

Futures:
Course Directory
2024-2026

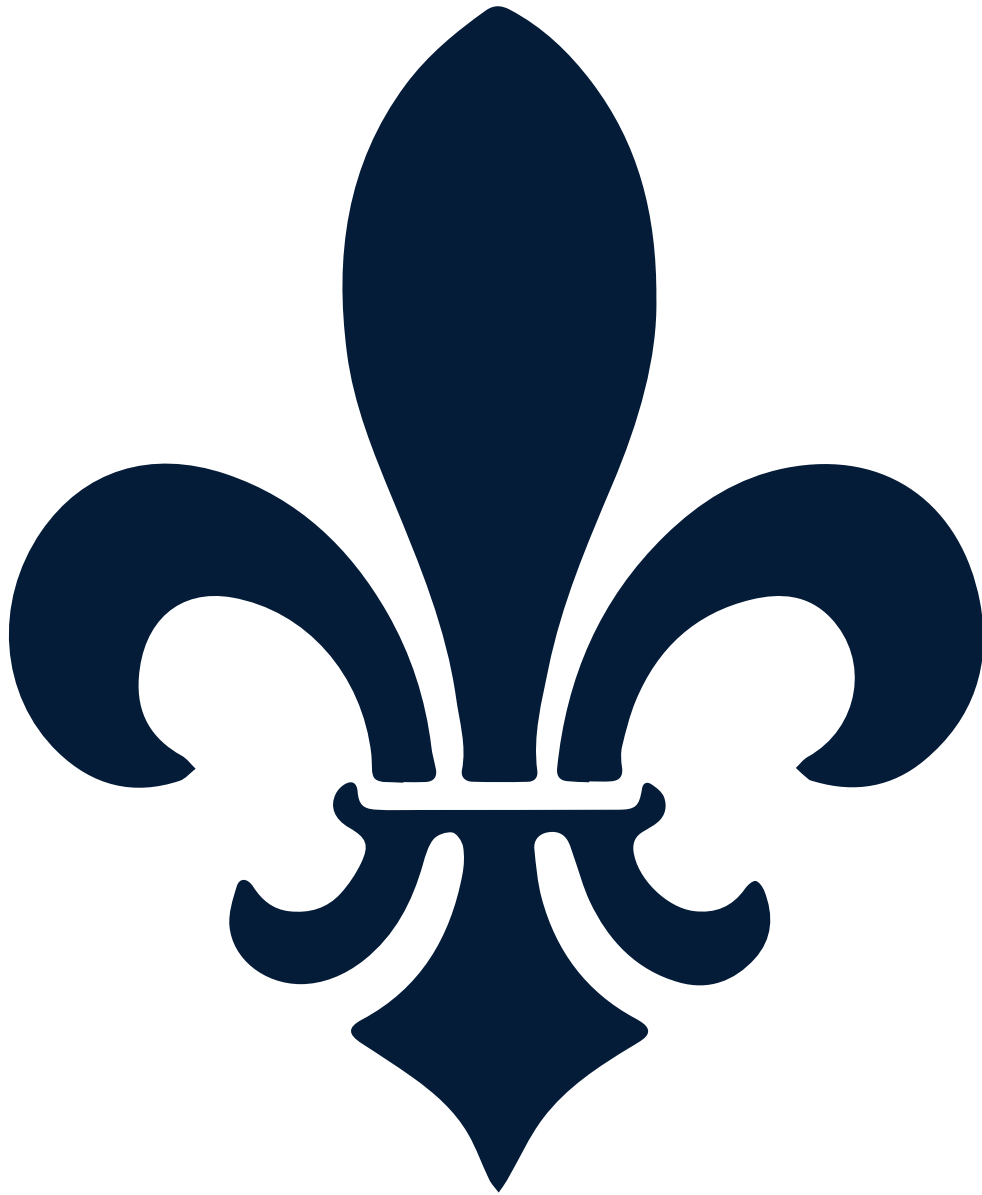




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English Language

QUALIFICATION: IGCSE 9-1

CODE: 0990

EXAMINATION BOARD:
CAMBRIDGE INTERNATIONAL



Assessment:

- **Paper 1- Reading:** (2 hours) 50% of final mark
- **Component 3 - Coursework Portfolio:** Internally assessed and externally moderated 50% of final mark

Key Information:

This is a two-year course assessed by a combination of course work and final exam.

Reading: The externally examined unit for English Language IGCSE is a Reading Paper (2 hours) comprising:

- Reading three non-fiction texts
- Writing in response to the texts
- Language analysis
- Summary writing
- Reading and understanding short and extended response questions

Coursework Portfolio: Coursework Portfolio: Candidates submit a portfolio of three assignments, each of about 500–800 words, to be completed by the end of the Summer term in Year 10. The assignments may be completed in any order, and are:

- **Assignment 1:** writing to discuss, argue and/or persuade in response to a text or texts
- **Assignment 2:** writing to describe
- **Assignment 3:** writing to narrate

Who is this course for:

Cambridge IGCSE (9–1) First Language English is designed for learners whose first language is English. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as inference and the ability to order facts and present opinions effectively.

Skills Gained:

- Enhance personal skills of reading, writing, speaking and listening
- Develop interpersonal skills
- Critical thinking
- Develop reasoning/argumentation
- Enhance creativity

Linked Careers:

English is the gold standard qualification across careers. Identified as a very desirable subject for employers, English offers a wide variety of skills transferable to numerous A level and vocational courses available at college. More specifically, English is a requirement in the field of:

- Advertising
- Publishing
- Digital copywriter
- Editor
- English teacher
- Web content manager
- Journalist
- Scriptwriter
- Marketing and communications
- Social media management



Mrs Carly Maughan

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English Literature

QUALIFICATION: IGCSE 9-1

CODE: 4ET1

EXAMINATION BOARD:
PEARSON EDEXCEL



Assessment:

- **Paper 1 - Poetry and Modern Prose:** Reading (2 hours) 60% of final mark
- **Paper 2 - Modern Drama and Literary Heritage Texts:** Internally assessed and externally moderated 40% of final mark

Key Information:

This is a two-year course assessed by a combination of course work and a written exam.

Poetry and Modern Prose: Assessed components:

- **Section A:** Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.
- **Section B:** Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.
- **Section C:** Modern Prose: one 40-mark essay question from a choice of two on each of the set texts.

Modern Drama and Literary Heritage Texts: The assessment of this component is through two coursework assignments, internally set and assessed, and externally moderated by Pearson.

