

# Year 9 Options 2026





## Contents Page

Page 3	How to use this booklet
Page 4	Introduction
Page 7	Core Curriculum and Option Subjects
Page 8	GCSE English Language and Literature
Page 10	GCSE Mathematics
Page 11	GCSE Science
Page 13	GCSE Art and Design: Fine Art
Page 16	GCSE Business Studies
Page 18	GCSE Computer Science
Page 20	GCSE Design Technology
Page 22	GCSE Drama
Page 24	GCSE Food Preparation & Nutrition
Page 27	GCSE Geography
Page 28	GCSE History
Page 39	GCSE Spanish
Page 30	GCSE Physical Education
Page 32	GCSE Religious Studies
Page 34	GCSE Statistics
Page 35	Careers information, advice, and guidance
Page 36	Options form



## How to use this Options booklet

### **Step 1**      **Read page 7**

This will outline the pathways on offer as well as the core curriculums to be studied, this will also tell you what options are available to you

### **Step 2**      **Read pages 8 – 37**

These pages outline each course on offer in detail and will help you decide if that course is for you

### **Step 3**      **Complete your options form (as appropriate)**

The separate personalised option form will be provided and needs to be completed and returned to school signed by your parent or guardian

Please take the time to read the information in the following pages. You will find an outline of all the courses offered next year. Each course will give information about the type of qualification awarded, the assessment process and progression routes for this subject. All of these will be helpful and informative when considering which subjects to choose next year.

**You should remember the following when selecting options:**

#### **Do**

- Do choose subjects which you like or enjoy.
- Do choose subjects at which you are successful.
- Do choose subjects which you may need for a career or further education.
- Do find out everything that you can about the subject before you choose it. Once you have started a subject, we expect you to stick with it for the full two years.
- Do talk to the people who know you best.
- Do listen to the advice your subject teachers give you.



#### **Don't**

- Don't choose a subject just because your friend has chosen it, friendships may change with time but your GCSE grades will remain with you forever.
- Don't choose a subject just because you like, or dislike, a particular teacher. They may not end up teaching you!



#### **GCSE Grades**

The guide below will help to remind you of the conversion between the old GCSE grades and the new number grade system.

New GCSE Grades									
U	1	2	3	4	5	6	7	8	9
U	G	F	E	D	C	B	A	A*	
Old GCSE Grades									



## **Introduction**

It is an exciting time in the life of a Year 9 youngster, and especially at Academy@Worden. This is a period of change, a period of choice, and a period which could well lead to a successful and prosperous career.

Much of what is taught at KS3 is seen in KS4, but there is now an opportunity to choose a personal direction. Some previously studied subjects are now no longer the same as they studied in KS3, and your son/daughter will have to make choices.

## **THE KEY STAGE 4 CURRICULUM**

### **Aim**

The Key Stage 4 curriculum prepares students to fulfil their potential in GCSE examinations and the outcomes should provide a stepping stone to the next phase of education or training.

### **Lesson Structure**

The National Curriculum provides the basic subject pattern for the timetable and therefore there is some flexibility when the school decides its structure. When developing the options, we try to develop the courses available to students so that they follow the most appropriate subjects to their needs.

### **WHAT IS GCSE?**

GCSE stands for the General Certificate of Secondary Education. It is the common examination taken by most students at the end of Year 11. Year 11 pupils will be graded on the 1-9 scale with 9 being the equivalent of an A\* and 5 the equivalent of a grade C.

### **What are the examinations like?**

The examinations are set to reward positive achievement. Therefore, they allow candidates to show what they know, understand, and can do. This means that most students are able to take GCSE examinations.

### **What do the GCSE examinations involve?**

All GCSEs will involve final examinations; however, some subjects will include a combination of controlled assessments and final examinations, the proportion of which varies from subject to subject.

### **What is controlled assessment or Non-Examination Assessment (NEA)**

Controlled Assessment or NEA includes any work that is carried out and assessed whilst the course is in progress. In some subjects, controlled assessment or NEA gives students the opportunity to demonstrate skills and techniques they would be unable to use in a terminal examination.

