



Year 8 into 9 Applied Options Subject Information



INTRODUCTION

At Crawshaw academy, we aim to give young people the knowledge, skills and qualities they need for successful futures. A key part of our STRIVE philosophy is helping students experience success, build independence and develop resilience, so they are well prepared for further education and employment.

- As your child enters Year 9, they will begin to specialise in one applied learning subject. This means that, while they will continue to study a broad range of core and non-core subjects, they will also have **4 hours per fortnight** dedicated to their chosen applied learning specialism.
- To create space for this in the timetable, the following subjects will **not** be part of the core Year 9 curriculum (unless chosen as the specialism):

- Design
- Music
- Food & Nutrition

(Art will remain a core subject in Year 9.)

- Inside this booklet, you will find the list of subjects your child can choose to study in Year 9. Each course will continue until the end of Year 11 and will lead to a recognised qualification (GCSE or equivalent).
- There will also be a full options process again at the end of Year 9, where students will be able to choose additional subjects for Years 10 and 11, alongside the specialism they begin in Year 9.

To support this process:

- This booklet provides information about each course.
- Subject areas will be available to explain their courses in more detail to students.





INDICATING PREFERENCES

Your child should indicate an ORDER OF PREFERENCE from 1 to 5 for the subjects that they would most like to specialise in. Once all preferences are in, we will match students to subject areas. **This will be done remotely using Microsoft Forms via the link shared in the letter and by email.**

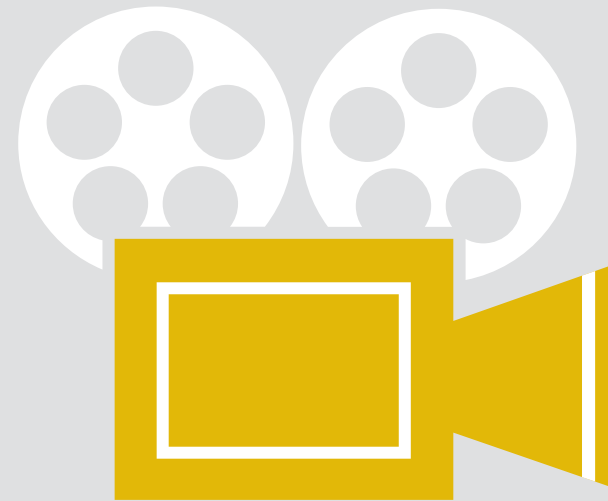
The focus will be on supporting as many students as possible to get their first or second preference; however, it should be noted that this may not always be possible due to curriculum constraints which include specialist staffing and therefore the number of classes available in each subject.

If first or second preferences are not possible, we shall move to later preferences. It is important that 5 preferences are indicated in a rank order. **The final allocation will be indicated on your child's timetable in September.**

The deadline for completed returns is indicated in the letter. If you have any questions or require further information, please do not hesitate to contact school via the info@ca.rklt.co.uk email address or via Mel Dwight.



ENGLISH FACULTY OPTION SUBJECTS





GCSE Media Studies (EDUQAS)

AIMS:

To study, in depth, the conventions of newspapers, film, video games, radio, magazines, advertising/marketing, television, music and social media. We will analyse these media forms by focusing on their language, representation, audience and industry.

To create an individual media production for an intended audience, which shows sound understanding of the concepts above.

ASSESSMENT:

Component 1 – Exploring the Media (40%)

Written examination – 1 hour 30 minutes

Section A – two questions assessing your knowledge of Language and Representation in print media.

Section B – two questions assessing your knowledge of Industries and Audiences.

Component 2 – Understanding Media Forms (30%)

Written examination – 1 hour 30 minutes

Section A – Television

Section B – Music (videos and online)

For both sections, you must answer one question on Industries or Audiences, and one question on Language or Representation.

For Section A, you will watch an extract from a television crime drama in the exam (Luther), and then answer questions on it.

Component 3 – Creating Media Products (30%)

Non-exam assessment – mostly completed in the classroom.

This gives you the opportunity to create a poster and a DVD cover for a film of your choice.

FOR FURTHER INFORMATION:

Speak to Mrs Button or Ms Roe.

