

# Key Stage 4 Options 2026 - 2028 Year 9



# Introduction

The choices that you make in Year 9 will shape your schooling for the next two years and for you to start thinking seriously about your future career choices.

Throughout this booklet you will find information about each of the options we are offering. All of this has been designed to give you an initial understanding of the course content and assessment approaches used, but this cannot replace the thinking and research that you yourself will need to conduct in order to make your option choices. This is an enjoyable process as you explore the opportunities of the wider world.

It is important to note that whilst we make every effort to accommodate the wishes of students and parents/carers, we cannot always guarantee first choices. Wherever possible, the details of specific courses and awarding bodies are given but please be aware that these particulars may be amended in the light of changing circumstances. We also reserve the right to withdraw courses if there is insufficient student uptake or staffing constraints. The final selection of subjects remains the School's responsibility.

Finally, please read this booklet to understand the subjects on offer, then use the Year 9 Progress Evening on 5th March and also your child's Progress reports to inform the options selected.

We want you to feel confident about the decisions you make, so if you are unsure about anything, then please do not hesitate to contact us.

## **Timeline of the Option Process:**

13th February	Yr 9 Progress Reports
26th February	Options Evening 5:30 - 7:30
5th March	Yr 9 Progress Evenings
9th March	Option Form Closes.
16th March	Student Consultation Meetings

# **CURRICULUM ORGANISATION: Y10 AND Y11**

## **THE CORE CURRICULUM**

All students, will follow the same core curriculum, the details of which are summarised below:

Subject	Qualification/Curriculum Content
English	English Language GCSE Literature GCSE
Mathematics	Mathematics GCSE
Science	Separate (Triple) or Combined Science (Trilogy)
Physical Education	Core PE which is non-examined and focuses on healthy lifestyle and exercise.
Lifeskills	This is a non-examined subject and covers statutory curriculum content: sex and relationships, drug education, careers education and preparation for work. It also covers religious education and British Values in the 21st century.

## **THE OPTIONAL CURRICULUM**

All students will take four options choices from the range of subjects on offer.

### **PROHIBITED OPTION COMBINATIONS**

Due to the similarity of subject content and in the interest of students following a well-balanced curriculum and guidance from the exam board students cannot study the following subject combinations:

- DIT (Vocational) and Computer Science.
- GCSE Business and OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing (Technical award)
- GCSE Music and NCFE MUSIC TECHNOLOGY
- GCSE PE and Cambridge OCR Sport

### **NOTES ABOUT OPTIONS**

- It is important to establish at the outset, however, that whilst every effort will be made to satisfy each individual's requirements, there is a limit to the resources available. Option courses offered may have to be withdrawn, if the numbers choosing them are too small.
- There may also be circumstances where a particular option course becomes oversubscribed. We would, if required, then operate a random

selection process, to be as fair as possible to all students concerned. At this point, the student's reserve option choice will be selected.

- Students choosing Separate Sciences (Triple Science) will not be automatically given this option. The Science Department will be recommending the most suitable students, considering attitude to learning, progress and achievement in Science. Students studying Separate Sciences are usually in set 1 or 2 for Science.

## EBACC

We believe wholeheartedly in student choice and recognise young people will relish the opportunity to determine what they learn. EBacc was the government's preferred curriculum for a set of subjects at GCSE that keeps young people's options open for further study, particularly university and future careers. Ebacc includes the following subjects English Language or English Literature, Mathematics, Science (Combined or Separate Science), a language and either Geography or History.

Research by the UCL Institute of Education shows that taking the EBACC enhances prospects for entering further education or employment.

## Option Blocks:

All students will take four options from the range of subjects on offer. You need to select a first choice and a reserve option in each block.

Option A	
Art	GCSE
Business	GCSE
Design and Technology	GCSE
Enterprise	Voc
French	GCSE
Geography	GCSE
Health & Social Care	Voc
History	GCSE
Music	GCSE
PE	GCSE
Psychology	GCSE

Option B	
Business	GCSE
Design and Technology	GCSE
Film Studies	GCSE
Geography	GCSE
History	GCSE
Digital Information Technology	Voc
NCFE Music	Voc
Religious Studies	GCSE
Spanish	GCSE
Separate sciences	GCSE

Option C	
Art	GCSE
Business	GCSE
Classical Civilisations	GCSE
Design and Technology	GCSE
Food and Nutrition	GCSE
Geography	GCSE
History	GCSE
PE	GCSE
Psychology	GCSE
Spanish	GCSE
Statistics	GCSE

Option D	
Art	GCSE
Business	GCSE
Cambridge Sport	Voc
Computer Science	GCSE
Drama	GCSE
Food and Nutrition	GCSE
Geography	GCSE
History	GCSE

## THE DIFFERENT QUALIFICATION TYPES

### **GCSE**

GCSE stands for General Certificate of Secondary Education. It is the official certificate for all 16-year-old pupils in England and Wales. GCSE qualifications are studied in a traditional manner and the examinations are taken at the end of Year 11.

The majority of GCSEs are now assessed 100% through examination at the end of Year 11. There are, however, a minority of GCSEs that have some form of controlled assessments which take place over the two-year course and make up a percentage of the final grade. These assessments take place in lessons with teacher supervision and often involve some element of being completed under examination conditions.

GCSEs in all subjects are graded on a 9-1 scale with a Grade 8 designed to roughly equate an old-style A\* and a Grade 5 designed to represent a more demanding old-style C grade pass.

### **Vocational**

BTEC and Cambridge Awards are vocational qualifications, and are predominantly coursework rather than examination based. They are well suited to the student who prefers coursework and a more practical approach to examinations. These qualifications have externally assessed written examinations, often worth at least 25% of the final grade. However, in many cases, examination units can be re-sat as they do not always take place at the end of the qualification.

Most vocational courses run the external assessment either at the end of Year 10 or January in Year 11 which allows one re-sit opportunity in the summer of Year 11. Vocational courses are graded differently, often with Distinction\*, Distinction, Merit or Pass at either Level 2 or Level 1.

SOME DOs AND DON'Ts when selecting your Options.

DO	DON'T
Choose courses in which you are likely to achieve success.	Choose subjects just because your friends are choosing them.
Choose courses you are interested in and which you are likely to enjoy.	Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.
Research your choices before you make them: speak to teachers, students who have already studied that subject and professionals from the field of work which you wish to enter.	Choose a subject you don't enjoy.
Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.	
Remember that all courses are of an equal standard and value.	
Choose courses that fit with your future needs.	
Look carefully at the balance of subjects being considered. It is important to consider the workload that subject choices will entail. Some subjects will require more reading and writing whereas some subjects offer a practical element, e.g. Art and Design, Drama and Music.	
Pay attention to the method of assessment and choose a subject where you know you can obtain a high level of marks.	
Talk to your parents/carers, your teachers and careers staff. Although they will not want to make the decision for you, they will each have an important perspective.	

## KEY STAGE 4 OPTIONS AND FUTURES LINKS

### CAREERS ADVICE

Connexions can provide help with any queries about how GCSE choices may influence future career choices. Similarly, **Mr Hurd** can also provide guidance. All Year 9 students have begun using [unifrog](#) this term in order to help them explore their interests, to finding education and training opportunities The following websites are also useful for both parents/carers and students:

- [Where next? LMI resources - Greater Essex Careers Hub](#)
- [Greater Essex - Your Futures](#)
- [National Careers Service](#)
- <https://www.ucas.com/explore/career-list>
- <https://www.parentalguidance.org.uk/>
- <https://icould.com/explore/>
- <https://www.brightknowledge.org/careers>
- <https://www.careerpilot.org.uk/parent-zone>
- <https://quest.startprofile.com/>
- <https://www.brightknowledge.org/>
- [Career Zones - Success at School](#)
- <https://greateressexcareershub.co.uk/flipbook/where-next/index.html>

Career sector quizzes:

[Step Into The NHS :: Take the test](#)

[Career Quiz: What Career Is Right For You? | Go Construct](#)

# GCSE Art and Design

Teaching and Learning Leader: Miss S Brown  
Examination Board: AQA  
Specification: Specification: 8201  
On the net: [AQA](#)

## **DESCRIPTION OF THE COURSE**

In Art, Craft and Design you will have the opportunity to experiment with various processes, tools, techniques, materials and resources.