### **What demands does controlled assessment or NEA place upon students?**

Many students find controlled assessment or NEA tasks stressful as they are aware that the marks they gain will contribute to their final grade. It often involves working both at home and at school for an extended period. This means that time must be planned and managed carefully. Students who leave their work to 'the last minute' generally produce poor assessments for obvious reasons. It is also very important that deadlines are met. A



controlled assessment/NEA calendar is produced to reduce the overlap in these from different subjects and also to help students manage their time more effectively.

### **What is the school doing to help students with their homework, controlled assessments/NEA and exams?**

A revision booklet is produced in the lead up to final examinations. This is used in conjunction with a mentoring system to ensure a sound preparation for all students. Mentoring involves students meeting mentors on a regular basis to identify progress and set targets.

### **HOW WE MONITOR STUDENT PROGRESS**

#### **Adding Value**

Students are given a target grade during Year 9. This is the target grade that the student should achieve by making average progress at Key Stage 4. The grade is calculated by using the KS2/KS3 SATs/examination performance and progress graphs based upon the historical progress of thousands of students at KS4.

#### **Key Points Given to KS4 Students**

- Your target is not a predicted grade.
- Your predicted grade should be at least one or two grades above the target.
- If your tests, classwork, and homework show you are working above your target, congratulations, value is being added to your progress.
- If your tests, classwork, and homework show you are working at your target, you are coasting, and more effort is required.
- If your tests, classwork, and homework show you are working below your target grades, you are underachieving. The school will be discussing your progress with you and your parents/carers.

Your chances of adding value to your progress are increased by:

- Spending appropriate time on homework
- Revising for tests and examinations
- Organising yourself and bringing the correct books and equipment to lessons
- Concentrating in class
- Revisiting notes and making summaries as brain trees, flow charts and on cards.

#### **What is.....?**

Anything written about school nowadays will include some words and phrases which may need making clear to parents. We have tried to explain some of them below.

**Aural** means a test where the questions are read out to the students, either by the teacher, or on a tape.

**Controlled Assessment or NEA** is work done during the two-year course which counts towards the final grade.

**Entry level courses** are designed for students who are not yet ready to take a GCSE in that area. They may lead on to GCSE or GNVQ later.

**Homework** is a vital part of all GCSE courses. Students must study at home as well as at school if they are to do well. As a minimum, students should have one hour's homework a week in each subject. Many students do much more.



**Moderation** is the process by which teachers check that they are awarding marks which are fair and in line with those awarded in other schools. Teachers mark each other's work first, and then a sample of work is sent away to be marked by the exam boards who can move all students' marks up or down. In some cases, like Art an examiner visits the school and checks the marking personally.

**The National Curriculum** is the subjects that the Government has ruled that students in schools must study. It has recently been changed to give students a bit more choice, but it still sets out what must be taught in all the main subjects.

**Tiers** mean levels of entry for exams. In most subjects there are 2 tiers; Higher and Foundation. In some subjects the topics taught to students in different tiers are similar; in others they are different, and in these subjects, we often have to teach students in classes grouped according to which tier they will be entered for.

**External exams are set by the National Exam Boards and the dates cannot be varied.** Students who miss an exam because of a family holiday or other avoidable engagement, cannot receive any marks for the exam they miss. Please consult the exam timetable for the relevant year, and avoid taking holidays at exam times, including times of modular tests. If in doubt, please contact Mrs Kearton, Exams Officer.

### The Core Curriculum

All students follow the core curriculum and study the following subjects:

#### Subjects studied (awarded GCSE accreditation)

- GCSE English Language & English Literature
- GCSE Maths
- GCSE Science (Some students will study separate Sciences; however, the majority will study Combined Science)

#### Subjects studied (not awarded GCSE accreditation)

- PE
- RE
- PSHE

### The Option subjects in year 10 & 11

In year 10, pupils will continue to study the core curriculum (see above) as well as selecting 3 traditional GCSEs from the following. Pupils will complete the GCSE options by the end of year 11.

- GCSE PE
- GCSE Food Preparation & Nutrition
- GCSE Business Studies
- GCSE Art
- GCSE Geography
- GCSE Design & Technology

- GCSE Computer Science
- GCSE History
- GCSE Statistics
- GCSE Triple Science
- GCSE Spanish
- GCSE Religious Studies
- GCSE Drama

In total, pupils will achieve up to a maximum of 3 GCSEs from option subjects over the 2 years, giving them a maximum of 8 GCSEs at the end of KS4.



# **KS4**

# **CORE CURRICULUM**

# **&**

# **OPTION SUBJECTS**

*The following pages outline the core GCSE subjects and the GCSE subjects that you can choose to study in years 10 & 11*



## English Language and Literature

Exam board: **EDUQAS**

*“We aim to empower young people personally and academically. Our goal is to cultivate a strong sense of self-efficacy in our students, through their study of English, so they can leave school with optimism and a conviction that they can make a difference in the wider world.”*

While the studying of English is not optional, our curriculum provides our students with a rich and varied awareness of the world and of the people in it. As students move through the school our curriculum seeks to develop this awareness and provide them with an opportunity to question and engage with the society and environment around them.

For both Language & Literature, students will gain **two** GCSEs with **EDUQAS**. Students will be awarded a grade from 1 to 9, with 9 being the highest. Students will get a U, where performance is below the minimum required to grade.

### Language:

For English Language, students will be required to sit two written exams in the summer term; **Component 1** and **Component 2**.

#### Component 1 (1 hour 45 minutes):

##### **Section A: Reading (20%)**

Analysing one 20<sup>th</sup> Century Prose extract of fiction  
1 hour

##### **Section B: Prose Writing (20%)**

One creative writing task from a choice of four titles  
45 minutes

#### Component 2 (2 hours):

##### **Section A: Reading (30%)**

Analysing two extracts of non-fiction  
One text from C21st, one from C19th  
1 hour

##### **Section B: Prose Writing (30%)**

Two compulsory transactional/persuasive writing tasks  
1 hour

Students will also be required to complete **Component 3: Speaking & Listening**. While this will not form a part of the overall mark for GCSE English Language, it is still required to be completed. This component will be completed in the summer term of Year 10.

This component will consist of one ten-minute presentation. Students will be allowed the time to plan, craft and develop their presentation. Students will also be given the opportunity to complete it on a topic of their choice, allowing them to wonderfully express themselves and their passions.



## **Literature:**

For English Literature, pupils will be required to sit two written exams in the summer term; **Component 1** and **Component 2**.

### **Component 1 (2 hours):**

**Section A: Shakespeare – Romeo & Juliet (20%)** Extract analysis

- 20 minutes

Essay Response

- 40 minutes

Total: 1 hour

**Section B: Poetry Anthology (20%)**

Single poem analysis

- 20 minutes

Comparative essay

- 40 minutes

Total: 1 hour

### **Component 2 (2 hours, 30 minutes):**

**Section A: Blood Brothers (20%)**

Essay response; based on a given extract and the play as a whole

45 minutes

**Section B: A Christmas Carol (20%)**

Essay response; based on a given extract and the novella as a whole

45 minutes

**Section C: Unseen Poetry (20%)**

Single unseen poem analysis

Comparative essay on single poem and a second unseen poem.

1 hour

***"That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong."***

***F. Scott Fitzgerald***

## **Additional information:**

- Tiered examination papers have been removed from both English Language and English Literature.
- All written examinations will take place at the end of Year 11, in the summer term.
- There will be no coursework based internal assessment.
- The Speaking & Listening Component will be complete at the end of Year 10, in the summer term.



# Mathematics

## Exam board: EDEXCEL/Pearson

### About the Qualification

Students at Worden will build on the Mathematical knowledge that they have acquired in Key Stage 3. It is hoped that they will then:

- Continue to have a positive attitude to Mathematics
- Consolidate basic skills but also meet new challenging work
- Apply their knowledge and skills to solve problems
- Think and communicate mathematically
- Appreciate the use of Mathematics in society
- Acquire a firm foundation should they wish to study the subject further.