CONTENT:

Component 1 – Exploring the Media

You will have the opportunity to study a range of print media, including:

- Magazines
- Film posters
- Newspapers
- Print advertisements.
- You will also have the opportunity to study film, radio and video games.

Component 2 – Understanding Media Forms

You will have the opportunity to study television and music.

Component 3 - Creating Media Products

You will have the opportunity to create print-based marketing for a new film.

PROGRESSION ROUTE:

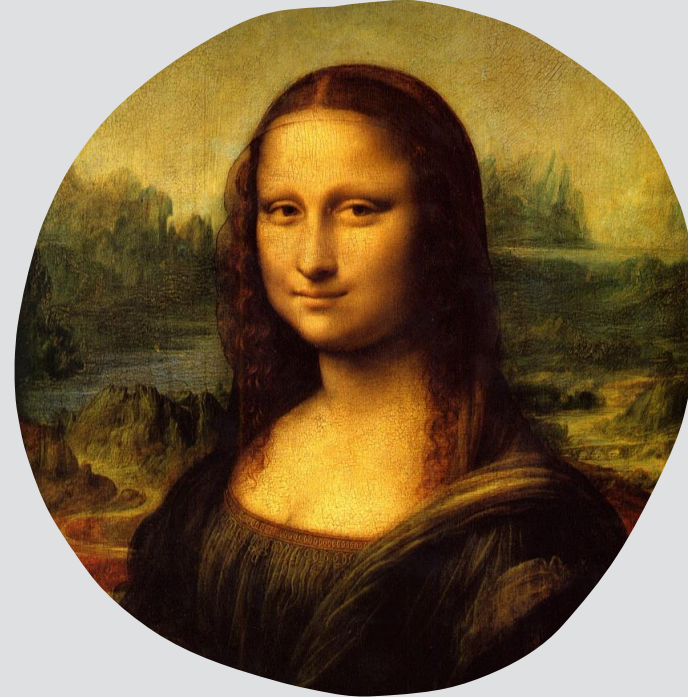
- A-Level Media Studies
- Degrees in Media Studies, Journalism, PR, Communications, Events Management.

CAREER OPPORTUNITIES:

- Advertising
- Marketing
- Journalism
- Publishing
- Social media management
- TV/radio production
- Public relations
- Events management
- Web content manager
- Writer



ART AND DESIGN SUBJECTS



Please note, 3D, Textiles and Graphics students will be taught together in one group



GCSE Art and Design: 3D Design

AIMS:

This 3D Design qualification gives students an opportunity to engage with creativity and innovation to further develop their current learning at Key Stage 3 in Design and Art, broadening their designing and practical skills. This GCSE covers a wide range of activities based on research, designing and making products that are manufactured using materials such as woods, metals, papers/card and plastics.

Three-dimensional design is the design, prototyping and modelling or making of functional and aesthetic products and objects. This exciting course is especially suited for students who like to design and make products.

Future Prospects/Career Options: The creative industries in the U.K are rapidly growing. They contribute £92 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work.

Qualification: GCSE Art & Design - 3D Design, Exam Board AQA

CONTENT:- Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:

- *architectural design*
- *product design*
- *jewellery and body adornment*
- *interior design*
- *exhibition design*
- *designs for theatre, film and television.*

They may explore overlapping areas and combinations of areas.

ASSESSMENT:

Unit 1: Portfolio of work. Personal themed project set by student - 60% of total mark.

Unit 2: Externally set brief – project set by AQA - 40% of total mark. 10 hours of sustained focused study (exam). NO WRITTEN EXAM.

Architecture

Product Design

Jewellery

Interior Design

Exhibition Design



PROGRESSION ROUTE: AS/A2 LEVEL(S):

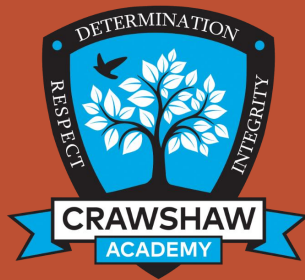
Art and Design, Product Design/Graphic Design, Photography. This can lead to studying an Arts Foundation course and onto degree at colleges/universities.

