sure that you choose the right blend of subjects and types of courses.



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GCSE French

“One language sets you in a corridor for life. Two languages open every door along the way”

How will this subject benefit me?

French is a truly global language! Over 250 million people in 53 countries in every continent speak French and knowing French will allow you not only to function but to compete effectively in the global economy of the future. Learning French develops your communication, critical and creative thinking skills. It will also increase your problem-solving skills and improve your memory, self-discipline, and self-esteem. GCSE French fosters your awareness and understanding of other cultures.



What will I learn?

This newly developed GCSE from AQA will develop your language skills as well as your cultural awareness and understanding. You will learn the following-

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

How will I be assessed?

At the end of Year 11 you will be assessed through 4 exam papers at either Foundation or Higher tier, each of which are worth 25% of the final GCSE grade:

Paper 1: Listening

Paper 2: Speaking

Paper 3: Reading

Paper 4: Writing

These papers include a range of question types, including translation into English or French, short dictation tasks and reading aloud. There will be a range of different comprehension types and writing for different purposes. During the course, you will develop your vocabulary, translation skills, phonic skills, grammatical knowledge and application. These will be tested and assessed at regular intervals by the teacher. The examining board for French is AQA.

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GCSE French

Who will be able to tell me more?

Mrs Hares, Madame Bordas, Madame Goorun



What opportunities will this give me?

France and French-speaking countries are leaders in many technical fields such as transportation and aviation. One of the world's fastest rail trains (the TGV), the largest commercial jet (airbus A380), and one of the most widely used satellite rocket launchers (Ariane) are all French-made. Careers include engineering, media, tourism, government roles, finance, diplomatic service, catering, journalism, teaching and sport. This enables you to study languages or language-related courses in higher education. Some colleges and universities also require a language GCSE qualification for acceptance onto a non-language course. It will add a skill to your CV and put you in a stronger position to work for companies with international links.



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GCSE German

“If you talk to a man in a **language** he understands, that goes to his head. If you talk to him in his own **language**, that goes to his heart.” (Nelson Mandela)



EVERYONE SPEAKS ENGLISH! This is a common misconception. In fact, approximately 94% of the world’s population does not speak English as its first language. Learning any language is an important way of connecting and communicating with others, deepens your connection to other cultures, helps you gain perspective and enhances decision-making. It is also a useful way of boosting your confidence and self-esteem as well as opening up a range of career opportunities. So why German? The German language is the most widely-understood language after the English language as it is a popular second or third language in many European countries. Knowledge of German increases your job opportunities with German and foreign companies in your own country and abroad. German is a logical language which follows patterns and rules and it is fun!

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During the course, you will develop your vocabulary, translation skills, phonic skills, grammatical knowledge and application. These will be tested and assessed at regular intervals by the teacher.

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GCSE German



Who will be able to tell me more?

Mrs Hares

What opportunities will this give me?

Careers include engineering, media, tourism, government roles, diplomatic service, catering, journalism, translating, teaching and sport. German enables you to study languages or language- related courses in higher education. Some colleges and universities also require a language GCSE qualification for acceptance onto a non-language course. It will add a skill to your CV and put you in a stronger position to work for companies with international links.



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GCSE Geography

How will this subject benefit me?

Geography is a broad based academic subject. The subject will provide you with knowledge and understanding of our ever-changing world. These can be applied to whole range of jobs, and experiences and enable you to become a responsible citizen of the world.



What will I learn?

Geography is all around us. At Buckler's Mead we make it real for students with refreshing ways of looking at the world. Students will follow the **AQA 8035 GCSE Geography course**. Throughout the GCSE course students have the opportunity to consider a variety of geographical issues and, in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people.

Course Structure:

Unit 1: Living with the Physical Environment

In this section, lessons will focus on the challenge of natural hazards (volcanoes, earthquakes and tropical storms), weather and climate change, followed by physical landscapes of the UK (coasts and rivers). Then the final section will focus on the living world, which includes ecosystems such as rainforests and hot deserts.

Unit 2: Challenges in the Human Environment

This section covers urban issues and challenges (population, migration as well as social/ economic/ environmental opportunities and challenges in both Bristol and Rio de Janeiro). The next chapter focuses on the changing economic world and global development (with a focus on the UK and Nigeria). The final part is on resource management, which looks at the supply and demand of food, water and energy in the UK, then the students finish off the section focusing on globally supply and demand of food.

Unit 3: Geographical applications and skills

This unit is split in two.

Fieldwork: Students will undertake two fieldwork enquiries.