You will look at and use the work of artists, designers and craftspeople to inspire your own project. You will learn how to; research ideas, develop your art skills in a variety of materials and techniques, study art, craft and design from other artists/cultures. You will be required to analyse and evaluate their work as well as your own as your work progresses.

You will be required to complete work outside the lesson to enhance your project, at least two hours a week extra.

You should choose this GCSE course, if:

- You enjoy working with an extensive range of different art materials.
- You like studying work by other artists/designers/ cultures/ photographers/ illustrators.
- You are willing to experiment and try out new ideas in new materials and techniques.
- You will become involved in your art and want to develop your own ideas.
- You want to create imaginative pieces of art.

In this GCSE course:

- You will be working on improving skills.
- You will use photography and photo editing programmes. You will learn about composition and how to take a 'good' photo.
- You will explore new printmaking techniques.

## **ASSESSMENT METHODS**

Personal Portfolio	60%	This work will be contained in a range of A1 presentation boards, a sketchbook and include a portfolio of larger scale art in 2D or 3D form. Students are expected to spend 1½ years on this work which culminates in a 10-hour timed test where the final piece is completed.
Externally set assignment	40%	Students have approximately 12 weeks to respond to their chosen starting point from an externally set assignment paper relating to their subject title. This is then followed by 10 hours of supervised time to complete a final outcome.

## **GRADING**

GCSE Art and Design will be graded using the 9-1 scale.

**Post 16 Progression:**

GCSE Art and Design serves as a foundation for creative careers, enabling progression to A Level, BTEC, or Foundation Diploma courses. It builds a portfolio for careers in graphic design, fashion, architecture, animation, interior design, photography, and game design. Skills acquired are also valuable in advertising, illustration, art therapy, and production roles.

# GCSE Business

Teaching and Learning Leader: Mr P Bailey  
Examination Board: AQA  
Specification: 8132  
On the net: [AQA](#)

## **DESCRIPTION OF THE COURSE**

Whilst studying GCSE Business (AQA 8132) you will be introduced to the real world of business and how businesses work.

“Many young people will seek work in industry and commerce. If they are to add value effectively, they need to understand the origins of wealth - creation and be familiar with the concepts and application of business and economics. Business literacy and numeracy are growing in importance and young people are increasingly becoming involved in the management of enterprise.”

The Nuffield Foundation

## **CONTENT OF THE COURSE**

These are the units that will be covered:

- Business and the real world - The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.
- Influences on business - The importance of external influences on business and how businesses change in response to these influences
- Business operations - Production methods, customer services, procurement and quality control
- Human resources - Organisation structures, recruitment, motivation and training methods
- Marketing - Customer needs, segmentation, market research and the marketing mix (product, price, promotion, place)
- Finance - Sources of finance, cash flow, financial terms and calculations, analysing financial performance

## **ASSESSMENT METHODS**

Examination: Paper 1 (1 hour and 45 minutes)	50%	<ul style="list-style-type: none"><li>● Business and the real world</li><li>● Influences on business</li><li>● Business operations</li><li>● Human resources</li></ul>
Examination: Paper 2 (1 hour and 45 minutes)	50%	<ul style="list-style-type: none"><li>● Business and the real world</li><li>● Influences on business</li><li>● Marketing</li><li>● Finance</li></ul>

## **GRADING**

GCSE Business will be graded using the 9-1 scale.

### **Post 16 Progression:**

After completing GCSE Business, you can explore a variety of options, depending on your interests and career goals. You could continue with A-Level Business Studies or pursue a BTEC Business qualification for a more practical, coursework-based approach. If you're interested in broader economic topics, A-Level Economics might be a good fit.

Apprenticeships in areas like business, finance, or marketing offer hands-on experience, while vocational qualifications like Cambridge Technicals in Business focus on industry-specific skills. Business Law could be an option, or you might consider a career-focused path in areas like Retail Management or Hospitality. Whatever you choose, there are many paths to deepen your business knowledge and skills

# GCSE Classical Civilisation

Teaching and Learning Leader:  
Examination Board:  
Specification:

Ms H Cooke  
Cambridge OCR  
[GCSE - Classical Civilisation \(9-1\) - J199](#)

## **DESCRIPTION OF THE COURSE**

Classical Civilisation has been designed to allow students the opportunity to study the culture and history of the classical world of Greece and Rome. Within the modules, students will be able to study elements of the literature and visual/material culture and acquire an understanding of their social, historical and cultural contexts. Furthermore, students who take GCSE will have a foundation to build upon, both via their knowledge and skills, for further study at A-level.

There are two modules to study for the GCSE; a thematic study and a literature and cultural study. The thematic study provides the opportunity to study both Greece and Rome, and their literature and visual/material culture. These components are wide ranging and encompass a variety of interesting, engaging material, including the study of the gods and their attributes and foundation myths of both Greece and Rome. In Literature and Culture learners will be able to undertake an element of cultural study, and then couple this with the study of a related body of literature, including the study of places like the Colosseum and Pompeii.

Aims and learning outcomes:

- Knowledge and understanding of literary and cultural materials
- Use the knowledge to develop analytical and evaluative skills
- Develop an awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship.

Assessment Methods:

Examination: Paper 1 (1 hour 30 minutes)	50%	Component 1: Myth and Religion (J199/11) .Thematic study. Written paper - mix of short and long answer questions
Examination: Paper 2 (1 hour 30 minutes)	50%	Component 2: Roman City Life (J199/22) Literature and Culture study. Written paper - mix of short and long answer questions

## **GRADING**

GCSE Classical Civilisations will be graded using the 9-1 scale.

### **Post 16 Progression:**

A GCSE in Classical Civilisation develops strong analytical, argumentative, and communication skills, serving as a versatile humanities foundation. It prepares students for A-Levels in History, Law, Literature, or Politics and aids careers in heritage, law, media, journalism, marketing, and education

# GCSE Computer Science

Teaching and Learning Leader:  
Examination Board:  
Specification:  
On the net:

Mr D Holmes  
OCR  
J277  
[GCSE \(9-1\) Computer Science J277 Specification](#)

## **DESCRIPTION OF THE COURSE**

### **Component 1 - Computer Systems**

- Data representation
- Hardware & Software
- Memory & Storage
- Wired and Wireless Networks
- Network topologies, protocols and layers
- Network Security
- Moral, Social, Legal, Cultural and Environmental concerns
- Data representation

### **Component 2 - Computational thinking, Systems and Programming**

- Computational Thinking (Problem Solving)
- Boolean logic
- Binary & Hexadecimal Number Systems
- Algorithms
- High Level & Low Level Programming languages
- Integrated Development Environments

### **Practical: An extended programming project covering:**

- Programming techniques
- Design
- Development
- Effectiveness and efficiency
- Technical understanding
- Testing, evaluation and conclusions

### **Assessment Method:**

Examination: Paper 1	50%	Computer systems (written examination)
Examination: Paper 2	50%	Computational thinking, systems and programming (written examination)

## **GRADING**

GCSE Computer Science will be graded using the 9-1 scale.

### **Post 16 Progression:**

A GCSE in Computer Science prepares students for entry-level roles and apprenticeships in technology, including IT support technician, junior software developer, web developer, network engineer, and data technician. It provides a foundation for careers in cyber security, games development, AI, and IT consultancy across various industries.

