



Moon Hall School

Year 9

GCSE Options



SCAN ME

Important Contact Details

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Key Dates

Date	Event	Explanation
Monday 9 th January	Options process begins	We would encourage you to begin to talk to your child about their available options as soon as possible. Go through the booklet and watch the subject videos with them. They will soon have a broad idea of which subjects interest them the most. To access the full video playlist, click this link or scan the QR code on the front cover of this booklet. Alternatively, scan the QR code on the relevant subject page.
Wednesday 31 st January	Options Fair	The Options Fair takes place from 4:30pm to 6pm. The Options Fair is held in school and gives you and your child the opportunity to speak with our Heads of Department about each subject. You will be sent an online form to confirm your attendance.
Sunday 4 th February	Deadline for submission of Options form	<p>Please complete the options form by scanning the QR code below or visiting https://forms.office.com/r/xbGjm55sXG</p> <div style="text-align: center;">  </div> <p>Please note that pupils are less likely to be timetabled to their first preferences if their choices are received after 04/02/2024</p>

Introduction

Daniel Crowhurst, Deputy Head

All students at Moon Hall are given a choice of the subjects that they study in Years 10 & 11.

All pupils follow courses of study in **three core (mandatory) subjects**:

- English
- Mathematics
- Biology

Your child must choose one of the following additional English options:

- English Literature
- ESB

Your child's recommended additional English option is highlighted in the letter accompanying this booklet.

Your child can then choose a maximum of **four** additional subjects from the list below:

- Art
- Business Studies
- Design & Technology (D&T)
- Geography
- History
- BTEC Home Cooking Skills
- iMedia (ICT)
- BTEC Music
- BTEC Performing Arts (Drama)
- Physics
- BTEC Sport

Pupils who do not select the maximum of four subjects from the above list will be assigned to three periods of independent study per week, known as Prep. This is listed as an option on the final options form. However, we only recommend Prep in specific circumstances. If we are recommending Prep for your child, this will be clearly highlighted in a letter accompanying this booklet.

Although we will aim for all students to be timetabled to each of their options choices, we also ask you to provide one reserve choice from the list above.

Your choices must be submitted by 23:59 on Sunday 4th February using our online form. To submit your final choices, simply scan the QR code below.



Biology

Core subject (Mandatory)

We follow the AQA syllabus for Biology. The syllabus provides a coherent and logical route through the key topics in Biology, building on prior KS3 knowledge. It includes exciting and relevant topics such as cloning and genetics. Many of the GCSE topics will already have been encountered during the Key Stage 3 course.

The GCSE Biology course provides great preparation for AS-level as studying the separate science ensures our pupils will cover more content than in a GCSE Combined Sciences course.

There are ten required practicals, any of which could appear in the exam paper, Pupils therefore carry out the practicals themselves as an important way to reinforce the method and aid recall in the exam.



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Summary of content	Examination (Exam is 100% of mark)
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	Two papers: each paper will assess knowledge and understanding from different topics. The questions will use clear and simpler language, to assess students only on their scientific ability. Duration: both papers are 1 hour 45 minutes . Tier: Foundation and Higher. Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available. Question types: multiple choice, structured, closed short answer and open response Paper 1: Topics 1–4: Cell biology; Organisation; Infection and response and Bioenergetics. Paper 2: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology

Mathematics

Core subject (Mandatory)

We have chosen the Edexcel International GCSE (IGCSE) program as the most appropriate for our students. As both papers are Calculator Papers, this should reduce cognitive load within the examination, with the questions assessing understanding, as opposed to memory.

At the start of year 10, we take account of individual and cohort needs in order to decide the two-year IGCSE programme.

Pupils will be set by current attainment and will either follow Higher tier or Foundation tier material.