We follow the **Edexcel** Mathematics (9-1) course. There are two tiers of entry at GCSE and the grades available for each tier are:

- Higher – 9, 8, 7, 6, 5, 4
- Foundation – 5, 4, 3, 2, 1

Mathematics is an important subject in its own right and many employers and colleges ask for a creditable grade at GCSE. It is also a service subject for many other areas of study at GCSE and beyond. In order for all students to realise their potential in this subject we believe that a rigorous attitude to studies is essential and it is important that a high level of attendance is maintained.

### How to achieve in Maths – the ABC of Maths

Attend all lessons

Be involved in all lessons

Complete all classwork and homework

### Brief Outline of Assessment

The formal assessment at both Higher and Foundation Level will take place after two years of studying GCSE Mathematics. Students will be expected to have confidence and competence with all mathematical content and be able to apply it flexibly to solve problems.

Three examination papers:

**Paper 1** -  $33\frac{1}{3}\%$  of final examination, non-calculator paper, covering topics from Number, Algebra, Ratio, Geometry, Probability and Statistics.

**Paper 2** –  $33\frac{1}{3}\%$  of final examination, calculator paper, covering topics from Number, Algebra, Ratio, Geometry, Probability and Statistics.

**Paper 3** -  $33\frac{1}{3}\%$  of final examination, calculator paper, Number, Algebra, Ratio, Geometry, Probability and Statistics.

### **All papers must be taken at the same level.**

There is no controlled assessment in GCSE mathematics.

All students are expected to be equipped with the necessary equipment for this subject, that includes: protractor, compass, scientific calculator, pencil and ruler.



# Science

**Exam board: AQA**

## Options

Science is a Core subject at GCSE, studied by all pupils. Our aim is to ensure every pupil develops the scientific knowledge, skills and confidence they need to understand the world around them and succeed in a rapidly changing, technology-driven society.

At GCSE there are **two pathways** available. Both lead to nationally recognised qualifications and both keep future options open. The key differences are the depth and pace of study

### **AQA Combined Science( Trilogy) – 2 GCSEs**

This is the standard route taken by most pupils.

- Pupils study Biology, Chemistry and Physics.
- They are awarded **two GCSE grades** in **Science** e.g. 65
- Assessment consists of **six exams**, each **1 hour 15 minutes**, at the end of Year 11.
- Combined Science provides a strong grounding for:
  - **A-Level Science** (with the appropriate GCSE grades)
  - **Further education courses**
  - **Science-related apprenticeships and careers**

This route gives pupils a broad and secure understanding of the three sciences.

### **AQA Separate Sciences – Biology, Chemistry and Physics – 3 GCSEs**

This option is designed for pupils who are enthusiastic about science, enjoy challenge, or are considering science beyond GCSE.

- Pupils study the three sciences as **separate subjects**, gaining **three separate GCSEs** in **Physics, Chemistry and Biology**.
- Assessment consists of **six exams**, each **1 hour 45 minutes**, at the end of Year 11.
- The content goes into greater depth, giving pupils:
  - A stronger platform for **A-Level sciences**
  - Greater confidence with scientific concepts
  - Preparation for future study in STEM subjects

Separate Science is a positive choice for pupils aiming for higher-level science pathways, including medicine, engineering, veterinary science, and other STEM careers. But equally it is a great choice for pupils of all abilities who have a passion for the subject.