# GCSE Design and Technology

Teaching and Learning Leader:

Mr S Fowler

Examination Board:

AQA

Specification:

J8552

On the net:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification>

## **DESCRIPTION OF THE COURSE**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. In addition, the new GCSE forges strong links with the new Mathematics, Science and Business GCSE courses.

Design and Technology is purposeful, as well as being fun and exciting! Studying GCSE Design & Technology will build on what you have learnt about design and making at Key Stage 3. You will use your skills to design and make new better solutions to real problems on your own and with others.

## **Assessment Methods:**

Controlled Assessment:	50%	<p>This is a substantial design and make task which will be split into the following sections where deadlines will be set on a regular basis.</p> <ul style="list-style-type: none"><li>• Identifying and investigating design possibilities</li><li>• Producing a design brief and specification</li><li>• Generating design ideas</li><li>• Developing design ideas</li><li>• Realising design ideas</li><li>• Analysing &amp; evaluating</li></ul>	
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		This will include the practical element worth 20% of NEA.	
Final Examination	50%	<p>This will be a 2-hour written paper at the end of the course. It covers the Core, Specialist and Design and Making principles. In addition:</p> <ul style="list-style-type: none"> <li>• at least 15% of the exam will assess maths</li> <li>• at least 10% of the exam will assess science.</li> </ul>	

### GRADING

GCSE Design and Technology will be graded using the 9-1 scale.

### **Post 16 Progression:**

A-Level Design & Technology Product Design - offered at MHS

This subject would complement various Apprenticeships and College Courses

There is a wide range of opportunities to further study this wide ranging subject at University.

# BTEC DIGITAL INFORMATION TECHNOLOGY

Teaching and Learning Leader: Miss McDowell  
Examination Board: Pearsons/Edexcel  
Specification: 603/2740/6  
On the net: [Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology](#)

## **DESCRIPTION OF THE COURSE**

The BTEC Level 2 Tech Award in Digital Information Technology qualification is equivalent to one GCSE. This Course is examined in 3 components.

**Component 1** - User Interface Design Principles and Project Planning Techniques • Investigate user interface design for individuals and organisations • Use project planning techniques to plan and design a user interface • Develop and review a user interface

**Component 2** - Collecting, Presenting and Interpreting Data  
• Investigate the role and impact of using data on individuals and organisations using  
• Create a dashboard using data manipulation tools  
• Draw conclusions and review data presentation methods

**Component 3** - Effective Digital Working Practices  
• Modern technologies  
• Cyber security  
• The wider implications of digital systems  
• Planning and communication in digital systems

## **ASSESSMENT METHODS:**

Component 1	30%	Exploring - User interface Design Principles and Project Planning Techniques (Internally assessed assignment 30%)
Component 2	30%	Develop - Collecting, Presenting and Interpreting Data (Internally assessed assignment 30%)
Component 3	40%	Apply - Effective Digital Working Practices (written examination 40% - 1.5 Hours)

**You cannot choose to study both Digital Information Technology and Computer Science.**

## **GRADING:**

BTEC Level 2 Technical Award in Digital Information Technology will be graded using Pass, Merit, Distinction and Distinction\*

## **Post 16 Progression:**

A diploma in IT opens doors to technical roles such as IT support specialist, network administrator, software developer, or database administrator. It provides foundational skills for cybersecurity, system analysis, and IT consulting, with high demand across industries.

# Drama GCSE

Teaching and Learning Leader: Mrs Evans  
Examination Board: Edexcel  
Specification: 1DR0  
On the net: [Pearson Edexcel Level 1/Level 2 GCSE \(9-1\) in Drama](#)

## **DESCRIPTION OF THE COURSE**

This course sets out to develop an appreciation and enjoyment of Drama through three components: devising, performing and interpreting. GCSE Drama will include the study of styles, plays, influential practitioners, rehearsal techniques and theatre history. Students will develop their knowledge and understanding of Drama.

## **CONTENT OF THE COURSE**

GCSE Drama lessons will be mostly practical. We will explore text and style through practical activities and will develop knowledge and understanding through role play, directing and designing. Students will explore all aspects of stage work including acting, directing and design (lighting, costume, set and props and sound). Theory lessons will take place fortnightly. Homework tasks will include research, rehearsal logs, line learning and essay writing and students are expected to join us on trips to the theatre and participate in onsite workshops with visiting artists.

## **Assessment Method:**

Component 1: Devising (coursework)	40%	Performance of devised drama (students may contribute as performer or designer) and written rehearsal log. Students are marked out of 15 for their performance / design. A further 45 marks are awarded for a rehearsal log of up to 2000 words. This unit is internally assessed and externally examined.
Component 2: Performance From Text (Practical exam)	20%	Performance of two extracts from a published play (students may be assessed as performer or designer). Students are awarded a mark out of 48 for their performance or design. This unit is externally examined.
Component 3: Interpreting Theatre (written exam)	40%	Students will study one full length play from a set list and complete a written exam based on one extract. Students will be required to answer as actor, director and designer. The exam paper has two short answer questions and three essay questions. Students will also answer two essay questions about live theatre they have seen during the course.

## **GRADING:**

GCSE Drama will be graded using the 9-1 scale.

## **Post 16 Progression:**

Drama is a highly valued qualification at any level; academically for its literary, historical and cultural study and within employment for the personal and interpersonal skills it builds. The global Arts industry has many areas of further study and employment in all types of performance roles, backstage work, design elements and the many administrative positions that support the creation, funding, marketing and logistics of a thriving Arts industry. Colleges, universities and drama schools offer a wide range of courses to further develop studies.

# GCSE English Language

Teaching and Learning Leader:  
Examination Board:  
Specification:  
On the net:

Mr Ellis (Head of English)  
AQA  
8700  
[GCSE English 8700 | Specification | AQA](#)

## Assessment Method:

Examination. Paper 1: Explorations in Creative Reading and Writing	50%	Reading questions on a literary fiction text Descriptive or narrative writing
Examination. Paper 2: Writers' Viewpoints and Perspectives	50%	Reading questions on a non-fiction text and a literary non-fiction text Writing to present a viewpoint
Speaking and Listening		Students will give presentations through the course and respond to questions, demonstrating their ability to use Standard English. A separate mark will be awarded for this unit - it does not contribute towards the GCSE grade.

## Post 16 Progression:

Key A Level options are English Literature A Level; English Language A Level or Combined English Language and Literature A Level. GCSE English also provides a valuable foundation step for a range of other subjects and pathways; and can be a prerequisite for a range of further education courses.

# GCSE English Literature

Teaching and Learning Leader:

Mr Ellis (Head of English)

Examination Board:

AQA

Specification:

8702

On the net:

[GCSE English 8702 | Specification | AQA](#)

## Assessment Method:

Examination. Paper 1: Shakespeare and the Nineteenth-Century Novel	40%	Questions on two set texts, focusing on an extract from each text and the text as a whole. Students study Macbeth and A Christmas Carol.
Examination. Paper 2: Modern Texts and Poetry	60%	Three questions: an essay on a drama text studied in class, a comparison of two poems from an anthology studied in class, and a comparison of two unseen poems. Students study An Inspector Calls and poems from either the 'Power and Conflict' cluster.

## GRADING

GCSE English Language and GCSE English Literature will both be graded using the 9-1 scale.

## Post 16 Progression:

Key A Level options are English Literature A Level; English Language A Level or Combined English Language and Literature A Level. GCSE English also provides a valuable foundation step for a range of other subjects and pathways; and can be a prerequisite for a range of further education courses.

# OCR Level 2 Cambridge National Certificate in Enterprise and Marketing (Technical award)

Teaching and Learning Leader:

Mr P Bailey

Examination Board:

OCR

Specification:

J837

On the net:

[Specification Cambridge National in Enterprise](#)

[and Marketing J837](#)

## **DESCRIPTION OF THE COURSE**

The two centre-assessed units offer practical task-based assessment opportunities, alongside the examined unit which contains underpinning knowledge and understanding, resulting in a focused qualification that complements a Key Stage 4 study programme alongside other vocational qualifications and GCSEs.

