

Year 9 Options Information

2026-28 Cohort

As a Year 9 pupil, you will shortly be asked to choose which option subjects you wish to study in Years 10 and 11. This is an important decision which you need to think about carefully and discuss with your parents/carers and teachers. This options booklet has been produced to guide your choices by providing information about each course.

What to consider when making your choices:

- Listen to advice from your teachers, parents/carers and older pupils who are currently studying the subject.
- Consider your future education and career aspirations. You may wish to conduct some research in order to make an informed choice.
- Your reasons for selecting a subject should be academic. Do not be influenced by what your friends are taking!

Option Pathways

There are two pathways available for you to choose from depending on your future aspirations:

English Baccalaureate Pathway	Non-Ebacc Pathway
(Core Curriculum + Humanities + Languages + two other option subjects)	(Core Curriculum + Humanities + three other option subjects)

Thinking about A Levels and University?

Universities recommend that pupils study GCSE subjects that contribute towards the **English Baccalaureate**. To keep your future choices open, many universities advise that your A level courses should include at least two of the 'facilitating' subjects: Biology, Chemistry, English, Geography, History, Mathematics, Modern Foreign Languages and Physics. To be able to study these courses at A Level, you will firstly need to have studied them at GCSE.



Why study a language?

The Russell Group has named 'languages' as one of the subjects that open doors to a wider range of degrees at university. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement).

There are also many other reasons to study languages as part of the English Baccalaureate Pathway. Learning a foreign language can:

- develop cognitive abilities such as memory and reinforces learning skills like discipline and perseverance. These skills will enhance your academic capabilities in other subjects and are valued by future employers.
- provide an insight into other cultures and opportunities for travel and exploration.
- produce a more competitive CV for entry into colleges, universities and future careers.
- enable employees in a range of professions to compete in a global market.

Option Pathways 2025-27 Curriculum

English Baccalaureate Pathway

English Baccalaureate Subjects			
Core Curriculum	+	Core Humanities (Select ONE)	+
		Languages (Select ONE)	+
			Select TWO options from the following:
English Language English Literature Mathematics Combined Science OR Triple Science		Geography OR History French OR Spanish	<ul style="list-style-type: none"> • Art • Business • Computer Science • Design & Technology: <ul style="list-style-type: none"> ○ Textiles ○ Graphics ○ RM • Drama • Hospitality & Catering (Tech Award) • Media Studies • Music • Philosophical Thinking • Photography • PE (Cambridge Nationals/GCSE) • Sociology

Pupils on this pathway will study all of the subjects that make up the English Baccalaureate, in addition to two other option subjects. The English Baccalaureate demonstrates that you have the breadth and broad knowledge that both employers and top universities are looking for. If you are thinking about going on to A Level and/or university then this pathway is highly recommended.

Non-Ebacc Pathway

Compulsory curriculum:	+	Compulsory Core Humanities (Select ONE)	+	Select THREE options from the following:
English Language English Literature Mathematics Combined Science OR Triple Science		Geography OR History		<ul style="list-style-type: none"> • Art • Business • Computer Science • Design & Technology: <ul style="list-style-type: none"> ○ Textiles ○ Graphics ○ RM • Drama • Hospitality & Catering (Tech Award) • Media Studies • Music • Philosophical Thinking • Photography • PE (C. Nationals/GCSE) • Sociology

This pathway will not lead to the English Baccalaureate as pupils will not be studying a language at GCSE. Pupils on this pathway will still need to choose either Geography or History as part of the compulsory core offer, in addition to three other option subjects.

Submitting your options

Remember not to rush your decision - you will be studying these options for the next two years so it's important to get it right! There is NO priority given to pupils who get their option forms in first so take your time, read the course descriptions in this booklet carefully, talk to your teachers and attend the Year 9 subject consultation evening.



We will be using Microsoft Forms to collect your option choices.

When you are ready to submit your option choices then use the QR code on the right:

Or alternatively go to [Y9 Options | 2026-28 Cohort – Fill in form](#)

You will need to log in to your Office365 account in order to access the online form. The online form works on computers, tablets and mobile devices. If you do not have access to any of these, please speak to Mr Stubbs before the options deadline to submit your choices.

Key Dates:

Wednesday 21st January - Year 9 Subject Consultation Evening

Friday 6th February - Deadline for submission of options form online



What if I have missed the deadline to submit my form?

Speak to Mr Stubbs as soon as possible. Any option forms submitted **after the deadline** will be processed **AFTER** the forms handed in on time.

What if I have submitted my form and then change my mind?

If the options deadline has not yet passed, then use the above link to resubmit another form. This new form will override your previous option choices.

If the deadline has passed, then please speak to Mr Stubbs as soon as possible. Be aware - it may not be possible to change your option choices after the deadline has passed.

When will I find out which options I have been allocated?

The options are grouped together in blocks on the timetable based around pupils' choices. Each individual pupils' option choices need to be reviewed in order to maximise the number of pupils receiving their chosen options and ensure we have the teachers available to deliver them. As you can appreciate, this takes time to put together therefore pupils usually receive their option allocations in June.



English is compulsory at Key Stage 4 and all pupils work towards both **GCSE English Language** and **English Literature**. Classes are organised with consideration given to target grades and prior attainment. Throughout the course, the flexibility to move pupils between classes is maintained. There are no tiers of entry for GCSE English specifications. All examinations are taken at the end of Year 11. There is no Controlled Assessment.