- **Assignment A – Modern Drama:** one essay response to a teacher-devised assignment on the studied text.
- **Assignment B – Literary Heritage Texts:** one essay response to a teacher-devised assignment on the studied text.

Who is this course for:

English Literature aims to encourage pupils to read a wide range of classic literature fluently with good understanding and make connections across their reading. They will read in depth, critically and evaluatively, so that they can

discuss and explain their understanding and ideas. It is hoped that pupils learn to appreciate the depth and power of the English Literary Heritage and develop their cultural capital.

Trips:

Where possible, theatre trips or visiting theatre companies are arranged to complement their studies. Pupils buy their own course books as they will need to annotate the texts with their own personal notes to aid revision; these costs in total are in the region of £25.

Skills Gained:

- Develop skills to maintain a critical style and informed personal response
- Independent working
- Time management and organisation.
- Planning and researching written work
- Articulating knowledge and understanding of texts, concepts and theories
- Leading and participating in discussions

Linked Careers:

- Digital copywriter
- Editor
- English teacher
- Web content manager
- Journalist
- Scriptwriter
- Marketing and communications
- Social media management

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Mathematics

QUALIFICATION: IGCSE 9-1

CODE: 4MA1

EXAMINATION BOARD:
PEARSON EDEXCEL



Assessment:

- **Paper 1** - Written Exam (2 hours) 50% of final mark
- **Paper 2** - Written Exam (2 hours) 50% of final mark

Key Information:

Entries for this IGCSE are at two levels Higher Tier or Foundation Tier and are assessed externally at the end of Year 11.

Pupils will be entered for linear IGCSE Mathematics at a level appropriate to their ability and ambitions. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across two papers where 9 is the highest grade. Foundation tier: grades 5 to 1. Higher tier: grades 9 to 4.

The course comprises two equally weighted two-hour exam papers which are assessed at the end of the course. Each paper will cover all the assessment objectives within the course and there is no coursework element to the qualification. Both papers must be the same tier of entry and must be completed in the same assessment series. Candidates must be able to demonstrate the following assessment objectives:

Assessment objective 1: Demonstrate knowledge, understanding and skills in number and algebra

Assessment objective 2: Demonstrate knowledge, understanding and skills in shape, space and measures

Assessment objective 3: Demonstrate knowledge, understanding and skills in handling data

Who is this course for:

Our aim is to develop Mathematical knowledge in oral, written and practical situations and to encourage confidence, understanding and enjoyment in the subject. The syllabus focuses on mathematical skills, techniques and concepts and how to use them to solve problems.

Trips:

Academic Scholars have the opportunity to attend an interactive Mathematics talk in the Emmanuel Centre in central London. This is part of the Scholarship Program and it is fully funded by the School.

As part of the Maths Enrichment program, we also celebrate Women in Engineering Day, World Maths Day and the UK Maths Challenge (for our Year 10 Pupils).

Skills Gained:

- Adept at solving quantitative problems
- Ability to understand both concrete and abstract mathematical concepts
- Proficient in communicating mathematical ideas
- Ability to make critical observations
- Accurately organise, analyse, and interpret data
- Extract important information and patterns
- Assess and solve complex problems
- Able to work independently and on a team

Linked Careers:

- Banking
- Medicine
- Insurance
- Tax
- Investments
- Stockbroking/trading
- Engineering
- Accounting, Economics
- Quantitative analysis/Risk analysis
- Financial engineering
- Project management

Mrs Charlie Gladman

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Further Mathematics

QUALIFICATION: GCSE 9-1

CODE: 8365

EXAMINATION BOARD:
AQA



Assessment:

- **Paper 1 - Non Calculator:** Written Exam (1 hour 45 mins) 50% of final mark
- **Paper 2 - Calculator:** Written Exam (1 hour 45 mins) 50% of final mark

Key Information:

The course content is spread through Year 10 and Year 11, for our most able pupils. The following areas will be covered throughout the course: Numbers and the number system, algebra, geometry and trigonometry, calculus and matrix transformations.

Two exam papers, including a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper. Content from any part of the specification may be assessed.

The specification content is set out in six distinct topic areas although questions will be asked that range across these topics:

- Number
- Algebra
- Coordinate Geometry (2 dimensions only)
- Calculus
- Matrix Transformations
- Geometry

Who is this course for:

This qualification provides additional learning opportunities for high achieving pupils 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 them to be stretched and challenged and builds on the Key Stage 4 curriculum.

It 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. Learners should be encouraged to reason logically and recognise incorrect reasoning, and to appreciate the power of generalisation and mathematical proof. They should be encouraged to see algebra as a natural tool for communicating mathematically and for solving a range of problems.

Skills Gained:

- Deep reasoning skills
- Resilience
- An ability to be reflective in your own practice
- An ability to communicate complex ideas
- Work under pressure and on your own initiative

Linked Careers:

- Tax
- Investments
- Stockbroking/trading
- Engineering
- Accounting, Economics
- Quantitative analysis/Risk analysis
- Financial engineering
- Project management

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Additional Mathematics

QUALIFICATION: Level 3 (FSMQ)
Free-Standing Maths Qualification

CODE: 6993

EXAMINATION BOARD: OCR



Assessment:

- **Paper 1 - Calculator:** Written Exam (2 hours) 100% of final mark

Key Information:

The course content is spread through Year 11 as part of the activity programme, to our most able pupils only. The single paper will assess the following content:

- Algebra
- Enumeration
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus
- Numerical Methods
- Exponentials and Logarithms

Skills Gained:

- Deep reasoning skills
- Resilience
- An ability to be reflective in your own practice
- An ability to communicate complex ideas
- Work under pressure and on your own initiative

Linked Careers:

- Tax
- Investments
- Stockbroking/trading
- Engineering
- Accounting, Economics
- Quantitative analysis/Risk analysis
- Financial engineering
- Project management

Who is this course for:

This Further Mathematics qualification (FSMQ) extends upon the skills, knowledge, and understanding gained in the GCSE (9–1) curriculum. It encompasses four core 'pure' mathematics subjects, each supplemented with an 'applied' dimension, as well as two numerical topics, all anchored by an Algebra section.

Pupils are anticipated to apply their acquired knowledge to engage in mathematical reasoning and problem-solving, both within the realm of mathematics and in practical contexts. It's important to note that content mentioned in any given statement may be essential for reasoning or problem-solving tasks, even if not expressly specified in the statement.