The qualifications are recognised by Ofqual, DfE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.

## **ASSESSMENT METHODS**

Examination: Unit 1	40%	Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.
Unit 2 (Non-examined assessment set by OCR)	30%	In unit 2, students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals. This unit will develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.
Unit 3 (Non-examined assessment set by OCR)	30%	In unit 3, students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance and business proposal.

## **GRADING**

Level 2 Pass, Merit, Distinction & Distinction \*

### **Post 16 Progression:**

After completing an enterprise course, there are several exciting paths you can pursue, depending on your interests and career goals. You might consider studying Business or Entrepreneurship at A-Level or through a BTEC, where you'll dive deeper into the core principles of running a business. If you're interested in marketing, you could explore Marketing or Digital Marketing to understand brand development and consumer behaviour.

Apprenticeships in business or marketing would offer hands-on experience, giving you the opportunity to learn while you work. Depending on your passion, you can choose a path that suits your entrepreneurial spirit and career goals!

# GCSE Film Studies

Teaching and Learning Leader:  
Examination Board:  
Specification:

Miss Kavanagh  
WJEC EDUQAS  
[FILM STUDIES SPECIFICATION](#)

## DESCRIPTION OF THE COURSE

### Component 1 – Key Developments in US Film

- Comparative study of mainstream genre films
- One independently produced film
- Cinematography
- Mise-en-scene
- Editing
- Sound
- Context of Film (social, cultural, historical, political, technological and institutional)
- History of film and film technology

### Component 2 – Global Film: Narrative, Representation and Film Style

- One global language film
- One global non-English language film
- One UK contemporary film
- Context of film (social, cultural, historical, political, technological and institutional)
- History of film and film technology

### Component 3 – Production (NEA)

- Create a filmed extract from a genre film (2 minutes to 2.5 minutes)
- Evaluate analysis of the production (750-800 words)

### **Assessment Method:**

Type of Assessment	%	
Exam	35%	Component 1 Key developments in US Film (1.5 hours)
Exam	35%	Component 2 Global Film: Narrative, representation and film style (1.5 hours)
NEA	30%	Component 3 Production (NEA)

### **GRADING**

GCSE Film Studies will be graded using the 9-1 scale.

### **Post 16 Progression:**

For students who have completed GCSE Film Studies, there are a variety of exciting post-16 options available. Many choose to continue their studies with A-level Film Studies, where they can explore film theory, production techniques, and the evolution of cinema in greater detail. This can lead to university pathways, particularly in degrees such as Film Studies, Media Studies, or even specialised courses like Film Production or Cinematography. Students might also consider pursuing other related A-levels, such as Media Studies or English Literature, which can complement their film knowledge and broaden their university options. Those interested in more practical experience may look into creative apprenticeships or vocational courses that provide hands-on learning in the media and film industries, offering direct routes into employment or further study at the higher education level.

# GCSE Food Preparation and Nutrition

Teaching and Learning Leader: Mrs Murray  
Examination Board: AQA  
Specification: 8585  
On the net:

[GCSE Food Preparation and Nutrition Specification Specification for first teaching in 2016](#)

## **DESCRIPTION OF THE COURSE**

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical skills to give them a strong understanding of nutrition.

Students will build on existing knowledge and practical skills from Key Stage 3 in preparation for the demands of the Non-Examination Assessment tasks. The theory that will be studied is integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

## **ASSESSMENT METHOD:**

Examination Assessment	50%	This will consist of a written paper: 1 hour 45 minutes
Non Examination Assessment	50%	<p>This will consist of 2 tasks:</p> <p>NEA1: Food Investigation - 1 September - 31 October Students will undertake a practical investigation and write a report (1,500 – 2,000 words) to explain their understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>NEA2: Food Preparation Assessment - 1 November - 31 March Students will prepare, cook and present a final menu of three dishes within an allocated time of three hours, planning in advance how this will be achieved. Students will submit a written portfolio to demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Creative food and plate styling are key elements to the final presentation of dishes.</p>

## **GRADING:**

GCSE Food Preparation and Nutrition will be graded using the 9-1 scale.

**Post 16 Progression:**

Food professionals work in many occupations including manufacturing, retailing, marketing, food service, universities and schools, government, research and development, quality assurance and food law enforcement.

# GCSE French

Teaching and Learning Leader:

Mrs Davis

Examination Board:

Edexcel

Specification:

1 FR1

On the net:

[GCSE French Specification Issue 2](#)

## DESCRIPTION OF THE COURSE

The French GCSE focuses on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

This qualification promotes culture, communication and connection. From the design of the speaking tasks, where communication is privileged, through to the use of images to provide cultural context, the aim is that students understand that words are a springboard to discovering much more.

## CONTENT OF THE COURSE

The content of the course is divided into six main themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## ASSESSMENT METHODS:

External Examination Paper 1 Assessment set by Pearson and conducted by a teacher. (April/May Yr 11)	25%	The Speaking examination (Paper 1) assesses students' ability to speak using clear and comprehensible language for a range of audiences and purposes in different contexts. There are three consecutive tasks: Task 1 is a Read Aloud task, where students read aloud a short text and undertake a short, unprepared interaction relating to the text. Task 2 is a Role play where students undertake a transactional role play. Task 3 is a Picture task with a conversation.
External Examination Paper 2	25%	The Listening paper will present a range of question formats such as multiple-choice, open response, gap fill and target language questions. They will listen to each audio 3 times.
External Examination Paper 3	25%	The Reading paper will present a range of question formats, some requiring short or one word responses. Students are assessed on their understanding of written French across a range of different types of authentic texts, including advertisements, emails and letters. Literary texts are also included and these may be short extracts from texts that may have been adapted and abridged from short stories, novels or plays to contemporary and historical sources. Students will also be expected to translate a short passage of written French into English to demonstrate an ability to transfer meaning accurately into English.
External Examination Paper 4	25%	The Writing paper assesses a student's ability to communicate effectively for a variety of purposes across a range of specified contexts. It also contains a translation requirement where students translate sentences and short texts from English into Spanish and apply grammatical knowledge of language and structures.

## GRADING:

GCSE French will be graded using the 9-1 scale.

**Post 16 Progression:**

GCSE French can lead to Edexcel French A Level as well as a wide variety of professional opportunities. A high grade in French is often required for entry into prestigious universities, or for certain jobs in international business or government. Moreover, having a good grasp of French can open up the possibility of studying, working, or travelling in French-speaking countries.

# GEOGRAPHY GCSE

Teaching and Learning Leader: Mrs A Reville, Head of Geography

Examination Board: OCR Geography B

Specification: J386

On the net: [OCR's GCSE Geography B](#)

## **DESCRIPTION OF THE COURSE**

Geography is a highly topical subject, ever changing as world events unfold. Geography is always in the news and the GCSE Geography course will help make sense of what is going on in the world around you. The GCSE is contemporary, dynamic and exciting. It will encourage you to become a global citizen by exploring peoples' place in the world, their values and responsibilities to others and the environment.

GCSE Geography provides a clear progression from Key Stage 3 Geography. It will help you to be more aware of everyday situations and issues faced by people in the UK and globally. You will make links between the topics and learn through an enquiry approach.

Geography has strong links with other subjects including Science, Mathematics, RS, History, Lifeskills, Business, Economics and IT and is ideal for a balanced curriculum.

The Geography GCSE will enable you to use and develop a wide range of essential skills and techniques such as communication, problem solving, enquiring and decision making which are transferable across subjects and of course into the world of work. It will also develop more subject specific skills including fieldwork, cartographic (map), graphical, numerical and statistical skills.