CAREER OPPORTUNITIES: Architect, Animator, Car Designer, Product Designer, Fashion Designer, Jewellery Designer, Graphic Designer, Furniture and Industrial Designer, Mechanical and Structural Engineering, Commercial Designer, Biomedical Engineering, Measurement & Control, Engineering Backstage Theatre Work, Aircraft Engineering, Cabinet & Furniture Making, Agricultural Engineering, Three Dimensional Design, Web Design, Interior Design, Costume Design, Set Design, Fashion Design, Exhibition Design

FOR FURTHER INFORMATION: Speak to: Mrs Haxby

Weblinks: Be inspired: <http://www.yankodesign.com> Careers: http://www.prospects.ac.uk/types_of_jobs_creative_arts_and_design.htm

Guide to best Universities for Arts Degrees: <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?s=Art%20%26%20Design>



GCSE Art and Design: Graphic Design

AIMS:

Graphic communication the exciting process of designing image and text to convey information, ideas, meaning and emotions in response to a given or self-defined brief. This is an exciting course suitable for creative and practical minded individual.

Future Prospects/Career Options: The creative industries in the U.K are rapidly growing. They contribute £92 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

Qualification: GCSE Art & Design, Exam Board AQA

ASSESSMENT:

Unit 1: Portfolio of work. Personal themed project set by student - 60% of total mark.

Unit 2: Externally set brief – project set by AQA - 40% of total mark. 10 hours of sustained focused study (exam).

NO WRITTEN EXAM.



PROGRESSION ROUTE: AS/A2 LEVEL(S):

Art and Design, Product Design/Graphic Design, Photography. This can lead to studying an Arts Foundation course and onto degree at colleges/universities.

CAREER OPPORTUNITIES:

Look at the following website for an extensive list of careers including:- Advertising Designer, Graphic Designer, Packaging Designer, Illustrator, Typographer : <http://www.studentartguide.com/articles/art-careers-list>

CONTENT:- Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

· communication graphics · design for print · advertising and branding · illustration · package design · typography · interactive design (including web, app and game)

They may explore overlapping areas and combinations of areas.

FOR FURTHER INFORMATION: Speak to: Mrs Haxby

Weblinks: Be inspired: <http://www.yankodesign.com> Careers: http://www.prospects.ac.uk/types_of_jobs_creative_arts_and_design.htm

Guide to best Universities for Arts Degrees: <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?s=Art%20%26%20Design>



GCSE Art and Design: Textile Design

AIMS:

Fashion/Textile Design is an exciting and creative course which allows you to explore creativity in textiles, whether it be practical or just as a work of art. This course is suitable for creative and practical minded individuals who are interested in the world of fashion and textile design

Future Prospects/Career Options: The creative industries in the U.K are rapidly growing. They contribute £92 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

Qualification: AQA GCSE Art and Design – Textile Design

CONTENT:

Areas of study

In Component 1 and Component 2 students 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

They may explore overlapping areas and combinations of areas.

ASSESSMENT:

Unit 1: Portfolio of work. Personal themed project set by student - 60% of total mark.

Unit 2: Externally set brief – project set by AQA - 40% of total mark. 10 hours of sustained focused study (exam).

NO WRITTEN EXAM.

CAREER OPPORTUNITIES:

Look at the following website for an extensive list of careers including Interior Design, Fashion Design, Furnishing Design, Fabric Design, Retail :

<http://www.studentartguide.com/articles/art-careers-list>

http://www.prospects.ac.uk/types_of_jobs_creative_arts

PROGRESSION ROUTE: AS/A2 LEVEL(S):

