



the
LatimerArts
College

Year 8
Key Stage 4
Pathways
2026

Key Information &
Subject Pages

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Key Information



Year 9 Core Curriculum

At Key Stage 4 we provide every student with a core curriculum, which includes the examined subjects English Language, English Literature, Mathematics and Science Trilogy and the non-examined subjects Core Physical Education, PSHE, Religious Studies and a Creative Entitlement Rotation.

Option Subjects

All students will then be allocated four option subjects from their preference choices. This will complete their personalised curriculum. All students will study at least one Humanities subject, either Geography or History, and one wider depth subject as part of these four options subjects. This is due to the latest government review on progress measures. This will result in students studying nine Level 2 qualifications in total.

GCSEs and BTECs

GCSE: These courses are assessed by terminal examinations which occur at the end of Year 11. A few subjects contain an NEA (Non Examined Assessment) which is completed in class in exam conditions and contributes to the final grade. Details for each course can be found in the subject pages.

BTEC: These courses are technical qualifications. The qualifications are assessed by a combination of portfolio work completed throughout the course and external examinations. They are equivalent to GCSE qualifications.

Details for each course can be found in the subject pages.

Key Dates



Below is an outline of the support, information and guidance Year 8 students will receive during the Pathways process and beyond.

Event	When	Purpose
Year 8 Key Stage 4 Pathways Assembly	Tuesday 17 th March	To explain the Pathways process to students
Year 8 Key Stage 4 Pathways Showcase Evening	Tuesday 24 th March 5.30pm – 7.45pm You will be invited to a timed slot	To explain the Pathways process; opportunity for parents/carers and students to speak to GCSE and BTEC teachers
Key Stage 4 Subject Information Sessions/Taster Sessions	Throughout March	For students to find out information about subjects, course content, skills learned, career pathways

Deadline for subject preference forms to be completed:

Tuesday 14th April 2026

All students will receive confirmation of their places later on in the school year.



Choosing option subjects

Below are the option subjects which we offer at Latimer Arts College. From this list, students will be required to express **six preference choices, including either History or Geography, and including a Wider Depth subject.**

A Microsoft Forms link will be shared to students via students' school email on Tuesday 24th March. The deadline for this subject preference form to be completed is **Tuesday 14th April.**

Students and their parents/carers should consider these preference choices carefully. Once a student has expressed their preferences, every effort is made to enable them to study the courses that they have chosen. Preference choices cannot be altered once they have been confirmed.

Please note that students are expressing a preference and no guarantees are made. If some subjects are over subscribed or do not have viable numbers to run, then students may be allocated a reserve choice. This means that students may not receive the first choices of their preferences.

Please note:

- All students must choose six preferences.
- All students must choose a Humanities Choice: History or Geography.
- All students must choose a Wider Depth Choices: Art (either), French, Design & Technology, Drama, Food Preparation & Nutrition, Music, GCSE Physical Education or Science Triple Award.
- Students can only choose one of GCSE Art, Craft and Design or Art: Textiles.
- Students can only choose one of BTEC Sport or GCSE PE.
- Students can only choose one of Design Technology or Food Preparation and Nutrition.

Students need to speak to their teachers about their suitability for the subjects they wish to study, as all subjects have individual requirements. This is particularly important for GCSE Music and GCSE Physical Education, but applies to every subject!



Faculty	Subject
Art & DT	GCSE Art, Craft & Design
Art & DT	GCSE Art: Textiles
Art & DT	GCSE Design & Technology
Art & DT	GCSE Food Preparation & Nutrition
BCM	GCSE Business
BCM	BTEC Creative Media Production
BCM	BTEC Digital Information Technology
EBacc	GCSE French
EBacc	GCSE Geography
Ebacc	GCSE History
EBacc	BTEC Travel & Tourism
Performing Arts	GCSE Dance
Performing Arts	GCSE Drama
Performing Arts	GCSE Music
Physical Education	GCSE Physical Education
Physical Education	BTEC Sport
Science	GCSE Science Triple Award
Social Studies	BTEC Health & Social Care
Social Studies	GCSE Philosophy and Ethics
Social Studies	GCSE Psychology

GCSE English Literature (Core)

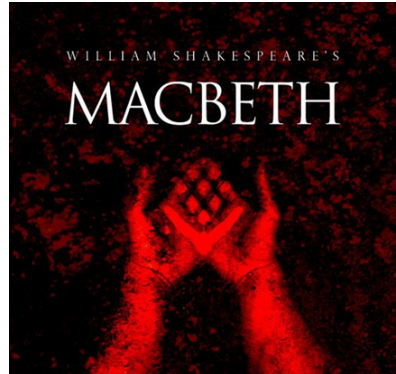


Overview

This course will help students to explore, analyse and appreciate a wide range of contemporary and heritage texts. The study of the English Literature texts span across genres of poetry, prose and drama and will take an immersive and historicist approach.

Course Requirements

Students will be required to analyse, interpret and compare a variety of texts. The historical, social and cultural context of 16th - 20th Century Britain will be studied alongside texts, complementing and enhancing the study of the Literature texts. The skills of close analysis, extract study, approaching unseen poetry, structural consideration and whole text appreciation will be honed across the course alongside students developing their own critical 'voice' and confidence in essay writing.



Course Content

Units for this course will include:

- 19th Century Novel – currently Arthur Conan Doyle's *The Sign of Four*
- Shakespeare – currently William Shakespeare's *Macbeth*
- Poetry – currently Love and Relationships Cluster (15 poems) and approaches to Unseen Poetry.
- Modern Text – currently J. B. Priestley's *An Inspector Calls*

Paper 1 – Shakespeare and the 19th Century Novel - 40% of qualification (1 hour 45 mins)

Paper 2 – Modern Texts and Poetry - 60% of qualification (2 hours 15 mins)

For more information please speak to Mr Nunney



GCSE Mathematics (Core)

Overview

In Year 9, students will continue to follow the AQA 9-1 GCSE course with the tier of entry being determined by the results obtained up to the end of Year 8. Higher tier (GCSE Grades 4 to 9 available) or the Foundation tier (GCSE Grades 1 to 5 available). This will be reviewed on a regular basis through assessment and monitoring of progress. In Year 11 they will complete their studies and results will be solely based on the terminal examination.