The specification consists of three units (01, 02, 03)

Our Natural World (01)	People and Society (02)	Geographical Exploration (03)
<ul style="list-style-type: none"><li>• Weather Hazards and Changing Climate</li><li>• Dynamic Landscapes</li><li>• Sustaining Ecosystems</li> <li>• Fieldwork</li></ul>	<ul style="list-style-type: none"><li>• Urban Populations</li><li>• Global Development</li><li>• Resource Reliance</li> <li>• Fieldwork</li></ul>	<ul style="list-style-type: none"><li>• Geographical Skills</li><li>• Decision Making Exercise</li><li>• Inclusion of synoptic assessment</li></ul>

## Fieldwork

Fieldwork is an essential element of the GCSE Geography course. It must take place on at least two occasions, in contrasting locations and in both physical and human geographical contexts. It will be assessed within the Our Natural World (01) and People and Society (02) Units. We currently offer two fieldwork days to cover the requirements of the specification. NB: This will have a cost which will be advised at the start of the course.

**ASSESSMENT METHODS:**

External Examination Paper 1 (1 hour 30 mins)	35%	Our Natural World
External Examination Paper 2 (1 hour 30 mins)	35%	People and Society
External Examination Paper 3 (1 hour 30 mins)	30%	Geographical Exploration

**GRADING**

GCSE Geography will be graded using the 9-1 scale.

**Post 16 Progression:**

The course is an essential foundation for A Level Geography.

The study of Geography leads to a wide range of careers and is valued as an academic qualification by both employers and universities.

# BTEC HEALTH & SOCIAL CARE

Teaching and Learning Leader: Mrs Head  
Examination Board: Pearson  
Specification: 603/7047/6  
On the net: [Health & Social Care \(2022\) | BTEC Tech Award](#)

## **DESCRIPTION OF THE COURSE**

The BTEC Level 2 Award in Health and Social care is equivalent to one GCSE. This Course is examined in 3 components.

### **Component 1: Human Lifespan Development**

You will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

### **Component 2: Health and Social Care Services and Values**

You will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

### **Component 3: Health and Wellbeing**

You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing

## **ASSESSMENT METHODS:**

Component 1	30%	Internally assessed assignment. 4 Tasks
Component 2	30%	Internally assessed assignment
Component 3	40%	External written examination

## **GRADING:**

BTEC Level 2 will be graded using Pass, Merit, Distinction and Distinction\*

## **Post 16 Progression:**

By studying this award, you will gain important knowledge, understanding and skills that are the foundation for working in this area.

This will include many of the skills that are used by healthcare professionals on a day-to-day basis such as assessing people's health and well being and designing individualised healthcare plans.

You will also learn about healthcare services and the importance of care values with the opportunity to apply these in realistic scenarios.

# HISTORY GCSE

Teaching and Learning Leader: Miss Hughes  
Examination Board: Edexcel  
Specification: 1H10  
On the net: [GCSE \(9-1\) History Specification | Pearson qualifications](#)

## **DESCRIPTION OF THE COURSE**

This is a GCSE that builds upon the students experiences from Key Stage 3 in terms of content and skills. The course comprises four topics covered in three examination papers.

Unit 1 British Thematic Study with Historic Environment - Medicine in Britain 1250 – present with a study of The British sector of the Western Front: injuries treatment and the trenches.

This covers the developments in medicine from Medieval England to the present covering the developments through the Medical Renaissance and Eighteenth and Nineteenth centuries to consider the impact of technology today. This is combined with a case study of medical care in World War One on the Western Front

Unit 2 Period Study - The American West c1835 – c1895

This explores the development of the American West from the culture of the Indigenous Peoples to their defeat and placement on reservations. This will also look at the homesteaders; cowboys and cattlemen; the issue of law and order and how the so called ‘Wild West was settled.

Unit 3 British Depth Study - Early Elizabethan England 1588 – 1588

This will look at the accession of Elizabeth and her establishment of her government and the settling of religion. Then, focus will switch to the series of plots and the worsening relations with Spain leading to the Spanish Armada. Finally, focus will turn to exploration and colonisation; the nature of culture and education and then reflect on the problems with poverty within Elizabethan England.

Unit 4 Modern Depth Study - Weimar and Nazi Germany 1918 – 1939

This unit looks at the problems Germany faced after World War One and how the Weimar Republic developed up until the depression. Then focus switches to look at the rise of Hitler and the Nazi party and how he gained power. We then consider the way in which life in Germany changed under Nazi rule.

**ASSESSMENT METHODS:**

External Examination Paper 1 (1 hour 20 mins)	30%	Medicine in Britain c1250 to present + Medicine on the Western Front in WWI
External Examination Paper 2 (1 hour 50 mins)	40%	The American West c1835 - c1895 + Early Elizabethan England 1558 - 1588
External Examination Paper 3 (1 hour 30 mins)	30%	Weimar and Nazi Germany 1918 - 1939

**GRADING:**

GCSE History will be graded using the 9-1 scale.

**Post 16 Progression:**

Apart from studying a wide range of exciting historic periods, you'll learn a range of skills that will help you with A-levels and future work. These include: excellent communication and writing skills, how to construct an argument, research and problem skills, investigation and problem-solving skills, analytical and interpretation skills.

Studying history can lead to some exciting career options, including: Journalism, Law, Business, Politics, Archaeology, Marketing, Teaching and more.

# Core Curriculum: LIFE SKILLS

Teaching and Learning Leader : Mrs D Nicol, Head of Lifeskills  
Mrs R Mc Sweeney, Second in Lifeskills.

## DESCRIPTION OF THE COURSE

This is a non-examinable course. Lifeskills is taught on a modular basis by subject specialists following the guidelines of the National Curriculum. The modules will cover four central themes:

### **Careers Education and Guidance**

Work Related Learning, Rights at Work, CV's, Personal Statements, Post 16 Options, Interview Techniques, Career Pathways, work experience.

Sex Education Awareness of what affects sex: choices of contraceptives. Consent, Healthy Relationships. Awareness of pornography, social media and effects, fertility issues, parenting options and health checks.

### **Finance**

Budgeting, living independently, payday loan companies, the dangers of fraud and gambling. Financial choices.

### **Health and Wellbeing**

Sexuality, Impact of the Media, Study Skills Healthy Habits, Coping Strategies, Mindfulness Being Safe Online Safety, Laws, Consent, Grooming, Harassment, Abuse.

### **Our World**

Citizenship: Politics, elections and votings, discrimination, equality and diversity, human rights, laws.

RS

The work is organised to allow active participation in small groups to give you the opportunity to explore issues and develop skills, particularly those of questioning, evaluating and decision-making.

## CONTENT OF THE COURSE

Lifeskills is concerned with qualities and attitudes, knowledge and understanding, abilities and skills related to oneself and others, together with social responsibilities and morality. The course explores the values and beliefs, which influence you and your relationships with others and the wider world.

There is also a strong focus on Work Related Learning and developing skills to enable a successful transition into the world of work.

The modules promote your personal and social development and require positive attitudes towards cultural diversity, gender equality and people with disabilities.

Life Skills aims to equip young adults with knowledge and understanding of maintaining a healthy lifestyle and give them the tools to cope with the changing world.

Life Skills aims to enhance and enrich your educational experience and stimulate growth, independence, morality and achievement.

## ASSESSMENT METHODS

Assessment is continuous and varies within each module.

# Core Curriculum: MATHEMATICS GCSE

Teaching and Learning Leader: Mr Hayes  
Examination Board: Edexcel for Higher and OCR for Foundation  
Specification: Edexcel 1MA1                      OCR J560

Edexcel [Specification Link](#)

OCR [Specification Link](#)

## **DESCRIPTION OF THE COURSE**

The examination board for Higher will be Edexcel and for Foundation will be OCR. You are taught to develop your mathematical skills in a manner that encourages confidence to read, write and talk about the subject in a variety of ways. You learn to apply mathematics to everyday situations, to recognise when and how a situation may be represented mathematically and to select appropriate mathematical methods to solve it.