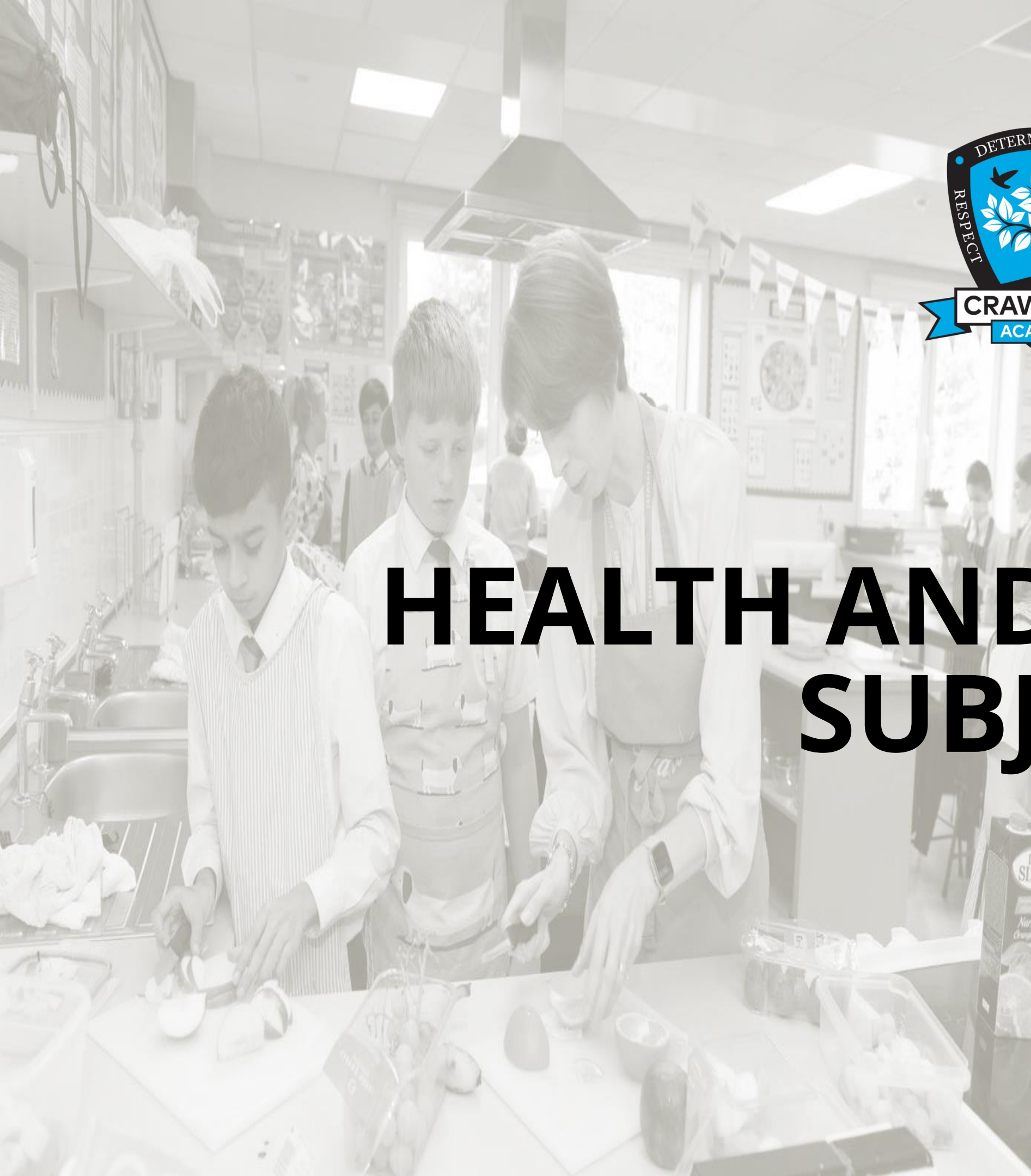
Art and Design, Product Design/Graphic Design, Photography. This can lead to studying an Arts Foundation course and onto degree at colleges/universities.

FOR FURTHER INFORMATION: Speak to: Mrs Haxby

Weblinks: Be inspired: <https://www.studentartguide.com/articles/fashion-design-sketchbooks>



HEALTH AND WELLBEING SUBJECTS





EDUQAS L1/2 VOCATIONAL AWARD IN HOSPITALITY & CATERING

AIMS:

This qualification is designed for learners with an interest in food and cookery. It will provide learners with opportunities to develop skills and gain experience of the hospitality and catering industry. Students will develop a core depth of knowledge and a range of specialist and general skills that will also support progression to further learning and employment.