Geographical Skills- this part is where students will be assessed on a range of geographical skills, including cartographic, graphical, numerical and statistical skills. They will receive pre-released material 12 weeks prior to the examination, which will be studied in lesson time. This will be based on a topic they have Studied. In Unit 1 or 2. Then in the Paper 3 examination, they will receive a new copy of the same information.

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GCSE Geography continued

How will I be assessed?

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

Paper 1- Living with the Physical Environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and Specialist terminology (SPaG))

35% of GCSE

Paper 2- Challenges in the Human Environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

35% of GCSE

Paper 3- Geographical applications and skills

Written exam: 1 hour 15 minutes

76 marks (including 6 marks for SPaG)

30% of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Who will be able to tell me more?

Mrs Lewis, Mr Hawkins & Mrs Thompson

What opportunities will this give me?

Geography is a superb course to lead you to any career providing students with the knowledge and understanding of what is happening in today's every changing world, as well as key communicational skills.

Geographers are good communicators, problem solvers, good team players, and are well-rounded, flexible thinkers. Geographers handle data, ask questions and find answers, make decisions, analyse, solve problems and think independently. Geography is one of the broadest subject areas with one of the highest employability rates post 18. This has led to geographers being valued in the workplace.

Students who have followed a course in GCSE Geography may progress to AS and A Geography, other A level subjects and advanced vocational courses. They could then go on to do a degree at University. There are also jobs in leisure services, sports and recreation, surveying, town planning, transport, ICT, GIS (Geographical Information Systems), teaching, tourism and many more.



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GCSE History

How will this subject benefit me?

Studying History will enable you to answer some of the biggest questions in our society, such as ‘Why do wars happen?’, ‘How has Britain changed over time?’ and ‘How do people experience the same events?’

Learning about past events and the people who’ve influenced history, will allow you to understand how the world got to the point it’s at now and how it will continue to develop in the future.



What will I learn?

History is rich in excitement, adventure and relevance and taught with passion at Buckler's Mead. Four areas of study make up 25% each for the full GCSE. As History is heavily based around literacy, students will be expected to do a fair amount of reading and writing. You will develop a range of skills that will help you beyond the history classroom such as:

- How to communicate your ideas
- How to construct an argument
- Research and problem skills
- Investigation and problem-solving skills
- Analytical and interpretation skills

How will I be assessed?

We study the AQA GCSE History course, this is made up of four sections of equal weighting:

- 25% America, 1920-1973, Opportunity and Inequality
- 25% Conflict and Tension: First World War 1848-1918
- 25% Britain: Health and the people, c1000 to the present day
- 25% Elizabethan England, c.1568-1603



Each of these units are assessed in 1 hour long exam all to be sat in the Summer of 2026.

Who will be able to tell me more?

Mr Coulter & Ms Coate

What opportunities will this give me?

Students learn how to express their views and opinions (both oral and written) clearly, to put forward well-researched ideas and arguments in a concise manner, to investigate and assess a variety of materials and to organise such material in a logical and coherent manner.

Workers in the legal profession often value history students for their highly prized critical and reasoning skills. Many politicians studied history whilst at school. As well as this, employers in publishing, journalism and the media value the study of history with the subject’s emphasis on written expression and research of issues. There will always be opportunities for those who can apply the lessons of the past to the problems of the present.

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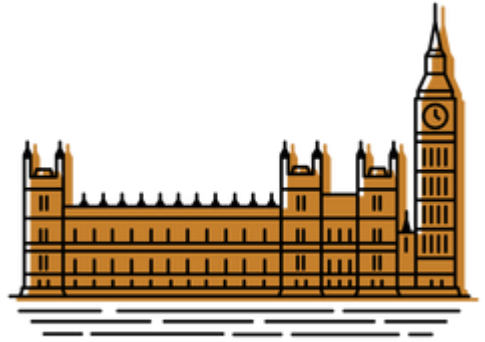
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GCSE Citizenship

How will this subject benefit me?

Citizenship is a modern subject that looks at issues affecting people locally, nationally, and globally. It helps students learn how to take part in activities like political debates and campaigns. Citizenship teaches you about the legal and political systems in the UK and its role in the world. It also helps you think critically about important topics and improves your public speaking skills.



What will I learn?

Citizenship is something we experience every day. At Buckler's Mead we make it personal and real for students with refreshing ways of looking at issues that define Britain and the world today. Throughout the GCSE course students have the opportunity to consider a variety of political and legal issues and, in doing so, become knowledgeable and critical young people. There is a strong emphasis on the importance of law, rights, responsibilities and democracy.