## Expectations and Support

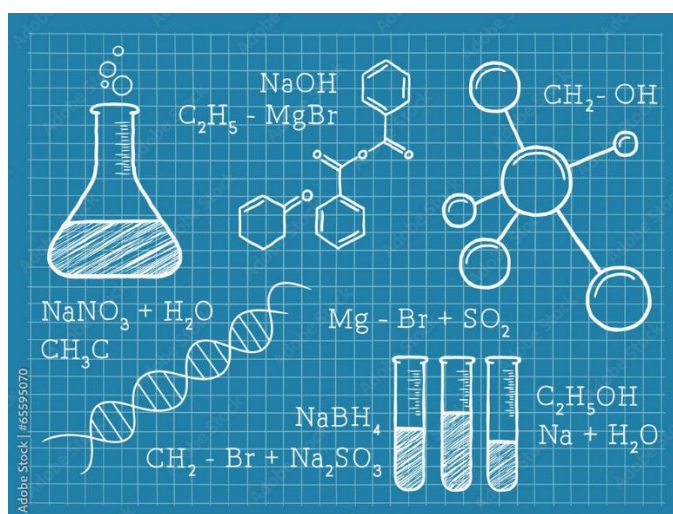
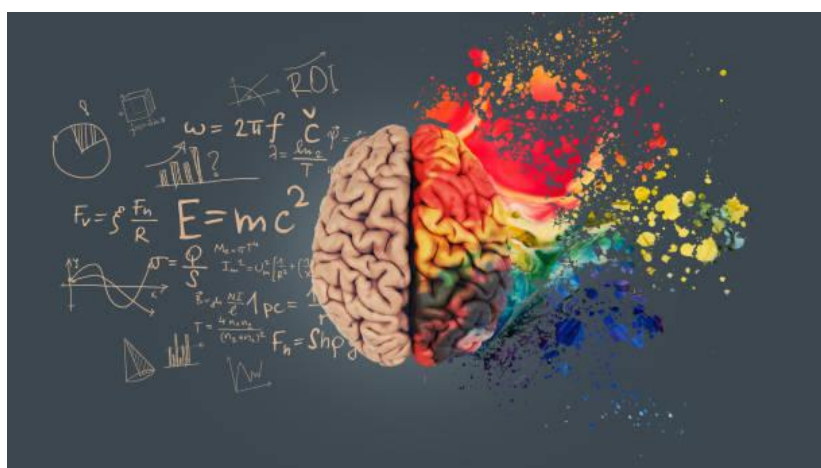
Success in either pathway requires pupils to be:

- Motivated and well-organised
- Willing to work consistently across the two-year course
- Focused in lessons and independent study

To help all pupils achieve their potential, we provide:

- Enrichment opportunities
- Revision sessions
- Additional support, both during and outside of school hours

Our aim is to ensure that every pupil, regardless of pathway, feels well prepared for their exams and confident in their scientific understanding.



## Art & Design: Art, Craft and Design

### Exam board: AQA

GCSE Art and Design provides an immersive environment for students to express themselves creatively and harness their interest in fine art. Students are taught a comprehensive artistic curriculum to equip them with a thorough knowledge and skills of using different media, materials, techniques, and processes to use as a foundation for building upon when competing and succeeding in further education and creative industries.

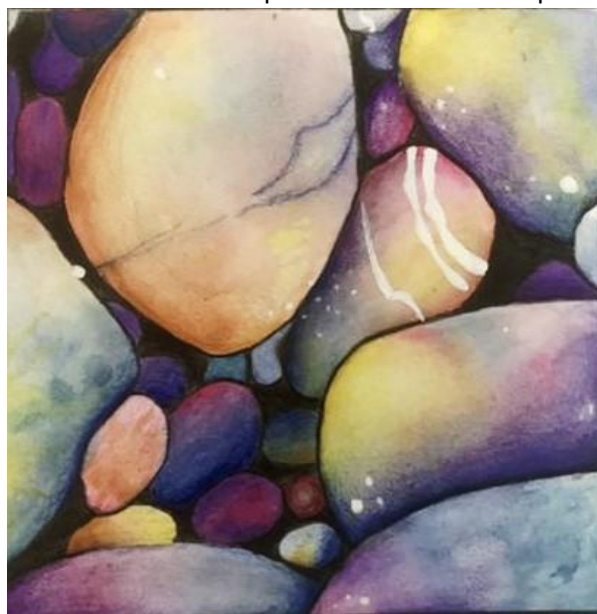
### The AQA Art & Design course focuses on:

- Developing observational and investigative skills, through the research of both traditional and modern artists, designers, crafters, and architects.
- Producing work using a selection of media: three - dimensional design, textiles, graphics, drawing, sculpture, printmaking, photography, painting & computer aided design.
- Showing an ability to develop individual ideas to create pieces of work based on your investigation and experimentation.
- Responding to project titles in a personal way and presenting your work through exhibition.