Qualification: EDUQAS Level 1/ 2 Vocational Award in Hospitality & catering

Level 2 (A*-C grade equivalent) for pupils aiming to do A Levels or other level 3 courses after GCSE.

Level 1 (D-G grade equivalent) for pupils who plan to go onto further level 1 or 2 courses.

CAREER OPPORTUNITIES:

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

PROGRESSION ROUTE:

All of the roles above require further education and training either through apprenticeships or further and higher education. Many of our students have gone on to successfully complete the L3 Professional Cookery Diploma at Leeds City College.

CONTENT:

Unit 1 - In this unit, you will learn about the types of providers within the industry, the operation of hospitality and catering establishments and the factors affecting their success. This knowledge will enable you to respond to issues relating to the hospitality and catering industry and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Unit 2 - The purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes. In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

Practical work will be completed on average once a week. There will be periods around the written exam where less practical takes place.

ASSESSMENT:

Unit 1 - The Hospitality and Catering Industry - externally assessed written exam
Unit 2 - Hospitality and Catering in Action - internally assessed controlled assessment and practical exam. Learners must complete both units.

FOR FURTHER INFORMATION: Speak to Mrs Rose or Mr Nicholson

Weblinks: [Level 1/2 Vocational Award in Hospitality and Catering \(wjec.co.uk\)](https://www.wjec.co.uk)f

PHYSICAL EDUCATION/HEALTH & FITNESS



CRAWSHAW
ACADEMY

AIMS:

Our PE/Health & Fitness offer is a theory qualification which has an element of practical performance included within the syllabus. The majority of learning will be in the classroom with students gaining knowledge about various different aspects of sport, health and exercise. Although there will be practical lessons, it is important to stress that this qualification is not just an extension of core PE, and by its very nature it is an academic subject. An interest in all aspects of sport will certainly be beneficial for somebody considering this option, as well as a minimum expectation of participating in sport/physical activity in and outside of school to a good standard.

Qualifications: GCSE Physical Education /NCFE Health & Fitness L1/2

ASSESSMENT:

- Written exam paper(s).
- Practical performance / Personal Exercise Programme

Success in GCSE PE relies upon; good literacy skills, good organisational skills, a keen interest in sport, good learning conduct and a strong desire to 'be the best you can be'.

CAREER OPPORTUNITIES:

Employment opportunities in the sport industry are broad and varied and our offer could be a great start for anybody wishing to have a career in sport.

FOR FURTHER INFORMATION: Speak to: The P.E. Department



PERFORMANCE SUBJECTS





GCSE MUSIC (AQA)

AIMS:

To develop an understanding and appreciation for various musical styles & genres.
To develop your own musical interests and performing skills, including the ability to work individually and as part of a group.
To evaluate your own music and the work of others.

QUALIFICATION: GCSE Music (AQA)

CONTENT:

Unit 1 – Understanding Music. You will listen to a variety of styles/genres and answer questions about them, focusing on the terms below.
Unit 2 and 4 – Composing Music. Two compositions. You may use music technology such as Soundtrap.
Unit 3 – Performing Music. You will work both individually and in groups to produce a variety of different performances.
Throughout all 4 units, you will develop an understanding of Rhythm & Metre, Harmony & Tonality, Texture & Melody, Timbre & Dynamics, and Structure & Form

ASSESSMENT:

Composition- 30% of your final grade. Two coursework compositions. One free choice and the other to suit a brief set by the exam board
Performance- 30% of your final grade. One solo and one group. These can be recorded as many times as you want during the two years.
Understanding Music—40% of your final grade . A ninety-minute listening and appraising exam at the end of Year 11

SPECIALIST LESSONS! As part of the coursework requirements, You will be encouraged to take a weekly music lesson (voice, or instrument of your choice) with one of our specialist visiting teachers. This will develop your musicianship and performance skills, as well as giving you the option to work towards Grades from a recognised exam board.