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Combined Science

QUALIFICATION: GCSE 9-1

CODE: 8464

EXAMINATION BOARD:
AQA



Assessment:

- **Biology:** 2 Papers (1 hour 15 mins) 16.7% each of final mark
- **Chemistry:** 2 Papers (1 hour 15 mins) 16.7% each of final mark
- **Physics:** 2 Papers (1 hour 15 mins) 16.7% each of final mark

Key Information:

Entries at GCSE are at two levels Higher Tier or Foundation Tier and are assessed externally at the end of Year 11.

Pupils will also complete a range of required practicals during the course. An understanding of the principles of these required practicals will be assessed in the written papers B1, B2, C1, C2, P1 & P2.

Biology: 2 Papers comprising of the following units:

- B1 (AQA units 1 – 4): Cell Biology; Organisation; Infection and response; and Bioenergetics
- B2(AQA units 5 – 7): Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry : 2 Papers comprising of the following units:

- C1 (AQA units 8 – 12): Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes
- B2(AQA units 13 – 17): The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

Physics : 2 Papers comprising of the following units:

- P1 (AQA units 18 – 21): Energy; Electricity; Particle model of matter and Atomic structure
- P2(AQA units 22-24): Forces; Waves; and Magnetism and electromagnetism

Who is this course for:

At Ballard pupils are taught by specialist teachers in the three recognised disciplines, Biology, Chemistry and

Physics. Science forms part of the compulsory 'core' curriculum. There is significant factual content in all the courses but in addition to teaching the basics of the syllabus we endeavour to make our pupils think like scientists. The Sciences at GCSE encourage pupils to question, debate and evaluate decision making. Pupils will be expected to design experiments, to observe, record and present data. They will also be expected to understand the importance of using data to draw valid conclusions and to understand societal aspects of scientific data and the limitations of scientific data.

Trips:

There are a range of trips in the Science curriculum, most notably the recent Scholar's trip to CERN in Geneva, Switzerland. Pupils also have the opportunity to visit the Winchester Science Museum to interact with the exhibition and experience the Planetarium there. There are also opportunities to visit Bournemouth Oceanarium, conduct field work at one of our local coastal sites or visit the Big Bang Exhibition at the NEC.

Skills Gained:

- Understanding of the effects of Science on society.
- Knowledge of the material, physical and living worlds.
- How to use hypothesis and evidence to understand Science.
- Observational, enquiry and problem-solving skills.
- Skills in communication, mathematics and technology
- Develop judgement by learning how to critically evaluate the trustworthiness of information sources.

Linked Careers:

- Medicine
- Biomedical sciences
- Physiotherapy
- Sports science
- Ecologist/Botanist
- Pharmacist
- Engineering (Mechanical, Genetics, Chemical)
- Veterinary care

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Separate Sciences

QUALIFICATION: GCSE 9-1

EXAMINATION BOARD: AQA



BIOLOGY
8461



CHEMISTRY
8462



PHYSICS
8463

Assessment:

- **Paper 1:** Written Exam (1 hour 45 mins) 50% of final mark
- **Paper 2:** Written Exam (1 hour 45 mins) 50% of final mark

Key Information:

Biology:

Paper 1:

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics

Paper 2:

- Homeostasis and response
- Inheritance
- Variation and evolution
- Ecology

Chemistry:

Paper 1:

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

Paper 2:

- Chemical change
- Organic chemistry
- Chemical analysis
- The atmosphere
- Using resources.

Physics:

Paper 1:

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Paper 2:

- Forces
- Waves
- Magnetism and electro-magnetism
- Space physics

Who is this course for:

Pupils may consider studying towards three separate GCSEs in Biology, Chemistry and Physics. Studying separate sciences at GCSE provides a comprehensive understanding of Biology, Chemistry, and Physics individually, offering in-depth knowledge and practical skills. This specialised approach not only lays a solid foundation for future STEM studies and careers but also fosters a nuanced appreciation of each scientific discipline, enhancing the breadth and depth of each Science discipline ahead of A- Level Science study.

Skills Gained:

- Investigative skills
- Critical thinking
- Research / quantitative skills
- Problem solving
- Analytical skills
- Increase decision making
- Analytical skills

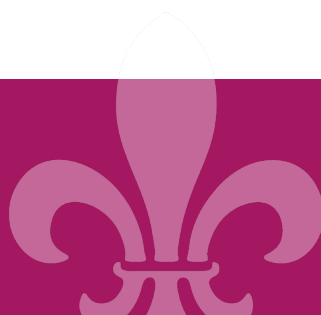
Linked Careers:

- Medicine
- Biomedical sciences
- Physiotherapy
- Sports science
- Ecologist/Botanist
- Pharmacist
- Pathologist
- Veterinary care

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Business Studies

QUALIFICATION: IGCSE 9-1

CODE: 0986

EXAMINATION BOARD:
CAMBRIDGE INTERNATIONAL



Assessment:

- **Paper 1 - Short Answer and Data Response:** Written examination (1 hour 30 mins) 50% of final mark
- **Paper 2 - Case Study:** Written examination (1 hour 30 mins) 50% of final mark

Key Information:

During the course we study six themes: Understanding business activity, People in business, Marketing, Operations management, Financial information and decisions, External influences on business activity.

Short Answer and Data Response: Paper 1 is a combination of short answer and data response questions. The weighting for this paper focuses primarily upon the manipulation of data (often numerical) and the effective application of business concepts within four business scenarios.

Case Study: Paper 2 is based on a detailed case study which is provided as an insert with the paper. The weighting for this paper primarily assesses detailed analysis and justified recommendations which uses both quantitative and qualitative data from the case study insert.

Pupils are expected to independently keep abreast of current business news and economic issues. There are many additional resources which pupils will use during the course both within and outside of lessons to help support a broad and challenging syllabus.

Who is this course for:

The main aims of the course include: helping pupils understand the different forms of business organisations, the environments in which they operate, and business functions such as marketing, operations and finance. They will also learn to appreciate the role of people in the business world. They will calculate and interpret business data. They will also learn to analyse business situations and reach reasoned judgements.

Trips:

It is likely that we will visit a business location for either a whole day or a half day.