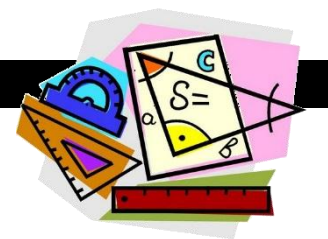
GCSE English Language:

<u>Name of examination</u>	<u>Content of examination</u>
<u>Communicating Information and Ideas (Paper 01)</u> 80 marks 2 hour written exam (end of year 11) 50% of total GCSE	<u>Section A - Reading</u> Read and answer questions on non-fiction texts: one 19 th century non-fiction text and one 20 th or 21 st century non-fiction text. <u>Section B - Writing</u> Write one piece of non-fiction writing (letter, speech, newspaper article, etc).
<u>Exploring Effects and Impact (Paper 02)</u> 80 marks 2 hour written exam (end of year 11) 50% of total GCSE	<u>Section A - Reading</u> Read and answer questions on literary prose texts: both texts are 20 th or 21 st century literary prose (one may be literary non-fiction). <u>Section B - Writing</u> Write one piece of original creative writing. This may be in the form of a story, narrative, diary entry, autobiography etc.

GCSE English Literature: all examinations are closed text.

<u>Name of examination</u>	<u>Content of examination</u>
<u>Exploring Modern and Literary Heritage Texts</u> 80 marks 2 hour written exam (end of year 11) 50% of total GCSE	<u>Section A - Modern prose or drama</u> <i>An Inspector Calls</i> 1. Pupils will be asked to compare the studied text to an unseen modern, same genre extract. 2. A general question on the set text. <u>Section B - 19th Century Prose</u> <i>The Strange Case of Dr Jekyll and Mr Hyde</i> 3. Pupils answer one question from a choice of two
<u>Exploring Poetry and Shakespeare</u> 80 marks 2 hour written exam (end of year 11) 50% of total GCSE	<u>Section A - Poetry (Conflict)</u> One cluster of thematically linked poetry from the <i>OCR Poetry Anthology</i> . 1. Pupils will be asked to compare one of the studied poems to a thematically linked unseen poem. 2. A general question on a poem of the pupil's choice <u>Section B - Shakespeare</u> <i>The Merchant of Venice</i> 3. Pupils answer one question from a choice of two

Pupils are responsible for the purchase of their own texts. A letter regarding the purchase of texts will be sent out in the summer term of Year 9.



Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

Assessment:

The examination sat will be dependent upon the pupil's individual pathway. Some pupils will follow the Foundation Course which offers grades 1-5 and others will follow the Higher Course which offers grades 4-9. The course is examined by three 90-minute papers, one non-calculator and two calculator which are sat at the end of the course in the May and June of Year 11.

Further Study Opportunities:

Mathematics is a core GCSE subject and forms a basis for further study at all levels. Almost all college courses will require minimum grades in Mathematics qualification and pupils who do not achieve a grade 4 in their GCSE will have to continue to study mathematics in order to have their college place funded by the Government.

Pupils can study A-level Mathematics and Further Mathematics. A-level Mathematics is currently the most popular A-level choice due to the large number of Degree courses which list it as essential or desirable for entry onto the course.

MATHEMATICS





Science is compulsory at Key Stage 4 and all pupils work towards either **GCSE Combined Science (Trilogy)** or **GCSE Separate (Triple) Science**. Whether pupils sit the combined or separate science courses will depend on their set and the ability of the cohort. Classes are organised with consideration given to target grades and prior attainment. Throughout the course, the flexibility to move pupils between classes is maintained. There are higher and foundation tiers for both courses and pupils will be placed into tiers based on prior attainment. All examinations are taken at the end of Year 11. There is no Coursework or Controlled Assessment.

GCSE Combined Science:

Course Structure: There are 6 exams at the end of year 11, each equally weighted. There are 21 set practical activities that pupils are required to undertake. At the end of year 11 the pupils will be awarded a linked double-grade calculated as an average of all 6 exams.	Course Content Biology: Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology
Course Content Chemistry: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative Chemistry; Chemical Changes; Energy Changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources	Course Content Physics: Energy; Electricity; Particle model of matter; Atomic Structure; Forces; Waves; Magnetism and Electromagnetism

GCSE Individual Sciences:

Course Structure: There are 6 exams at the end of year 11, each equally weighted. There are 26 set practical activities that pupils are required to undertake. At the end of year 11 the pupils will achieve three separate GCSE grades one for each of the science disciplines.	Course Content Biology: Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology
Course Content Chemistry: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative Chemistry; Chemical Changes; Energy Changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources	Course Content Physics: Energy; Electricity; Particle model of matter; Atomic Structure; Forces; Waves; Magnetism and Electromagnetism, Space

There will be revision guides available to purchase from the school at the start of year 10. They are highly recommended as there is a high expectation of revision and knowledge retrieval in science due to our testing structure.