## **CONTENT OF THE COURSE**

The course is broken down into the following categories:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

## **ASSESSMENT METHODS:**

The Year 9 end of unit examinations and progress throughout year 9 will determine whether a student studies the Higher or Foundation content for GCSE at the start of Year 10.

Students who take the Higher papers at GCSE can obtain grades 9 to U.

Students who take the Foundation papers at GCSE can obtain grades 5 to U.

## **Assessment Method**

Paper 1 Higher	80 Marks	Duration 90 minutes Non Calculator
Paper 2 Higher	80 Marks	Duration 90 minutes Calculator Permitted
Paper 3 Higher	80 Marks	Duration 90 minutes Calculator Permitted

Paper 1 Foundation	100 Marks	Duration 90 minutes Calculator Permitted
Paper 2 Foundation	100 Marks	Duration 90 minutes Non Calculator
Paper 3 Foundation	100 Marks	Duration 90 minutes Calculator Permitted

### **SPECIAL REQUIREMENTS**

Students require a good scientific Casio calculator, protractor and pair of compasses. Suitable equipment can be purchased from the Finance Office.

### **GRADING:**

GCSE Mathematics will be graded using the 9-U scale

**Post 16 Progression: A-Level Mathematics or Core Mathematics**

# MUSIC GCSE

Teaching and Learning Leader: Mr Tuck  
Examination Board: Eduqas/WJEC  
Specification: 601/8131/X  
On the net: [Specification Link](#)

## **DESCRIPTION OF THE COURSE**

This course sets out to develop an appreciation and enjoyment of music through three musical elements: appraising, performing and composing. It includes learning about all styles of music from 1700 to the present day, so you should have an open mind to all styles of music. **You should be able to play an instrument or sing well**, before you start the course. You will be expected to perform by yourself and develop these skills to a higher standard during the course. This should ideally be through individual music lessons or this can be self-taught.

## **CONTENT OF THE COURSE**

As well as general musical study about the four areas of study, you will study two set works in depth:

- Badinerie by JS Bach for flute and string orchestra with harpsichord (final movement, orchestral suite No 2 in B minor, BWV 1067)
- Toto: Africa (released 1982)

## **Assessment Methods:**

Component 1: Performing – non-examined assessment	30%	You will learn how musicians bring pieces of music to life through performance techniques. For your assessment, you will need to perform as a soloist and also as part of a group for a total of at least 4 minutes. Your teacher will record your performances in Year 11. The performances can be instrument or vocal based, including beat boxing, rapping and technology based performances.
Component 2: Composing –non-examined assessment	30%	You will learn how to express creative musical ideas through two compositions. One of the compositions will be based on a brief given by WJEC whilst the other is a free composition brief that you design. Your compositions must last a combined length of at least 3 minutes. You will be able to finalise your compositions using music technology or through live performances. You will also need to produce a score or a written account of how to perform your work.
Component 3: Appraising – written examination (1 hour and 15 minutes)	40%	You will need to answer questions based on 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 The majority of questions in the examination will be either multiple choice or short answer questions. However, there will be one question which requires learners to write a longer response to a piece of music.

## **Special requirements:**

### **GRADING:**

GCSE Music will be graded using the 9-1 scale.

### **Post 16 Progression: A-Level Music or other Level 3 Music courses.**

Studying for a GCSE in Music can increase overall academic performance, offer a creative outlet for students and provide them with a well-rounded education. Collectively, these benefits can boost self-esteem, and help students make more competitive applications to universities and higher education institutions.

# NCFE MUSIC TECHNOLOGY

Teaching and Learning Leader: Mr Tuck  
Examination Board: NCFE  
Specification: 603/7008/7  
On the net: [Specification Link](#)

## **DESCRIPTION OF THE COURSE**

The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to the music technology industry that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the music technology industry or progress onto further study.

The study of music technology involves the understanding of hardware and software used in digital audio workstations (DAW), the elements of music, multitrack recording, mixing, and sound creation for media. Learners will apply their knowledge and understanding to produce compositional work, mixed sound recordings and sound creation projects for visual and other media.

## **CONTENT OF THE COURSE**

Content area 1: Introduction to music technology and the music business

Roles and responsibilities within the music industry; development of music technology; marketing, promotion, selling and distributing music

Content area 2: The digital audio workstation (DAW)

Hardware components and software functions of a DAW music system; creating audio using a DAW; health and safety

Content area 3: Musical elements, musical style and music technology

How to identify, describe, analyse and evaluate music via structure, form, melody, harmony, rhythm and instrumentation; understanding musical styles and relevant technologies

Content area 4: Sound creation

Understanding different types of media and how sound is created and used within them - such as movies, tv shows, video games, advertisements.

Content area 5: Multitrack recording

Understanding how to plan and undertake music recordings in a recording studio environment with due regard to health and safety

## **Assessment Methods:**

NEA Task	60%	You will be assessed on this course through the completion of a timed coursework (NEA) task in Year 11 that assesses all of the skills you have learned across the five content areas.
External Examination: Paper	40%	You will also be assessed in a terminal examination in Year 11 that assesses all of the skills you have learned across the five content areas.

## **Grading:**

On successful completion of the NCFE Music Technology qualification, you will be graded at Level 1 Pass, Merit, Distinction, Level 2 Pass, Merit, Distinction or Distinction\*

**Post 16 Progression:** Depending on the grade achieved, either Level 2 or Level 3 Music Technology courses.

Studying Music Technology can help develop production in all multimedia software, with particular transferable skills to video editing. Creating high-quality multimedia products is a vital skill in today's multimedia content driven world, across all disciplines.

# PHYSICAL EDUCATION GCSE

Teaching and Learning Leader: Mr Sergeant  
Examination Board: AQA  
Specification: 8582  
On the net: [AQA GCSE Physical Education](#)

## DESCRIPTION OF THE COURSE

This course is designed for all students who have an interest in sport and sport science. It presents an opportunity for you to develop your physical ability and your understanding of the theoretical concepts in Physical Education. The course is divided into three sections: Theory, Practical and analysis of performance

### Assessment Methods:

Paper 1: Written Examination (1 hour 30 minutes)	36%	Fitness and Body Systems Theory Anatomy and Physiology Movement Analysis Physical Training Use of data
Paper 2: written Examination (1 hour and 15 minutes)	24%	Health and Performance Health, fitness, well-being, sports psychology, socio cultural issues, interpret data.
Component 3:  Practical Performance 3 sporting activities	30%	1 team activity 1 individual activity 1 team or individual activity (students will have the opportunity to participate in many sports and select their top scores)
Component 4: Non-Examination assessment undertaken in school and externally moderated. Analysis of performance	10%	Analysis of performance

We recommend that you are playing/performing at least one sport outside of school from the full list of GCSE PE activities:

### GRADING:

GCSE Physical Education will be graded using the 9-1 scale.

**Post 16 Progression: A Level PE/ Level 3 BTEC in Sport**

# PSYCHOLOGY GCSE

Teaching and Learning Leader: Mr Anderson  
Examination Board: AQA  
Specification: 8182  
On the net: [GCSE Psychology 8182 | Specification | Specification At A Glance | AQA](#)

## **DESCRIPTION OF THE COURSE**

Psychology is a fascinating area of study that will help you understand human behaviour and mental processes, allowing you to better understand how we think, act and feel. During the course you will have an opportunity to review and critically evaluate psychological research and also develop your scientific and mathematical skills, which underpin such research.