PROGRESSION ROUTE:

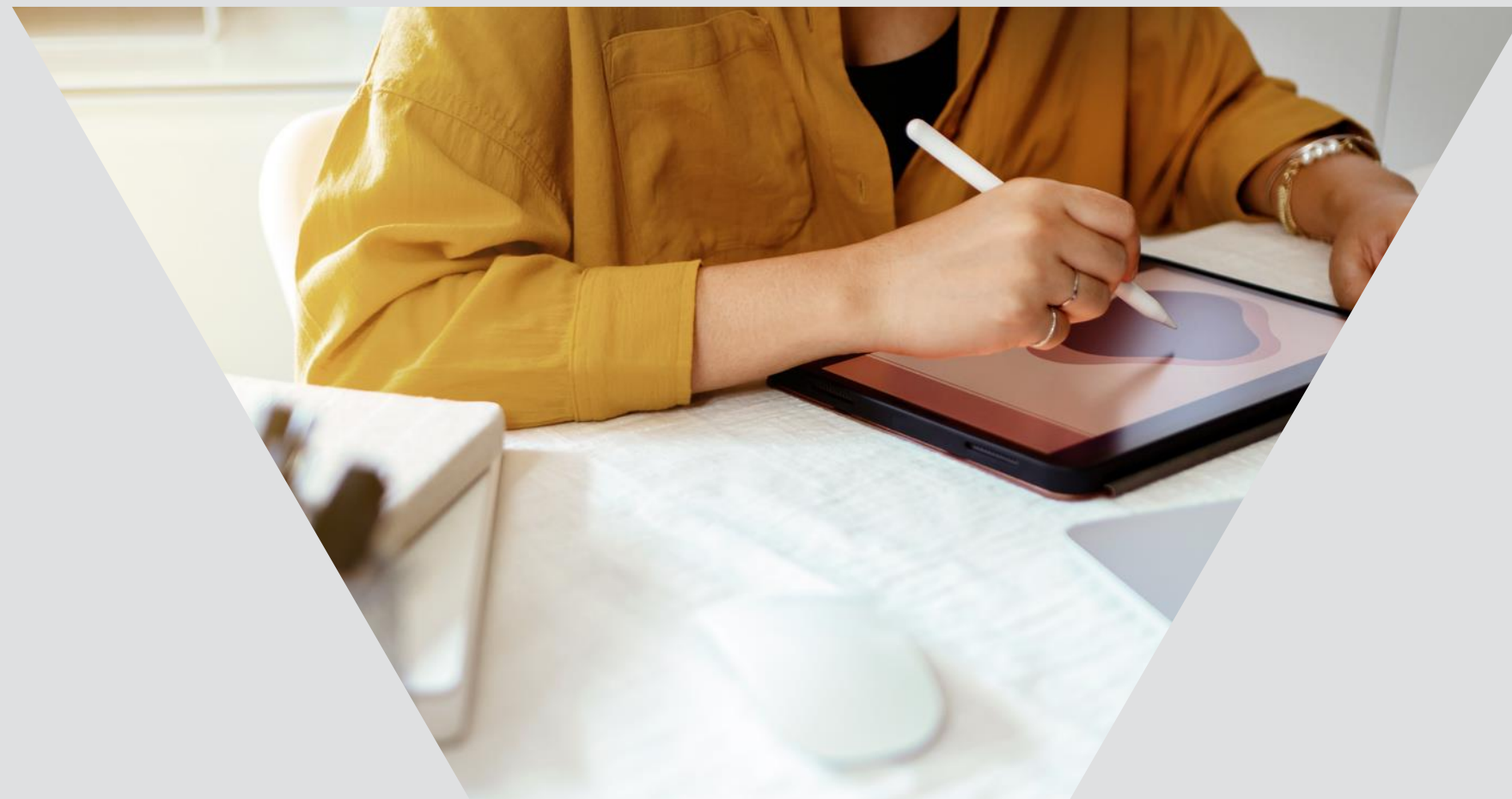
A Level Music, BTEC Level 3 Music/Music Technology.
Career prospects - Music teacher, session musician, music producer, sound engineer, music for tv & film, composer, conductor, music journalist, Radio DJ/Producer,

FOR FURTHER INFORMATION: Speak to Mrs Davidson or Mr Mann

[AQA | Subjects | Music](#)



BUSINESS & COMPUTING





GCSE BUSINESS STUDIES (PEARSON)

AIMS:

To inspire students to study business and develop a broad understanding of what it takes to build a business and the factors that influence it.