During GCSE Geography pupils will study a range of key concepts and case studies across three key elements of the syllabus. The first element investigates 'LIVING WITH THE PHYSICAL ENVIRONMENT', this will allow pupils to gain an appreciation of the natural world around them including tectonic and weather hazards, climate change, the UK's physical landscapes and the global ecosystems which support life on the planet. The second element is around 'CHALLENGES IN THE HUMAN ENVIRONMENT' which enables pupils to study why more than half of the world's population live in urban areas, the dynamic nature of development and human reliance on key resources for survival and economic gain. Finally, the last element is 'GEOGRAPHICAL APPLICATIONS' which looks at Fieldwork skills (based on two pieces of fieldwork pupils will complete), Geographical Skills and a Decision Making Exercise which is a pre-released theme which pupils study the Easter before they take their exams in the summer.

A key feature of the new GCSE specifications, is the fact that geographical fieldwork skills are embedded throughout ensuring learners become both adaptable and resilient no matter what their future pathway. As part of all GCSE Geography courses, pupils **must** attend a **minimum of two separate days of fieldwork**. Normally each day would cost in the region of **£30**.

Throughout this course you will be learning from current case studies, which apply to each theme, in High Income (HIC), Newly Emerging Economies (NEE) and Low-Income (LIC) countries. It is hoped that this will encourage you to actively engage in the process of Geography and to develop as an effective independent learner, who is critical and reflective. At the end of the course you will be formally examined. This exam will be based around the topics studied in class. Another component is a decision making exam where you will investigate one issue in order to apply your own ideas to a real life situation.

Assessment:

Exam: Living with the Physical Environment	1 Hour 30 Minutes	35% (of final grade)
Exam: Challenges in the Human Environment	1 Hour 30 Minutes	35% (of final grade)
Exam: Geographical Applications	1 Hour 30 Minutes	30% (of final grade)

For further information please speak to your Humanities teacher.

Link to Specification on the Internet:

<http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>



GCSE History involves you studying FOUR main aspects of History. Firstly there is an enquiry in depth which focuses on the rise of totalitarianism and its impact on GERMANY in the period 1918-1939. The enquiry requires the investigation of developments and conditions in Weimar Germany as a basis for explaining Hitler's rise to power. It also enables you to look at the impact the Nazi regime had on Germany during this period and the reactions of various individuals and groups of people. It enables you to immerse yourself in one small period of time and investigate it in great detail.

The second unit, is a wider world depth study, which enables pupils to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the COLD WAR and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

There is also the opportunity to investigate a development study across the whole of time. This is based around MEDICINE and enables you to gain an overview of the main changes and trends in medicine and public health in Britain from the medieval era to the present day. The unit involves looking at three interrelated themes: Disease and Infection, Surgery and Anatomy and Public Health. This topic also includes a study of medicine in the British trenches during World War One.

Finally, you will study ELIZABETHAN England from 1558 - 1588, looking in depth at this specified period. The study will focus on major events of Elizabeth I's early reign considered from economic, religious, political, social and cultural standpoints, and the arising contemporary and historical controversies.

Assessment:

Exam: Paper 1: Thematic study and historic environment - 1 hour and 20 minutes worth 30%.

Exam: Paper 2: Period study and British depth study - 1 hour and 50 minutes worth 40%

Exam: Paper 3: Modern depth study - 1 hour and 30 minutes worth 30%

For further information please speak to your Humanities teacher.

Link to Specification on the Internet:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>



The importance of learning a language cannot be overstated. Foreign language skills are widely recognised as being essential for many jobs in global businesses such as computing, finance and aviation, furthermore a language GCSE has the added recognition of being an EBacc subject.

Employers are increasingly looking for those who can communicate effectively in a foreign language, not only for their linguistic capabilities, but also because language learners are recognised as having a wealth of transferable skills, resilience, and logic. Crucially, learning a language in Key Stage 4 does not limit your career or further education choices.

We offer **French** and **Spanish** for pupils in Key Stage 4 and strongly recommend you continue studying the language that you have been learning so successfully at KS3. If you are considering opting for both languages, speak to your MFL teacher. In opting to study a language you will be able to communicate more confidently and accurately with native speakers and learn more about the lifestyles and cultures of many vibrant and influential countries.

By opting for a GCSE in Modern Foreign Languages, you will:

- understand and apply language effectively for purposes of practical communication
- apply the language both imaginatively and creatively
- understand the culture and civilisation of different countries and communities
- develop a solid foundation of the skills, language and attitude required for further study, work and leisure



Assessment:

You will take four exams which assess the four key skills areas. Each assessment is worth 25% and are sat at the end of the course. Throughout the course you will revisit topics that you have already studied in KS3 such as holidays, leisure, education and careers. You can see an overview of each on our school website.

The four exams are taken at the end of Y11 and are as follows:

- Listening. Understanding and responding to different types of spoken language.
- Speaking. Communicating and interacting effectively in speech for a variety of purposes. This is a one-on-one dialogue with your class teacher.
- Reading and Translation. Understanding and responding to different types of written language
- Writing and Translation. Communicating effectively in writing for a variety of purposes

Further information about the courses can be found on the AQA website, and if you have any questions about the MFL GCSE course requirements and structure, please see your Languages teacher or speak to Mrs Ryder (Curriculum leader for MFL).



Why choose art?

- You are *resilient*.
- You enjoy being creative.
- You like to explore ideas in images.
- You like to explore different types of processes and materials.
- You like to challenge yourself and to explore an idea/theme.
- You want a career in the creative industry.
- You want to be an architect, involved in computer game design, fashion designer, graphic designer, car designer, animator, painter, sculptor, film maker etc.

Do I have to be good at drawing?