### The course consists of:

**Sustained topic and supporting work - 60%:** *Students are taught and guided through this part of the course.* You will create sustained projects in response to given titles through this section of the course. You will explore your theme by creating a range of different artworks culminating in a final art work, documenting your research, development and experimentation as your progress. Past project themes include: Fantastic and Strange, Identity, Food, Natural Forms and Crowds.

**Externally set assignment - 40%:** *Students work independently to complete this part of the course.* This is a non-examination assessment; this means that you work independently using the skills and knowledge learnt during your sustained topic to develop a personal response to a theme set by the exam board. Two periods of 5 hours of supervised time concludes this section of the course. These are held over two consecutive days during which students create a final response to their theme.



## ART & DESIGN: Careers and Aspirations

In this age, communication relies heavily on the visual image. Art and Design is an innovative subject, transforming our economy in this 21st century just as science and technology did in the last century.

An Art and Design qualification at GCSE gives students the opportunity to further study this subject as an A-level or as a BTEC. It also supports the study of other vocational courses leading into a career in the creative industries such as: web design, computer games design, graphic design, product design, animation, fashion design, illustration, architecture, advertising, film and television, textiles, hairdressing or as an artist in your own right!

**“I’m not particularly creative or good at drawing...”** Art and Design is a GCSE option worth considering as many jobs rely on the skills developed in Art and Design. Skills such as the ability to use facts as well as think outside the box, to communicate ideas, to bring about concepts, to connect theory and practise. These abilities are key to development and innovation within so many careers. It is worth considering taking this course because it has so much to offer now and will allow versatility in the future.

### GCSE Art, Craft & Design



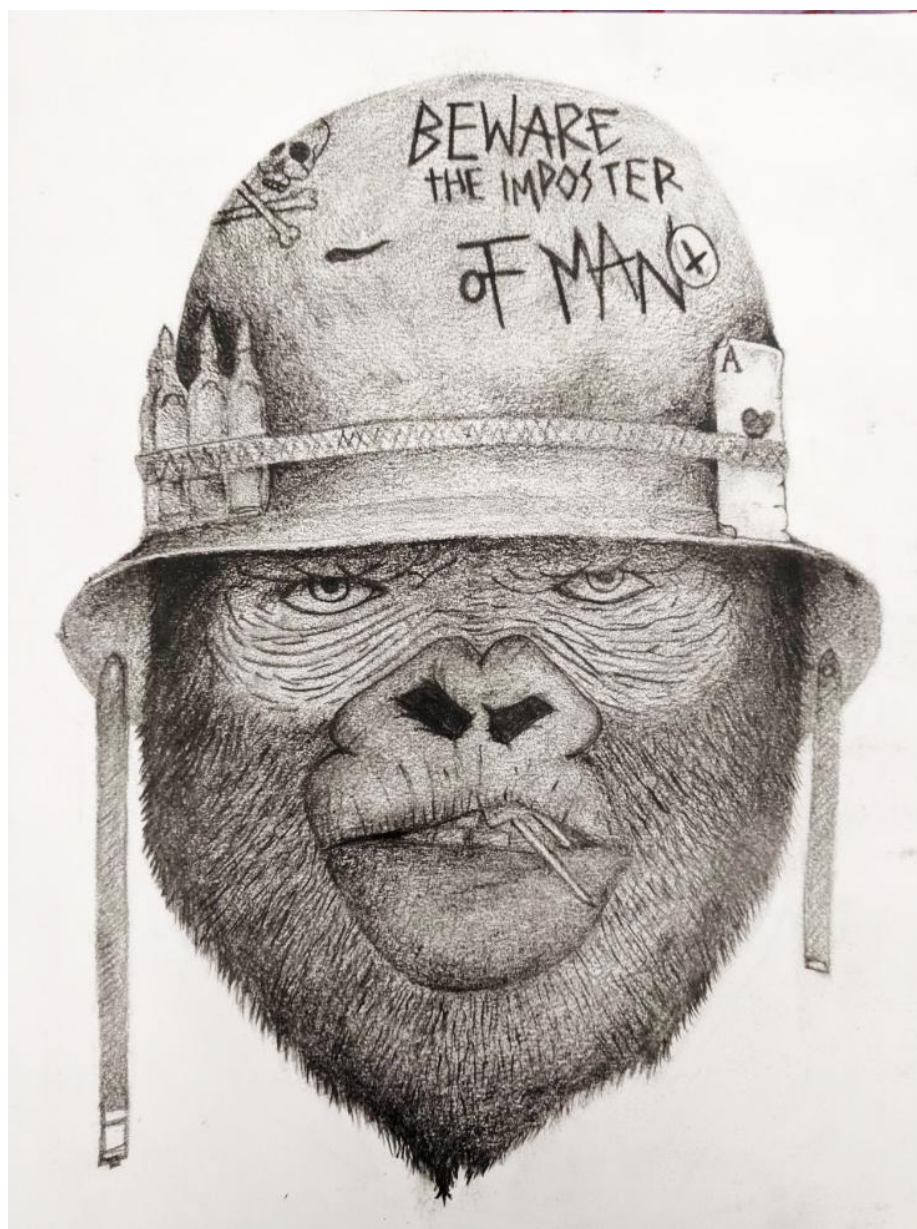
## ART & DESIGN: Supporting our students