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Examination

100% of the final mark. There are no controlled assessments

The Edexcel IGCSE Mathematics exam has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take both papers on the same tier. Content from any part of the specification may be assessed in any of the two papers. The papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

The exam unit requires students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences, draw conclusions;
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

There are three assessment objectives:

- Number & algebra (57 – 63%)
- Shape, space & measure (22 – 28%)
- Handling data (12 – 18%)

English Language

Core subject (Mandatory)

We follow the AQA English Language GCSE syllabus, which has two equally balanced papers: Paper 1, *Explorations in Creative Reading and Writing* and Paper 2, *Writers' Viewpoints and Perspectives*. Each paper contains previously unseen extracts which students are required to analyse as well as a writing task. Paper 1 is fiction-based, and Paper 2 is non-fiction.

Students will develop skills that enable them to appreciate a wide range of 19th, 20th and 21st century texts.



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Examination

The exam unit is **100%** of the final mark. There are no controlled assessments and the exam is taken at the end of Year 11.

The students sit two papers: Explorations in Creative Reading and Writing (1h 45m), and Writers' Viewpoints and Perspectives (1h 45m).

The exam unit requires students to:

- Analyse an unseen literature extract and answer four questions of varying length and complexity.
- Write a descriptive or creative writing piece based on a theme.
- Analyse the writers' viewpoints and perspectives in one non-fiction and one literary non-fiction text.
- Write a non-fiction text expressing a viewpoint, for example a speech or article.

There is still a Spoken Language component which is assessed in school and takes the form of a recorded presentation.

Notes

If students choose to study *both* English Literature and Language, the two subjects are taught alongside one another and count as 2 GCSEs. Literature does not take up one of the four option slots.

The syllabus is skills-based.

Students who take only English Language GCSE or the English ELC will also have one lesson per week on the English Speaking Board examinations, which they sit in the Spring terms of years 10 and 11.

English Literature

Optional to study alongside English Language

We follow the AQA English Literature GCSE syllabus which has two equally balanced papers: Paper 1, *Shakespeare and the Nineteenth Century Novel* and Paper 2, *Modern Texts and Poetry*.

Students will develop skills in literal and inferential comprehension, critical reading and evaluation.

Literature is co-taught with Language as it allows students of all abilities to benefit from the transferable skills. It does not take up an options slot.



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Examination

The exam unit is **100%** of the final mark. There are no controlled assessments and the exam is taken at the end of Year 11.

The students will sit two papers: Shakespeare and the 19th Century Novel (1h 45m), and Modern Texts and Poetry (2h 15m)

The exam unit requires students to:

- Write in detail, analysing an extract from a Shakespeare play (*Macbeth*) and then write in detail about the play as a whole (structure, context and meaning).
- Write in detail, analysing an extract from a nineteenth century novel (*The Sign of Four*) and then write in detail about the novel as a whole (structure, context, meaning).
- Answer one essay question on a modern play (*An Inspector Calls*).
- Compare a poem on *Power or Conflict* with another from the AQA Poetry Anthology.
- Analyse an unseen poem and then answer a second question comparing it with another unseen poem.

Notes

English Literature is taught alongside English Language to enable students to learn transferable skills of analysis, reasoning, preparing an argument and making connections. By practising their language skills on novels, drama, and poetry texts, they are putting these skills into a context.

There is only one tier of paper which covers grades 1 to 9.

ESB

Optional to study alongside English Language or English ELC

ESB's qualifications raise achievement and enrich learning through communication skills. We take a learner-focused approach to assessment, recognising and encouraging the potential of all.



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Students will already have experienced the English Speaking Board (ESB) syllabus in Year 9. In Years 10 & 11, students study ESB in one of their six English lessons. In the remaining five lessons, students focus on the English Language GCSE syllabus.

Through ESB lessons, students are given the opportunity to undertake research in their chosen area, share their ideas and present on the areas of life that they enjoy the most. They will also be able to gain experience in the interview skills necessary for both college applications and future employment along with preparation in compiling their personal CVs. By completing the course, students develop skills in communication, literacy and oracy.