Drawing is important, but a love of creativity means you can explore different types of 'drawing,' for example stencil making- like Urban Art/graffiti art. Also Doodling is drawing, the new criteria means that there is an element of drawing- but we can be creative in our response to this. You could enjoy sculpture, collage and photography, and explore this in your work, and ideas.

What will I study?

The themes that we will explore are 'Natural Forms' and 'Identity.' This theme can encapsulate many different and broad ideas, allowing students to explore something more personal. Students will be introduced to a range of materials and encouraged to explore new ways of working.

Work will be developed in various ways using:

- **Printmaking**
- **Stencil making**
- **Painting**
- **Drawing**
- **Sculpture**
- **Photoshop**
- **Collage**
- **Photography skills to do with artists who work in Fine Art also.**

You can respond to the theme in any way, with the support and guidance of your teacher. If your work becomes sculptural, you could be entered for a GCSE in sculpture. You will visit an exhibition to support and provide inspiration for your ideas.

Assessment:

Controlled assessment is worth 60% (all classroom work assessed.)

You will sit a 10 hour exam (Pupils have 8 weeks to plan this, with their teacher's help). This will take place in terms 3 or 4 of year 11. The exam is worth 40% of the final grade.

What will I learn if I do GCSE Art?

You will learn:

- To think independently.
- How to respond to artists' work.
- To experiment with ideas.
- About careers in art.
- To make connections with the world around you and think laterally.
- Skills/Techniques.
- Annotate artwork.

Art Pack/Trips:

Below is a list of possible costs (approximate prices for materials and trips) associated with taking this GCSE option:

The school can provide cheaper materials than local retailers and we offer these in a pack. This will give pupils ownership and control of the materials they use, so there is less waste. Through this scheme, pupils will also be allowed to take their work home at the end of the course.

Drawing Pack - Sketching Pencil Set, Fine line Drawing Pen, Rubber, Sharpener, A3 Sketchbook, A3 folder, plus printing to high quality printer.

Approximately £20.00

OR

Painting Pack and Drawing Pack- Size 2 Brush, Size 6 Brush, Paint Palette, Watercolour Set, Acrylic Paint Set, Sponge, Sketching Pencil Set, Fine line Drawing Pen, Rubber, Sharpener, A3 Sketchbook, A3 folder.

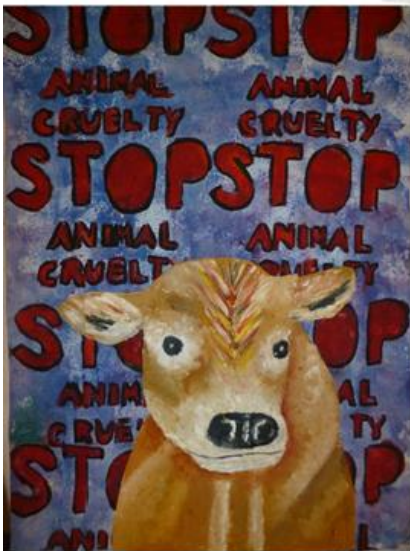
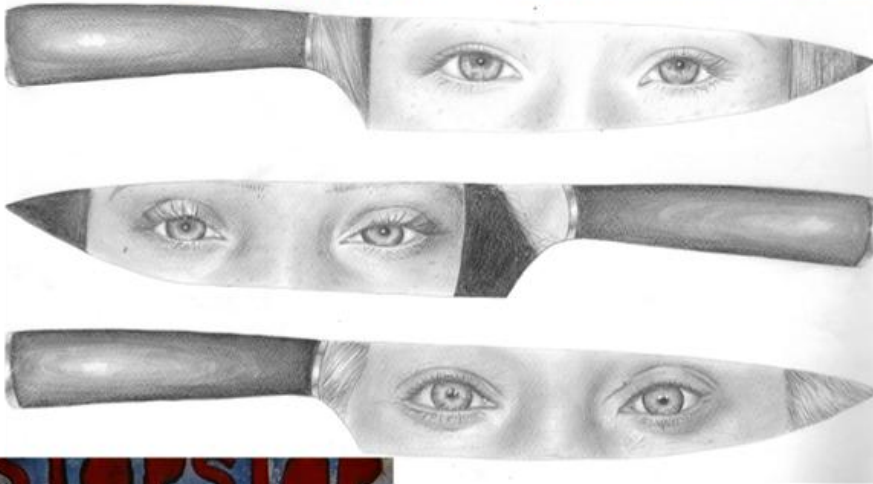
Approximately £30.00

Art trip to Galleries - To support and inspire Tate Modern/ Tate Britain

Approx. £30.00

We hold an annual art show in June/ July, this is a great opportunity for friends and family to view the pupils' work.

Fine Art GCSE





You might have an interest in learning how businesses are set up and what it takes to survive and/or you might want to start your own business one day. Business GCSE offers you the opportunity to develop skills ready for the workplace. You will be introduced to the world of small businesses, then move onto skills to help business expand; you will discover how businesses promote themselves, how the economy affects decision making and study how they manage both their finance and their workforce. Throughout the course you will be looking at what makes someone a successful entrepreneur.

The course is divided into two main themes:

Theme 1 - Investigating Small Business In Year 10 we will cover enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences on business.	Theme 2 - Building the Business In Year 11 we will look at growing a business, Marketing, Operations, Finance and Human Resources and revisit some of the topics from Theme 1.
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You will develop effective decision-making skills and will be required to apply the business theory to real business situations. You need to be good at communicating, explaining your ideas as the exam questions will ask you for your opinion in various business scenarios, so developing the confidence to do this and using the theory learnt to support your own judgement is something you will develop on the course.

