



The  
**Featherstone Academy**



# Options Booklet

Year 11 GCSE Prospectus

2026 – 2027



# The Featherstone Academy

February 2026

Dear Parent/Carer

## Options Process

As your child approaches the end of Year 10, they now need to select which option subject they wish to study in Year 11. In order to support them in making this choice, we have created this booklet about each of the subjects we offer at GCSE.

All students will continue to study the core curriculums of English Language, English Literature, Mathematics, Science, French and their chosen option from Year 10 of either Geography or History.

We aim to ensure that the information and guidance provided will support your child through the options process. It is important that each student, with support from their parents/carers, understands their own strengths and weaknesses so that they can optimise their chances of success. We recommend that students select the course that they enjoy and that they may wish to study when they continue their education at either a college or sixth form.

Students should make one 'open' choice and one 'reserve' choice to study in Year 11. The list of subjects they can choose from is shown overleaf.

All choices should be completed on the form provided at the back of this booklet. **Forms should be completed and returned to Mrs Howarth no later than Friday 27 February 2026.**

If you have any queries or need further information, please do not hesitate to contact the academy on 01977 698000 or e-mail: [admin@featherstone.academy](mailto:admin@featherstone.academy)

**Important:** Please note that the GCSE exam period runs from the beginning of May through until the end of June 2027. As in previous years, GCSE exams may be timetabled during our Summer Mid Term holiday which runs from Monday 14 June to Friday 18 June 2027 inclusive.

Yours sincerely

Ms Diana Townshend  
Principal



# Curriculum Structure

## Option Subjects

Students will study **one** of the following in Year 11:

GCSE Art and Design (AQA)  
GCSE Business (Pearson)  
Child Development (OCR National)  
GCSE Computer Science (OCR)  
Construction Tech Award (Pearson)\*  
Level 2 Hospitality & Catering (WJEC)  
GCSE Media (WJEC)  
Vocational Award Performing Arts Drama (WJEC)  
Vocational Award Performing Arts Music (WJEC)  
GCSE Physical Education (OCR)  
GCSE Religious Education (AQA)

\* Limited spaces across Key Stage 4

Get in contact: [admin@featherstone.academy](mailto:admin@featherstone.academy)

# Art and Design

Students will have the opportunity to study a variety of artists' work to inspire and develop their personal responses, usually from a given theme. Using a variety of techniques and materials will learn how to develop ideas into an individual outcome.

GCSE Art students are encouraged to make their research imaginative and exciting to promote independent work. There is a high degree of student selection.

All work completed in class, after school and at home counts towards a final grade.

## What will be studied?

Component 1 is split into four requirements:

1. Initial project – we choose the theme of Abstract and there is a choice of artists including Kandinsky, Fedro, Jeanguanat and Karin Zeller.
2. Main project – again a choice of titles. Here a sketchbook will be used and many impact pieces will be made. Both 2D and 3D work (clay, models, paper mâché, etc.)
3. A "Natural Forms" mini project and timed piece
4. Final Interest project showcasing your skills.

Component 2:

1. A sketchbook on a theme set by the exam board.
2. The Art exam – 10 hours to showcase you as the Artist.

## Course Structure and Assessment

### Art and Design (AQA)

Non-exam assessment (NEA) (100%)

#### Component 1

- Portfolios – 2 projects and impact pieces
- 60% of GCSE
- No time limit

#### Component 2

- Externally set assignment – 1 research and development portfolio
- 40% of GCSE
- Portfolio preparation period followed by 10 hours of supervised time to make the final piece.

## Progression beyond GCSE

Students can progress from GCSE Art and Design to study a more advanced course, for example A level Art, Fine Art, Graphics, Textiles and Photography at college or sixth form. Alternatively students could progress to art college and study a Level 3 BTEC course in order to access degree level qualification.



## Business

This is a Business course focusing on both the theoretical and practical aspects of establishing and running a business. GCSE Business allows students to understand the external influences that dictate whether a business succeeds or fails, such as political, economic, financial or environmental issues. Students are encouraged to look beyond the classroom, putting themselves in the shoes of an entrepreneur looking for the next big business opportunity.

### What will be studied?

**Paper 1:** Topics such as enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective, and understanding external influences on business.

**Paper 2:** Topics such as growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.

### Course Structure and Assessment

#### GCSE Business (Pearson)

Examination (100%)

##### Paper 1

- Investigating small business
- 50% of GCSE
- 1 hour 45 minutes

##### Paper 2

- Building a business
- 50% of GCSE
- 1 hour 45 minutes

### Progression beyond GCSE

GCSE Business could lead to work in a Business-related profession such as Accountancy, Law, Marketing or the Leisure and Tourism industry. GCSE Business will support many jobs and post-16 course applications. Further qualifications in Business can open many doors and you can go on to study Business or Economics at A-Level.



## Child Development

This is a two-year Cambridge National course launched in 2022. The qualification is for students who wish to develop applied knowledge and practical skills in Child Development. Covering all aspects from Pre-conception through birth up to 5 years old. The course is industry relevant and suits a wide range of learning styles.

### What will be studied?

There are 4 Learning Objectives in RO57 they are:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment

In RO58 students will gain knowledge of the equipment needs of babies and young children and demonstrate an understanding of the factors to be considered when choosing equipment to use in a childcare setting. They will also gain knowledge of nutrition, dietary choices and hygiene practices for preparation of food suitable for babies and young children.

In RO59 students will complete a child study, observing and then planning appropriate activities to allow young children to demonstrate developmental norms. This will require knowledge about physical, intellectual and social development of children alongside types and benefits of play tasks.

### Course Structure and Assessment

OCR Cambridge National Level 1/2  
Child Development

**Unit RO57 – Written Examination  
Health and Well-Being for Child  
Development**

- 40% of qualification
- 1 hour 15 minutes

**Unit RO58 – NEA**

**Create a safe environment and  
understand the nutritional needs of  
children from birth to five years.**

- 30% of qualification

**Unit RO59 – NEA**

**Understand the development of a child  
from one to five years**

- 30% of qualification

Students are graded on a pass / merit /  
distinction or distinction\* basis at L1 or  
at L2 depending on their ability.

### Progression beyond Level 2

Cambridge Nationals provide a strong base for progression to Further Education, whether it is onto Level 3 Cambridge Technical qualifications, other vocational courses, A Levels, apprenticeships or work. Careers that are linked to the qualification are Health Visitor, Midwife, Nurse, Doctor, Police Officer, Educational Psychologist, Teacher, Nursery staff or Child care.



# Computer Science

Computer Science is a linear course; this means that both exams will be taken at the end of the course once all the content has been taught. Computer science is a technical course which requires skills such as logical and computational thinking to be developed as well as giving learners knowledge in how computer hardware processes data and instructions and how software uses the hardware. Learners will gain skills in problem solving while developing computer programs for a given scenario.

## What will be studied?

Students will:

- Develop skills in current and emerging computer hardware & software
- Look at how the main hardware components of the computer work together to carry out tasks
- Look at how different types of software are used to perform different tasks to help run and allow the user to interact with the computer
- Understand how algorithms are used in the planning and creation of a computer program
- Develop computer programming skills to develop a program to solve a real world problem
- Test & Evaluate computer programs to identify and fix errors within the code and operation

## Course Structure and Assessment

### GCSE Computer Science (OCR)

Examination (100%)

#### Paper 1

- Computer Systems
- 50% of GCSE
- 1 hour 30 minutes

#### Paper 2

- Computational thinking, algorithms and programming
- 50% of GCSE
- 1 hour 30 minutes

## Progression beyond GCSE

GCSE Computer Science is designed to give students the opportunity to develop highly sought-after knowledge and skills, whether they're for the workplace or for everyday life. It gives students a stepping-stone onto Further and Higher Education courses such as Software Development, Games Programming, Website Development, System Analysis, Network Management and more.



# Construction

\*limited spaces

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 bn of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management and surveying.

## What will be studied?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:

- construction technology
- construction in practice
- construction and design

This Tech Award complements the learning in GCSE programmes such as GCSE Design and Technology by teaching additional and specific skills in either brickwork or carpentry and joinery, and by providing a more applied area of study when looking at the different types of technologies being used in a real-world setting for low-rise construction.

## Course Structure and Assessment

### Construction Tech Award (Pearson)

#### Component 1: Construction Technology

- External controlled assessment
- 1.5 hours
- 60 marks

#### Component 2: Construction in Practice

- Non-exam internal assessment: 8 hours supervised assessment
- 60 marks

#### Component 3: Construction and Design

- Non-exam internal assessment: 2 hours monitored preparation; 6 hours supervised assessment
- 60 marks

## Progression beyond GCSE

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for Post-16 progression in this vital sector.