Skills Gained:

- Decision making
- Problem solving
- Understanding finance
- Analysing data
- Presentation skills

Linked Careers:

- Bank manager
- Business analyst
- Business development manager
- Business project manager
- Customer services manager
- Digital marketer
- Estate agent
- Financial adviser



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Geography

QUALIFICATION: GCSE 9-1

CODE: 8035

EXAMINATION BOARD:
AQA



Assessment:

- **Paper 1:** Physical Geography (1 hour 30 mins) 35% of final mark
- **Paper 2:** Human Geography (1 hour 30 mins) 35% of final mark
- **Paper 3:** Geographical Applications (1 hour 30 mins) 30% of final mark

Key Information:

Living with the physical environment. Written exam: 1 hour 30 minutes; 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG) counts towards 35% of GCSE. Topics include:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Geographical skills

Challenges in the human environment. Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPaG) counts towards 35% of GCSE. Topics include:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

Geographical applications. Written exam: 1 hour 30 minutes 76 marks (including 6 marks for SPaG) counts towards 30% of GCSE. A pre-release resources booklet made available 12 weeks before Paper 3 exam. Topics include:

- Issue evaluation
- Fieldwork
- Geographical skills

the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Trips:

The syllabus states two pieces of fieldwork have to be undertaken. This involves a trip to Southampton early in Year 10 to compare an area of suburb with an area of inner city. Our second piece of fieldwork is on coastal management at Milford on Sea. The pupils visit Milford on Sea in the summer term of Year 10.

Skills Gained:

- Develop numerical and statistical skills
- Gain cartographic skills
- Formulate enquiries and arguments
- Increase literacy skills

Linked Careers:

Identified as a very desirable subject for employers because of the wide variety of skills it offers, numerous A level and vocational courses are available at college. Careers in:

- Tourism
- Research
- Media
- Armed Forces
- Education

Who is this course for:

This exciting and relevant course studies GCSE Geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel

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History

QUALIFICATION: GCSE 9-1

CODE: 1H10

EXAMINATION BOARD:
PEARSON EDEXCEL



Assessment:

- **Paper 1:** Thematic study and historic environment (1 hour and 15 minutes) 30% of the final mark
- **Paper 2:** Period study and British depth study (1 hour and 45 minutes) 40% of the final mark
- **Paper 3:** Modern depth study (1 hour and 20 minutes) and is worth 30% of the final mark

Key Information:

- **Paper 1 Thematic and historic environment study:** Crime and punishment in Britain, c1000–present and Historic environment: Whitechapel, c1870–c1900: crime, policing and the inner city
- **Paper 2 Period study and British depth study:** British depth study - Early Elizabethan England, 1558–88 and Period depth study - Superpower relations and the Cold War, 1941–91
- **Paper 3 Modern depth study:** Weimar and Nazi Germany, 1918–39

Who is this course for:

This new and exciting GCSE History course is perfect for pupils with a passion for this subject. It aims to develop pupils understanding of human activity in the past based on historical evidence.

Pupils will learn about the nature of cause and consequence, continuity and change, and similarity and difference. Through studying this course, pupils will develop an understanding of the present and how it is influenced by past events.

Trips:

In Year 10 we take pupils on a day trip to London to tour the sites of Whitechapel associated with the Ripper murders.

We have an expert guide throughout the day and pupils have lunch at Spitalfields Market.

We also take Year 10 to Christchurch to explore how a local town has connections to aspects of our GCSE course.

In the coming years we hope to develop a residential trip to Berlin to compliment Nazi Germany and the Cold War aspects of the course.

Skills Gained:

- Develop independent learning
- Teamwork
- Meaningful writing
- Critical thinking
- Inference
- Evidence analysis and evaluation
- Oral communication
- Engage in historical enquiry
- Formulate enquiries and construct arguments
- Increase literacy skills

Linked Careers:

History GCSE has been identified as a very desirable subject for employers because of the wide variety of skills it develops. History GCSE can be the foundation for careers in:

- Law
- Archaeology
- Archivist
- Museum Curator
- Historian
- Politics
- Research
- Public Sector
- Journalism
- Social Research
- Education

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Religious Studies

QUALIFICATION: GCSE 9-1

CODE: 8062

EXAMINATION BOARD:
AQA



Assessment:

- **Paper 1:** The study of religions: beliefs, teachings and practices (1 hour and 45 minutes) 50% of the final mark.
- **Paper 2:** Thematic studies (1 hour and 45 minutes) 50% of the final mark.

Key Information:

- **Paper 1 The study of religions: beliefs, teachings and practices:** Candidates will be assessed on the beliefs, teachings and practices of two religions from:
 - Buddhism
 - Christianity
 - Catholic Christianity
 - Hinduism
 - Islam
 - Judaism
 - Sikhism
- **Paper 2 Thematic studies:** Candidates will be assessed on either four religious, philosophical and ethical studies themes **or** two religious, philosophical and ethical studies themes and two textual studies themes.

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Textual studies themes:

- Theme G: St Mark's Gospel – the life of Jesus.
- Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

Who is this course for:

The aim of the syllabus is to enable the pupils to develop a sound knowledge and understanding of various religions, including the Christian faith and its relevance in today's world.

Religious Studies isn't like other subjects where you're expected to know the answers; instead, you are expected to ask the questions. The pupils will be invited to wrestle with questions about the meaning, value and purpose of life, calling upon them not only to justify their opinions with wisdom and clarity, but to appreciate and value the differences and perspectives of others as they grow up in multi-cultural Britain.

Skills Gained:

- Research, analysis and presentation skills
- Critical thinking skills
- Formulate questions and solve problems
- Organisational and time management skills
- Descriptive writing and argumentative skills
- Cultivate skills to foster greater tolerance for diverse religious and world views

Trips:

Jewish synagogue in Bournemouth and Moorlands College.

Faithworks, Spear or other Bournemouth-based Christian Charities that works with the homeless and unemployed.

Linked Careers:

- Youth Work
- Community and Social Work
- Pastoral Jobs
- Priesthood
- Counselling Careers
- Sociology & Psychology

Mr Jeff Whalen

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French

QUALIFICATION: GCSE 9-1

CODE: 8658

EXAMINATION BOARD:
AQA



Assessment:

GCSE French has a Foundation tier (grades 5–1) and a Higher tier (grades 9–4). Pupils must take all four question papers at the same tier. The four papers each represent 25% of the final mark:

- Paper 1: Listening
- Paper 2: Speaking
- Paper 3: Reading
- Paper 4: Writing

Key Information:

This is a two-year course, assessed externally at the end of Year 11. The course covers three themes:

- People and Lifestyle
- Popular culture
- Communication and the world around us.

Who is this course for:

French is widely spoken across the world, far beyond Europe. Universities and employers are increasingly looking for pupils with language skills. Being bilingual or multilingual requires and builds patience, perseverance, adaptability, and resilience.

Learning another language requires thinking outside the box and improves problem solving and creativity. The intercultural understanding developed through the study of a new language opens doors to enjoying a wealth of music, art, film, cuisine and much more.

This course is for pupils who wish to become well-rounded individuals, confident communicators, effective listeners, skilled leaders and informed and engaged global citizens.