Assessment:

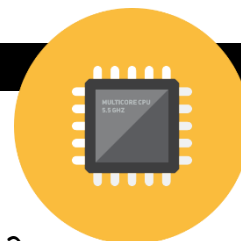
This course is assessed 100% by examination with 2 written exams for 1 hour and 45 minutes each. The first exam covers Theme 1 content and the second exam covers content for Theme 2. Both exams are taken at the end of Year 11.

Further Study Opportunities:

This course provides excellent preparation for further study in the field of Business at sixth-form/college or beyond.

See Mrs Hopkinson or Mr Bouteiller for more information or go online:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>



Have you ever wondered how computers work?

Have you wanted to create your own applications and learn how to program?

Computer Science is all about problem solving, analysing and designing solutions and then evaluating them. It also counts as a Science towards the English Baccalaureate.

You will learn about:

- Programming - you will be taught at least one programming language, and you will need to use it practically and creatively
- Algorithms - and why they are at the heart of how computers work
- Data - how it is handled and stored and what it can be used for
- Computer Systems - how are they made up and how do they work?
- Computer Networks - how computers and networks are made up and how they communicate
- Cyber Security
- Relational databases and structured query language (SQL)
- Ethical, Legal and Environmental impacts of digital technology including privacy

Pupils who hope to achieve well on this course should:

- Have a very good understanding of mathematics
- Enjoy a challenge and problem solving
- Be willing to undergo additional programming practice in their own time

Assessment:

Paper 1: Computational thinking and programming skills (2 hours) - worth 50% of GCSE

Covers: Computational thinking, code tracing, problem-solving, programming concepts, including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2: Computing concepts (1 hour 45 minutes) - worth 50% of GCSE

Covers: Fundamentals of data representation, computer systems, networks, cyber security, relational databases and SQL, ethical, legal and environmental impacts of digital technology.

Further Study Opportunities:

- A-level Computing
- Vocational IT qualifications
- Industry-standard IT qualifications
- Degree courses in Computing, Engineering and Science.

See Mrs Hopkinson or Mr Ward for more information or go online:

<https://cdn.sanity.io/files/p28bar15/green/28f4f0d160b28d28dce8fb3b50304bbdbd305b1d.pdf>

Even though the GCSE is titled "Design & Technology", you will opt to focus on either **Graphic Products**, **Resistant Materials** or **Fashion & Textiles**.



The GCSE course is assessed on a 9-1 scale. The course is assessed through a coursework project and an exam at the end of the two-year course. At the start of term 6, the exam board will offer a choice of three coursework tasks where pupils will be able to select what product they design, develop and make, their client, theme and occasion it will be used.

The written exam will be based on theory related to the following topics and will last 2 hours:

- **Designing and making principles**
- **Core technical principles**
- **Specialist technical principles** (*All D&T pupils will develop a more in-depth knowledge in one relevant area for their chosen GCSE such as paper and boards for Graphics, fibre and fabric for Fashion & Textiles and natural and manufactured timbers for RM materials and processes.*)

Key areas for learning:

- New and emerging technologies (theory)
- Energy, sustainability, materials, systems and devices (theory)
- Specialist materials and their working properties (theory/practical)
- Design considerations, market pull, cultural and economic factors (theory/coursework)
- Design and making principles (theory/practical)

Why choose this course?

- If you have a passion for designing and making
- If you enjoy problem solving, learning life skills and improving the world around you
- If you are eager to learn about new materials and technologies
- If you enjoy a variety of theory, coursework and practical based learning

Career Links:

Graphic Designer, Web Designer, Packaging Designer, Model Maker, Printer, Advertising/Marketing, Exhibition Designer, Stage Set Designer, Product Designer, Product Manufacturer, Engineer, Carpenter, Furniture Designer, Model Maker, Jewellery Designer, Costume Designer, Textiles Designer, Tailor, Fashion Designer, Interior Designer, Fashion Buyer, Fashion Forecaster, Fashion Journalism, Seamstress, Make-up Artist, Costume Designer, Fashion Merchandising, Stylist and much more...!



Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The third biggest employer in the UK. Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions.

This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

Key areas for learning:

- Hospitality and catering industry
- Food, nutrition and health
- Work place safety, qualifications and employment
- Food hygiene and safety
- Preparation, cooking and presentation skills
- Review and evaluate

Assessment: The course is assessed on a Distinction *- L1 Pass scale.

Exam:

Unit 1: The hospitality and catering industry

- Written examination: 1 hour 20 minutes
40% of qualification (80 marks)

Controlled Assessment Coursework Task:

Unit 2: Hospitality and catering in action

- Controlled assessment based on brief set by WJEC: approximately 12 hours
60% of qualification (120 marks)
- Pupils will prepare, cook and present a final menu of three dishes within 3.5 hours, planning in advance how this will be achieved.
- Photographic evidence of practical cooking the three final dishes

Course cost: Pupils are expected to cook every week, the cost of this course can be up to £10 per week.

Career Links: food scientist; food technologist; sports nutrition; environmental health officer; dietician; teacher; chef; restaurant manager; hospitality and catering careers; military chef; airline chef; food promotion; catering manager; events manager and many more career opportunities.