Qualification: Pearson (Edexcel) GCSE in Business

CONTENT:

Unit 1: Investigating Small Business: This unit contains five separate sections designed to give students an understanding about how small businesses become successful:

- Spotting a Business Opportunity
- Showing Enterprise and Entrepreneurship
- Putting a Business Idea into Practice
- Making the Business Effective
- Understanding External Influences on Business

Unit 2: Building a business: This unit also covers five main topic areas that are designed to enable students to deepen their understanding on how a business can build itself following the start-up of a new business.

The topics include:

- Growing the Business
- Making Marketing Decisions
- Making Operational Decisions
- Making Financial Decisions
- Making Human Resource Decisions

ASSESSMENT:

100% of the overall mark is generated through two exams. Both exams are 90 minutes with a variety of multiple-choice, short- and extended questions.

PROGRESSION ROUTE:

A level Economics, A level Business, BTEC Level 3 Business – Apprenticeships, the world of work and Universities

CAREER OPPORTUNITIES:

Everyone works in a business, so it's good to know how they work as it provides the opportunity to follow any careers within businesses. It also enhances pupils understanding of different career routes and application processes.

FOR FURTHER INFORMATION: Speak to Miss Akhtar, Faculty Leader Business and Computing

Weblink:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf



GCSE COMPUTER SCIENCE (EDEXCEL)

AIMS:

Computer Science develops problem-solving, computational thinking, and programming skills. It fosters creativity, digital literacy, and cybersecurity awareness, preparing students for future careers and responsible engagement in an evolving digital world.

Qualification: Pearson (Edexcel) GCSE in Computer Science

CONTENT:

- **Computational Thinking, Algorithms, and Programming (Python Programming)** – Develop problem-solving skills through decomposition, abstraction, and algorithm design. Learn programming concepts such as variables, loops, functions, and data structures using Python. Explore searching and sorting algorithms, flowcharts, and pseudocode to build efficient solutions.
- **Computer Systems, Networks, and Cybersecurity** – Understand computer architecture, memory, and storage. Explore how networks function, including protocols, cybersecurity threats, and prevention methods. Learn about ethical, legal, and environmental impacts of computing. Gain insight into emerging technologies, data representation, and computational logic to develop a well-rounded understanding of modern computing.

ASSESSMENT:

100% of the overall mark is generated through two exams. Both exams are 90 minutes. 1 written exam, the other a computer-based programming exam

PROGRESSION ROUTE:

A Level Computer Science, Level 3 IT, Apprenticeships, the world of work and Universities

CAREER OPPORTUNITIES:

Technology is ever changing, Computer Science unlocks careers in **software development, cybersecurity, AI, and gaming**, leading to limitless opportunities in technology, innovation, and problem-solving.

FOR FURTHER INFORMATION: Speak to Mr. Middleton

Weblink:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE_L1_L2_Computer_Science_2020_Specification.pdf



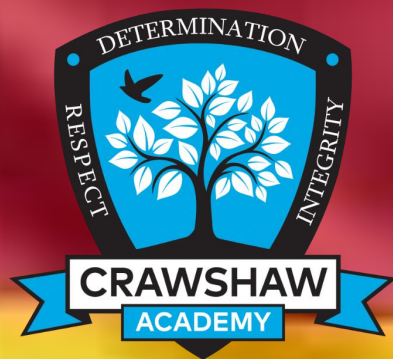
Modern Foreign Languages

APPLIED OPTION:

Please place Spanish as first preference should you wish to gain a qualification in Spanish at the end of Y11.

Please discuss with your MFL teacher if you are considering choosing either of these options.

Students will be accepted subject to agreement by the MFL department.



AQA GCSE Spanish

AIM:

GCSE Spanish is a fun and challenging GCSE for budding linguists, students who enjoy travelling to the Spanish speaking world, or those wishing to learn a skill to set themselves apart from the rest, in the increasingly competitive world of higher education, business and work.