Trips:

Local trips to experience the cultural aspects of the language studied (e.g. French Christmas markets) alongside our in-house co-curricular activities (MFL Leaders Awards, Crêpe making, Salsa workshops etc...)

Skills Gained:

- Enriches vocabulary in first language
- Improves literacy and oracy
- Promotes communication and presentation skills
- Enhances world views
- Builds resilience
- Develops mental agility
- Enhances soft skills: listening and empathy
- Facilitates travel
- Fosters appreciation and respect for diversity

Linked Careers:

- International business
- Government careers (e.g. GCHQ, Foreign Affairs and Diplomacy)
- Tourism
- Translation
- Education
- Journalism
- Social media management

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German

QUALIFICATION: GCSE 9-1

CODE: 8668

EXAMINATION BOARD:
AQA



Assessment:

GCSE German has a Foundation tier (grades 5-1) and a Higher tier (grades 9-4). Pupils must take all four question papers at the same tier. The four papers each represent 25% of the final mark:

- Paper 1: Listening
- Paper 2: Speaking
- Paper 3: Reading
- Paper 4: Writing

Key Information:

This is a two-year course, assessed externally at the end of Year 11. The course covers three themes:

- People and Lifestyle
- Popular culture
- Communication and the world around us.

Who is this course for:

German is widely spoken across the world, far beyond Europe. Universities and employers are increasingly looking for pupils with language skills. Being bilingual or multilingual requires and builds patience, perseverance, adaptability, and resilience.

Learning another language requires thinking outside the box and improves problem solving and creativity. The intercultural understanding developed through the study of a new language opens doors to enjoying a wealth of music, art, film, cuisine and much more.

This course is for pupils who wish to become well-rounded individuals, confident communicators, effective listeners, skilled leaders and informed and engaged global citizens.

Trips:

Local trips to experience the cultural aspects of the language studied (e.g. German Christmas markets) alongside our in-house co-curricular activities (MFL Leaders Awards, Crêpe making, Salsa workshops etc...)

Skills Gained:

- Enriches vocabulary in first language
- Improves literacy and oracy
- Promotes communication and presentation skills
- Enhances world views
- Builds resilience
- Develops mental agility
- Enhances soft skills: listening and empathy
- Facilitates travel
- Fosters appreciation and respect for diversity

Linked Careers:

- International business
- Government careers (e.g. GCHQ, Foreign Affairs and Diplomacy)
- Tourism
- Translation
- Education
- Journalism
- Social media management

Mr Alex Bellars

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Spanish

QUALIFICATION: GCSE 9-1

CODE: 8698

EXAMINATION BOARD:
AQA



Assessment:

GCSE Spanish has a Foundation tier (grades 5-1) and a Higher tier (grades 9-4). Pupils must take all four question papers at the same tier. The four papers each represent 25% of the final mark:

- Paper 1: Listening
- Paper 2: Speaking
- Paper 3: Reading
- Paper 4: Writing

Key Information:

This is a two-year course, assessed externally at the end of Year 11. The course covers three themes:

- People and Lifestyle
- Popular culture
- Communication and the world around us.

Who is this course for:

French, German and Spanish are widely spoken across the world, far beyond Europe. Universities and employers are increasingly looking for pupils with language skills. Being bilingual or multilingual requires and builds patience, perseverance, adaptability, and resilience.

Learning another language requires thinking outside the box and improves problem solving and creativity. The intercultural understanding developed through the study of a new language opens doors to enjoying a wealth of music, art, film, cuisine and much more.

This course is for pupils who wish to become well-rounded individuals, confident communicators, effective listeners, skilled leaders and informed and engaged global citizens.

Trips:

Local trips to experience the cultural aspects of the language studied (e.g. Tapas degustation) along side our in-house co-curricular activities (MFL Leaders Awards, Crêpe making, Salsa workshops etc...)

Skills Gained:

- Enriches vocabulary in first language
- Improves literacy and oracy
- Promotes communication and presentation skills
- Enhances world views
- Builds resilience
- Develops mental agility
- Enhances soft skills: listening and empathy
- Facilitates travel
- Fosters appreciation and respect for diversity

Linked Careers:

- International business
- Government careers (e.g: GCHQ, Foreign Affairs and Diplomacy)
- Tourism
- Translation
- Education
- Journalism
- Social media management

Mrs Angela Guillén

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Computer Science

QUALIFICATION: GCSE 9-1

CODE: J277

EXAMINATION BOARD:
OCR



Assessment:

- **Paper 1 - Computer systems:** Written examination (1 hour 30 mins) 50% of final mark
- **Paper 2 - Computational thinking, algorithms & programming:** Written examination (1 hour 30 mins) 50% of final mark

Key Information:

Paper 1 - Computer Systems: The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable pupils to demonstrate the ability to construct and develop a sustained line of reasoning.

Paper 2 - Computational Thinking:

- **Section A:** Assesses pupils' knowledge and understanding of concepts of Computer Science. Pupils then apply these to problems in computational terms, where they may use an algorithmic approach.
- **Section B:** assesses pupils' Practical Programming skills and their ability to design, write, test and refine programs.

Pupils are not permitted to use a calculator in the examination.

Who is this course for:

The aim of this course is to give learners a real, in-depth understanding of how computer technology works. Pupils will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts to develop computer programs to solve problems. They will develop the skills to work collaboratively, evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society. It provides excellent preparation for higher study and employment in Computer Science as well as developing critical thinking, analysis and problem-solving skills.

Trips:

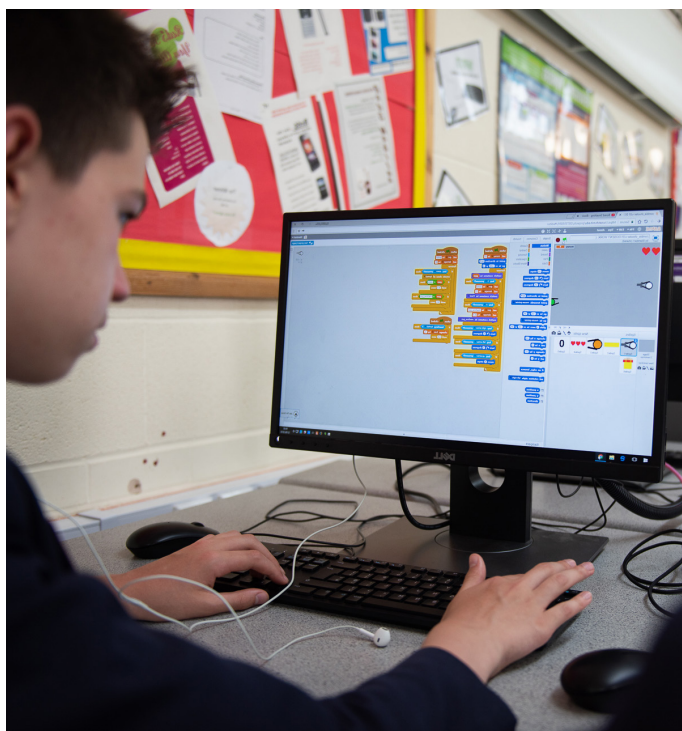
We aim to run one trip in the summer of Year 10, cost around £30.