The Drama GCSE course is a two-year exploration of the functions of drama and the techniques used in the discipline. In Year 10, pupils will study a play set by the examination board. The focus for the pupils is interpreting the play from the perspective of the performer, director, and designer. Key skills will be taught alongside this to allow the pupils to explore the set play using dramaturgical language and ideas. Pupils will complete a devised drama project which will explore a theme through performance; a written or verbal portfolio will consolidate the learning in this part of the course.

In Year 11, pupils will prepare for their two contrasting performance pieces this will be externally assessed.

Finally, pupils have a summer written exam which will test their knowledge and understanding of the set play and a professionally performed play which the pupils have watched and critiqued.

Homework is set in Drama GCSE especially around critical periods such as Portfolio completion in Component One, and exam revision for Component Three.

Component One: Devising (40% of qualification)

Pupils explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance. The stimuli are a free choice for centres. Pupils record the creation and development process of this group performance in a portfolio and evaluate their contribution to the process and the performance.

Assessment

Participation in group-devised performance as a performer or designer.
Individual portfolio.

Component Two: Performance from text (20% of qualification)

Pupils explore two extracts from one play text, this text must be from a contrasting time period to their Component 3 set text. It must also be by a different playwright and a different genre. They create a performance from the text, rehearsing and refining their performance/ design realisations for an assessed performance. Performance in/design realisation for two key extracts from a performance text.

Assessment

Each of the extract performances is assessed independently.
Pupils participate as a designer/performer and may submit a monologue, duologue or group piece for each extract.

Component Three: Theatre Makers in Practice (40% of qualification)

Pupils practically explore a chosen set text. This can come from either List A (pre-1954) or List B (post-2000).

Pupils are audience members for a live performance. They make and refine notes on the performance. They practice responding to questions for both sections in examination conditions.

Assessment

Written examination: Section A - Bringing texts to life; Section B - Live theatre.

Pupil Contribution:

In order to fully access the exam paper, students are expected to watch and evaluate a live theatre performance. Cost can vary but previous visits have cost in the region of £50.00.

Further Study Opportunities:

Pupils who complete the two-year GCSE course would be at the point where they would be able to continue with either A Level or Level 3 qualification in Drama at an FE College of their choice. They could then go on either to Degree study or move directly into a job in the Arts. The skill set that pupils learn and utilise from this course can be applied to many of the 1.68 million jobs in the UK that the Government identified as Creative. Providing 71.4 Billion in revenue. Jobs could include: Performing, Stage Management, Sound /Lighting/technical designer, Producing, Directing, Community Outreach, Drama Therapy. Creative problem solving, team building and many others.

Media GCSE (Eduqas)

'The Media' refers to the different channels we use to communicate information in the everyday world, and includes television, print (magazines and newspapers), film, radio, advertising, music videos, video games and the internet.



You have been studying Media products from a very young age. The moment you sat down in front of a TV programme or watched a film, you were being influenced by the Media. Think about it: do you see boys playing with Barbie dolls in advertisements, or girls playing with cars in Hot Wheels advertisements? Have you ever used phrases you've heard in TV shows in every day speech? Have you longed to see a film because the poster looked interesting?

Media Studies is heavily weighted towards theory and analysis of different media texts and you'll be looking at everything from Taylor Swift's music videos to Trigger Point, James Bond to Fortnite. As we explore how the professionals create their texts and influence meaning, we'll also explore how to create our own products - particularly for your NEA.

Pupils will need to learn and apply a lot of subject specific knowledge and there is a lot of writing involved in this subject, but as the media is all around us, it can be a rewarding subject leading to a range of careers including those in advertising, marketing, and film production to name but a few.

Assessment:

Assessment for this course is made up of 30% Non-examined assessment (NEA) where pupils will need to create a media project in response to a set brief this will require students to take photographs and complete research during the summer holidays between Year 10 and 11, and the remaining 70% of the qualification will be two written exams consisting of short answer and extended written response questions.

Paper 1 - 1 hour and 30 mins

40% of GCSE

(Questions will focus on four areas of the theoretical framework: media language; representation; media industries and audience)

Paper 2 - 1 hour and 30 mins

30% of GCSE

(Questions will focus on media language and contexts of the media.)

Non-Exam assessment: media project

30% of GCSE

(Application of knowledge and understanding and practical skills will be assessed.)

Further Study Opportunities:

During the GCSE Media course you'll develop and practice a range of skills which will equip you for progression to A Level study. They will also help in other areas such as English, Humanities and Social Sciences. Over one hundred universities offer courses in Media in the UK. An A Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas. If university isn't for you, there is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start. There has never been a better time to become a Media Studies student.

For more information, please speak to Mrs Verlander-Simmonds, Mr Evans or Mrs Lloyd

Music GCSE (Eduqas)

Music at Key Stage 4 will now prepare for GCSE Music or BTEC Tech Award in Music Practice. All students will opt for Music and then all students will work towards either **GCSE Music** or the **Tech Award in Music Practice**. Whether pupils sit the GCSE or BTEC course will depend on the ability of the cohort. Classes are organised with consideration given to target grades and prior attainment.



MUSIC GCSE (Eduqas)

During this course you will learn how to improve your performing skills and, through your work in composing, you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years.

You will analyse 2 set works; Bach: Badinerie from Orchestral Suite No.2 and Toto: Africa.