Examination

1. Curriculum Talk: Learners should research and deliver a talk on any personal interest. They should support their talk using relevant visual/audio material.
2. Reviewing a News Item: Learners should examine a news item from an online or paper-based source, commenting on the importance of the issue raised.
3. Persuasive Speaking: Learners should attempt to persuade the assessor and the group to their way of thinking on a social, political, economic or environmental issue, which has more than one viewpoint.
4. Taking Part in an Interview and create a CV: Take part in an interview with the assessor, based on their curriculum talk and CV. Presenting a Case: Research and deliver a talk about a contemporary issue.
5. Explaining and presenting a published text: Introducing and present a chosen poem, extract from a published novel or short story
6. Provide a critical review of film, television programme, pod cast or video game. In doing so evaluate the strengths and weaknesses and assess its personal impact.
7. Analyse a Real-Life Speech: Choose a recent or historical speech from real life. Introduce the speech, give its context and significance, and comment on its style and delivery. Read a passage from the original speech.

ESB is examined by an external assessor. The assessment takes place in school with their peers invited to watch their presentations. The exam is **accredited**, leading to the awarding of **UCAS** points. The number of UCAS points are incremental and dependant on the overall mark. Pass = 8; Merit = 10; Distinction = 12

Art & Design

Option

We follow the AQA Art and Design syllabus, specialising in the following Art & Design disciplines at GCSE level;

- Photography
- Fine Art
- Sculpture / 3D
- Art and Design (unendorsed syllabus - a mixture of at least 3 disciplines)



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Coursework	Examination
The coursework is 60% of the final mark.	The exam unit is 40% of the final mark.
<p>The coursework is divided into 2 units.</p> <p>Unit 1: Sept 2024 Yr 10 - Feb 2025 Yr 10 Unit 2: Feb 2025 Yr 10 - Dec 2025 Yr 11</p> <p>Each unit requires students to;</p> <ul style="list-style-type: none">• Research the work of relevant artists.• Experiment with ideas, materials and processes. Refining ideas.• Demonstrate an ability to record observations with skill and understanding.• Realise intentions in the form of a series of studies, a finished piece or pieces.	<p>The exam unit is organised in a similar way to the coursework units;</p> <p>Exam Unit: Jan 2026 – April 2026 Year 11</p> <p>The exam unit requires students to;</p> <ul style="list-style-type: none">• Research the work of relevant artists.• Experiment with ideas, materials and processes. Refining ideas.• Demonstrate their ability to record observations with skill and understanding.• Realise intentions in the form a finished piece or pieces within a 10 hour timeframe.
<p>Notes</p> <p>This takes the form of two very open projects. Students have the freedom to work in a range of materials and processes.</p> <p>For Unit 2 students will complete a 10 hour Mock Exam in Dec 2025 (Year 11). They will be expected to complete a piece or pieces of practical work independently. The mock exam allows students to become familiar with a 10hr timed test.</p>	<p>Notes</p> <p>This takes the form of an exam paper with 7 possible questions/ themes to work from. Students prepare for the exam in the same, familiar way that the coursework has been approached.</p> <p>There is a 10 hour timed test at the end of the exam unit. Students will complete a piece/s of work independently within the allocated 10 hours.</p>

Business

Option

When you leave school or college you will probably be working for a business or other organisation. After studying Business, you will have an insight into just how businesses operate, including how to set up a business of your own if you wanted to.

- This is a practical course, using real businesses as examples
- Learn skills to help you in decision making
- Be one step ahead in understanding how businesses operate

In Business we study the OCR Business GCSE syllabus. Choosing this subject will allow students to better understand and succeed in the world of business.

Students will learn skills such as evaluation and problem solving which will be useful in a number of other subjects and will learn how to be able to make informed decisions and put forward arguments to persuade others.