## Hospitality and Catering

This course will equip students with the knowledge and understanding of the Hospitality and Catering industry

### What will be studied?

The qualification is made of two units.

#### 1. The Hospitality and Catering Industry

You will learn about the Hospitality and Catering Industry – the many types of providers and about working in the industry. This will include Health and Safety – in the kitchens as well as food related causes of ill health.

#### 2. Hospitality and Catering in action

This includes the importance of nutrition as well as cooking methods and techniques used in the industry. Students will learn to plan menus based on seasonality of foods, nutritional requirements and cost. Many dishes will be prepared and presented to the highest standard.

You will learn to write projects, cook to a high level, manage risk and above all take responsibility. Independence and time management are key parts of this course.

### Course Structure and Assessment

#### Level 2 Hospitality and Catering (WJEC)

Examination (40%)

##### Paper 1

- The Hospitality and Catering industry.
- Including Health and safety, nutrition, menu planning. and knowledge of skills used in Industrial Kitchens.

Non-exam assessment (NEA)(60%)

##### Task 1

- You will complete an assignment set by the exam board. It will involve planning, preparing and presenting dishes to fit the chosen brief.
- Evidence is:
- A. Written Portfolio and Practical exam.

### Progression beyond GCSE

Hospitality and Catering is valuable in any career in this ever-growing sector of the economy. You could want to work in hotels, pubs, restaurants, market stalls or cafes. It covers front-of-house, health and safety, risk assessments and management. The qualification leads to catering college for future chefs at both New College and Wakefield College.

# Media

Students will develop their understanding of the ways media shapes and forms our perception of the world, and how it simultaneously shapes society whilst also reflecting the context it was created in. They will study what media language is, how it functions, and how producers use media language to create representations. We will then consider how these representations influence and inform an audience. They will also explore the power of media industries.

## What will be studied?

Learners study a range of media forms, exploring media language, representation, media industries and audiences. They will also learn the theories established in the media industry, and consider how they are used to influence and connect with audiences.

Areas of the framework are studied in the following way across the three components:

- Exploring the Media - understanding of the use of media language used to create meaning and representations in a range of print media texts. It also assesses pupils' knowledge of media industries and audiences for the following media forms: film, newspaper, radio, and video games.
- Understanding Media Forms and Products - all areas of the media framework: media language, representation, audience and media industry in relation to television and music videos.
- Creating Media Products - Pupils will create an individual media production in response to a choice of briefs set by the exam board, applying knowledge of media language and representation.

## Course Structure and Assessment

### GCSE Media (WJEC)

#### Component 1:

Exploring the Media

Written examination: 1 hour 30 minutes  
40% of qualification

#### Component 2:

Understanding Media Forms and Products

Written examination: 1 hour 30 minutes  
30% of qualification

#### Component 3:

Creating Media Products

Non-exam assessment  
30% of qualification

## Progression beyond GCSE

This qualification would allow you to progress to study the AS Level in Media. Many students will then go on to university to study media or pursue a career in the media industry such as a journalist, editor, film maker or any other role within the film industry.



## Performing Arts - Drama

### What will be studied?

**Unit 1: Repertoire Performance** Students will perform a three-minute monologue selected from an existing play. This performance is supported by a written portfolio that documents their research, development process, and rationale for their artistic choices. Alternatively, students may choose to design a costume, set, or lighting concept in place of performing.

**Unit 2: Devised Performance** Working from a creative brief, students will develop an original piece of theatre. They will explore and apply a range of theatrical styles such as forum theatre, verbatim, and physical theatre, as well as techniques from influential practitioners including Bertolt Brecht and Frantic Assembly. Students may choose to perform or focus on design elements such as set, costume, hair and makeup, lighting, or sound. A written portfolio will accompany this unit, detailing their creative decisions and development journey.

**Unit 3: Performing Arts Pitch** In this entrepreneurial unit, students will take on the role of producer to develop a business plan for a performance of their own creation. They will learn how to manage a professional, industry-standard production and conclude the unit by pitching their concept to potential funders—an opportunity to showcase their work and demonstrate its appeal to a target audience.