For both analysis topics you will develop your note reading ability and use high level subject specific terminology.

To be successful in this course you need to be dedicated to your studies and you must be able to play at least one instrument or voice. You should enjoy learning about all types of music (including classical, popular and world music), performing and creating music in your own time and be learning an instrument or having singing lessons.

The course has a lot of music theory as well as practical so be prepared for musical analysis as well as composing and performing!

Assessment:

Composition - There are 2 compositions: 1. Composition to a set brief 2. Free composition Between 3-6 minutes in length.	(30% of the course)
Performing (Solo and Ensemble) One solo and one ensemble recorded in school. They must be between 4-6 minutes in length and one must be linked to an area of study.	(30% of the course)
Listening and Appraising Music —1 hour 15 minute music exam This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music	(40% of the course)

BTEC Tech Award Music in Practice (Edexcel)

This course contains three components:

Component 1: Exploring Music Products and Styles. Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Component 2: Music Skills Development. Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3: Responding to a Music Brief. Students will be given the opportunity to develop and present music in response to a given music brief.

This is a level 2 course that will offer students a hands-on course and an insight into what it is like to work in the Music sector. Performing, composing and research skills will be developed with a focus on how the techniques are used to create and realise music. A variety of musical styles and musical theory will underpin all the practical work.

There is no written exam although there is an externally assessed component. There are set tasks which will have students responding in a variety of ways including written and practical work.

Assessment:

Component 1: Exploring Music Products and Styles	30% of the course	Internal Assessment - 2 tasks
Component 2: Music Skills Development	30% of the course	Internal Assessment - 1 task
Component 3: Responding to a Music Brief	40% of the course	External synoptic task - marked externally.

By studying the Tech Award students will get a taste of what the Music sector is like, gain transferable skills and build confidence preparing for the future.

Further Study Opportunities:

To take A Level Music you will need to take GCSE Music or have a high standard of external qualifications e.g. a minimum of Grade 4 on your instrument/voice

For further information or if you have any questions, please see Mrs Hutchings or Miss Fullerton.



There are TWO main components to this course. Firstly, you will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. This course is designed to make you aware of what the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. You will study two religions, Christianity and Buddhism. In both religions, you will study the beliefs, teachings and practices of Christianity and Buddhism and their basis in Christian and Buddhist sources of wisdom and authority.

The second component will be a study of FOUR themes:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Throughout these themes, you will consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You will become aware of different perspectives on the issues studied, within and/or between religions, as well as non-religious views.

Assessment:

Exam: The study of religions: beliefs, teachings and practices (Christianity and Buddhism)	1hr 45 minute exam	50% (of final grade)
Exam: Thematic studies	1hr 45 min exam	50% (of final grade)

For more information, please see Mrs Nightingale.

Link to Specification (Code 8062):

<http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>



Why Choose Photography?

You enjoy taking photographs. You want to learn more technical aspects of taking photographs. You want to understand how to take a good photograph. You want to understand how artists and designers use photography.

Due to the digital element, photoshop will need to be used throughout the course, so it is important that you enjoy using photoshop.

You enjoy exploring photography to create artworks that could be very experimental and innovative, could be collage based or have links to sculpture.

Requirements:

Pupils will need to be committed and organised to do this course. A course requirement is that all pupils have access to digital camera, with all the leads and recharging equipment. A point and shoot camera or the camera on a smart phone are adequate, but preferably pupils will have a Digital SLR camera.



Course:

Project 1: Transforming Portraits

We introduce photographic skills, composition, lighting, shutter speed and photoshop skills. We also analyse Artists/ Photographers' works so we understand the context of the ideas and how they can influence us. A project we explore is the impact of social media.

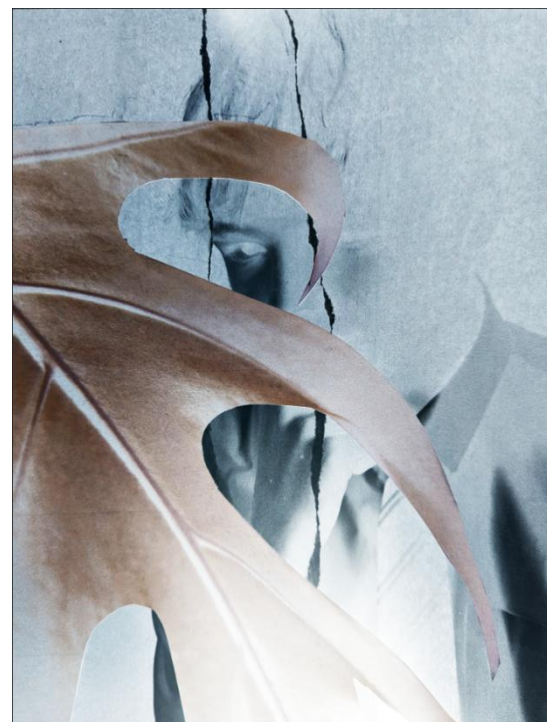


Project 2: Circles

A theme we explore is "Circles" We explore a subtheme of a students interest and focus on pattern and abstraction This project is started in year 10 and is completed in year 11.

Project 3

This has an externally set starting point given to us by the exam board. This final project is essentially the exam itself. We will be given the starting points in January of Year 11 and we will use the remaining time on the course to prepare the relevant ideas and models ready for the final 10hr exam that will take place in term 3 or 4, during Year 11.