Skills Gained:

- Critical thinking
- High level of reasoning
- Analysis and problem solving
- Coding skills

Linked Careers:

- Cyber security analyst
- Data analyst
- Software engineer
- Systems analysts
- UX designer
- Web developer



Mr James Blake

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ICT

QUALIFICATION: iGCSE 9-1

CODE: 4IT1

EXAMINATION BOARD:
PEARSON EDEXCEL



Assessment:

- **Paper 1 - Written Paper:** Written examination (1 hour 30 mins) 50% of final mark
- **Paper 2 - Practical Paper:** Written and Practical examination (3 hours) 50% of final mark

Key Information:

Paper 1: The examination comprises a mixture of multiple-choice, short and long answer questions. Candidates must study all of the following topics:

- **Topic 1:** Digital Devices
- **Topic 2:** Connectivity
- **Topic 3:** Operating Online
- **Topic 4:** Online Goods and Services

Paper 2: Candidates are assessed through a three-hour practical examination (including printing time), set and marked by Pearson. They must study both of the following topics:

- **Topic 5:** Applying Information and Communication Technology
- **Topic 6:** Software Skills

Who is this course for:

This qualification provides pupils with the opportunity of operating confidently in today's digital world. It is a useful, practical qualification which will provide skills needed in further education and work.

Pupils will learn about topics ranging from digital devices and connectivity, safe and responsible practice, and understand the impact of internet on the way that organisations do business. They will also be encouraged to practise using software applications effectively.

Trips:

We aim to run one trip in the summer of Year 10, cost around £20.

Skills Gained:

- Apply knowledge and understanding to produce ICT based solutions
- Develop skills of analysis and evaluation, making reasoned judgements and presenting conclusions.
- Reflect critically on their own and others' use of Information and Communication Technology
- Adopt safe, secure and responsible practices in ICT
- Technical writing

Linked Careers:

- Cyber security analyst
- Data analyst
- Software engineer
- Systems analysts
- UX designer
- Web developer



Mr James Blake

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3D Art & Design

QUALIFICATION: GCSE 9-1

CODE: 8205

EXAMINATION BOARD:
AQA



Assessment:

- **Portfolio:** No time limit 60% of final mark. Internally assessed, externally moderated
- **Externally Set Assignment:** 10 hours of supervised time 40% of final mark

Key Information:

Component 1: Portfolio. Year 10 Summer Term + Year 11 Autumn Term – April to December. Design portfolio - product construction. This is a design and make project based on a product designer/artist theme of choice. Pupils learn practical skills, whilst developing design knowledge and understanding. This lasts for two terms until December of Year 11. The portfolio must include both:

- **A sustained project** – developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions
- **A selection of further work** – resulting from activities such as trials and experiments; skills-based workshops

Component 2: Externally set assignment. Year 11 Spring Term - 10 hour practical – March. Product Design and Making has an early release paper in January from which students choose a starting point to develop a response using the skills, knowledge and understanding gained through the course of study.

Who is this course for:

The course is designed to give pupils with a creative and practical flair a stimulating and enjoyable experience as designer-makers. By developing their design skills, problem solving abilities and working knowledge of materials, pupils create their own satisfying project outcomes to a range of teacher led and examination board themes. The qualification is not aimed solely at pupils following a design or technical career as abilities in research, design and problem solving are highly useful life skills.

Skills Gained:

- Develop creative, technical and practical expertise
- Gain the skills in order to design and make high-quality prototypes
- Build and apply a repertoire of technical knowledge
- Critique, evaluate and test their ideas and products

Linked Careers:

- Engineering
- Electrical
- Construction
- Product/Industrial Designer
- Architect
- Naval Architect
- Engineering
- Science
- Technical



Mr Andrew Cornwell

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Food Preparation & Nutrition

QUALIFICATION: GCSE 9-1

CODE: 8585

EXAMINATION BOARD:
AQA



Assessment:

- **Examination:** Theoretical knowledge (1 hour 45 mins) 50% of final mark
- **Non Exam Assessment (NEA):** Task 1: Food Investigation; Task 2: Food preparation assessment 50% of final mark

Key Information:

Examination: Food preparation and nutrition is externally assessed. Questions will cover all aspects of the specification content: Food Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance. This will be taken in the June of Year 11.

Non Exam Assessment (NEA): Candidates submit two tasks chosen from a list of themes provided by AQA. Candidates must be entered for both units. The Food Investigation task is set in Year 11, September 1st and the Food preparation task is set on November 1st.

- **Task 1** – The Food Investigations x 3 (15%) 10 hours (30 marks) - The task will assess the following skills: research, selecting and justifying choices, how ingredients work and why, practical investigations and conclusions.
- **Task 2** – The Food Preparation Assessment (35%) 20 hours (70 marks). The task will assess the following skills: research, selecting and justifying choices, including different technical skills, menu planning and practical work, analysis and evaluation of the nutritional information, costs and sensory properties of the seven dishes made. They should demonstrate different practical skills and present three dishes within a single period of 3 hours.

practical cooking skills. It will prepare candidates to make more informed decisions about further learning opportunities and career choices.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition, food provenance and the working characteristics of food materials.

Skills Gained:

- Develop safe cooking skills
- Develop knowledge functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability
- Explore a range of ingredients and processes from different culinary traditions

Linked Careers:

- Food Technologist
- Nutritionist
- Food Marketing
- Chef
- Confectioner
- Dietician
- Consumer Adviser
- Food Retailing
- Health Promotion
- Food Journalism/Stylist

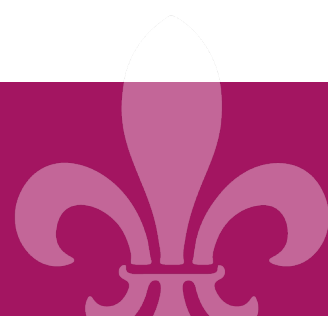
Who is this course for:

The GCSE specification in food preparation and nutrition is an exciting and creative course which focuses on

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Fine Art

QUALIFICATION: GCSE 9-1

CODE: J171

EXAMINATION BOARD:
OCR



Assessment:

- **Portfolio:** No time limit 60% of final mark. Internally assessed, externally moderated
- **Externally Set Assignment:** 10 hours of supervised time 40% of final mark

Key Information:

Component 1: Portfolio: Pupils will develop, explore and record their ideas. They will learn skills, whilst developing their knowledge and understanding. They will have the opportunity to create a personal response to starting points which can be visual and/or written and they will work in a range of chosen traditional and/or digital media. Completion is by Christmas of Year 11.