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What you will study in OCR GCSE (9–1) Business:

- The purpose and role of a business, what makes a successful entrepreneur and spotting an opportunity
- Marketing, including advertising, development of products, setting the best price
- Recruitment, including how businesses get the right staff and keep them working well
- Business structures, including the different ways to set up a business
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy
- Influences on business, including ethical and environmental considerations and the economic climate and globalisation

Assessment

The GCSE is assessed through two 90-minute exams. Both papers contain multiple choice questions as well as short answer questions and extended writing questions (maximum 9 marks) to test the student's ability to explain why they made their decisions. The course and exams are based on current case studies and use real businesses as examples.

Notes

The specification of the course expects students to be able to use a range of quantitative skills and maths techniques and apply them to business contexts and a minimum of 10% of the overall marks are assessed in this way. Students should be able to calculate percentages, averages and profit margins and interpret data such as graphs and charts.

Design & Technology (D&T)

Option

In D&T we will follow the AQA GCSE Design & Technology Syllabus. This programme gives students an opportunity to understand the process of design and realisation through project based work.

The GCSE course gives student an understanding of the real world design and manufacture process, working for clients to manufacture products to solve their problems. This understanding allows pupils to progress and transfer their skills onto A-Level design courses or follow a pathway into a career in engineering.

The course will largely be taught through practical projects, with the theory-based content dispersed within the projects. Students will complete a single major project coursework piece, which requires them to design and manufacture a prototype product. This contributes 50% of the student's final grade.



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Summary of content	Examination/ Coursework (50/50%)
<p>SHORT PROJECTS</p> <p>Focused upon technical principles relating to:</p> <ul style="list-style-type: none"> • Research • Designing • Selecting, working and manipulating materials • CAD/CAM, Digital Design and Developing Technologies <p>Mock Coursework Task Applying the above knowledge and working practices to a design situation of the student's choice.</p> <p>Used to prepare students for their final project.</p> <p>Final Coursework Task Students will complete the design and make task which contributes to their final task.</p> <p>Final Exam Completed in final Summer term</p>	<p>Principles of Design & Technology</p> <p>1 Paper lasting 2 hours – 100 Marks 50% of Total Grade</p> <p>This component brings together the learners 'core' and 'in-depth' knowledge and understanding.</p> <ul style="list-style-type: none"> • 'Core' knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject. • 'In-depth' knowledge allows learners to focus more directly on at least one main material category, or design engineering <p>Iterative Design Challenge</p> <p>Coursework - 100 marks Approx. 40 hours Contributes 50% of Total Grade</p> <p>This component offers the opportunity for learners to demonstrate understanding of and skills in designing, evaluating and making.</p> <p>As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype.</p>

Geography

Option

- AQA exam syllabus
- 3 sections
- 3 exam papers at the end of Year 11.

Course Content:

Living with the physical environment

Section A: The challenge of natural hazards – tectonic hazards, weather hazards and climate change

Section B: Physical landscapes in the UK – coastal landscapes and river landscapes

Section C: The living world – tropical rainforest, hot deserts OR cold environments

Assessment:

Written exam: 1 hour 30 minutes
35% of GCSE

Challenges in the human environment

Section A: Urban issues and challenges – cities in the UK and Developing countries

Section B: The changing economic world – development in low income countries and newly emerging economies and Economic development in the UK

Section C: The challenge of resource management – energy, food and water

Assessment:

Written exam: 1 hour 30 minutes
35% of GCSE

Geographical applications

Section A: Issue evaluation – problem solving task

Section B: Fieldwork - coast visit and city visit

Geographical skills – across all papers

Assessment:

Written exam: 1 hour 15 minutes
30% of GCSE



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Notes

Students will travel the world from the classroom, exploring case studies in the UK, other developed countries, newly emerging economies like India and low income countries. Topics of study include climate change, poverty, deprivation, global shift in economic power and the challenge of sustainable resource use and natural hazards. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The syllabus will continue to develop skills acquired during KS3 using multiple visual resources maps, photographs, diagrams, DVDs and graphs. This suits our students very well as does the time spent discussing contemporary and relevant world issues in the news.