### Course Structure and Assessment

#### Vocational Award in Performing Arts - Drama (WJEC)

##### Unit 1: Performing

- Controlled assessment: 10 hours
- 30% of GCSE

##### Unit 2: Creating

- Controlled assessment: 10 hours
- 30% of GCSE

##### Unit 3: Performing Arts in Practice

- External controlled assessment: 20 hours
- 40% of the course

### Progression beyond GCSE

The course would be useful if you were considering a career in theatre performance or design, cultural industries or a job which requires you to present or speak to an audience. The course will support you studying Theatre Studies, Music, Dance and Performing Arts Post 16.



## Performing Arts - Music

This course will encourage students to develop both their musical knowledge and performing skills .

Students will be able to react to a brief to write, arrange, perform and record their own musical pieces. They will be able to analyse the music of others in depth and discuss different styles and genres.

### What will be studied?

The exam board sets the briefs each year that cover a wide range of musical genres.

Examples have included:  
musical theatre, music through the years, wartime and festival music.

Students will prepare and rehearse for performances, understand and explain key musical terms and are required to complete all 3 units of assessment. Assessment will be in lesson time. Students will be expected to work individually and in pairs or even groups depending on what is called for.

Rehearsal time out of class will be an expectation of the course.

### Course Structure and Assessment

#### Vocational Award in Performing Arts - Music (WJEC)

##### Unit 1: Performing

Controlled assessment: 10 hours  
30% of qualification

##### Unit 2: Creating

Controlled assessment: 10 hours  
30% of qualification

##### Unit 3: Performing Arts in Practice

External controlled assessment: 20 hours  
40% of qualification

### Progression beyond GCSE

Whether you choose to study music as a potential career or as a stepping stone because it is a subject you love it has the potential to be an enjoyable GCSE. Post 16 institutions have music at all levels – performance and music technology open to our students as the next step into the multi billion pound music industry.



## Physical Education

The initial theory aspect of the course will include an introduction to Physical Education looking at key processes, key concepts and the opportunities for participation. Students will participate in a range of individual and team sports to develop their basic skills, comprehension and tactics/awareness. To be successful, students will need to be competent at a wide range of sports. This will include entering the course with at least three sports that could be used for the practical assessment.

### What will be studied?

Topic areas of study include:

- Bones and muscles
- Feedback, motivation and goal setting
- Media and sponsorship
- Participation
- Government initiatives
- Nutrition
- Injuries and hazards
- Healthy lifestyles

### Course Structure and Assessment

#### GCSE Physical Education (OCR)

Examination (60%)

##### Component 1

- Physical factors affecting performance
- 30% of GCSE
- 1 hour

##### Component 2

- Socio-cultural issues and sports psychology
- 30% of GCSE
- 1 hour

Non-exam assessment (NEA) (40%)

##### Component 3

- Performance in physical education
- 40% of GCSE
- No time limit

### Progression beyond GCSE

This qualification would allow you to progress to study the AS Level in Physical Education or the BTEC National Award in Sport. Many students will then go on to University to study Physical Education, Sports Science or pursue a career in the sport industry such as a PE teacher, sports coach, sports scientist, physiotherapist, sports psychology or fitness instructor.



## Religious Education

GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring you and your students have a diverse choice of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

### What will be studied?

Students will study the religious views, practices and values of Christianity and Islam focusing on a variety of topics such as Life and Death, Conflict and War, Crime and Punishment and Human Rights.

### Course Structure and Assessment

#### GCSE Religious Education (AQA)

Examination (100%)

##### Paper 1

- The study of Religious Beliefs, values and practices – Christianity and Islam
- 50% of GCSE
- 1 hour 45 mins

##### Paper 2

- Thematic Studies
- 50% of GCSE
- 1 hour 45 minutes

### Progression beyond GCSE

GCSE Religious Education is designed to give students the opportunity to develop highly sought-after knowledge and skills, whether they're for the workplace or for everyday life. It gives students key life skills such as creating an argument, analytical skills and conflict resolution.

## Year 10 into Year 11 Option Choices 2026-2027

Full Name: \_\_\_\_\_

Tutor group: \_\_\_\_\_ Date: \_\_\_\_\_

**Open Options** - Chose two options and one reserve choice

Please make choices in order of preference. Please speak with your form tutors and subject teachers for any further guidance required.

This form should be returned to your form tutor no later than **Friday 27 February 2026**

Open Options	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice	Reserve Choice
Art & Design			
Business			
Child Development			
Construction			
Computer Science			
Hospitality & Catering			
Media			
Music			
Performing Arts – Drama			
Performing Arts – Music			
Physical Education			
Religious Education			

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**Resilience  
Multi Academy  
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