Component 2: Externally Set: Has an early release paper from which they will be able to choose a starting point either visual or written to develop a response using the skills, knowledge and understanding from their Portfolio unit. They will be given a period of preparation, then a 10 hour period of sustained focussed study in which to realise their final response. Completion is by Easter of Year 11.

Assessment Format: Both components will be marked internally by the teacher and moderated externally by OCR.

- **AO1 Develop** – (Research of artist, movements: looking at and studying an artist/movement/culture). Develop their ideas through investigations demonstrating critical understanding of sources. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO2 Refine** – (Development) Refine work by exploring ideas, selecting and experimenting with appropriate medias, materials, techniques and processes. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO3 Record** – (Research into chosen title) Record ideas, observations and insights relevant to their intentions as work progresses. Must incorporate observation drawings and sketches. (Portfolio: 30 marks plus externally set tasks: 20 marks)

- **AO4 Present** – (Final response, painting) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Portfolio: 30 marks plus externally set tasks: 20 marks)

Who is this course for:

This broad-based course offers the opportunity to develop the pupil's skills, knowledge and understanding using practical skills, whilst developing an understanding of the wide ranging areas of art, craft and design. They will have the opportunity to study from a range of options to suit their interest in Fine Art for example: drawing, painting, installation, mixed media and digital media.

Skills Gained:

- Become confident in taking risks and learn from experience
- Develop critical understanding through investigative, technical and expressive skills
- Acquire and develop technical skills through working with a broad range of media

Trips:

We run trips to local and city galleries and art gallery shops like Westover Road Art Gallery where they sell well known artist painting, sculptures and prints. We also visit AUB Degree shows in the summer term.

Linked Careers:

- Illustrator
- Animator
- Graphic designer/Web designer
- Prop and Set Designer
- Arts Heritage – conservation and restoration
- Spatial, Interior or Landscape Designer
- Tattooist Artist

Mrs Jan Dunn

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Textiles

QUALIFICATION: GCSE 9-1

CODE: J174

EXAMINATION BOARD:
OCR



Assessment:

- **Portfolio:** No time limit 60% of final mark. Internally assessed, externally moderated
- **Externally Set Assignment:** 10 hours of supervised time 40% of final mark

Key Information:

Component 1: Portfolio. Year 10 Summer Term + Year 11 Autumn Term – April to December. The portfolio must include:

- **A sustained project** – developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

Component 2: Externally Set Task. Year 11 Spring Term – 10 hour practical – March. Pupils are required to work in one or more area(s) of textile design, such as those listed below:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles
- Installed textiles

They may explore overlapping areas and combinations of areas.

Who is this course for:

This broad-based course offers the opportunity to develop the pupil's skills, knowledge and understanding using practical skills, whilst developing an understanding of the wide-ranging areas of art, craft and design. They will have the opportunity to study from a range of options to suit their interest in Textiles for example; heat press, tie dying, machine and hand sewing skills, creating artistic/textile pictures, designing and creating fashion and costume clothing, knitting and cord sewing.

Trips:

Trips are run to the Victoria & Albert Museum fashion department and the Chanel exhibition in Year 10 and to Art Galleries and the AUB degree show in the summer term for Years 10 and 11.

Skills Gained:

- Learn new skills such as weaving, felting, stitching, appliqué, heat press printing and construction methods
- Understand the properties of different materials
- Use visual language critically as appropriate to their own intentions and chosen area of Textiles
- Realise personal intentions through sustained application of the creative process

Linked Careers:

- Textile designer
- Fashion designer
- Footwear designer
- Freelance designer
- Photography
- Millinery
- Interior design

Mrs Jan Dunn

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Physical Education

QUALIFICATION: GCSE 9-1

CODE: 8582

EXAMINATION BOARD:
AQA



Assessment:

- **Paper 1 - The human body and movement in physical activity and sport:** Written examination (1 hour 15 mins) 30% of final mark.
- **Paper 2 - Socio-cultural influences and well-being in physical activity and sport:** Written examination (1 hour 15 mins) 30% of final mark.
- **Non-exam assessment (NEA) - Practical performance in physical activity and sport:** Assessed internally, externally moderated. 40% of final mark.

Key Information:

Written Papers: The exam paper includes multiple choice questions, short answer questions and extended questions. The following topics are assessed:

Paper 1:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Practical Performance: Set in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

All practical evidence is internally marked but moderated by an external visiting moderator.

Analysis and Evaluation Coursework (10% weighting): Students will be assessed on their analysis (15 marks)

Analysis and Evaluation Coursework (10% weighting): Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Who is this course for:

The aim of this course is to develop knowledge, understanding, skills and values to develop and maintain pupil performance in physical activities whilst understanding the benefits to health, fitness and well-being. Pupils will have the opportunity to engage in team and individual sports.

Trips:

Malta Sports Tour and Liddington Sports Tour.

Skills Gained:

- Develop skills, techniques, tactics, strategies and/or compositional ideas to enhance their practical performances
- Develop theoretical knowledge and understand how the physiological and psychological state affects performance in physical activity and sport
- Understand socio-cultural influences which can affect people's involvement in physical activity and sport.

Linked Careers:

- Teaching/coaching
- Physiotherapy
- Sports Nutrition
- Sports Massage
- Sports Science
- Leisure Management

Mr Dave Steadman

PE GCSE Co-Ordinator

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Dance

QUALIFICATION: GCSE 9-1

CODE: 8236

EXAMINATION BOARD:
AQA



Assessment:

- **Performance:** Internally marked and externally moderated. 30% of final mark.
- **Choreography:** Internally marked and externally moderated. 30% of final mark.
- **Paper 1 Dance appreciation:** Written examination (1 hour 30 mins) 40% of final mark.

Key Information:

Performance: Set phrases through a solo performance, approximately one minute in duration, as well as a duet/trio performance, three to five minutes.

Choreography: Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers, three to three and a half minutes.

Written Assessment: Dance Appreciation: Pupils are assessed on their knowledge and understanding of choreographic processes and performing skills. Questions are based on pupils' own practice in performance and choreography and the GCSE Dance anthology, where they must show critical appreciation of their own work and other professional works.

Pupils will study a range of dance styles and style fusions underpinned by the Dance Anthology, which includes six professional works. Pupils must study all six works, which include:

- Different dance styles and fusions of style
- A selection of established and emerging choreographers
- Different numbers and combinations of dancers
- A variety of choreographic approaches
- Different choreographic structures
- A variety of types of performance environment
- A variety of aural settings
- Inclusive dance
- Dance influenced by other cultures

Who is this course for:

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation.

Dance is a powerful and empowering form of non-verbal communication, and it is both physical and expressive. This subject encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

Skills Gained:

- Increase core body strength, flexibility, balance and coordination
- Develop expressive skills
- Improve through systematic repetition and response to feedback
- Ability to work in group
- Presentation skills
- Creative awareness in the choreographic process

Trips:

There are no essential trips as part of the GCSE course, however, from time to time trips to useful concerts and performances are offered and range in price.

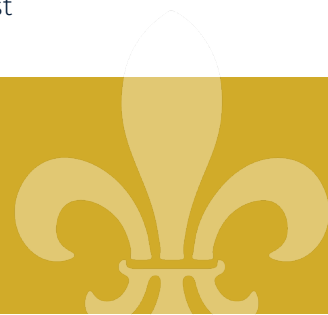
Linked Careers:

- Choreographer
- Dance Journalist
- Participatory Dance Artist
- Costume / Set Designer
- Dance Artist / Performer
- Dance Health Practitioner
- Primary/Secondary School Teacher
- Movement Therapist

Miss Sophia Davis

Head of Dance

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Drama

QUALIFICATION: GCSE 9-1

CODE: 8261

EXAMINATION BOARD:
AQA



Assessment:

- **Paper 1 - Understanding Drama:** Written examination with open book (1 hour 45 mins) 40% of final mark.
- **Devising Drama:** Internally marked and externally moderated. 40% of final mark.
- **Performance - Texts in practice:** Externally marked. 20% of final mark.

Key Information:

Understanding Drama: Written paper divided into three compulsory sections:

- **Section A:** Theatre roles and terminology
- **Section B:** Study of set text
- **Section C:** Live theatre production. Summer Term of Year 11. (1 hour 45 mins)

Devising Drama: A practical component in which students are assessed on their ability to create and develop original theatre as a designer or actor in a performance. Pupils also produce a portfolio demonstrating how they applied theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work. It is marked by the teacher and moderated by AQA and takes place in the Autumn Term in Year 11.

Texts in Practice: a practical component in which students are assessed on their ability to apply theatrical skills to a script of their choice, for a live performance. It is marked by an AQA visiting examiner and takes place in the Spring Term in Year 11.

Who is this course for:

GCSE Drama offers pupils the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience. The course engages pupils in both devised and scripted work from a broad range of genres. Drama encourages pupils to become confident

performers, to collaborate with others, think analytically and evaluate effectively. Drama pupils learn to pursue their own creativity and reflect on professional live theatre studied during the course.

Skills Gained:

- Performing
- Technical theatre
- Set and costume design
- Professional communication
- Self-evaluation
- Theatre analysis
- Teamwork and leadership
- Listening and responding
- Creative realisation
- Critical thinking and problem-solving
- Time management
- Research

Trips:

Live Theatre trips in the past have included: Frantic Assembly's Metamorphosis, Stephen Mallatratt's The Woman in Black, Willy Russell's Blood Brothers.

Linked Careers:

- Actor
- Broadcast presenter
- Community arts worker
- Dramatherapist
- Runner, broadcasting/film/video
- Theatre director
- Theatre stage manager

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Music

QUALIFICATION: GCSE 9-1

CODE: J536

EXAMINATION BOARD:
OCR



Assessment:

- **Composing - Integrated Portfolio:** Non Exam Assessment (NEA) 30% of final mark.
- **Practical Component - Performance:** Non Exam Assessment (NEA) 30% of final mark.
- **Listening & Appraising:** Written Examination (1 hour 30 mins) 40% of final mark.

Key Information:

There are four Areas of Study: The Concerto Through Time, Rhythms of the World, Conventions of Pop, Film and Game Music. The practical elements include composing and performing in 3 forms of assessment:

Composing: Assessed through two compositions, one free choice and one to a brief set by the exam board. Internally marked and externally moderated by the end of the Year 11 Spring Term. An **integrated portfolio** comprising composition 1 and performance 1 to be completed by the end of the Year 10 Summer Term.

Performance: Assessed through two performances, one solo and one ensemble. Internally marked and externally moderated by the end of the Year 11 Spring Term.

Listening & Appraising: Year 10 ongoing preparations and assessments across all areas of study. Year 11 ongoing preparations across all areas of study for the mock exam and then the 90-minute exam in the Summer of Year 11, comprising a mixture of short answer questions and one long answer question on the four Areas of Study: The Concerto Through Time, Rhythms of the World, Conventions of Pop, Film and Game Music.

Who is this course for:

GCSE Music is about creating, performing and understanding music across a wide range of styles. Your work will be largely practical, and you will be encouraged to perform on an instrument of your choice (including voice) as a soloist and member of an ensemble or band. You will develop and extend your composition skills, working to your own strengths and musical tastes whether they be classical, contemporary or commercial. You will also listen

to and appraise music from a wide range of cultural and historical genres.

Trips:

There are no essential trips as part of the GCSE course, however, from time to time trips to useful concerts and performances are offered and range in price.

Skills Gained:

Music is an academic subject, but it benefits other subjects too. Studies have shown that music benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions).

- Independent learning: having to be disciplined about practising an instrument/voice.
- Working as a team, broadening musical interests and experiences. More information under Co-Curricular.
- Performance and presentation skills.
- Listening, composing and developing analytical skills
- Problem solving skills and written skills
- Confidence and self-esteem: positively effecting all areas of life and learning.
- Creativity and self-expression: helping pupils to think beyond the boundaries and harness the power of their imagination.

Linked Careers:

- Increasingly, employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication, and tenacity for example. Music can open doors to a range of education and employment pathways. Being a musician, songwriter/composer are not the only careers in music – other options include:
- Sound technician/recording engineer/sound designer
- Artist manager
- Music therapist
- The arts/creative industries might include work in film, TV, theatre, radio, arts administration, or creative education.

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Ballard School

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