Course Structure:

Theme 1: Life in Modern Britain - identity, diversity, migration, tax, government spending, the media, the role of NGOs, global governance and forms of citizen action

Theme 2: Rights and Responsibilities - the theory of rights and responsibilities, rationale for evolution of human rights, legal rights, conflicting rights and responsibilities, rule of law, criminality and the criminal justice system, punishment and sentencing.

Theme 3: Politics and Participation - democracy and other government systems, power of the executive, the legislature and the judiciary in the UK (separation of powers) electoral systems, the role of the political parties and the role of pressure groups.

Theme 4: Active Citizenship - you will run a campaign about something you are interested in or care deeply about.

How will I be assessed?

There will be two exams at the end of Year 11 based on the 4 themes. You will be assessed in one paper about your Active Citizenship campaign.

Who will be able to tell me more?

Mr Hemsley and Mrs Lewis

What opportunities will this give me?

You could study post-16 courses including Government and Politics, Law, Philosophy and Ethics, Sociology, Economics and Journalism. You could aim for careers such as a member of parliament, lawyer, political journalist, human rights campaigner, prison officer, police officer, teacher, social worker, youth worker, trade union official, working for charities and non-governmental organisations, working for bodies such as the United Nations or Home Office.

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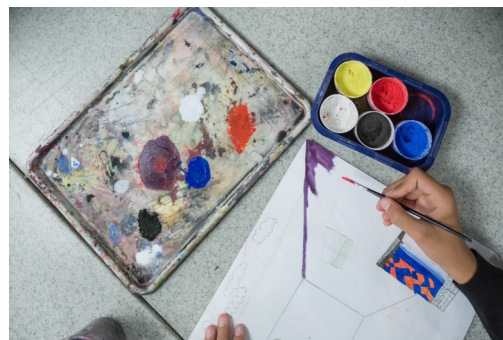
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GCSE Fine Art

How will this subject benefit me?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Fine Art is a great choice. The skills you gain also make it a great compliment to other subjects. The discipline of independent study and thought is an extremely useful one to acquire. Art is a subject that can give the student confidence and a real sense of achievement.



What will I learn?

GCSE Fine Art is a practical course that enables you to explore a wide variety of approaches and experiences including painting, printing, drawing, mixed media, photography, three dimensional work and artist / designer research both historical and contemporary.

During the course, students will create a body of work that will be in response to a range of themes such as natural forms, identity, sense place, fragments and portraiture. Students will be asked to research artists linked themes, using these to inspire their own responses to the brief. Students will be asked to provide extended written analysis of an artist's work, reflecting on the skills, techniques used in order to inform their own responses. Over the course of two years, students will cover four themes in total. This will culminate in an extended projected coursework unit followed by an exam unit in Year 11.



How will I be assessed?

Coursework Unit = 60%, Externally Set Task Unit = 40%

Who will be able to tell me more?

Miss Wybrew and Mrs Rosser-Davies

What opportunities will this give me?

An Art course is a great way to open the door to careers in the creative industries. These industries are one of the fastest growing areas in the labour market. Examples of careers include, architecture, fashion designer, curator, film-set design, interior and exterior designer and editor.

Further Education

AS & A level in Art or Design courses, BTEC Art or Design courses , Art Foundation courses, Degree level courses in Art or Design.

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GCSE Photography

How will this subject benefit me?

Photography is about looking, thinking, and communicating ideas. It can make a statement, document and inform, ask a question, or simply highlight the beauty of the world around you. Photography inspires creative thinking. Photography means 'drawing with light' and that is what photographers do when they take a picture. Photography is a great companion to all other subjects as creativity, imagination, and problem solving skills are essential for all subjects. This course has research, written and reflective opportunities as well as practical and creative purposes.



What will I learn?

This is a creative course that teaches you how to use DSLR Cameras, Adobe Photoshop, Lighting, and a range of ICT skills. You will learn the key elements of Art and Photography; exploring subjects such as aperture, shutter speed, subject matter, and the use of colour theory. You will evaluate the work of other artists and photographers to inspire your portfolios; there is a written element to this course.

Ultimately, you will enjoy developing your understanding of the visual world around you, learning practical skills, and responding to ideas and issues in ways that are personal to you. You will produce three portfolios, over two years, that shape and develop your ideas as a creative photographer.

How will I be assessed?

Coursework Unit = 60%
Exam Unit = 40%

Who will be able to tell me more?