Course Content

All students will be taught the topics relating to the areas of shape, algebra, number, ratio, proportion and statistics. A scientific calculator and maths set is required for all lessons.



Method of Assessment

There will be an examination in May or June of Year 11. This will consist of three papers, two of which are calculator papers and one non-calculator paper. Each paper has an equal weighting and last for 1 hour 30 minutes. Students will be entered for the appropriate level in discussion with the teacher. There is no coursework.

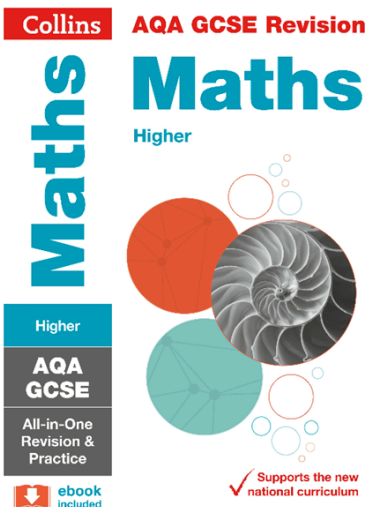
Useful revision websites

- www.sparxmaths.com
- www.corbettmaths.com
- www.DrFrostMaths.com

Revision guides

AQA GCSE Maths Higher All-in-One Revision and Practice (Collins)
ISBN-10: 0008112509 ISBN-13: 978-0008112509

AQA GCSE Maths Foundation All-in-One Revision and Practice (Collins)
ISBN-10: 0008112517 ISBN-13: 978-0008112516



For more information please speak to Mr Wall

GCSE Science Trilogy (Core)



Overview

Learning about Science is important because:

- Science impacts on every aspect of our lives
- Science develops problem solving skills and team work
- Our country's future depends on it



All students must study Science in Years 9, 10 and 11. All students who do not pick Triple Science will complete GCSE Core Science in Year 9, 10 and Year 11 to achieve two grades between 1-9. Higher tier (GCSE Grades 4 to 9 available) or the Foundation tier (GCSE Grade 1 to 5 available). This will be reviewed on a regular basis through assessment and monitoring of progress. Since 2016, GCSE Science has run in a linear style, with all examinations coming at the end of Year 11. Science will continue to be awarded as **two** GCSE grades. Students can move onto A Level Sciences after following this route.

Method of Assessment

The course is assessed by a total of six exam papers; two for Biology, two for Chemistry and two for Physics. Each paper is out of 70 marks and is 1 hour and 15 minutes in duration. All examinations carry equal weighting. Within lessons, students will also carry out a range of required practicals.



Course Content

Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cell Biology• Photosynthesis• Moving and changing materials• Health Matters• Coordination and control• Genetics• Variation and evolution• Ecology in action	<ul style="list-style-type: none">• Atomic Structure and the Periodic table• Structure, bonding and properties• Chemical quantities and calculations• Chemical changes• Energy changes• The rate of chemical change• Hydrocarbons• Chemical analysis• The atmosphere• Sustainable development	<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure• Forces• Waves• Electromagnetism

For more information please speak to Mr Mackie

Physical Education (Core)



Overview

Physical Education remains a compulsory subject in Years 9, 10 and 11 and all students have two hours of curriculum time a week. The emphasis in core P.E. is on participation and enjoyment to promote a prolonged interest in sport and physical activity whilst making progress across a range of sports.

Students will cover a variety of sports across six areas:

- Athletics
- Games
- Gymnastics
- Health and Fitness
- Net/Wall
- Striking and Fielding

Sports covered on the curriculum over the three years include Athletics, Football, Basketball, Rugby, Hockey, Volleyball, Gymnastics, Health and Fitness, Badminton, Table Tennis, Tennis, Cricket, Rounders and Softball.



New and innovative sports are also introduced to students to inspire them to continue sport and exercise outside of the curriculum with Stoolball, Futsal and Dodgeball being introduced to the students too.

The P.E. curriculum is supported by an extensive Extra-Curricular programme across all year groups with opportunities for students to continue their progress in their chosen sports as well as the opportunity to represent the college in fixtures.

The department pride themselves on offering opportunities for students to engage in an exciting and varied P.E. curriculum as well as the chance to take on other roles within coaching and officiating.

For more information please speak to Mr Hallett



PSHE (Core)

Overview

At Latimer Arts College our Personal, Social, Health and Economic Education (PSHE) curriculum is integrated with our core curriculum, complementing this content and delivering topics that are taught discretely.

Our Personal, Social, Health and Economic Education (PSHE) programme and our Relationship and Sex Education programme (RSE) meet the statutory government guidance.

PSHE education also covers economic wellbeing, careers & enterprise education, and personal safety.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.



Course Content

The PSHE programme our students follow is a spiral curriculum, where key themes are delivered and revisited as students progress through their Latimer journey, becoming more complex at the age appropriate time.

Each term will contain core themes, such as:

1. Rights and Responsibilities and British Values (RBV)
2. Celebrating Diversity and Equality (CDE)
3. Relationship and Sex Education (RSE)
4. Staying Safe Online and Offline (SOO)
5. Health and Wellbeing (H&W)
6. Life Beyond School (LBS)



For more information please speak to Mrs Glossop or Ms Steels



Religious Studies (Core)

Overview

Religious Studies is a subject that all students will study as part of the National Curriculum at Latimer. This is not a GCSE subject but an opportunity to support and enable our students in developing the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious and non-religious beliefs and practice. We aim for students to consider ways in which beliefs, values, traditions and current affairs might have significance for their own lives.