## **CONTENT OF THE COURSE:**

- **Research Methods:** The ability to plan, carry out and analyse research. This requires an understanding of hypothesis writing, sampling techniques, use of different experimental and non-experimental methods and ethical issues in research. This also requires students to understand, calculate and interpret data from research.
- **Memory:** The structure of memory and how memory works, with discussion around the accuracy of memory.
- **Perception:** Theories of perception and factors that influence our perception of objects, including visual illusions.
- **Development:** Early brain development including the role of nature and nurture. Theories of cognitive development (Piaget) and the effects of learning on development
- **Social Influence:** Research into obedience and conformity, including the influence of crowds on behaviour.
- **Language, thought and communication:** The relationship between language and thought. The differences between human and animal communication. The functions and reasons of non-verbal communication.
- **Psychological Problem:** An introduction to mental health as well as the characteristics, explanations and treatments for depression and addiction.
- **Brain and neuropsychology:** The structure and function of neurons, the nervous system and the brain as well as an introduction to neuropsychology

## **ASSESSMENT METHODS**

Both examinations will be at the end of the course. Questions will comprise a combination of short and extended answers, data response and scenario-based questions.

Paper 1: Cognition and Behaviour 1 hour 45 minutes	(50%)	Memory Perception Development Research methods
Paper 2: Social Context and Behaviour 1 hour 45 minutes	(50%)	Social influence Language, thought and communication Brain and neuropsychology Psychological problems

## **Special Requirements:**

## **GRADING:**

GCSE Psychology will be graded using the 9-1 scale.

**Post 16 Progression:**

Studying GCSE Psychology helps you develop critical thinking, research, communication, problem-solving skills and interpretation of data, which are valuable in many fields. After GCSEs, you can continue with A-Level Psychology. Other related subjects, such as Sociology, Criminology, Health & Social Care, or Biology, can also complement your psychology knowledge.

These skills and qualifications can lead to careers in clinical, forensic, educational, or occupational psychology. Other related career paths include counseling, social work, teaching, marketing, human resources, law and criminology, where understanding human behavior is a key advantage.

# RELIGIOUS STUDIES GCSE

Teaching and Learning Leader: Mr Wallen  
Examination Board: AQA  
Specification: 8062  
On the net: <https://www.aqa.org.uk/subjects/religious-studies>

## **DESCRIPTION OF THE COURSE**

Following a Religious Studies GCSE course will enable students to study and explore what people believe about a range of philosophical and ethical issues. Students will have opportunities to engage with questions about why people believe in God and how beliefs can influence many aspects of their lives. Respect and consideration are also shown towards non-religious approaches to life.

In lessons, students will be expected to think, talk, discuss, question and challenge, reflect on and assess a wide range of questions. As young people growing up in a diverse society, studying religion, philosophical and ethical issues will help them to understand and relate to people whose beliefs, values and viewpoints differ from their own, and help them to deal with issues arising, not only in school, but in the community and workplace.

Religious Studies will also help students to make connections with a whole range of other important areas, such as ethics, politics, economics and social issues.

## **CONTENT OF THE COURSE:**

- Christian Beliefs and Teachings
- Christian Practices
- Buddhist Beliefs and Teachings
- Buddhist Practices
- Theme E: Crime and Punishment
- Theme D: Peace and Conflict
- Theme B: Religion and Life
- Theme A: Family and Relationships

## **ASSESSMENT METHODS:**

Paper 1: Christianity and Buddhism	50 %	<ul style="list-style-type: none"><li>• Christian Beliefs and Teachings</li><li>• Christian Practices</li><li>• Buddhist Beliefs and Teachings</li><li>• Buddhist Practices</li></ul>
Paper 2: Thematic Studies (non-textual)	50 %	<ul style="list-style-type: none"><li>• Theme E: Crime and Punishment</li><li>• Theme D: Peace and Conflict</li><li>• Theme B: Religion and Life</li><li>• Theme A: Family and Relationships</li></ul>

## **GRADING:**

GCSE Religious Studies will be graded using the 9-1 scale.

**Post 16 Progression: OCR Religious Studies A Level**

# Core Curriculum: **COMBINED SCIENCE GCSE**

Teaching and Learning Leader: Mr T Griffiths, Head of Science  
Mrs K Poole, Assistant Head of Science

Examination Board: AQA  
Specification: 8464

On the net:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

## DESCRIPTION OF THE COURSE

Mathematical skills will make up 20% of the overall marks.

Students will be assessed using 3 objectives:

	Assessment Objective	Weighting
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"><li>Scientific ideas and processes</li><li>Scientific techniques and procedures</li></ul>	40%
AO2	Apply knowledge and understanding of: <ul style="list-style-type: none"><li>Scientific ideas and processes</li><li>Scientific techniques and procedures</li></ul>	40%
AO3	Analyse, interpret and evaluate scientific ideas, information and evidence to make judgement and reach conclusions	20%

## CONTENT OF THE COURSE:

	Biology	Chemistry	Physics
Paper 1	Cell biology Organisation Infection and response Bioenergetics	Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	Energy Electricity Particle model of matter Atomic structure
Paper 2	Homeostasis & response Inheritance, variation & evolution Ecology	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Waves Magnetism & Electromagnetism

## ASSESSMENT METHODS:

Students will undertake 6 examination papers each 75 minutes in length. Questions will be a mixture of multiple choice, structured, closed short answers and open responses. In addition to subject content, students will be examined on compulsory required practical investigations and practical skills.

## GRADING:

Students will achieve a double GCSE grade for this qualification, e.g. 5-5

## **Post 16 Progression:**

Grade 6-6 or higher will enable students to study Biology, Physics and Chemistry A levels.

# SEPARATE SCIENCES GCSE (optional)

Teaching and Learning Leader: Mr T Griffiths, Head of Science  
Mrs K Poole, Assistant Head of Science

Examination Board: AQA

Specification: Biology: 8461  
Chemistry: 8462  
Physics: 8463

Biology: [GCSE Biology 8461 | Specification | Subject Content | AQA](#)  
Chemistry: [GCSE Chemistry 8462 | Specification | Subject Content | AQA](#)  
Physics: [GCSE Physics 8463 | Specification | Subject Content | AQA](#)

## DESCRIPTION OF THE COURSE

Students will achieve three separate GCSE grades for Biology, Chemistry and Physics. Mathematical skills will make up 10% of Biology, 20% of Chemistry and 30% of Physics marks. Students will be assessed using 3 objectives:

	Assessment Objective	Weighting
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>Scientific ideas and processes</li> <li>Scientific techniques and procedures</li> </ul>	40%
AO2	Apply knowledge and understanding of: <ul style="list-style-type: none"> <li>Scientific ideas and processes</li> <li>Scientific techniques and procedures</li> </ul>	40%
AO3	Analyse, interpret and evaluate scientific ideas, information and evidence to make judgement and reach conclusions	20%

## CONTENT OF THE COURSE:

	Biology	Chemistry	Physics
Paper 1	Cell biology Organisation Infection and response Bioenergetics	Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	Energy Electricity Particle model of matter Atomic structure
Paper 2	Homeostasis & response Inheritance, variation & evolution Ecology	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Waves Magnetism & Electromagnetism Space

### Special requirement:

Students must be in set 1 to study 3 separate sciences.

### ASSESSMENT METHODS:

Students will undertake 6 examination papers each **105 minutes in length**. Questions will be a mixture of multiple choice, structured, closed short answers and open responses. In addition to subject content, students will be examined on compulsory required practical investigations and practical skills.

### GRADING:

GCSE Biology, Chemistry and Physics will be graded separately using the 9-1 scale.

### Post 16 Progression:

Grade 6 or higher will enable students to study respective Biology, Physics and Chemistry A levels.