Mrs Rosser-Davies and Mrs Batchelor



What opportunities will this give me?

A Photography course is a great way to open the door to careers in the creative industries. Typical careers include photographer, photojournalist, advertising, fashion photographer, web designer, forensics photographer, photo editor, fine artist, gallery curator, teacher, and filmmaker. This course provides you with transferrable skills that you can apply to all your future opportunities.

Further education

AS & A level Photography, BTEC & Art Foundation, Degree level courses, Internships within the creative industries.

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Drama

BTEC Tech Award in Performing Arts

How will this subject benefit me?

The BTEC Tech Award is equivalent to one GCSE and is a recognised qualification in Further Education.

With a BTEC in Performing Arts, students gain valuable hands-on experience which can take them straight into a career in the industry and other professions via transferable skills such as teamwork, negotiation, communication and creativity.



The BTEC course is very practical and allows lots of opportunities to develop vocal, physical and interpretive skills through the rehearsal and performance process. Throughout the course students will be asked to participate in various workshops and showcases, teaching students how to conduct themselves as a professional artist and supporting the development of their own technique, musicality, individuality and confidence.

While a qualification in drama is valued by Lawyers, Marketing, the public sector and more, the BTEC should be fun and provide students with a broader curriculum/learning experience.

What will I learn?

This course is designed to give students an opportunity to develop their skills in acting and build their confidence through regular performances. Students will be guided through three components which all involve written and practical assignments.

Components

Component 1: Exploring the Performing Arts (30%)

In this component you will develop a practical understanding of how professional performance or production work is created and the skills, techniques and approaches used by professionals to create performance/production work. You will look at elements such as roles, responsibilities and have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work.

You will develop transferable skills, such as research and communication.

Component 2: Developing Skills and Techniques in the Performing Arts (30%)

In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Throughout your development, you will review your own progress and consider how to make improvements.

This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.

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Drama continued

Component 3: Responding to a Brief (40%)

In this component, you will have the opportunity to respond to a brief.

The brief will outline the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

This component will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress to further study.



How will I be assessed?

Each component is broken down into assignments and tasks. Each assignment has a clear grading criteria for Pass, Merit, and Distinction. There will also be a clear Learning Outcome (LO).

Component 1 (Exploring the Performing Arts) and **Component 2** (Developing Skills and Techniques in the Performing Arts) are internally assessed by staff.

Component 3 (Responding to a Brief) is externally assessed.

Who will be able to tell me more?

Mrs Browncey (Head of Drama)

What opportunities will this give me?

Drama is a fun, creative and practical subject. It promotes self-confidence, teamwork and excellent communication skills applicable in numerous employment settings. You will gain skills which will make your personal statements and CVs stand out as your progress within education and your careers; interpersonal skills is one of the STEM Top 10 Employability Skills.

Drama develops and nurtures students' imaginative, creative and problem-solving abilities, allowing them to take responsibility for themselves and other group members while working to deadlines.

In terms of personal development, Drama enables students to become more confident, self-aware and empathetic.

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GCSE Computer Science

Students who may consider this choice should be achieving strong grades in Mathematics and Computing. This is a challenging course and may not be appropriate for all students.



How will this subject benefit me?

Over the last 12 months, many businesses have moved their operations online and with this has come an increasing need for workers who have a good understanding of how websites, apps and other online content works and is created. Being able to write and understand computer programs is becoming essential and the demand for these skills will only increase in the next few years.

What will I learn?

High quality computing skills and an understanding of ICT systems are increasingly in demand in the modern workplace. As digital technology has continued to develop, the ability to appreciate how computers work along with their potential and limitations are becoming essential life skills. The GCSE Computer Science course takes a hands on approach to equipping young people with these abilities. It allows them to gain the in depth understanding of the digital world necessary for working life in the 21st century.



How will I be assessed?

The course follows the OCR GCSE Computer Science specification (J277) and is assessed by two one and a half hour exams at the end of Year 11. Paper One, 'Computer Systems', involves students learning about the working of ICT systems and networks. It has been written to provide students with a range of important life skills. Paper Two, 'Programming', seeks to prepare students for further study in the subject as well as allowing them to develop competencies that will make them an asset in the workplace such as website and app development. Pupils also can showcase their coding skills with a range of computer programming activities over the two year course.

Who will be able to tell me more?

Mr Cameron

What opportunities will this give me?

The course provides students with a range of abilities that will prepare them for the 21st century workplace. Further study options at KS5 include A-Level and BTEC courses in Computing and ICT. Workers in Computer Science and programming are in increasing demand and the sector attracts above average salaries. Outside of the tech industry, digital skills are becoming necessary in a wide range of sectors such as media, medicine and business. A key aspect of Computer Science is the development of 'computational thinking'. Computational thinking allows students to look at different ways of problem solving and is directly transferable to other academic subjects. This means that by studying computer science, students are equipped with skills that could allow them to succeed in other subjects too.

**Please be advised that this course will run subject to staffing & student numbers*

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Cambridge National Creative iMedia

The world of Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. Students will design, plan, create and review digital media products to meet client and target audience demands. The Creative iMedia course is a combination of both examination and coursework based assessments and incorporates 3 units.



RO93 - Media Industry (Mandatory Unit - Examined - 1 Hour 30 Minutes - 40%): This unit incorporates sectors and products of the media industry; purpose, style, content and layout; target audiences & client requirements; pre-production (including elements such as mind maps, moodboards, storyboards and scripts)

RO94 - Visual Identity & Digital Graphics (Mandatory Unit - Coursework NEA - 25%): In this coursework unit you are required to learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Visual identity refers to all the graphical imagery and “visual” components of your brand image.

RO97 - INTERACTIVE DIGITAL MEDIA (Coursework NEA - 35%): In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

Who can I talk to?

Mr Cameron

What opportunities will it give me?

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. Moving forwards this qualification can lead to opportunities and roles including digital marketing, media researchers, public relations officers, runners in broadcasting/film/video, social media managers, television/film/video producers, television production coordinators and web content managers.

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Music

How will this course benefit me?

In the future, Creativity is going to be one of the most important and in-demand skills at work (*World Economic Forum*.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.



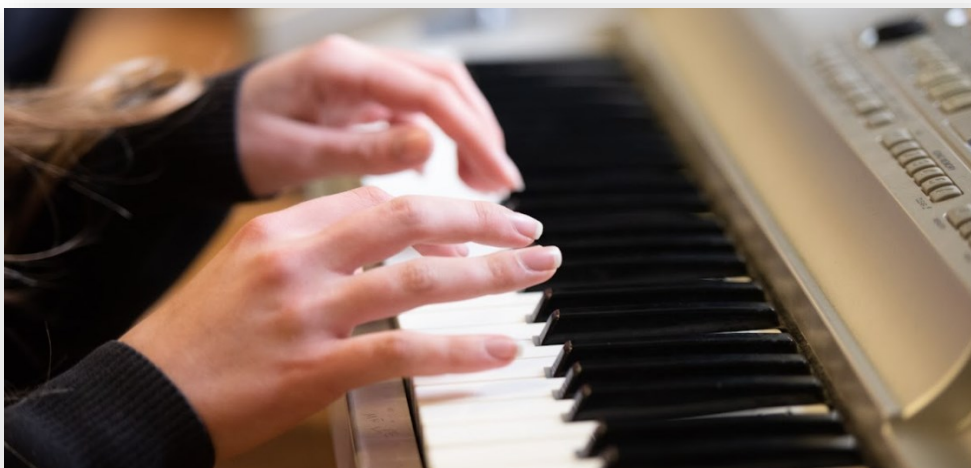
What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

What will I do?

Typical classroom activities will be:

1. Performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.
2. Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using GarageBand, writing for a specific purpose, writing songs etc.
3. Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.



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Music continued

How will I be assessed?

We are currently reviewing a range of specifications for this course. Students choosing to study Music should expect to be assessed in the following areas- Composing, Performance and Theory. Students will be assessed through a combination of coursework and examination.

It is an expectation that students opting to study this course are able to read music as well as play an instrument or sing at a competent level. This is not a course intended for someone who is a beginner.

Who can I talk to?

Ms Powell & Mr Weston

What opportunities will this give?

These courses will enable students to develop as musicians. By choosing music, it will enable you to demonstrate many skills which employers, colleges and universities are looking for. It will also allow you to access further higher musical education.



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NCFE Level 1/2 Technical Award in Health and Fitness



How will this subject benefit me?

It will give learners the introductory skills to either start a career in sport or progress within employment in the sector. This qualification can also prepare learners for higher or further education and gives a good Introduction to the sport vocation.

What will I learn?

This qualification will promote the learner's understanding of:

- the structure and function of body systems
- the effects of health and fitness activities on the body
- health and fitness and the components of fitness
- the principles of training
- the impact of lifestyle on health and fitness
- testing and developing components of fitness
- health and fitness analysis and setting goals
- planning, developing and taking part in a health and fitness programme and understanding how to prepare safely

How will I be assessed?

The qualification has two assessments externally set by NCFE: one **NEA** and one written **NEA**.

Non Examined Assessment (NEA):

Externally set by NCFE. Internally marked and externally moderated.

It is worth **60%** of the final award. The completion time for the NEA is 22 hours which will be completed in school.

The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole course.

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External Assessment:

Externally set by NCFE and externally marked.

It is worth 40% of the final award

Written examination:

- 80 marks
- 1 hour 30 minutes
- a mixture of multiple-choice, short-answer and extended-response questions

The written External Assessment is a terminal assessment and will take place in the May/June of Year 11. It will assess the learner's knowledge and understanding of all the content areas.

Who can I talk to?

Mrs Morrison, Mrs Thomas & Mr Howarth

What opportunities will this give me?

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as: Level 3 applied generals in: Sport and Physical activity; Personal training; Personal training and Behaviour change; Fitness service; Exercise science and Personal training; Personal training for health; Fitness and performance; Physical activity and exercise science and A Level Physical Education (this will support progression to higher education)

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations that are available within the sector, such as health assistants, fitness instructors or personal trainers.



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NCFE

Level 1/2 Technical Award in Business and Enterprise



How will this subject Benefit me?

No matter what career path you decide to follow, understanding business in all its elements, including managing risk, marketing, finance and project planning, is essential to all organisations including the creative industries, engineering, healthcare, recruitment and even teaching!

What will I learn?

Business and Enterprise is an exciting course that will provide you with the opportunity to develop a broad understanding of how businesses operate and what you need to do to be a successful entrepreneur.

Subject Specific Skills

To be successful in this subject you will need to develop your:

- Team working skills - the qualification requires you to work with others either on small tasks or during the final project task
- Communication skills - verbal and non-verbal communication skills will be developed
- Presentation skills - you will learn to present your work in a professional way
- Initiative - you will learn what initiative is and why it is important in all aspects of life, including business
- Independent working skills – you will understand how to work independently on specific tasks
- Problem-solving skills – you will be able to advise business on solutions to problems

How will I be assessed?

Course Content

Unit 1: Introduction to Business and Enterprise 40% externally assessed examination

Externally assessed, examination. In this unit learners will show an understanding of what it means to be an entrepreneur and how businesses are organised.

Learners will develop knowledge of marketing, operations management and the influences that affect a business.

Unit 2: Understanding Resources for Business and Enterprise Planning 60% internally assessed Project

Internally assessed synoptic project: in this unit learners will understand business planning, including research, resource planning and growth. Learners will develop knowledge of human resources and finance and how they support business and enterprise planning.

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NCFE Level 1/2 Technical Award in Business and Enterprise

Who will be able to tell me more?

Ms Swaine

What opportunities will this give me?

Future Pathways from an entrepreneur to charity worker to an accountant, studying Business and Enterprise will give you the skills to enter virtually any industry. In addition, Business and Enterprise gives you the choice to specialise in an area of business such as Marketing or to combine all aspects of business by learning about how to run your own enterprise. In our local area there are a number of apprenticeships available that would require you to display your Business and Enterprise knowledge.



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NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years



The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study. It is aimed at 14 to 16 year olds studying key stage 4 (KS4) curriculum who are interested in the early years sector.

What will I study?

The course will cover the following content-

Child development

Factors that influence the child's development

Care routines, play and activities to support the child

Early years provision

Policies and procedures in the early years Content area

Expectations of the early years practitioner

Roles and responsibilities within early years settings

The importance of observations in early years childcare

Planning in early years childcare

How will I be assessed?

1 hour 30 minutes examined assessment . Weighting 50%

14 hours non-exam assessment . Weighting 50%. Externally set and marked by NCFE

Who will be able to tell me more?

Ms Swaine

What opportunities will this give me?

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

Level 3 Applied Generals in Early Years, Childcare and Education, Health and Social Care

Level 3 Technical Level qualifications, including T Level programmes, allow for entry to the workforce and higher education opportunities.

Progress onto an apprenticeship.

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Design and Technology: Product Design

How will this subject benefit me?

Design and Technology is a subject that brings learning to life and encourage pupils to solve real-life problems by drawing upon (and thus strengthening) pupils knowledge of other subject areas including Mathematics, Science, Art & Design, Business Studies, Computing, History and Geography. We live in an increasingly technological world and this course will prepare pupils to participate confidently and successfully in our society. The specification seeks to generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future. It is designed to encourage a human centred approach to life and to equip pupils with the powerful process of design thinking. Pupils will utilise a number of transferable skills, such as communication, time management and organisation which will serve them well in their future lives.



How will I be assessed?

This qualification introduces pupils to the practices and strategies used by the creative, engineering and manufacturing industries. To encapsulate the essence of this dynamic and evolving subject, learners will cover contemporary topics, such as ethics, sustainability and computer aided design. Pupils will also learn a broad range of design processes, materials, techniques and equipment and will have the opportunity to use our CAD/CAM suite which consists of a 3D Printer, Laser Cutter and Sublimation Printer.

How will I be assessed?

This is a two year linear qualification which means that you will submit your non-exam assessment and sit a written exam at the end of the course.

Non-Examined Assessment (Coursework)	Written Exam
<p>This is worth 50% of your final GCSE grade. This assessment is an iterative design challenge which is a sustained personal project of approx 40hours, designed to assess your ability to 'explore', 'create' and 'evaluate'.</p> <p>The contexts for the challenge are currently released each year in June, when you are in year 10. You will then spend the first half of Year 11 completing this project, which will culminate in a design portfolio and prototype of a product which you have designed in response to the contextual challenge set by the exam board. Contextual challenges are generally broad and open to interpretation, thus encouraging pupils to be innovative and experimental in their design. Previous contextual challenges have included: 'Educational Play', 'Multi-Purpose Spaces', 'Sustainable Living', 'Smarter Living' and 'Social Interaction'.</p>	<p>This is worth 50% of your final GCSE grade. This assessment is a written exam which is two hours in duration and designed to assess your technical knowledge as well as designing and making principles.</p> <p>Within this exam pupils may be expected to demonstrate:</p> <ul style="list-style-type: none"> Analytical skills In-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques. Applied mathematical skills Applied scientific knowledge

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Design and Technology: Product Design continued

Who will be able to tell me more?

For further information please speak to or contact Mrs Batchelor and Mr Janes

What opportunities will this give me?

These courses is an excellent foundation for Apprenticeships, A Level design and technology, product design (3D), product design (textiles), systems and control technology, sales and advertising, arts crafts and design, broadcast media and performing arts, journalism and publishing, construction, as well as engineering and manufacturing.

https://www.yeovil.ac.uk/our-courses/?coursess=Product+design&type_course=0

<https://www.ucas.com/job-subjects/design-technology>



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Hospitality and Catering

How will this subject benefit me?

You will study a variety of factors which can influence food choice including: hospitality industry, diet and health, food provenance (where food comes from), food science and food safety. You will develop skills in researching, testing, practical skill, analysing and evaluating in order to produce suitable products for a specific need. You will also learn practical life skills they can use throughout their life in order to follow a balanced diet.



What will I learn?

You will be taught about the following areas food-

- Related causes of ill health
- Common types of food poisoning
- Food safety hazards in different situations
- Food safety regulations
- Nutrients
- Balanced diets
- Menu planning and dish design
- The catering industry, job roles, working conditions
- Hospitality industry and roles

You will be taught to develop the following skills-

- Knife skills e.g. soups, salads, vegetable cuts
- methods of cake making
- Yeast doughs
- Pastry making
- Sauces
- Producing dishes using a range of commodities for a range of diets and food tolerance
- Presentation skills
- Organisation and coordination

How will I be assessed?

One examination 90 Minutes 40% of the overall grading

Non examination assessment (coursework) 60% of the overall grading

Who can I talk to?

Mrs Hansen

What opportunities will this give me?

The course is an excellent foundation for Level 2 or Level 3 courses linked to Hospitality, Food Preparation or Catering. Future job roles may include: Teacher of food, Dietitian, Nutritionist, Hospitality roles, Chef, food production and development, Food Buyer, Food Journalist etc. There are so many exciting and interesting careers in Food.

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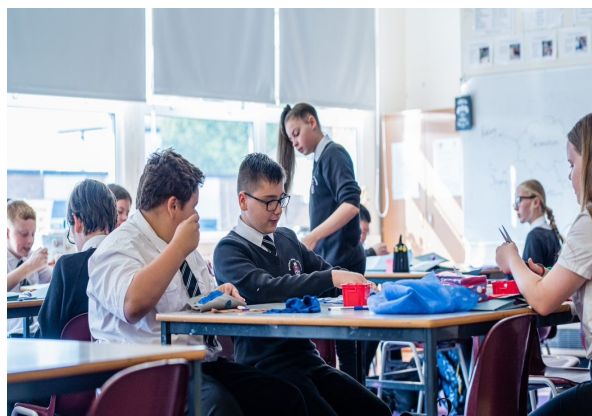
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Art Textiles

How will this subject benefit me?