Opportunities to develop spiritual, moral, social and cultural issues are explored. Encouraging students to think, discuss and debate thought provoking topics. It helps develop speaking and listening skills whilst it also encourages students to be respectful of other people's opinions, beliefs and practices.



We draw upon a wide range of stimulus for discussion points including silent and active debates, film, art, visitors, IT, music, poetry and artefacts. We have also embedded new disciplinary language and skills:



Think like a philosopher

Critically reflect on own ideas and beliefs, make comparisons and judgement, understand connections between worldviews



Think like a Theologian

Use logic to understand core beliefs from texts and sources of authority to make your own reasoned judgements and investigate why differences occur.



Think like a Social Scientist

Explore how people practice their beliefs differently and analyse real evidence. Use logic to explain people's choices and behaviour in the world.

Course Content

Students will have a wide and varied curriculum on offer throughout their three years of Core Religious Studies. Each year, each unit of study is updated to ensure the most current, diverse and up-to-date case studies are used throughout the course. This supports students' general knowledge and is applicable to many of their examined courses. Students will study and debate exciting topics which impact the world they live in such as:

World Views
Sikhs in the UK
Matters of Life & Death

Religion/Ethics in the Media
Philosophy and Ethics
Religion in Society

For more information please speak to Ms Wignall



GCSE Geography

Why Study Geography?

If you have an interest in the world you live in, the challenges it faces and your place within it, then read on. This modern and exciting course will deepen your understanding of geographical processes and illuminate the links between people and places. Geography enables young people to become globally and environmentally informed whilst also equipping them with a range of skills to support them in their further studies and career.

Course Requirements

- The main requirement is that you have an interest in this subject.
- Secondly, that you are hardworking, keen and committed to this course.



Method of Assessment - Eduqas B Specification

There are three exams at the end of the two-year course:

- **Component 1: Investigating Geographical Issues (40%)**
- **Component 2: Problem Solving Geography (30%)**
- **Component 3: Applied Fieldwork Enquiry (30%)**

Course Content

Component 1: Investigating Geographical Issues: A broad range of both physical and human Geography within the UK and across the wider world. You will develop higher level knowledge from KS3 topics such as Weather and Climate, Coastal and River Landscapes and Urbanisation as well as newer themes such as Water Resources and Management, Climate Change and Ecosystems. Assessment includes multiple choice, data response, short open response and extended responses.

Component 2: Problem Solving Geography: A decision making and synoptic topic which develops your knowledge and understanding of the interactions between people and environment at a variety of scales. It assesses content from across all themes in Component 1. You will be asked to reach your own justified conclusions about a specific geographical issue.

Component 3: Applied Fieldwork Enquiry: You will complete at least one fieldwork enquiry outside the school grounds. This an exciting opportunity to see Geography come to life outside the classroom! You will be assessed on the methods, application and analysis of the data collected. There will also hopefully be the opportunity for the Year 9 students to go on a residential trip to Wales.

For more information please speak to Mrs Sangherra



GCSE History

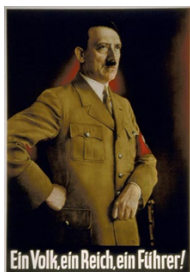
Why Study History?

At GCSE we build on prior knowledge and skills built up in Key Stage 3 and extend students understanding of History throughout a wide range of time periods and topics. These topics include Weimar and Nazi Germany 1918-1939 and Medicine through Time. In addition, you will learn about the power of Kingship in the early medieval period and the settlement of the American West in the 19th Century.

Course Requirements

To be successful, you will need enthusiasm for History. Excellent reading and writing skills are also essential. During the course, you will be building on your existing historical skills, with an increased focus on source analysis and evaluating historical fact and opinion. An inquisitive mind comes in very useful!

Commitment, a positive approach and self-motivation are also vital, as independent study forms a key part of the course.



Method of Assessment

Three examination papers:

- Paper 1- 30% - 1 hour 20 minutes
- Paper 2- 40% - 1 hour 50 minutes
- Paper 3- 30% - 1 hour 30 minutes



Course Content

Paper 1 – Medicine in Britain, c1250–present (Thematic Study) and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (Historic Environment Study). The changing nature of Medicine from the medieval era through to the present day. There is also an in depth study

Paper 2 – The American West (Period Study) and Anglo-Saxon and Norman England, c1060–88 (British Depth Study). Early settlement and development of the American West, treatment of the Plains Indians, conflict and conquest / The impact of the Norman invasion on England

Paper 3 – Weimar and Nazi Germany, 1918-39 (Modern Depth Study). Crisis in Germany after WW1, the rise of Hitler and life in Germany under Nazi control.

For more information please speak to Miss Hughes



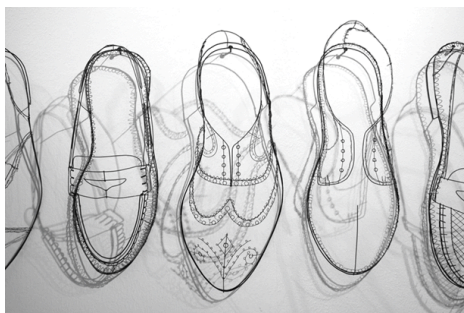
GCSE Art, Craft & Design

Why Study Art, Craft & Design?

Creative thinking is a transferable skill and viewed favourably by any employer, no matter what the career area. Studying GCSE Art will provide you with a broad awareness of the relationship between Art & society in addition to enhanced fine motor skills, imaginative processes, aesthetic awareness, communication skills and problem-solving qualities. These skills are vital in so very many roles, from Chef to Architect, Games Illustrator, Fashion Designer, Photographer and the creative industries bring in over £120 BILLION to the UK economy every year! Creativity shows us how to think in new ways, be original and be valued. GCSE Art at Latimer has creativity embedded at the core and makes Art education a fun way to expand your knowledge and skills.

Course Requirements

Learners must be motivated, committed and have an enjoyment of the subject. The workload is substantial and fast paced and requires independent thinking, but those who enjoy creativity and risk taking will really enjoy what the course has to offer.



Method of Assessment

The portfolio of coursework constitutes 60% of the overall grade, the final exam establishing the other 40%. All submitted work is assessed internally by teaching staff and then moderated by a visiting member of the awarding body.



Course Content

Students spend Year 9 and 10 building up a portfolio of coursework, encompassing some more extended and some shorter units of work, in addition to experimental workshops and skills based lessons. Units of work may focus on particular Art styles, movements, cultures, nominated artists or simply embrace materials, processes and techniques. Students will work in areas of study including Graphic communication, 3D design, Textile design, Photography and Fine Art and will become involved with independent research and enquiry throughout.

For more information please speak to Mrs Ashcroft / Mrs Starmer



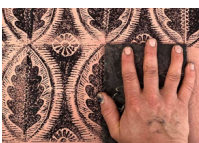
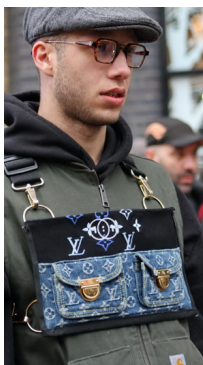
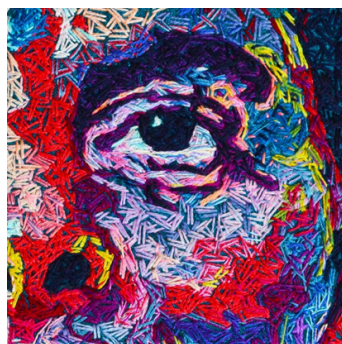
GCSE Art: Textiles

Why Study Textiles?

Textiles is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail. Students will also understand that Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process, or work as freelance practitioners on commissions or self-directed projects.

Course Requirements

Learners must be motivated, committed and have an enjoyment of the subject. The workload is substantial and fast paced and requires independent thinking, but those who enjoy creativity and risk taking will really enjoy what the course has to offer.



Method of Assessment

The portfolio of coursework constitutes 60% of the overall grade, the final exam establishing the other 40%. All submitted work is assessed internally by teaching staff and then moderated by a visiting member of the awarding body.

Course Content

Students spend Year 9 and 10 building up a portfolio of coursework, encompassing some more extended and some shorter units of work, in addition to experimental workshops and skills-based lessons. Units of work may focus on particular styles, movements, cultures, nominated artists or simply embrace materials, processes and techniques. Students will work in areas of study including dyed fabrics, printed fabrics, digital textiles, fashion design and stitched and embellished fabrics - and will become involved with drawing, independent research and enquiry throughout.

For more information please speak to Mrs Ashcroft / Mrs Cowley

GCSE Dance



Why Study Dance?

Dance is a powerful and expressive subject which will help develop creative, imaginative, physical, emotional and intellectual capacities. It will also help:

- To develop skills in performance, choreography and critical appreciation
- To develop confidence and self-esteem
- To promote fitness and well-being
- Support learning across a range of subjects



You will be expected to commit to out of lesson rehearsals and performances.

Course Content and Method of Assessment

There are two components in Dance GCSE:

Component 1 – Performance and choreography (60%)

All work for this component is assessed by your teacher and moderated by an examiner.

Performance (30%)

- You will perform two set phrases (set by the exam board) through a 1 minute solo performance.
- You will also dance in a duet/trio performance lasting 3½ - 5 minutes. This will be choreographed in collaboration with your teacher.

Choreography (30%)

- You will choreograph either a solo or group dance where you must respond to an externally set stimulus and keep a choreographic log alongside a programme note about your dance.
- Solo (2-2 ½ minutes) Group (3-3 ½ minutes).

Component 2 – Dance appreciation (40%)

You will complete a written examination, demonstrating knowledge of your own practice in performance and choreography and critical appreciation of 6 professional works. (1 hour 30 mins).

The Future

GCSE Dance shows a prospective employer, school or college that you are a well-rounded individual with a wide variety of interests, who is able to work co-operatively and sensitively as part of a team. You will prove yourself to be a creative and critical thinker and this qualification might lead you into studying A Level Dance or alternative Dance courses.

For more information please speak to Mrs Ilersic

GCSE French



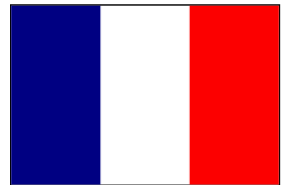
Why Study French?

A wise man once said, the 'One language sets you in a corridor for life, a second opens the doors along the way.' A GCSE in French opens all sorts of doors for you:

1. Learning a language develops a whole range of skills needed for the world of work. You enhance your memory, focus and interpersonal skills. Not only do you learn the foreign language, but you can also enhance your understanding of English as well.
2. Learning another language can improve your job opportunities – over 50% of companies rate French as useful to their organisation. With the changing political landscape, this is only going to increase.
3. It's fun! Traveling when you speak another language allows you to get a much deeper understanding of the culture. Once you have mastered one foreign language, it becomes much easier to master others.

Course Content - Edexcel GCSE

- **Introductory unit** – 'Les Choristes' film study
- **My Personal World** – Family, Friends, Equality and Rights
- **Lifestyle & Wellbeing** – Healthy Choices, Hobbies and Self-care
- **My Neighbourhood** – Local area and the environment.
- **Media & Technology** – A chance to revisit Manie Musicale!
- **School & Future Plans** – Careers, school in the French-Speaking world.
- **Travel & Tourism** – Holidays, Travel and other Countries



We learn through games and use authentic French resources like songs and films to bring the subject to life.

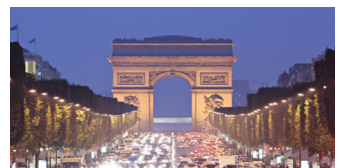
Method of Assessment

French GCSE is assessed as four skills– listening, speaking, reading and writing – just as you have been assessed throughout Key Stage 3.

Most of the grammar required for GCSE has been learnt by the end of Year 8.

100% of the course is exam based:

- Listening exam - 25%
- Speaking exam - 25%
- Reading exam - 25%
- Writing exam - 25%



**For more information please speak to your child's
French teacher or Mrs Sangherra**



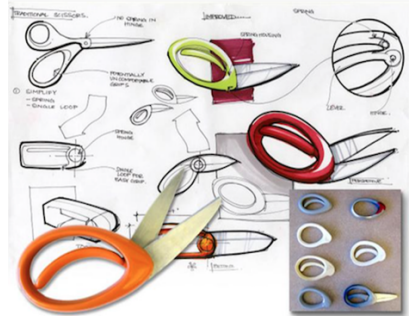
GCSE Design & Technology

Why Study Design & Technology?

The 9-1 GCSE course places an emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to plan, design and model prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Course Requirements

An interest in researching and designing is essential, with the ability to produce high quality graphic and practical work. Also required for success in this qualification are an aptitude to learn to work with design based computer packages and a positive approach to independent study and the learning of substantial theory content.



Course Content

GCSE Design & Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design & Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in depth.

Method of Assessment

Unit 1 – A 2 hour written examination paper worth 50% of the GCSE grade

Unit 2 – A Substantial design and make task worth 50% of the GCSE grade
Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating



For more information please speak to Mr Weller / Mr Twigg

GCSE Drama



Why Study Drama?

Studying Drama is not just about acting and theatre; many employers in very different areas of work are encouraged by qualifications in Drama as the skills, developed through practical work, transfer well to all aspects of professional life. Self-confidence, presentation skills and the ability to work in groups are all transferable to the world of work. The GCSE Drama course is fun, challenging and a brilliant way to express your opinions and explain your decision-making processes. You must be able and willing to commit to out of lesson rehearsals and performances. An audition/performance process will be announced later in the year.



Course Content and Assessment

Component 1 – Understanding Drama (written exam 40%)

Through the study of this unit, Drama students will learn and develop a range of key skills and strategies to assist them as they study and explore a play. Students will also analyse and evaluate the work of live theatre makers and will see live theatre as part of the course. This unit is assessed through an open book written examination and is worth 40% of the GCSE.

Component 2 – Devising Drama (10% devised performance, 30% written coursework)

This unit explores the process of creating devised drama. Students will create original pieces for a performance. Practical workshops that explore different styles and practitioners from Stanislavski to Frantic Assembly will be undertaken. Students will work in groups to create their original piece and a devising log (their academic journal) will be created to support the practical work (worth 30% of the whole course). This is an exciting and creative aspect of the course. This unit is assessed through a performance and project-based 2500 word devising log.

Component 3 – Text in Practice (performance exam 20%)

This unit is where students bring a text to life through performance or design. Students will explore a play text of their choice and perform two extracts of this play for examination. The focus is on acting and performance, with an option to do design rather than acting if more desirable to the individual. This unit uses all of the skills gained over the course where students will independently choose, rehearse, design and perform their most refined performance and will be the closest experience to working in professional theatre.

The Future

The GCSE Drama course is the perfect preparation for further education, not just within the Performing Arts but across all courses where communication, creativity and team work is vital. It focuses on confidence, performance, project management and presentation skills which are fully cross-curricular and relevant to many occupations.

**For more information please speak to
Mr Goss/Mrs Elvin or Ms Eyley**



GCSE Food Preparation & Nutrition

Why Study Food Preparation & Nutrition?

An engaging course that provides students with the opportunity to be inspired and excited about food whilst discovering more about food traditions, nutrition and diet. The course consists of an equal balance between practical cookery lessons and ICT-based theory lessons. Learners must be motivated, committed and have an enjoyment of all aspects of the subject.

Course Requirements

- The course is heavily based on Scientific theory so those selecting this option must have consistently demonstrated a strong working grade in Science.
- Learners must have a knowledge of good health and safety practice.
- They must be able to demonstrate competence in a range of practical food skills, methods and processes to produce quality outcomes.



Method of Assessment

- **Paper 1:** A written exam paper on theoretical knowledge of food preparation and nutrition accounts for 50% of overall GCSE mark.
- **Non-Exam Assessment:** A written Science investigation and electronic portfolio of practical work will account for the other 50% of the GCSE.



Course Content

The course covers the broad field of food science and students will learn about the functional and nutritional properties of ingredients. Some of this learning will be carried out in a practical kitchen environment where students will have the facilities to investigate and experiment with recipes, techniques and processes. The learning of food preparation skills will be integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

To reduce costs and meet food safety standards, the college will initially order the ingredients centrally for practical lessons. As students begin the NEA project they will be required to provide some of their own ingredients and recipes for practical lessons.

For more information please speak to Mrs Ashcroft / Mrs Starmer

GCSE Music



Why Study Music?

- If you enjoy performing music and want to improve.
- If you enjoy creating your own music (on instruments or composing software) and want to learn more.
- If you enjoy being creative and want innovative lessons with independence and creative freedom.
- If you want to develop strong transferrable skills that are looked for by employers, universities and colleges.
- If you want to exercise your brain and become cleverer! Learning to read music and play an instrument/voice increases your IQ.
- In recent research, results show that a student who typically takes nine GCSEs would expect to get a higher grade in one or two of their other subjects if they studied GCSE music, or a higher grade in at least three subjects if they achieved a graded instrumental/vocal music qualification at grade 4 or above.



Course Requirements

You need to be able to perform accurately and fluently or have the motivation to work at and improve this skill. This can be on any instrument from voice to keyboard, guitar to drums and all the rest in between! You need to understand and enjoy the majority of your Year 8 Music lessons in order to be able to successfully access GCSE Music. It is beneficial for GCSE Music students to receive instrumental or vocal tuition outside of their classroom lessons or regularly engage in independent or ensemble practice.



Course Content

- AoS1 – Music YOU know and love
- AoS2 – The Orchestral Concerto
- AoS3 – Music around the World
- AoS4 – Film and Game music
- AoS5 – All things Pop Music

Method of Assessment

Unit 1 (practical coursework) 30% – A performance and composition chosen by the student in any style.

Unit 2 (practical coursework) 30% – Perform in a group to produce an ensemble performance and create compositions based on set briefs.

Listening and Appraising 40% – 1 hour listening exam assessing knowledge and understanding from AoS2, 3, 4 and 5.

For more information please speak to Ms Eyley or Mr Freestone

GCSE Physical Education (PE)



Why Study PE?

If you are a fan of sports, a future PE teacher or someone who is enthusiastic about health and fitness, this is the course for you! The GCSE PE course offers exciting opportunities to be involved in a range of physical activities from team games to individual activities, allowing you the opportunity to demonstrate your performance whilst learning the key theory concepts too.



Course Content

The theory work covers health, fitness, training, diet, body systems and the benefits of exercise. The teaching and learning of these topics is done both in the classroom and practically allowing you to understand ideas such as methods of training for improvement in sports, how the muscles and joints of the body work and the effect a certain diet can have on the body.



Course Requirements

This course is best suited to students who have an **excellent** practical ability across a range of sports and have a keen interest to learn about the theory of the world of sport. Students should participate in sporting activities outside school.

Method of Assessment



The practical element of the GCSE course makes up 40% of your marks. After participating in a range of sports, your three best marks will be taken forward. One of these must be from a team sport, one from an individual sport and the third will come from either category. You will also submit an analysis and evaluation piece of coursework on your own performance.

60% of your marks are from two theory exams taken at the end of Year 11.

This is a great opportunity to develop your sporting skills and learn more about the theory behind sport.

For more information please speak to Mr Hallett



GCSE Science Triple Award

Why Study Science Triple Award?

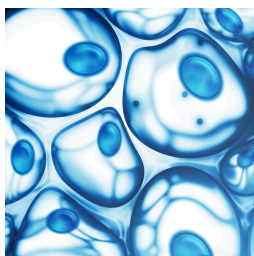
Due to the demands and content of this course, students should only consider this pathway if they:

- Have excelled in Science throughout Key Stage 3.
- Have a genuine aim of studying one or more Science subjects at A Level.
- Have ambitions of undertaking a career in a Science-based area.

By taking Triple Science, students study the individual subjects of Biology, Chemistry and Physics and will gain **THREE** GCSEs. Higher tier (GCSE Grades 4 to 9 available) or the Foundation tier (GCSE Grades 1 to 5 available). This will be reviewed on a regular basis through assessment and monitoring of progress.

Course Requirements

Students should have an avid interest in science and should be performing at or above their target level. Students need to have their suitability for the course confirmed by Mr Mackie or Mr Coe.



Method of Assessment

Triple award will result in the students obtaining separate GCSEs in Biology, Chemistry and Physics. Each of these GCSEs is made up of:

- 100% External examinations - two x 1 hour 45 mins per subject
- With compulsory scientific investigations in lessons

Course Content

Each of the separate GCSEs is broken down into a number of subject-specific units to be completed over the three years of study. See your Science teacher for more details about these units.

Triple award scientists will use their Science Trilogy (Core) time and must state a preference for Triple Science.

Year 9 teachers will discuss with individual students the most appropriate route for them.

For more information please speak to Mr Mackie or Mr Coe



GCSE Business*

Why Study GCSE Business?

Studying GCSE Business equips students with essential knowledge and skills that are crucial in the world of business. The course provides a solid foundation in understanding how businesses operate, make decisions, and interact with markets and consumers. This knowledge is not only valuable for those interested in pursuing careers in business but also helps students in everyday life by developing critical thinking, problem-solving, and decision-making skills. Business Studies also encourages entrepreneurship and can lead to further study in areas such as economics, accounting, and business management.

**This course may change to BTEC Enterprise dependent on the suitability of the cohort.*

Course Content

The course is structured around key areas that are essential for understanding the world of business:

1. Business Activity
2. Marketing
3. People in Business
4. Operations
5. Finance
6. Influences on Business



Method of Assessment

The GCSE Business Edexcel course is assessed through two exams at the end of the course. The assessments are designed to test both practical knowledge and theoretical understanding of business concepts.

- **Paper 1: Investigating Small Business**
 - Focuses on how businesses develop and grow, looking at key factors such as business operations, marketing, and finance. It includes:
 - Business context and operations
 - Marketing decisions and strategies
 - Financial management and analysis
- **Paper 2: Building a Business**
 - Focuses on larger, more established businesses. This paper includes:
 - Understanding business growth, mergers, and changes
 - Human resources management
 - Business environments and external influences on business

Both papers consist of a combination of multiple-choice questions, short-answer questions, and extended-response questions. The exams are designed to assess both knowledge and application of business concepts.

For more information please speak to Mr Arnold

GCSE Philosophy & Ethics



Why Study Philosophy & Ethics?

Philosophy & Ethics is a rich and diverse subject celebrating the beliefs, values and traditions of our multi-cultural society. The subject gives young people the opportunity to question the way they live and challenges the decisions they have to make; it is important for everyone, irrespective of personal beliefs. The course is designed to promote the spiritual, moral, cultural and social dimensions of the whole self.

Philosophy & Ethics deals very much with people and ideas and this helps in all aspects of life e.g. school, home, work. The subject is particularly useful for careers involving working with people, not least medicine, teaching, social work, law, and the emergency services. It can also open up areas of art, music, literature, film and drama which cannot be fully appreciated without an understanding of religion.

Course Requirements

Students should be prepared to listen to others and see things from other people's point of view. Students should also be prepared to give their own justified opinion and construct a reasoned argument.



Method of Assessment

Students will study units where religion can come into conflict with various aspects of life. There are three exams in Year 11. **There is no coursework.**

Course Content

Students will study three exams:

Paper 1 – Philosophy and Ethics (50%)
Paper 2 – Christianity (25%)
Paper 3 – Islam (25%)



Themes:

Issues of Relationships
Issues of Life and Death
Issues of Good and Evil
Issues of Human Rights

Students will study two religions and four themes that involve questioning the world that we live in. Some of the questions we will investigate are:

- Are decisions about abortion or euthanasia wrong?
- When does life begin?
- Do we have the right to end life?
- Should marriage be forever?
- Can divorce ever be justified?
- Should contraception be allowed?
- Should women be allowed to have authority over a man?
- How should we treat criminals?
- Is the death penalty morally acceptable?
- Why do criminals commit crimes?
- Should we forgive criminals?
- Can it ever be right to disagree with the law?
- Is it ever acceptable to discriminate someone?



For more information please speak to Ms Wignall



GCSE Psychology

Why Study Psychology?

This engaging and exciting qualification seeks to answer questions about how our mind works and what affects our behaviour. Students will be introduced to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. It looks at theories on behaviour and uses research to strengthen our understanding of the brain. If you are interested in a career that means you will have to work with others then psychology could be of interest to you. Past psychologists have gone on to have successful careers in the police, sports, business and management as well as social service, education and healthcare.

Course Content

- In Paper 1, students will learn about human memory, our development from infancy, childhood and through to adulthood, how we perceive the world around us and how psychologists carry out their research.
- In Paper 2, students will look at social influence, covering concepts such as group and crowd behaviour, obedience and conformity. We take an in depth look at mental health in psychological problems, learning about potential causes and treatments of depression and OCD. Students will learn how their language has developed and how we communicate as well as taking an in depth look at the structure of the brain and how we can study the brain.



Method of Assessment

There will be two 1 hour 45 minute written exams at the end of the course. Each is worth 50% of the GCSE.

Assessment is through multiple choice questions, short answer questions and extended writing questions.

For more information please speak to Mrs Glossop

BTEC Creative Media Production



Why Study Creative Media Production?

We are bombarded with images; a huge variety of information through media such as TV, social networking, film, advertising and music. This course enables you to understand this language; to become empowered and aware. This course is designed to make you think more deeply about how media texts affect us all.

You will study a variety of digital media sectors such as Publishing, Websites and Moving Image, discovering how they shape opinion and influence audiences.

Method of Assessment

This is a vocational qualification where learners develop knowledge and understanding by applying their learning and skills in a practical context.

Two out of the three units will be assessed in the form of Pearson set assignments, made up of a combination of written work, presentations, role plays and practical assessment.

The third unit will take the form of a controlled assessment in which students will be required to plan and create a piece of work which fits a client brief.



Course Content

Digital Media Sectors and Audiences – in this unit learners will explore the digital media industry and all five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Planning and Pitching a Digital Media Product – in this unit learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.

Digital Moving Image Production – in this unit learners will investigate key features of digital moving image productions, including structures, generic conventions and audience address, in preparation for the making of a film or video.

Digital Publishing Production – in this unit, learners will gain the knowledge and skills required for the design and development of digital publishing products. They will also have an overview of how to source materials and then combine them. Learners will organise and manage the production of a digital publishing product.

For more information please speak to Miss Mistry

BTEC Digital Information Technology



Why Study Digital Information Technology?

The study of ICT provides an insight into the significance and relevance of computers, applications and communications in the work environment and everyday life. ICT is used in areas as diverse as manufacturing, education and medicine, and ICT skills are valued in virtually all areas of business and society.



Course Content

Component One: Exploring user Interface Design Principles and Planning Techniques – This unit allows learners to develop their understanding of what makes an effective user interface and how to effectively manage a project. The design of a user interface is crucial in ensuring that users are able to interact positively with their hardware devices and in this component you will learn the different design principles to make an effective user interface.

Component Two: Collecting, Presenting and Interpreting data – In this unit learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information using spreadsheet software.

Component Three: Effective Digital Working Practices – Learners will explore how organisations use digital systems and the wider implications associated with their use. It will give learners the opportunity to explore how technology has enabled organisations to communicate and collaborate more effectively and how their features have an impact on how organisations operate.

Method of Assessment

Students will complete two pieces of Internally Assessed Coursework (Component One and Two) which will contribute to 60% of their final grade. Students will complete an external examination (Component Three); this will contribute to 40% of their final grade.

For more information please speak to Mr Tebutt

BTEC Health & Social Care



Why Study Health & Social Care?

Health & Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.



Course Content

Health & Social Care gives learners the opportunity to develop applied knowledge in the following areas:

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- The barriers and obstacles an individual may encounter and how these can be overcome
- The skills, attributes and values required to give care and how these benefit the individual
- How factors can affect an individual's current health and wellbeing
- How physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge in a vocational context.

Method of Assessment

There are 3 Units covered on the course. Unit 1 and Unit 2 are assessed through a 6 hour controlled assessment under exam conditions. Unit 3 is assessed through a 1.5 hour external assessment.

For more information please speak to Mrs Glossop or Ms Steels



BTEC Sport

Why Study Sport?

For sports lovers and budding coaches, future PE teachers or someone who is enthusiastic about health and fitness, this is the course for you!

The Sport course offers the opportunity to develop leadership skills, knowledge of fitness and combines both theory and practical elements of sport.

Course Requirements

This will suit anyone with an interest in the world of sport who is well motivated. Students also need to have an interest in learning about the theory behind successful performance.



Course Content

Students will have four lessons per fortnight, in addition to normal PE lessons. They will cover 3 Units on the course:

Unit 1: Preparing Participants to Take Part in Sport and Physical Activity. Students will learn about the different provision for sport, barriers to participation and ways to warm-up for exercise.

Unit 2: Taking Part and Improving Other Participants' Sporting Performance. Students will look at components of fitness, roles of officials and plan ways to improve performance.

Unit 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity. Students will learn the importance of fitness in physical activity and will develop an understanding of the body and fitness testing.



Method of Assessment

There are 3 Units covered on the course with grades from all 3 contributing to their overall grade.

Unit 1 and Unit 2 are assessed through a 5 hour controlled assessment under exam conditions.

Unit 3 is assessed through a 1.5 hour external assessment.



If you are interested in playing sport and learning more about the theory behind sport and exercise, then this is the course for you!

For more information please speak to Mr Hallett



BTEC Travel & Tourism

Why Study Travel & Tourism?

The travel and tourism sector is a big part of the UK's job market, being the third largest employer. It makes up 9.5% of all jobs, with nearly 3 million people working in this field. Tourism is growing fast in the UK, adding about £121 billion to the economy. COVID-19 paused international travel, encouraging more people to choose to holiday within the UK, providing a boost to the industry.

Course Requirements

While there are no specific entry requirements for this course, students will need to manage their time and deadlines effectively in order to be successful. There is a large coursework component and deadlines are critical.

Students who choose this course must show a high level of commitment and dedication; they must have a strong interest in different cultures and both global and local travel. Students with an interest in the hospitality and customer services industries will also find this course useful.



Method of Assessment

This course is assessed through a variety of practical assignments designed to develop the skills useful in this industry. For example, you might be asked to analyse a visitor profile and recommend ideal locations for them based on their needs. You will also research real-life tourism organisations in depth. 60% of the assessment is through coursework, with an exam worth 40% at the end of the course, which will allow you to show the links you can make between everything you've learned.



Course Content

- **Travel and Tourism Organizations:** Learn about different travel companies and popular tourist spots.
- **Customer Needs:** Understand how companies find out what travellers want and plan trips for them.
- **Global Influences:** Study what affects travel worldwide and how places manage tourism.

**For more information please speak to
Mr Street**

Further support



GCSE/BTEC options and career choices

GCSEs/BTECs are a good general preparation for further learning and work and it's not crucial at this stage to choose specific subjects to fit with a specific career. Everyone will take Mathematics, English and Science and these, combined with a mix of option subjects, will keep a wide range of career options open. The main thing to focus on is what will suit you – the subjects you enjoy and do well at.

There are a few things to bear in mind when choosing:

- If you are looking for a future career or course in science, then choosing Triple Science can be helpful.
- If you want to have a career in art or design, or the performing arts, then choose an arts focused GCSE.
- If you want to deal with customers from other countries or work abroad then a language will be very useful.
- Where you have the opportunity to choose between subjects, try to make a balanced selection in order to develop a broad range of skills and keep your career options open.
- Don't pick subjects only because your friends are doing them, or because you like the teacher; other subjects may suit you better and be more useful to you.

Careerplot : Get information : GCSEs : Choosing your GCSEs

Find out more about careers linked to school subjects

Careerplot : Jobs by subject – Look at careers linked to the following subjects: Art, Biology, Business, Chemistry, Computing, Dance, Drama, English, Food, Geography, Graphics, History, Languages. Mathematics, Media, Music, P.E, Philosophy, Physics, Product Design, Psychology, Science, Sociology, Textiles – and others too!

eCLIPS – Leaflet (eclips-online.co.uk) – Humanities

eCLIPS – Leaflet (eclips-online.co.uk) – Computer Science and ICT

eCLIPS – Leaflet (eclips-online.co.uk) – Performing Arts

eCLIPS – Leaflet (eclips-online.co.uk) – Languages

eCLIPS – Leaflet (eclips-online.co.uk) – Sport/PE

eCLIPS – Leaflet (eclips-online.co.uk) – Design/Technology

Careerplot

You can also find out more about different job groups /sectors. These are groups of jobs (requiring different qualifications) but with the same skills in common. For example, jobs in the sports industry require communication, teamwork, leadership, physical fitness etc. Find out more using the links below.

Careerplot : Jobs by job sector

Explore careers | National Careers Service



Keen to explore what careers might suit you?

Have a think about your skills and interests and try some quizzes and skills assessments to help you.

[Careerpilot : My skills profile](#)

[Careerpilot : Get information : Other support : Quizzes that match your skills and interests to jobs](#)

[Careerpilot : Strengths & values](#)

[Buzz Quiz – Personality Quiz](#)

Other useful websites

[GCSE Options | GCSE Subject Choices | GCSE Subjects to Take \(successatschool.org\)](#)

[GCSE options: Everything you need to know about choosing your GCSE subjects – BBC Bitesize](#)

[Choosing your GCSE options – icould](#)

Unifrog



Unifrog can support students to make their GCSE/BTEC subject choices. Unifrog is the careers platform where every Latimer student has an account. Parents/carers can also view the same information by signing up for their own account.

Student Log in: www.unifrog.org/sign-in and use their full school email address to log in then click Sign in with Microsoft.

Parents/carers Log in: www.unifrog.org/parent using your email address or by using Single Sign-On if you have a Microsoft or Google email account. You must use the email addresses that the school holds for you.

If you have an idea what your plans are after school, Unifrog's Careers library lets you search through hundreds of career paths. You'll find it on the Home page under 'Exploring pathways.' Search the Careers library by using keywords, or by filtering by career area, subject or theme. If you see a job that you like, you can 'favourite it' for future reference.

If you are still unsure what you want to do after school, completing the Quizzes will help you explore what you like and dislike. Start with the Interests Profile to help you identify your key interests and skills, which can then be matched to appropriate subjects and careers.

Further advice?

Please email careers@latimer.org.uk