Students' taking this course will develop their Spanish vocabulary, phonics and grammar knowledge within the key skills of reading, listening, speaking and writing, as well as developing their cultural awareness and knowledge.

Taking Spanish as an applied option is the pathway for those who are interested in taking two languages to GCSE.

Qualification: AQA GCSE SPANISH

CONTENT:

The GCSE course consists of three main themes:-

- **Theme 1: People and lifestyle**
- **Theme 2: Popular culture**
- **Theme 3: Communication & the world around us.**

-which include topics such as Free Time, Celebrity Culture, Media & Technology & Travel & Tourism. Students learn to express & justify their opinions & develop their knowledge, understanding & application of; Spanish phonics, pronunciation rules, grammar, such as tenses, word order & adjectival agreement as well as developing their range & accuracy of language.

**FOR FURTHER INFORMATION: Speak to Miss Armitage or Miss Moran.
Click on the link below to see specification details.**

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

CAREER OPPORTUNITIES:

Spanish is the second most spoken language in the world (after Mandarin Chinese) and the fourth most spoken language in Europe. It is a leading language in the fields of medicine, business, and tourism. A GCSE in Spanish shows employers capability of a range of soft skills which can enhance your CV, such as communication, cultural awareness, teamwork, analytical skills, adaptability and resourcefulness, as well as boosting your confidence. Therefore, a GCSE in Spanish helps you build the skills to open up a whole host of careers from education, to travel & tourism or a variety of different areas of the business world, as noted above.

PROGRESSION ROUTE:

A GCSE in Spanish can lead on to an A level course if you achieve a grade 6 or above. Candidates who achieve a grade 5 may be considered on an individual basis. Studying German can also set you up to study different languages at A level or Degree Level.

ASSESSMENT:

- 4 exams at the end of Y11- each worth 25%.
- Listening, Reading, Speaking-conducted by teacher/externally marked and Writing.
- The speaking exam will be between April/May of year 11.



HUMANITIES



AQA GCSE Sociology

Aims:

GCSE Sociology (AQA) aims to help students understand how society works and how people's lives are shaped by social factors such as family, education, culture, media and inequality. Students learn to explore key social issues, including crime, identity and social change, using real-life examples. The course also develops valuable skills like critical thinking, analysis, research and evaluation, helping students question evidence and form balanced arguments.

Content:

Paper 1: The Sociology of Families and Education

This paper focuses on how families and education shape individuals and society. Students explore different types of families, changing relationships, roles within households and how families support or disadvantage people. In education, students examine how schools work, reasons for differences in achievement, the role of teachers and schools, and how factors such as class, gender and ethnicity affect life chances.

Paper 2: The Sociology of Crime and Deviance and Social Stratification

This paper looks at why crime occurs and how society responds to it. Students study different types of crime, explanations for criminal behaviour, and the role of agencies such as the police and courts. The paper also explores social stratification, focusing on inequality related to class, gender, ethnicity and power, and how these inequalities impact people's opportunities and experiences in society.

Progression Route:

A GCSE in Sociology provides a useful foundation for further study at A-level and beyond in subjects such as sociology, psychology, law, criminology, geography, history, religious studies, education and social work.

Career Opportunities:

A GCSE in Sociology opens up a wide range of future pathways by building strong analytical, research and communication skills that are valued in many careers. In the longer term, it supports careers in areas like teaching, policing, law, journalism, marketing, healthcare, social services, public policy and community work. Even for students who choose different routes, sociology helps develop transferable skills that are useful in almost any profession.

Assessment

GCSE Sociology (AQA) is assessed through two written exams, each lasting 1 hour and 45 minutes and worth 50% of the final grade. There is no coursework; all assessment is exam-based. The exams include a mixture of multiple-choice questions, short answer questions and longer extended responses, which assess students' knowledge, understanding, application, analysis and evaluation skills using sociological ideas and evidence.

**For further information, speak to Mr Hand, Mrs Cuddy or Mr Addison
Click the link below for specification details**

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification/specification-at-a-glance>



**See the careers page
on our website for
more information.**

[Crawshaw Academy - Red Kite Learning Trust - Careers and Progression](#)