This course seeks to engage and inspire pupils to consider colour, form and texture. It allows pupils to express themselves creatively and to take creative risk in a safe environment, which can contribute towards positive wellbeing. There are no limits within this GCSE - no right or wrong - instead pupils are assessed on their personal journey and their ability to demonstrate this.



What will I learn?

Within this GCSE pupils will be supported and encouraged to experiment with mixed media resources and techniques including, but not limited to, drawing, watercolors, acrylic paint, dye, batik, embroidery, screen printing, lino printing, photography, photoshop, laser cutting, sublimation printing, machine stitching, applique, silk painting, experimental textiles and fabric manipulation.

Pupils will use their own creativity along with their explorations of their own work and the work of others to create personal responses to given themes, such as 'Natural Forms', 'Water', 'Sense of Place', 'Circles'. At Buckler's Mead Academy, the department is well resourced for pupils to create outcomes which reflect personal responses with a bias towards digital textiles and printed fabrics. However, there are many other opportunities for pupils to explore and experience other areas of textiles including stitched textiles, dyed fabrics, constructed textiles and soft furnishings.

How will I be assessed?

There are two components which are assessed and will determine your final GCSE grade.

Component 1 : Personal Portfolio. This is worth 60% of your overall GCSE and will comprise of at least one sustained project and a collection of other evidence created during Year 10 and Year 11. The work within this portfolio will be carefully selected to showcase your creativity.

Component 2: Externally set assignment. This is worth 40% of your total marks. This second component is your response to a prompt set by the exam board, which is released on the 1st January when you are in Year 11. You will spend the last few months completing this personal project, which will culminate in a practical exam in which you create a final outcome.

Who will be able to tell me more?

For further information speak to Mrs Rosser-Davies and Mrs Batchelor

What opportunities will this give me?

This qualification is well placed for those who wish to pursue Art & Design or Design & Technology at A-Level or beyond. However, it will give many broader opportunities and can support those applying for Graphic Design and Performing Arts also, as it will help you to develop original ideas which can be taken into these areas, for example within website design, set design and costume design. It can also help those looking to pursue a career within business, marketing and enterprise as it will show an employer you are creative and imaginative and able to develop these ideas. On a personal note this course will give you the opportunity to build your cultural knowledge and passion for design and the arts.

**Please be advised that this course will run subject to staffing & student numbers*

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GCSE AQA Sociology

Like people watching? Trying to understand why they do what they do? Want to understand group dynamics? Ever thought society is fair or unfair? And ever wanted to change that? Ever thought the Media manipulates and tricks people? Then sociology is for you!



How will this subject benefit students?

Sociology helps students gain knowledge and understanding of Society, the people who make up the world around us. It helps students to understand how individuals develop their behaviours and personalities. It helps to gain insights into how we influence others.

Students will develop their analytical, communication and debate skills by comparing and contrasting perspectives on a variety of social issues. They will construct reasoned arguments, make substantiated judgements and draw meaningful conclusions.

By studying sociology, students will develop transferable skills including how to: understand others, Investigate facts, develop opinions and better interact with the social world.

What will I study?

Students study key ideas of classical sociologists including Durkheim, Karl Marx and Anne Oakley. View points such as Capitalism, Marxism, Feminism are debated in great depth.

Students will also learn how to apply various research methods to different sociological contexts. Taking part in research tasks and trips that gather data on important issues.

Areas of study will include-

1. The Process of Socialisation
2. Families
3. Education
4. Social Differentiation & Stratification (The Class System, Different groups within society)
5. Crime and Deviance
6. Sociological Research Methods
7. Applied Sociological Enquiry

How will I be assessed?

2 x 1 hour and 45 minutes written exams - Answering Exam Questions
This academic subject requires confidence in writing extended answers.

Who can I talk to?

Ms Coate

What opportunities will this give me?

Sociology GCSE can lead students onto appropriate Level courses such as A-Levels and T Levels. Students can also continue studies of sociology at A Level. Sociology also supports further study in many areas, in particular: Philosophy, Politics, Psychology, Criminology, Religious Studies, History & Geography. Careers benefiting from sociology are any place you work with people!

**Please be advised that this course will run subject to staffing & student numbers*

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