Cost:

These are:

- Approximately £30 for a field trip, which is of great value to their projects (see Project 2). It is vital in generating beautiful images, with their teacher on hand, and a great foundation for their experimentation skills in Photography.



This course is in addition to the 2 hours of Core PE and will appeal to you if you:

- Have a keen interest in sport and always look forward to your PE lessons.
- Take part in sport outside of class time.
- Want to follow a course that develops knowledge and understanding through theory and limited practical involvement.
- Want to know more about the benefits of sport and exercise.
- Have a keen interest in the body systems and how they operate.
- Are considering a sports-related career, an A Level in Physical Education or a BTEC Level 3 in Sport qualification.

Both courses build on the knowledge, understanding and skills established in Key Stage 3 Physical Education. You will be required to perform at a high level in both team and individual games. You will also need to be prepared to work hard in a classroom as both courses have a **high percentage of marks dedicated to theory content**.

Through a variety of classroom based, as well as practical sessions, you will:

- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- Develop an in depth working knowledge of performance in sport.

GCSE Physical Education:

The GCSE course is assessed over two units:

- **Unit 1** is externally assessed through two written examination papers, which are each worth 30% of your final grade (60%).

PAPER 1: Physical Factors Affecting Performance

PAPER 2: Socio-Cultural Issues & Sports Psychology.

- **Unit 2** is assessed in two sections:

- 1) **Practical Performance:** You will be assessed in three different sports, each contributing 10% to your final grade- x1 team/x1 individual/ x1 team or individual (30%). You will complete your practical element in core PE lessons and it would be extremely beneficial to represent the school team in your chosen sports.
- 2) **Analysing and Evaluation Performance (AEP):** Analysis of performance which is a written piece of coursework and will also contribute 10% towards your final grade.

The sports in which you can be assessed in are:

Team Sports	Individual Sports
Badminton (Doubles)	Athletics
Basketball	Badminton (Singles)
Camogie	Boxing
Cricket	Canoeing/Kayaking (Slalom)
Dance (Group)	Canoeing/Kayaking (Sprint)
Football	Cycling (Track)
Gaelic Football	Cycling (Road)
Handball	Dance (Solo)
Hockey	Diving (Platform)
Hurling	Golf
Lacrosse	Gymnastics (Floor and Apparatus)
Netball	Equestrian
Rowing	Rock Climbing
Rugby League	Sculling
Rugby Union	Skiing
Squash (Doubles)	Snowboarding
Table Tennis (Doubles)	Squash (Singles)
Tennis (Doubles)	Swimming
Volleyball	Table Tennis (Singles)
	Tennis (Singles)
	Trampolining

Cambridge Nationals in Sport Studies:

Over the two years you will complete 3 units, one of the units is externally assessed (exam) and the other two are non-examined set assignments, marked by your teachers and externally checked by OCR. By completing the units, it will enable you to develop a wider range of skills and provide evidence of you meeting the assessment criteria. You will generate this evidence through a range of activities, including written work, practical performance and an examination. You will be encouraged to take responsibility for your own learning and achievement by following the set assignment. Each of the units have multiple topic areas where you will complete a set assignment for each aim. You will also complete an external exam which will focus on one of the mandatory units (Contemporary issues in sport).

R185: Performance and leadership in sports activities (PRACTICAL & THEORY)

You will have the opportunity to develop your skills as a performer in TWO different sporting activities. You will work independently and as part of a team, including communication with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as the participant and the leader, and will use your initiative to solve problems and make decisions. You will deal with rapidly changing conditions and situations. There are 5 topic areas to complete.

R186: Sports and the media (ALL THEORY)

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will learn how rapid development in technology is enabling sport to be viewed, replayed and discussed wherever and whenever the spectator wants. You will develop the ability to evaluate and interpret the different ways in which sport is represented by the media. There are 3 topic areas to complete.

R184: (Exam) Contemporary Issues in Sport

You will understand a range of topical and contemporary issues in sport, including learning about participation levels and barrier to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, the role of high-profile sporting events, the role of NGBs and how technology is used within sport. This is the examination unit and the exam is 1 hour 30 minutes.

Cambridge Nationals and GCSE Pathways:

The department offers both GCSE and Cambridge Nationals pathways in PE. Pupils interested in studying PE should opt for the subject on their option form. The PE department will then assess each individual pupil and recommend which of the two examination courses on offer we feel would most suit their needs. **Please note both of these courses are heavily weighed to classroom content and not as much practical content.**

If you have any further questions, please do not hesitate to contact Mrs Humphrey or Mrs Wall.

The main topics you will study at GCSE are: The sociology of families, education, crime and deviance, social stratification and relevant areas of social theory and methodology.

You will develop the ability to reflect upon your own experiences of the social world, to apply your knowledge and understanding and to critically analyse information/sources of evidence to make connections between topics. Sociology encourages an understanding of others and other societies based upon cooperation, conflict, continuity and change.

Paper 1: The Sociology of families and education	1hr 45 minute exam	50% (of final grade)
Paper 2: The sociology of crime and	1hr 45 minute exam	50% (of final grade)

You will learn about different sociological perspectives and theories and you will be expected to be able to apply this to different social issues. You need to be analytical and to be able to take on other points of views.

<https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF>

For further information please speak to Mrs Pinheiro or Mrs Jackson