There is no differentiation between Higher and Foundation papers so students have full access to higher marks. The range of exam techniques includes multiple choice, visual analysis, short open questions and some extended writing questions.

There will be several field trips throughout the course, including an urban investigation in London, a tourism enquiry in Brighton and a potential residential trip to gain first-hand experience of tectonic activity to Iceland or Italy.

History

Option

We follow the **WJEC Eduqas syllabus** which will have 4 units:

- The Elizabethan Age 1558-1603
- Germany in Transition 1919-1939
- The Development of the USA 1929-2000
- Changes in Health & Medicine c.500 to the present day

(Historic site: Living conditions in Ancoats, 1790 to present)



Examination

The exam unit is **100%** of the final mark. The exam is taken at the end of Year 11.

The exam unit requires students to have the ability to:

- Interpret, infer and critique sources of evidence.
- Read texts and research for deeper knowledge.
- To contribute to class discussion.
- Make links and draw comparisons across different time periods and aspects of the past.
- Create their own balanced, reasoned and well substantiated extended responses.
- Organise and communicate their historical knowledge and understanding in different ways.

Pupils should also have a strong commitment, focus and a love of History.

Notes

The syllabus will give learners the opportunity to study: history from three eras- Medieval, Early Modern and Modern. The structure of the specification is distinctive, giving learners the opportunity to study history in depth and breadth. It provides a substantial programme of study and actively encourages connections between different time periods and eras in history and as such represents a coherent programme of study.

We have invested in a fantastic selection of resources to ensure the History course is accessible to all of our learners at Moon Hall with the passion and enthusiasm for the subject. We encourage a cross-over with other subjects such as English literature to ensure that our students have a good grounding in context.

[GCSE History | Eduqas](#)

BTEC Home Cooking Skills

Option

Qualification Objective

We follow the Pearson syllabus in BTEC Level 2 Home Cooking Skills, which gives learners the opportunity to develop:

- Knowledge, understanding and confidence to cook meals at home.
- Understanding how to economise when planning a meal.
- Ability to transfer skills learned to different recipes.



Successful learners are awarded a **Level 2 Pass only**, which is broadly equivalent to GCSE at 4. It is not possible to be awarded a Merit or Distinction, which have higher GCSE equivalence, from this course.

Assessment

This course is 100% internally assessed and is broken down into units.

Each unit has specified learning outcomes, learners must meet the assessment criteria for

Learning Outcome	Assessment Criteria
Be able to plan a nutritious, home-cooked meal using basic ingredients	Plan a nutritious 2-course meal
Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients	Select and prepare ingredients for recipes for a nutritious, 2-course meal. Use cooking skills when following the recipes. Demonstrate food safety and hygiene throughout the preparation and cooking process. Apply presentation skills when cooking at home.
Understand how to cook economically at home	Explain ways to economise when cooking at home.
Be able to pass on information about cooking meals at home from scratch	Identify ways information about cooking meals at home from scratch has been passed onto others.

Pre-requisites

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, an interest in meal planning, a basic knowledge of cooking, and experience following simple recipes would be advantageous.

For further information: [BTEC Home Cooking Skills | Pearson qualifications](#)

(<https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills.htm#%2Ftab-1>)

iMedia (ICT)

Option

We offer the OCR Creative iMedia Level 1/2 Certificate which is a vocational course, equivalent to 1 GCSE. The course is graded at level 1 or 2 at pass, merit, distinction, and distinction*.

The course is made up of 2 coursework units and 1 exam unit. The coursework units are worth 60% of the grade and the exam unit is worth 40%. The exam unit are completed and assessed throughout the course, with the exam being taken in Y11.



Unit R093: Creative iMedia in the media industry

This exam unit is 40% of the final mark.

Board set examination – written paper: 1hr 30mins

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact, and engage audiences. They will learn to choose the most appropriate format and properties for different media products.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

Unit R094: Visual identity and digital graphics

This coursework unit is 25% of the final mark

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit R098: Visual imaging

This coursework unit is 35% of the final mark

In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs.

Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.

BTEC Music

Practice

Option

Learners are awarded a Pass, Merit or Distinction depending on the level they achieve. Learners who do not meet the criteria for a pass at Level 2 can achieve a Level 1.

Level 2 is the equivalent of GCSE at 4/5 and above. Level 1 is considered GCSE at level 1-3. Distinction is equivalent to a grade 8/9, Merit 6/7/8 and Pass is 4/5.



Component 1	Component 2	Component 3
<p>Exploring Music Products and Styles Weighting: 30%</p> <p>Aim: To explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Assessment: internally assessed assignment</p>	<p>Music Skills Development Weighting: 30%</p> <p>Aim: To develop two musical disciplines: performance, composition, or production, through practical tasks, while documenting your progress and target setting for further improvement. Assessment: internally assessed assignment</p>	<p>Responding to a Music Brief Weighting: 40%</p> <p>Aim: To develop and present music in response to a given music brief, composing, producing, or performing in a band. Assessment: externally assessed task as a soloist or band member</p>
<p>Students will study and analyse a range of music genres to explore:</p> <ul style="list-style-type: none"> • stylistic features and the theory involved in different musical styles • skills needed to perform or compose specific music genres • performance and production techniques and approaches • music products and the use of music in a range settings • musical themes 	<p>Students will:</p> <ul style="list-style-type: none"> • develop technical, practical, personal, and professional skills through practical workshops • specialise in two areas of music and learn about music promotion and careers in the music industry • reflect on their progress and use of skills in performance or composition, as well as how they could improve. 	<p>Students will devise their own material and:</p> <ul style="list-style-type: none"> • use the brief and their learning to come up with ideas for a musical arrangement • choose the skills and approach they'll need • build on skills in classes, workshops, and rehearsals • comment on their creative process • perform or compose a cover of a song (filmed) • review their performance or composition in an evaluation report.

BTEC Performing Arts (Performing)

Option

Learners are awarded a Pass, Merit or Distinction depending on the level they achieve. Learners who do not meet the criteria for a pass at Level 2 can achieve a Level 1.

Level 2 is the equivalent of GCSE at 4/5 and above. Level 1 is considered GCSE at level 1-3. Distinction is equivalent to a grade 8/9, Merit 6/7/8 and Pass is 4/5.



Component 1	Component 2	Component 3
<p>Exploring the Performing Arts Weighting: 30%</p> <p>Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles. Assessment: internally assessed assignments</p>	<p>Developing skills and techniques Weighting: 30%</p> <p>Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre. Assessment: internally assessed assignment</p>	<p>Performing to a brief Weighting: 40%</p> <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task working in groups of between 3 and 7 members to create a performance based on a set brief</p>
<p>Students will observe and analyse existing repertoire and explore:</p> <ul style="list-style-type: none"> • performance styles, creative intentions and purpose • performance roles, responsibilities and skills • performance techniques, approaches and processes • how practitioners create and influence what's performed 	<p>Students will reproduce existing repertoire and:</p> <ul style="list-style-type: none"> • gain physical, interpretative, vocal and rehearsal skills during workshops and classes • apply their technical, stylistic and interpretative skills in performances • reflect on their progress and use of skills in performance, as well as how they could improve. 	<p>Students will devise their own material and:</p> <ul style="list-style-type: none"> • use the brief and their learning to come up with ideas for the performance • choose the skills and techniques they'll need • build on skills in classes, workshops and rehearsals • review development process within an ideas and skills log • perform a piece (filmed) lasting 10–15 minutes to their chosen target audience • reflect on the performance in an evaluation report.