# SPANISH GCSE

Teaching and Learning Leader: Mrs Whyman  
Examination Board: Edexcel  
Specification: [Pearson Edexcel GCSE Spanish \(2024\)](#)

## **DESCRIPTION OF THE COURSE**

The GCSE course enables students to develop their linguistic skills so that later they are better prepared to join the global job market, connect with other cultures and keep their options open. In particular, students will develop their ability to communicate with Spanish native speakers in both speech and writing. They will develop a greater awareness of the culture of Spanish-speaking communities and countries. The course will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or use the language for real purpose for work or pleasure.

## **CONTENT OF THE COURSE:**

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into six themes, each broken down into topics and sub-topics. The six themes are:

- My Personal World
- My Neighbourhood
- Studying and my Future
- Lifestyle and Wellbeing
- Media and Technology
- Travel and Tourism

## **ASSESSMENT METHODS:**

External Examination Paper 1 Assessment set by Pearson and conducted by a teacher. (April/May Yr 11)	25%	The Speaking examination (Paper 1) assesses students' ability to speak using clear and comprehensible language for a range of audiences and purposes in different contexts. There are three consecutive tasks: Task 1 is a Read Aloud task, where students read aloud a short text and undertake a short, unprepared interaction relating to the text. Task 2 is a Role play where students undertake a transactional role play. Task 3 is a Picture task with a conversation.
External Examination Paper 2	25%	The Listening paper will present a range of question formats such as multiple-choice, open response, gap fill and target language questions. They will listen to each audio 3 times.
External Examination Paper 3	25%	The Reading paper will present a range of question formats, some requiring short or one word responses. Students are assessed on their understanding of written Spanish across a range of different types of authentic texts, including advertisements, emails and letters. Literary texts are also included and these may be short extracts from texts that may have been adapted and abridged from short stories, novels or plays to contemporary and historical sources. Students will also be expected to translate a short passage of written Spanish into English to demonstrate an ability to transfer meaning accurately into English.
External Examination Paper 4	25%	The Writing paper assesses a student's ability to communicate effectively for a variety of purposes across a range of specified contexts. It also contains a translation requirement where students translate sentences and short texts from English into Spanish and apply grammatical knowledge of language and structures.

## **GRADING:**

GCSE Spanish will be graded using the 9-1 scale.

**Post 16 Progression:** Edexcel Spanish A'level

# STATISTICS GCSE

Teaching and Learning Leader: Mr Fish  
Examination Board: Edexcel  
Specification: IST0  
On the net: [GCSE \(9-1\) Statistics | Pearson qualifications](#)

## **DESCRIPTION OF THE COURSE**

The course incorporates numerous examples of real-life data and contexts, which build skills that students will use in other subjects, such as science and geography. Students gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world.

## **CONTENT OF THE COURSE:**

The course is broken down into the following categories:

The collection of data

Processing, representing and analysing data.

Probability

## **ASSESSMENT METHODS:**

The examination is split into two evenly weighted papers that focus on the same content and skills. They are assessed using 3 objectives:

	Assessment Objective	Weighting
AO1	Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none"><li>• collect and represent information</li><li>• calculate summary statistics and probabilities.</li></ul>	55%
AO2	Interpret statistical information and results in context and reason statistically to draw conclusions.	25%
AO3	Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.	20%

Students who take the higher paper can obtain grades 9 to 4.

Students who take the foundation paper can obtain grades 5 to 1.

## **Special requirements:**

Students must be in set 1 for Maths to take GCSE Statistics

Students require a good scientific Casio calculator.

## **GRADING:**

GCSE Statistics will be graded using the 9-1 scale.

## **Post 16 Progression:**

**A-Level Mathematics**

**Level 3 Core Maths (Mathematics in Context)**

# OCR Level 2 Cambridge National Certificate in Sport Studies

Teaching and Learning Leader:  
Examination Board:  
Specification:  
On the net:

Mr M Sergeant  
OCR  
J829  
[OCR](#)



## DESCRIPTION OF THE COURSE

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media. The two centre-assessed units offer practical task-based assessment opportunities, alongside the examined unit which contains underpinning knowledge and understanding, resulting in a focused qualification that complements a Key Stage 4 study programme alongside other vocational qualifications and GCSEs.

## ASSESSMENT METHODS

Examination: Unit 1	40%	<b>Contemporary Issues in Sport</b>  By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
Unit 2 (Non-examined assessment set by OCR)	40%	<b>Performance and Leadership in Sports Activities</b>  In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.
Unit 3 (Non-examined assessment set by OCR)	30%	<b>Sport and the Media</b>  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 also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator

		wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.
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**GRADING**

Level 2 Pass, Merit, Distinction & Distinction \*

**Post 16 Progression:**

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Sport and Physical Activity, an apprenticeship or university.

Sport Studies careers could take a student anywhere - from coaching small groups to leading campaigns to get more people interested in sport.

# WORKSKILLS

Teaching and Learning Leader: Mrs Paddock

Awarding Body: AQA

Course: Unit Awards

On the net: [AQA | Unit Award Scheme | Our Units](#)

## DESCRIPTION OF THE COURSE

The aim of Workskills is to provide opportunities for students to develop their personal, social and work-related skills in preparation for future training or employment.

Students complete units on Event Planning, Speaking and Listening, Writing and Maths: Handling Information and Data

Workskills encompasses teamwork, enterprise activities, interview skills as well as the soft skills that employers look for such as adaptability, eagerness to learn and a 'can do' attitude. It also covers both Numeracy and Literacy skills lessons to support GCSE Maths and English.

## CONTENT OF THE COURSE:

The Workskills course will cover a range of topics that will include:

Team Work - including Leadership and working as part of a team

Planning and Organisation

Money - including handling money and profit and loss - to support GCSE Maths

CV Skills

Presentation Skills - Speaking and Listening to support GCSE English Language

Time Management

Writing - Non-Fiction and Fiction to support GCSE English Language

Handling Data - to support GCSE Maths

## ASSESSMENT METHODS:

The assessment approach of the Workskills course allows for students to receive feedback on their progress throughout the course as they provide the required evidence. The evidence required will be generated through a range of diverse activities including role plays, presentations, discussions and practical activities.

## Special requirements:

Students will be invited to study Workskills

## GRADING:

Students will work towards achieving a range of Unit Assessed Awards at Entry Level or Level 1

## Year 9 OPTION FORM 2026:

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

Tutor Group: \_\_\_\_\_

Please select one option in each block for your studies in Years 10 and 11.

One of the options must be either **History, Geography, French, Spanish or Computer Science**.

They need to select 4 options, ensuring there is at least one subject in each block and two reserves.

Option A	
Art	GCSE
Business	GCSE
Design and Technology	GCSE
Enterprise	Voc
French	GCSE
Geography	GCSE
Health & Social Care	Voc
History	GCSE
Music	GCSE
PE	GCSE
Psychology	GCSE

Option B	
Business	GCSE
Design and Technology	GCSE
Film Studies	GCSE
Geography	GCSE
History	GCSE
Digital Information Technology	Voc
NCFE Music	Voc
Religious Studies	GCSE
Spanish	GCSE
Separate sciences	GCSE

Option C	
Art	GCSE
Business	GCSE
Classical Civilisations	GCSE
Design and Technology	GCSE
Food and Nutrition	GCSE
Geography	GCSE
History	GCSE
PE	GCSE
Psychology	GCSE
Spanish	GCSE
Statistics	GCSE

Option D	
Art	GCSE
Business	GCSE
Cambridge Sport	Voc
Computer Science	GCSE
Drama	GCSE
Food and Nutrition	GCSE
Geography	GCSE
History	GCSE

**It is important to note** that whilst we make every effort to accommodate the wishes of students and parents/carers, we cannot always guarantee first choices. Wherever possible, the details of specific courses and awarding bodies are given but please be aware that these particulars may be amended in the light of changing circumstances. We also reserve the right to withdraw courses if there is insufficient student uptake or staffing constraints. The final selection of subjects remains the School's responsibility.

Student signature:

Date:

Parents/Carers signature:

Date: