Year 9 Preferences

January 2026

GCSE Art, Craft and Design

Exam board: AQA

Specification Number: 601/8088/8201

Further specification information: Specification Booklet

Contact: Mrs H Ledster

Trips and enrichment: Additional workshop time to develop skills and to enable students to fully experiment processes and techniques. We encourage independent visits to galleries and exhibitions along with one gallery visit to inform their component 2 portfolio as a cohort.

School Website Link: Art and Design

Art, Craft and Design gives students the widest experiences of the arts through various processes, tools, techniques, materials and resources to generate different kinds of evidence. Students must explore and create work associated with areas of study from at least two of the following titles: Fine Art, Graphic Communication, Textile Design, Three-dimensional Design and Photography.

Students must explore a range of 2D and 3D processes with the application of relevant critical and contextual understanding of a range of artists, craftspeople and designers. This specification is ideal for students who would like a creative career but are unsure on which specialism to focus on.

Following this specification students can progress onto the Art and Design A level or specialist college courses in a variety of art and design areas. A number of career choices can be made from Art, Craft and Design.

Simon Balle All-through School Careers

Students can progress into roles using photography, graphic design, moving images such as film and television production or editing. Make-up, clothes design, branding and marketing, advertising, illustration, ceramicist and games designer are further potential career opportunities from this course.

Skills

- Develop their ideas through investigations informed by selecting and critically analysing sources
- Apply an understanding of relevant practices in the creative and cultural industries to their work
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study
- Use drawing skills for different needs and purposes, appropriate to context
- Realise personal intentions through sustained application of the creative process

Assessment and Content

There are two parts to this course. Component 1 is 60% of the final grade and is completed within lessons and independent study. Component 2 is 40% and is set by AQA with a number of themes to choose from. Students work for a preparatory period with 10 hours of sustained focus time to produce an outcome(s).

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art and Design: Photography

Exam board: AQA

Specification Number: 601/8088/8206

Further specification information: Specification Booklet

Contact: Mrs H Ledster

Trips and enrichment: Additional workshop time to develop skills and to enable students to fully experiment processes and techniques. We encourage independent visits to galleries and exhibitions along with one gallery visit to inform their component 2 portfolio as a cohort.

School Website Link: Art and Design

Photography may be defined as the creative journey through the process of lens and light-based media. This could include work created using film, digital imaging or light sensitive materials. Students will use a range of photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. They will learn about photo manipulation using industry standard software such as Photoshop.

Students on the Art and Design Photography course would need to ensure they are independent learners who challenge themselves outside the classroom by visiting places that are appropriate to their individual learning journey to provide evidence of their personal creative journey.

Following this specification students can progress onto the Art and Design A level or specialist college courses in a variety of art and design areas.

A number of career choices can be made from the Art and Design in Photography. Students can progress into roles using photography, graphic design, moving images such as film and television production or editing.

Skills

- Use photographic techniques and processes, appropriate to students' personal intentions, for example:
  - lighting
  - viewpoint
  - aperture
  - depth of field
  - shutter speed and movement
  - use of enlarger
  - chemical and/or digital processes
- Use media and materials, as appropriate to students' personal intentions, for example:
  - film
  - photographic papers
  - chemicals appropriate to darkroom practices
  - digital media, programs and related technologies
  - graphic media for purposes such as storyboarding, planning and constructing shoots.

Assessment and Content

There are two parts to this course. Component 1 is 60% of the final grade and is completed within lessons and independent study. Component 2 is 40% and is set by AQA with a number of themes to choose from. Students work for a preparatory period with 10 hours of sustained focus time to produce an outcome(s).

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art and Design: Textiles

Textile design is defined as the creation of designs and outcomes for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

In Component 1 and Component 2 students could work in a range of skills and techniques including illustrations, fabric manipulations; folding, pleating and fabric construction, embellishments, embroidery, stitching, dying and printing using a variety of different processes.

Students may explore overlapping areas and combinations of areas listed above.

Following this specification students can progress onto the Art and Design A level or specialist college courses in a variety of art and design areas.

A number of career choices can be made from a GCSE in Textiles. Students can progress into roles using photography, costume design in film, television or theatre production. Fashion, clothes design, buyer, wardrobe designer, window dresser or interior designer are all further avenues of career progression upon successful course completion.

Exam board: AQA

Specification Number: 601/8088/8204

Further specification information: Specification Booklet

Contact: Mrs H Ledster

Trips and enrichment: Additional workshop time to develop skills and to enable students to fully experiment processes and techniques. We encourage independent visits to galleries and exhibitions along with one gallery visit to inform their component 2 portfolio as a cohort.

School Website Link: Art and Design

Skills

- Use textile design techniques and processes, appropriate to students' personal intentions, for example:
  - weaving
  - felting
  - stitching
  - appliqué
  - construction methods
  - printing
- Use media and materials, as appropriate to students' personal intentions, for example:
  - inks
  - yarns
  - threads
  - fibres
  - fabrics
  - textile materials
  - digital imagery

Assessment and Content

There are two parts to this course. Component 1 is 60% of the final grade and is completed within lessons and independent study. Component 2 is 40% and is set by AQA with a number of themes to choose from. Students work for a preparatory period with 10 hours of sustained focus time to produce an outcome(s).

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art and Design: 3D Design

Exam board: Eduqas

Specification Number: 601/8087/0

Further specification information: Specification Booklet

Contact: Ms V Davis/Ms A Dowd

Trips and enrichment: As a department we offer additional workshop time to develop skills and understanding further. These mainly consist of lunchtime and after school sessions. We encourage independent visits to relevant places to gain research and inspiration (depending on project title).

School Website Link: Art and Design

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. Students on the 3D Design course would need to ensure that they are independent learners who challenge themselves outside the classroom as well as in. Health and Safety in the workshop is our main priority, so a mature approach to practical tasks is essential.

The WJEC Eduqas specification requires students to learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Practical and theoretical activities should be complementary.

Students can progress onto the Art and Design A Level at Simon Balle, or choose to follow a more specific Design course at college. Any creative course would be appropriate with the skills acquired on our course. A number of career choices can be made from the 3D Design course. These could include:

- Product Designer
- Architecture
- Structural Engineer
- Engineering
- Graphic Design
- Animator
- 3D Printing

Within the context of three-dimensional design, students will develop the skills to:

- Use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
  - model making
  - constructing
  - surface treatment
  - assembling
  - modelling
- Use media and materials, as appropriate to students' personal intentions, for example:
  - drawing materials
  - clay
  - wood
  - metal
  - plaster
  - plastic
  - found materials

Skills

Assessment and Content

The WJEC Eduqas GCSE Art and Design is conceived as a two year linear qualification. It consists of two components:

Component 1
- Portfolio
  - 60% of qualification
  - Internally assessed, externally moderated

Component 2
- Externally Set Assignment
- 40% of qualification
- Internally assessed, externally moderated

This specification provides the flexibility and capacity to build and extend the breadth and depth of students' creative practice and offers the choice of a broad-based general course, plus six distinct title options with no prohibited entry combinations.

Business

Exam board: Pearson

Specification Number: 603/7063/4

Further specification information: Specification Booklet

Contact: Mr J Baxter

Trips and enrichment:
Disney Land Paris Business Trip

School Website Link: Business

BTEC Enterprise is an excellent choice for students who want to develop both theoretical understanding and practical skills in a subject that connects academic learning with real-world business practice. The course is designed to engage students through a combination of applied learning, practical activities and essential enterprise theory, making it highly suitable for those who want to build transferable skills valued across the Business and Enterprise sector.

Throughout the BTEC Enterprise course, students complete a variety of practical assignments that mirror real-life business situations. These include exploring how different enterprises operate, investigating the characteristics of successful entrepreneurs, carrying out detailed market research to understand customers and market trends, and developing and pitching a realistic micro-enterprise idea. Learners also analyse financial documents, plan business activities and evaluate the potential success of their own enterprise proposals.

By choosing BTEC Enterprise, students gain a qualification that is both academically meaningful and practically relevant, providing a strong foundation for further study in business, marketing, finance or enterprise. It is an ideal option for students seeking a course that blends intellectual challenge with hands-on skill development

Simon Balle All-through School Careers

BTEC vocational business courses prepare learners well for employment or progression to more advanced study at college. After completing the course, students can move on to Level 3 qualifications and eventually into a wide range of business-related careers, such as accounting, administration, customer service, retail, sales, finance, management trainee roles, or IT-related jobs.

Skills

- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data

Assessment and Content

Component 1: Exploring Enterprises

- Internal coursework- 30%
- Students investigate a range of real-world enterprises to understand how they operate, what makes them successful and how they meet customer needs.

Component 2: Planning for and Pitching an Enterprise Activity

- Internal coursework- 30%
- Students design their own realistic micro-enterprise idea. You will plan the product or service, carry out financial forecasting, and then pitch the idea to an audience.

Component 3: Promotion and Finance for Enterprise

- External exam- 40%
- This is a written exam testing knowledge of promotional methods, financial documents, cash flow, break-even, and other core business concepts.

Computer Science

Exam board: AQA

Specification Number: 8525B

Further specification information: Specification Booklet

Contact: Mrs S Pope

Trips and Enrichment: TBC

School Website Link: Computer Science

The GCSE Computer Science course at Simon Balle School provides a challenging and rewarding foundation in the principles and applications of modern computing, preparing students to excel in a rapidly evolving technological landscape. Designed in accordance with the AQA specification, this course offers an in-depth exploration of computational thinking, problem-solving, and programming. Students will gain a comprehensive understanding of key topics, including algorithms, data representation, computer systems and the societal, ethical, and environmental implications of technology. This course not only focuses on theoretical knowledge but also emphasises practical application, enabling students to develop robust programming skills and the ability to analyse and create effective computational solutions to real-world problems. Through engaging lessons, structured learning materials, and hands-on projects, students are encouraged to think critically and innovate, building confidence in their ability to tackle complex challenges.

This course is perfect for students wishing to continue study at A Level. Many universities now value GCSE and Computer Science is now accepted for medicine. GCSE Computer Science requires a high level of mathematical ability and any students whose GCSE Maths target for Year 11 is below a grade 5 are advised against choosing it.

Studying GCSE Computer Science at Simon Balle is an excellent pathway for those with aspirations in fields such as software development, artificial intelligence, cybersecurity, and data science. The course equips students with transferable skills that are highly valued across all industries, including logical thinking, analytical reasoning, and adaptability in problem-solving. By choosing Computer Science at Simon Balle, students will be well-prepared for further studies and careers in a variety of technologically driven fields, ensuring they are ready to thrive in the future of work and innovation.

Skills

Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation

Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs

Think creatively, innovatively, analytically, logically and critically

Apply maths skills relevant to computer science

Design, write, test and refine, using one or more high-level programming language(s) with a textual program definition

Analyse problems in computational terms: to make reasoned judgements to design, program, evaluate and refine solu-

Assessment and Content

This qualification is linear. Linear means that students will sit all their exams at the end of the course. Subject content:

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language (SQL)
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Paper 1: Computational thinking and programming skills (assessing subject content 3.1 and 3.2)

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts (assessing subject content 3.3 - 3.8)

- Written exam: 1 hour 45 minutes
- 90 marks

Drama

Exam board: Eduqas

Specification Number: C690QS

Further specification information: Specification Booklet

Contact: Mrs N Rooke / Miss J Green

Trips and enrichment:
- ☐ Theatre visits
- ☐ Workshops with theatre practitioners/theatre groups
- ☐ Experience using light and sound equipment

School Website Link: Drama

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Students will be given opportunities to participate in and interpret their own drama and that of others. Students have the option to work practically as performers and/or designers in Components 1 and 2.

Students will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise (devise) a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a published play text.

What career opportunities does this subject present?

Expert Communicators
- Law
- Teaching
- Journalism
- Sales
- Marketting
- Customer-facing foles

Leadership-based Careers:
- Management
- Project Coordination
- Entrepreneurship
- Public services

Creative Industustries:
- Theatre/Acting/Direct
- Technical theatre
- Arts management
- Media/Film/TV/Radio
- Journalism
- Advertising
- Content/Game Design
- Creative Writing

Team Work & Problem Solving
- Healthcare
- Social Work
- Events management
- Hospitality
- Community work
- Coaching
- Emergency Services
- Business Development

- GCSE Drama offers students a strong foundation of transferable skills that are highly respected by colleges, universities and employers.
- Through structured practical and written work, students develop advanced communication skills, critical analysis, creativity, problem-solving, and the ability to work collaboratively under pressure, these are competencies that underpin success in subjects like English, History, Business and even Science.
- Drama also builds confidence, emotional intelligence and resilience, helping students perform well in interviews, assessments and future professional environments.
- Studying GCSE drama will be a fun and hands-on experience, you will have a mix practical and written work with the first 40% of the qualification completed in Y10!
- Choosing Drama GCSE doesn't just open the door to acting or theatre, it builds powerful, real-world skills that employers look for in almost every career.

Skills

Assessment and Content

This course has three components you will complete.

Component 1: Devising theatre
- Non-exam assessment: internally assessed; 40% of qualification
- Learners will be assessed on either acting **or** design

Component 2: Performing a published script
- Non-exam assessment: externally assessed by a visiting examiner; 20% of qualification
- Learners will be assessed on either acting **or** design
- Learners study two extracts from the same performance text chosen by the centre; learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting theatre
- Written examination: 1 hour 30 minutes; 40% of qualification
- Section A: A series of questions on one set text; a series of questions on one set text from a choice of seven
- Section B: Live Theatre Review; one question, from a choice of two, requiring analysis and evaluation of a given
- aspect of a live theatre production seen during the course

English: Language and Literature

Exam board: AQA

Specification Number: 8700/8702

Further specification information: Specification Booklet

Contact: Mrs J Townsend

Trips and enrichment: Theatre productions

School Website Link: English

The English GCSE course aims to develop students' skills as communicators in the modern world; the English Language GCSE enables them to be effective readers, writers, speakers and listeners. At the same time, students study key texts from the rich cultural heritage of English literature including poetry, plays (both Shakespeare and modern drama) and novels.

Students will study both English Language and English Literature to gain two GCSEs. In addition to examinations, students will be assessed on their use of spoken language; this endorsement assesses their ability to present their ideas effectively in a formal context, use Standard English and respond to questions. While this aspect of the course does not count towards the overall GCSE grade, it will be recorded on the exam certificate as a separate

Successful completion of these two GCSE courses can open the door to a plethora of career opportunities including, but not limited to, the following roles:

Simon Balle All-through School Careers

- Journalist
- Author
- Technical writer
- Librarian
- Teacher
- Editor
- Social media Manager
- Copywriter
- Public

Skills

- Read a wide range of texts, fluently and with good understanding. Make connections across their reading and wider reading including context
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Write accurately, effectively and analytically about their reading, using Standard English
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language, and use spoken

Assessment and Content

Language

- Paper 1: Explorations in Creative Reading and Writing
  - Section A: Reading (one literature fiction text)
  - Section B: Writing (descriptive or narrative writing)
  - 1 hour 45 minutes; 80 marks
  - 50% of GCSE
- Paper 2: Writers' Viewpoints and Perspectives
  - Section A: Reading (one non-fiction text and one literary non-fiction text)
  - Section B: Writing (writing to present a viewpoint)
  - 1 hour 45 minutes; 80 marks
  - 50% of GCSE
- Non-examination Assessment: Spoken Language (presenting; responding to questions and feedback; use of Standard English)

Literature

- Paper 1: Shakespeare and the 19th-century novel
  - Written exam: 1 hour 45 minutes
  - 40% of GCSE
- Paper 2: Modern texts and poetry (including unseen poetry)
  - Written exam: 2 hour 15 minutes

Enterprise and Marketing

Exam board: OCR

Specification Number: J837

Further specification information: Specification Booklet

Contact: Mr J Pooley

Trips and enrichment:
Disney Land Paris Business Trip

Enterprise and Marketing is an ideal choice for students who aspire to develop both theoretical understanding and practical skills in a subject that bridges academic study and real-world application. This course is meticulously designed to engage students with a blend of challenging, hands-on activities and rigorous academic content, making it particularly suitable for those who wish to cultivate transferable skills that are highly valued in the Business and Enterprise sector. Throughout the course, students will participate in a range of practical tasks that simulate real-life business scenarios. These include conducting detailed market research to understand consumer needs and market dynamics, developing and pitching innovative product ideas to a panel of experts, and critically analysing the financial viability of business proposals. Such activities not only enhance learning but also encourage creativity, problem-solving, and independent thinking.

By choosing this course, students will benefit from a subject that is not only academically rigorous but also practically relevant, laying a strong foundation for further studies in enterprise, marketing or business. For those seeking a qualification that combines intellectual challenge with practical skill-building, the Cambridge National in Enterprise and Marketing represents an outstanding option.

Simon Balle All-through School Careers

Vocational business is good preparation either for employment or more advanced study at college. At the end of the course, students can go on to college and then progress into a business-related career, for example accounting, administration, customer service, management trainee, finance and IT related jobs, retail or sales. This qualification also gives students a range of essential skills no matter what career path or future studies they wish to follow.

Skills

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector
- Understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise

Assessment and Content

Students will learn using a range of teaching and learning techniques to help them understand the concepts. They will learn about:

- The Marketing Mix (4Ps)
- Types of business ownership
- External Influences
- Finance
- Branding and promotion
- Functional areas

RO68: Enterprise and marketing concepts – 50% exam
Formal examination including multiple choice questions, short answer questions and one long answer question

RO68: Design a Business Proposal – 25% internal assessment (coursework)
Coursework which teaches about how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.

RO69: Market and Pitch a Business Proposal – 25% internal assessment (coursework) Coursework which teaches how to write a pitch which markets and promotes a business to make it more successful.

Geography

Exam board: Edexcel

Specification Number: 1GB0

Further specification information: Specification Booklet

Contact: Mrs V Moses

Trips and enrichment:

Fieldwork (Day Trip)

School Website Link:

Geography

"Geography is a broad based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level." (Royal Geographical Society)

Studying GCSE geography provides you with a variety of valuable skills and knowledge that can be transferred and used across other subject areas and can help you in terms of future careers as well as pathways in education.

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment. Potential careers include anything that involves the environment, planning, or collecting and interpreting data. Some examples are listed below:

- Jobs in the business world
- Charities
- International relations
- Surveying
- Conservation
- Sustainability
- Waste and water management
- Environmental planning

- Develop effective and independent learners with the ability to think critically.
- Develop knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive.
- Develop evaluation skills, looking at multiple perspectives and drawing conclusions.
- Develop map and location skills and apply their learning to the real world through fieldwork.
- Develop data analysis and evaluation skills, using primary data they have collected; develop analytical skills, using secondary data to better understand global issues.

Skills

Assessment and Content

The course is assessed through three examinations at the end of Year 11. The content of Papers 1 and 2 (worth a combined 75% of the total marks) and Paper 3 (worth 25% of the total marks) are as follows:

Paper 1: Global Issues
- Topic 1: Hazardous Earth
- Topic 2: Development Dynamics
- Topic 3: Challenges of an Urbanising World

Paper 2: UK Geographical Issues
- Topic 4: UK's evolving physical landscape (coasts and rivers)
- Topic 5: UK's evolving human landscape - Dynamic UK cities
- Topic 6: Geographical investigation including one human and one physical fieldwork investigation from topics 4 and 5

Paper 3: Making Geographical Decisions
- Topic 7: People and the Biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming Energy Resources

History

To study History at GCSE level you need to have an enquiring mind and an interest in the subject. If you are interested in the past and how it has shaped our world today then GCSE History might be for you. The exam papers are mostly made up of 3 types of questions; a short 4 mark question, a longer 12 mark essay and an extended essay question which is worth 20 marks so an understanding of how to write a PEE paragraph is helpful.

There is a certain amount of knowledge that is required. You will need to know some key dates, people, events etc so that you can support your ideas. The source paper requires you to read extracts from historians' work whilst also analysing historical sources from the past. These can include some challenging vocabulary however much of this will be taught as part of the course.

Simon Balle All-through School Careers

Just as history has made our world what it is, history can also be a key part of your future. With a subject like history, it may be harder for you to identify a clear career path. However, history is a useful and often necessary subject for a wide range of careers – not just the obvious ones. We already know that history is a highly desirable qualification for:

- Museums and Galleries
- Heritage Sites and Organisations
- Archives, Record Offices, Libraries and Universities
- Civil Service and Diplomatic Service
- Archaeology and Architecture, Conservation and Horticulture
- National and Local Government (politics)
- Education
- Business, Economics, Market-

Exam board: Edexcel

Specification Number: 1HIO

Further specification information: Specification Booklet

Contact: Mrs C Ayres

Trips and enrichment: 3-night trip to Berlin (non-compulsory)

School Website Link:

History

Skills

- **Learning about people** – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause
- **Learning to locate and sift facts –** In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- **Handling evidence to make informed decisions** – to identify truth and recognise myth, propaganda and downright lies.
- **Communicating your ideas and thoughts in a way that makes sense to others** – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings.
- **Learning about countries, societies and cultures** – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

Assessment and Content

The course is assessed through four exam papers sat in three examinations at the end of Year 11. The content and weighting of Paper 1, Paper 2 (made up of two seperate papers) and Paper 3 are as follows:

Paper 1
- Migrants in Britain, c800-present and NotŶng Hill, c1948-c1970
- 1 hour 20 minute examination
- 30% of total weighting

Paper 2
- Early Elizabethan England, 1558 - 88
- Superpower relations and the Cold War, 1941–91
- 1 hour 50 minute examination (approximately 55 minutes per paper); 40% of total weighting

Paper 3:
- Weimar and Nazi Germany, 1918 - 39
- 1 hour 30 minute examination

Mathematics

Exam board: Edexcel

Specification Number: 1MA1

Further specification information: Specification Booklet

Contact: Mrs S Pope

Trips and enrichment:

The Intermediate UK Maths Challenge is taken in February of Year 10.

School website link: Maths

As a core subject studied by all pupils, Mathematics is a necessary qualification for college, Sixth Form, university and future career choices. Mathematics equips you with a powerful set of skills and techniques that enable you to understand the modern world and communicate and function in it. Mathematics is important in everyday life, most forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision-making.

Students cover all the skills needed to start the course at KS3. At GCSE level students extend these skills to more complex problems as well as covering brand new topics such as Pythagoras, Trigonometry, Quadratics and Histograms.

Simon Balle All-through School Careers

Mathematics is a fundamental subject that is required in many careers. Some of the most common careers that require mathematics include teaching, banking, accounting, engineering, technology and scientific research. Further career examples can be found below:

- Actuary
- Data Analyst
- Software Developer
- Astronomer
- Computer Programmer
- Financial Analyst
- Engineer

Skills

- Constructing and clearly presenting mathematical and logical arguments
- The ability to deal with abstract concepts
- More advanced numeracy skills than those aquired in KS3
- Turning real-world problems into mathematical problems
- Being able to exactly state what a problem is, including assumptions made, if necessary breaking it down into sub-problems, and presenting the solution clearly
- Analysing data, finding patterns and extracting conclusions
- Graphical, algebraic and data-handling techniques and an understanding of analysis, problem-solving and reasoned

Assessment and Content

The assessment of Mathematics at GCSE level consists of three papers with 80 marks available on each paper. Each paper lasts 90 minutes. Paper 1 is a non-calculator paper whilst calculators are allowed in Paper 2 and Paper 3.

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

There are two tiers available: Foundation (Grades 1 - 5) and Higher (Grades 4-9).

Mathematics: Further Maths

Exam board: AQA

Specification Number: 8365

Further specification information: Specification Booklet

Contact: Mrs S Pope

Trips and enrichment: See Maths

School website link: Maths

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

While it is a sensible option, and would be a beneficial experience for some pupils to study Further Mathematics, it must be realised that it would not be in the interest of all pupils to take the course. Any decision should be made in consultation with the subject leader.

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification for learners who: either already have, or are expected to achieve grades 7, 8 and 9 in GCSE mathematics, are likely to progress to A-Level study in Mathematics and possibly Further Mathematics. Completion of this course will be by invitation only.

Skills

Develop knowledge, skills and understanding of higher order mathematical methods and concepts

Acquire and use problem solving strategies including the use of algebra as a tool for solving problems

Select, apply and link mathematical techniques and methods to solve challenging and non-routine problems

Reason mathematically, make deductions and inferences and draw conclusions

Interpret and communicate mathematical information in a variety of forms appropriate to the information and context including rigorous use of algebraic argument and formal proof.

Assessment and Content

Subject content covered within this qualification:

1. Number
2. Algebra
3. Coordinate Geometry (2 dimensions only)
4. Calculus
5. Matrix Transformations
6. Geometry

Paper 1: Non-Calculator
- Written examination: 1 hour and 45 minutes
- 50% of the qualification
- 80 marks

Paper 2: Calculator
- Written examination: 1 hour and 45 min-

Mathematics: Statistics

Exam board: Edexcel

Specification Number: 1ST0

Further specification information: Specification Booklet

Contact: Mrs S Pope

Trips and enrichment:
- Bletchley Park Visit

School website link: Maths

The GCSE Statistics course at Simon Balle School empowers students with the ability to understand and apply statistical techniques to real-world scenarios. Through engaging lessons and practical investigations, students develop statistical fluency by exploring diverse contexts such as populations, climate change and business trends. The course emphasises identifying patterns through calculations and data visualisation, fostering the skills needed to interpret and evaluate data critically. With a focus on the integration of statistics across subjects like sciences, geography, computing and economics, students gain a comprehensive understanding of how statistical methods underpin various disciplines.

Additionally, the course delves into the impact of technology in collecting, organising, and analysing large datasets, teaching students to use technological tools to generate meaningful visualisations and insights. By learning to organise and compare data using statistical measures and applying mathematical formulas, students build on prior knowledge while enhancing their analytical capabilities. At Simon Balle, this dynamic and forward-thinking course prepares students for the increasing role of data in academic, professional, and everyday decision-making, equipping them with skills that are invaluable in a data-driven world.

By studying statistics, students open doors to a wide range of exciting career opportunities. Professions in data science, market research, actuarial science, business analysis, and artificial intelligence rely heavily on statistical knowledge. Additionally, careers in medicine, environmental science, economics, and social research require expertise in interpreting and utilising data effectively. With the growing demand for professionals skilled in data analysis, this course lays a strong foundation for success in a variety of industries.

Skills

Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life

Non-routine problem solving – expert thinking, metacognition, creativity.

Systems thinking – decision making and reasoning.

Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

Understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing

Identifying trends through carrying out appropriate calculations and data visualisation techniques

Assessment and Content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics consists of two externally-examined papers.

Students must complete all assessment in any single year, and students can only be entered for either Foundation tier or Higher tier.

Paper 1
- Written examination: 1 hour and 30 minutes
- 50% of the qualification
- 80 marks

Paper 2
- Written examination: 1 hour and 30 minutes
- 50% of the qualification

MFL: French and Spanish

Exam board: AQA
Specification Number: 8692/8652
Further specification information: Specification Booklet

Contact: Mrs R Miller

Trips and enrichment: TBC

School website link: MFL

A glance at the appointments section of any quality newspaper will reveal the value of familiarity with at least one foreign language. The huge increase in foreign travel for leisure also highlights the importance of having an awareness of the basics of another language. Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. There are 9 modules of content, identity and relationships, healthy living and lifestyle, education and work, free time activities, customs festivals and celebrations, celebrity culture, travel and tourism, media and technology and the environment and where people live.

Students will be expected to work collaboratively with a range of peers as well as independently at different times. Later in the course, students will be responsible for making sure that they are retaining and recalling key vocabulary and will need to be proactive in learning vocabulary on Languagenut and Quizlet if extra practice is needed. Students will progress exponentially throughout the course as their language skills develop over time and so having a 'can-do' attitude and perseverance will support students to experience success.

Simon Balle All-through School Careers

It is now widely recognised that knowledge of foreign languages can enhance the prospects, not only of those studying arts subjects at university, but also of pupils who intend to make a career in, for example, management, engineering, science or accountancy. There are a growing number of job opportunities in Europe, moving around with multi-national companies which require competency in two or more languages.

Skills

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated, standard speech at near normal speed
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- Develop language strategies, including problem solving and critical thinking
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and

Assessment and Content

GCSE French and Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening - Understanding and responding to different types of spoken language
- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Paper 2: Speaking - Communicating and interacting effectively in speech for a variety of purposes
- Non-exam assessment
- 7–9 minutes (Foundation Tier) + 15 minutes supervised preparation time; 10–12 minutes (Higher Tier) + 15 minutes supervised preparation time
- 50 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 3: Reading - Understanding and responding to different types of written language
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 50 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 4: Writing - Communicating effectively in writing for a variety of purposes
- Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 50 marks at Higher Tier

Music

As a musical school, we are keen to ensure that all musicians who wish to study GCSE Music can do so. Anyone who is unsure how music can fit within choices should request a pathway meeting. GCSE Music is an engaging and challenging course which aims to develop your understanding and enjoyment of music through performing, listening and composing. GCSE Music offers a solid foundation for progression to other music studies, including A-level Music and future vocational offerings, and often to a music-related career. It provides the opportunity for students to develop transferable skills such as self confidence, team work, creativity and resilience.

30% of this course is performance based, therefore students have to be learning an instrument or be willing to learn and participate fully in the life of Simon Balle Music.

Further study in Music can lead to a broad range of career opportunities such as: opportunities such as:

- Performing
- Composing
- Teaching/ Education
- PR
- Music journalist
- Work in the media industry
- Music Therapist
- Music Production
- Artist Management Market-

Exam board: Eduqas

Specification Number: C660U30-1

Further specification information: Specification Booklet

Contact: Mr M Taylor

Trips and enrichment: You will be encouraged to participate in one of our ensembles i.e. choir, rock school, concert band and will have a number of performance opportunities at different venues including the renowned Saffron Hall concert hall.

School website link: Music

Skills

- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used

GCSE Assessment and Content

The course is assessed through three different components, broken down below:

Component 1: Performing

- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed; 30% of qualification
- A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble

- The required standard is Grade 3 / 4.

Component 2: Composing

- Total duration of compositions: 3-6 minutes
- Non-exam assessment: internally assessed; 30% of qualification

Component 3: Appraising

- Written examination: 1 hour 15 minutes (approximately)
- 40% of qualification; this component is assessed via a listening examination

Philosophy, Religion and Ethics (PRE)

Exam board: AQA

Specification Number: Religious Studies A (8062)

Further specification information: Specification Booklet

Contact: Ms H Cannon

Trips and enrichment: We offer the opportunity to visit a Christian and Buddhist place of worship.

School website link: PRE

Students embarking on this course will need to be prepared to consider religious perspectives alongside philosophical and ethical issues. This course studies Christianity and Buddhism in depth. PRE students need to be prepared to explore their own beliefs and opinions, and consider other perspectives. This is an essay based subject. Alongside having an enthusiasm for discussion and debate, students are expected to make thorough notes and to practise answering exam questions.

PRE is a respected subject in further education and in the world of work. The skills required in PRE are transferable across most other GCSE and A Level subjects. In the world of work, all employers appreciate employees who are aware of the wider world, sensitive to other beliefs and cultures, and have the ability to form an intelligent argument.

PRE is a useful subject in any career that involves working with people! It is particularly useful in the following career areas:

- The Civil Service
- Law
- Journalism
- Teaching
- Medicine
- Politics
- Social and care

Skills

- PRE students need to be deep thinkers with a natural curiosity for asking and answering ultimate questions.
- They are prepared to consider the beliefs and practices of two major world faiths and their own beliefs and opinions.
- A PRE student will be able to consider different perspectives and solutions to many philosophical and ethical questions.
- By the end of the course, PRE students will be able to explain their own beliefs and opinions, and of others.
- PRE students become critical thinkers, and are able to confidently formulate a sound line of argument.

Assessment and Content

The course is assessed through two exam papers. The content and weighting of Component 1 and Component 2 are as follows:

Component 1: The study of religious beliefs, teachings and practices (Christianity and Buddhism)

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE
- Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.
- Each religion is marked out of 48.

Component 2: Thematic studies (relationships and families, religion and crime, religion and life, religion and social injustice, religion and war)

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE
- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.
- Each theme is marked out of 24.

Physical Education

GCSE Physical Education is an interesting and enjoyable course which aims to equip pupils with the knowledge, understanding, skills and values needed to develop and maintain performance in physical activities.

The course will also allow pupils the opportunity to explore the benefits of sport to health, fitness and well-being. Pupils will develop their theoretical knowledge and understanding of the factors that underpin physical activity and sport. They will analyse and evaluate their own performance, and learn to apply theory to their own sporting interests.

Studying GCSE PE supports progression to A Level, Level 3 BTEC in Sport and further education pathways and develops a holistic understanding of physical education. Some examples of career opportunities presented from the study of GCSE PE include, but are not limited to:

- Physiotherapist
- Sports Therapist
- Strength & Conditioning Coach
- Broadcaster
- Nutritionist
- Sports Science Researcher
- Sports Development Officer
- Sports Journalist
- Sports Injury Management

Exam board: Edexcel

Specification Number: 1PEO

Further specification information: Specification Booklet

Contact: Ms E Newman

Trips and enrichment:
- Extra curricular clubs and fixtures for sports
- Sports Leadership Opportunities

School website link: PE

Skills

- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Explain the key socio-cultural influences that can affect people's involvement in physical activity and sport
- **Cognitive skills**
  - Non-routine problem solving, systems thinking, critical thinking, ICT literacy
- **Interpersonal skills**
  - Communication, relationship-building skills, collaborative problem solving
- **Intrapersonal skills**
  - Adaptability, self-management and self-development

Assessment and Content

Component 1: Fitness and Body Systems (Exam)
- Covering the following four topics: Applied anatomy and physiology, Movement analysis, Physical training and Use of data
- The assessment is 1 hours and 30 minutes
- The assessment is out of 80 marks
- The assessment consists of multiple-choice, short-answer, and one extended writing question

Component 2: Health and Performance (Exam)
- Covering the following four topics: Health, fitness and wellbeing, Sport psychology, Socio-cultural influences and Use of data
- The assessment is 1 hours and 15 minutes
- The assessment is out of 60 marks
- The assessment consists of multiple-choice, short-answer, and one extended writing question

Component 3: Practical Performance
- The assessment consists of students completing three physical activities from a set list. One must be a team activity; one must be an individual activity; the final activity can be a free choice
- The assessment for each physical activity and sport may take place over multiple sessions up to a combined duration of 12 hours
- The practical performance consists of 105 marks (35 marks per physical activity, which are added together to give the total mark for this component

Component 4: Personal Exercise Programme
- The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance
- Carrying out and producing the PEP may take place over multiple sessions up to combined duration of 12 hours
- The PEP consists of 20 marks

Psychology

Exam board: AQA

Specification Number: 8182

Further specification information: Specification Booklet

Contact: Ms S Matuszak

School website link: Psychology

Psychology is the scientific study of the human mind and behaviours. As students study this subject for the first time they are introduced to Psychology through a range of introductory topics, they learn about the process of research and a range of core studies in the subject. They then study their first topics – memory and perception. In each topic they learn concepts related to the topic, key studies and the real-world applications of the topic. Alongside their knowledge rich curriculum, students also learn scientific research skills and have experience of conducting and being participants in psychological research.

As the course progresses, students study more fascinating topics in a range of psychological fields, including developmental psychology, social influence, language and communication, biopsychology and psychological problems (mental health) , social influence, sleep, and memory.

The next stage for students after GCSE may be to progress to study Psychology at A-level. The knowledge and skills acquired will be beneficial for further study at University and could lead to a wide range of challenging and exciting careers within social care, mental health, education, advertising, business, research and sports.

- Clinical psychologist
- Counselling psychologist
- Educational psychologist
- Forensic psychologist
- Health psychologist
- Occupational psychologist
- Psychological wellbeing practi-

- Engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Develop an awareness of why Psychology matters, acquire knowledge and understanding of how Psychology works, and its essential role in society
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- Analytical and Maths skills in order to understand and explain the variety of data analysis from research
- Independent reading around the content of lessons on a regular basis; extended answers to questions using topical language to portray a point of view

Skills

Assessment and Content

The course is assessed through two examinations at the end of Year 11. The content of Papers 1 and 2 are as follows:

Paper 1: Cognition and behaviour

- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics: **memory, perception, development and research methods**
- Written exam: 1 hour 45 minutes; 50% of GCSE
- 100 marks available across four sections; each section is worth 25 marks and includes multiple choice, short answer and extended writing questions

Paper 2: Social context and behaviour

- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics: **social influence, language, thought and communication, brain and neuropsychology and psychological problems**
- Written exam: 1 hour 45 minutes; 50% of GCSE
- 100 marks available across four sections; each section is worth 25 marks and includes multiple choice, short answer and extended writing questions

Science

The aim of studying Science is to acquire the scientific knowledge and skills needed to understand a changing world; this may be in a domestic, industrial or environmental context. You will also gain an understanding of how scientific ideas have been developed, as well as their power and limitations. By learning to evaluate data, it is then possible to consider the benefits and drawbacks of scientific and technological developments, as well as ethical issues.

A-level Science subjects are a prerequisite for many university courses and careers. Medicine, veterinary sciences, pharmacy and engineering are obvious choices, but the skills taught in Science are much sought after in the employment market. Law, accountancy and architecture are examples of alternative fields of study in which science skills are valued.

Simon Balle All-through School Careers

Further career opportunities include but are not limited to:

- Aerospace Engineer
- Agricultural engineer
- Anaesthetist
- Biochemist
- Dentist
- Biomedical scientist
- Biotechnologist
- Chiropractor
- Clinical psychologist
- Dietitian
- Clinical scientist
- Cognitive behavioural therapy
- Corporate responsibility and sustainability practitioner
- Criminology
- Metrologist
- Midwife
- Nurse
- Oceanographer
- Sonographer

Exam board: AQA

Specification Number: 8461-4

Further specification information: Specification Booklet

Contact: Mr D Kelleway

Trips and enrichment:
- Big Bang Competition
- Science Live

School Website Link: Science

Skills

- Planning scientific investigations
- Measuring and collecting data
- Drawing graphs
- Using mathematical skills to process data
- Analyse and evaluate evidence
- Clear and logical communication skills

Assessment and Content

Science is a core subject, but we do offer two alternative routes. One of these is through studying the three Separate Sciences and this leads to three separate grades at GCSE. This is the preferred choice if you intend studying any of the sciences at A-level. The alternative is Combined Science, in which you have separate subject Science lessons but follow a reduced core curriculum. This leads to two GCSE grades.

Combined Science
- Taught over 2 years with 4 hours per week (usually 2 teachers)
- Students will gain 2 GCSEs
- Biology, Chemistry and Physics topics covered (slightly reduced content to Triple Science)
- Required practicals completed in lessons and examined in terminal exams
- 2 papers per subject (Biology, Chemistry and Physics) each of 1 hour 15 minute duration

Triple Science
- Taught over 2 years with 6 hours per week (2 per subject with 3 teachers)
- Students will gain 3 GCSEs; required practicals completed in lessons and examined in terminal exams
- Biology, Chemistry and Physics – entire course content covered
- 2 papers per subject (Biology, Chemistry and Physics) each of 1 hour 45 minute duration

Sport

The BTEC Level 2 Tech Award in Sport is the equivalent to a GCSE. The assessment is done slightly differently and may suit particular students who perform better away from exams. For learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning.

They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Simon Balle All-through School Careers

Some examples of careers opportunities presented from the study of this course include, but are not limited to:

- Broadcaster
- Health Sector
- Sports Journalist
- Coaching
- Performance Analyst
- Strategic Partner Manager
- Sports Development Officer
- Strength and Conditioning Coach

Examboard: Pearson BTEC

Specification Number: 603/7068/3

Further specification information: Specification Booklet

Contact: Mr I Finch

Trips and enrichment:
- Extra curricular clubs and sports fixtures

Skills

- The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

Learners will have the opportunity to develop applied knowledge and skills in the following areas:

Investigating provisions for sport including equipment and facilities to enhance sport

Planning and delivery of sport drills and sessions

- Fitness for sport including fitness testing and methodol-

Assessment and Content

Component 1: Preparing Participants to Take Part in Sport and Physical Activity
Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity
Assessment type: Internal/practical assignments 30%, externally moderated

Component 2: Taking Part and Improving Other Participants Sporting Performance
Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.
Assessment type: Internal/practical assignments 30%, externally moderated

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.
Assessment type: External assessment (written examination) 40%

Year 9 Preferences

January 2026