BTEC Performing Arts (Production)

Option

Learners are awarded a Pass, Merit or Distinction depending on the level they achieve. Learners who do not meet the criteria for a pass at Level 2 can achieve a Level 1.

Level 2 is the equivalent of GCSE at 4/5 and above. Level 1 is considered GCSE at level 1-3. Distinction is equivalent to a grade 8/9, Merit 6/7/8 and Pass is 4/5.



Component 1	Component 2	Component 3
<p>Exploring the Performing Arts Weighting: 30%</p> <p>Aim: get a taste of what it's like to be a professional set, lighting, costume, sound designer and study the design aspects of existing work. Assessment: internally assessed assignments</p>	<p>Developing skills and techniques Weighting: 30%</p> <p>Aim: develop skills and techniques in the chosen discipline(s) of design and put a presentation together showcasing your design and vision. Assessment: internally assessed assignment</p>	<p>Performing to a brief Weighting: 40%</p> <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a group devised performance. Assessment: externally assessed task working in groups of between 3 and 7 members to create production elements based on a set brief</p>
<p>Students will observe and analyse existing repertoire and explore:</p> <ul style="list-style-type: none"> • design styles, creative intentions and purpose • practitioner roles, responsibilities and skills • design techniques, approaches and processes • how practitioners create and influence what's performed/produced 	<p>Students will reproduce existing repertoire and:</p> <ul style="list-style-type: none"> • gain knowledge of design processes and practices during workshops and classes • apply their technical, stylistic and interpretative skills in production pitches • reflect on their progress and use of skills in design, as well as how they could improve. 	<p>Students will devise their own design and:</p> <ul style="list-style-type: none"> • use the brief and their learning to come up with ideas for their chosen design area • choose the skills and techniques they'll need • build on skills in classes, workshops and rehearsals • review development process within an ideas and skills log • design for a piece (filmed) lasting 10–15 minutes to their chosen target audience • reflect on the design in an evaluation report.

Physics

Option**

We follow the AQA syllabus for Physics. The syllabus provides a coherent and logical route through the key topics in Physics, building on prior KS3 knowledge. It includes exciting and relevant areas such as electricity and radioactivity. Many of the GCSE topics will already have been encountered in the Key Stage 3 course.

The GCSE Physics course provides excellent preparation for AS-level as studying the separate science means our pupils will cover more content than in GCSE Combined Sciences.

There are ten required practicals, any of which could appear in the exam paper. Pupils, therefore, carry out the practicals themselves as an important way to reinforce the method and aid recall in the exam.



SCAN ME

Summary of content	Examination (Exam is 100% of mark)
<p>1. Forces</p> <p>2. Energy</p> <p>3. Waves</p> <p>4. Electricity</p> <p>5. Magnetism and electromagnetism</p> <p>6. Particle model of matter</p> <p>7. Atomic structure</p> <p>8. Space physics</p> <p>Equations: Students should know how to apply two lists of physics equations: one is learnt by students and the second is provided as an insert in the question paper.</p>	<p>Two papers: each paper will assess different topics.</p> <p>Duration: both papers are 1 hour 45 minutes.</p> <p>Tiers: Foundation and Higher.</p> <p>Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.</p> <p>Question types: multiple choice, structured, closed short answer and open response.</p> <p>Paper 1: Energy; Electricity; Particle model of matter and Atomic structure.</p> <p>Paper 2: Forces; Waves; Magnetism and electromagnetism and Space physics.</p>
<p>**Please note: Strong mathematical skills are necessary for this course. Students choosing Physics will be discussed individually with the Heads of Department for Science and Maths, in order to ensure that Physics is suitable for them, before their place is confirmed.</p> <p>Physics should be chosen as a second science option as Biology is studied by all pupils at Moon Hall.</p>	

BTEC Sport

Option

Learners are awarded a Pass, Merit or Distinction depending on the level they achieve. Learners who do not meet the criteria for a pass at Level 2 can achieve a Level 1.

Level 2 is the equivalent of GCSE at 4/5 and above. Level 1 is considered GCSE at level 1-3. Distinction is equivalent to a grade 8/9, Merit 6/7/8 and Pass is 4/5.



Component 1 (Coursework)	Component 2 (Coursework)	Component 3 (Exam)
<p>Preparing Participants to Take Part in Sport and Physical Activity: 30%</p> <p>Aim: 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. Students 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</p>	<p>Taking Part and Improving Other Participants Sporting Performance: 30%</p> <p>Aim: 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</p>	<p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity: 40%</p> <p>Aim: 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</p>

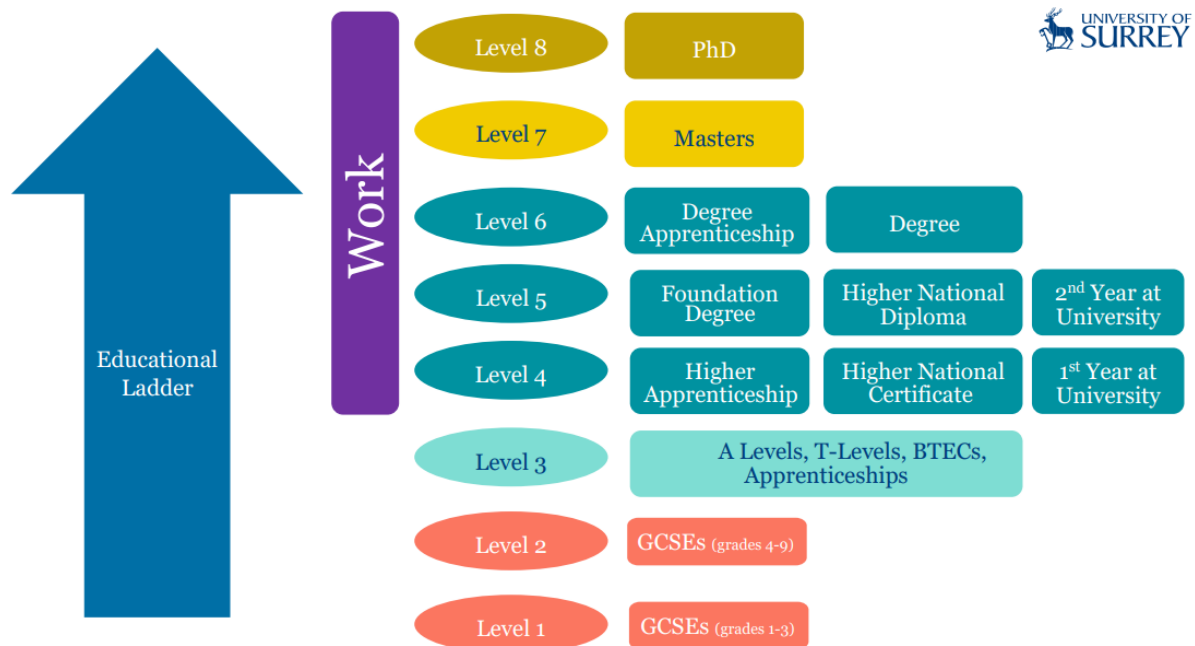
Careers, Options & Pathways

All MHS students are entitled to impartial careers education, advice, information and guidance which will enable them to develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into further education and work

“Pupils in the secondary phase are supported well to decide next steps in education and potential career pathways”

(MHS Ofsted Report, June 2021)

Ultimately, we want pupils to pick subjects that will enable them to progress onto their chosen courses at sixth form or college and it would be advisable to contact your chosen Further Education (FE) establishment to check their requirements.



Mr Curran will also be available during the Options Fair to discuss and introduce your child to the process of choosing the right college for their future education.

If you have any questions about next steps or colleges, please contact Mr Curran on currand@moonhall.co.uk



Further resources:

School website - [Careers, Options & Pathways | Moon Hall School](#)