We expect students who take Art & Design to be organised and punctual with a good track record of completing homework on time. Your Art & Design GCSE relies completely on coursework – everything you create from your first lesson in year 10 through to your last in year 11 goes towards the mark you get for your GCSE in this subject.

To help support students to complete their artwork outside of the classroom, it is beneficial to have a range of art materials and equipment available for them at home. Art offer a basic art pack for students to purchase at the beginning of year 10, we strongly recommend students purchase this to enable effective experimentation and artwork to be created outside of school and in students' own time.

**The equipment pack contains the following\*:**

- A2 transparent art polyholdall
- 1 x A4 sketchbook
- Graded graphite pencils (set of 6)
- Set of watercolour paints
- Paintbrush
- Eraser
- 30cm ruler
- Masking tape





# Business

**Exam board: Edexcel/Pearson**

## Why Choose Business?

It is the foundation of your future career. You will be either working for a business or have aspirations to start your own business. The knowledge and skills equipped will help you to understand how businesses run and the challenges they face.

No matter your job role, you will need to have a knowledge of business functions. You may enter a management role and will need to have a deep understanding of general business operations.

Countless careers are underpinned by the course content of Business. There are so many skills that complement future careers.

Possible careers
<ul style="list-style-type: none"><li>• HR Manager</li><li>• Retail Management</li><li>• Entrepreneur</li><li>• Business Consultant</li><li>• Market Researcher</li><li>• Financial Adviser</li><li>• Social Media Manager</li><li>• Accountant</li><li>• Bank Manager</li><li>• Estate Agent</li><li>• Customer Services Manager</li></ul>

## Course Information

Unit	Assessment
Exam 1 – Investigating businesses	1 written examination 50%
Exam 2 – Building a business	1 written examination 50%

### Business Activity & Influences

You will think about how businesses operate around the world and the different factors that impact business performance. You will also take a look at a number of successful and unsuccessful businesses and unpick their successes or failings.



### Operations & Human Resources

You will review the different hierarchal structures within businesses and consider how the organisation operates using different departments and specialisms. You will also gain an insight into a challenging area of business known as 'HR'. This area considers employees and their role within the business.

### Finance & Marketing

Finance is often a critical area within any organisation and it is crucial to ensure that profit and loss is scrutinised. This is generally a significant KPI (Key Performance Indicator). In addition, organisations often have to market products. It is crucial that this is also done effectively as this can often be used to help sell products.



# Computer Science

## Exam board: OCR

Could you invent technology or software to make everyday tasks simpler? What new App would you invent? How would you create and build technology to save lives? Would you like to design a new video game and develop it? Then this is the course for you!



Computer Scientists learn how the engine works, not how to drive the car. You learn how to program a computer, and that teaches you how to think. During this course you will develop and understand the fundamental principles and concepts of Computer Science, including abstraction, decomposition, and algorithms. You will learn how to analyse problems through practical experience including designing, writing, and debugging programs. Become a creator and an innovator. Think analytically, logically, critically and apply mathematical skills to support the process of programming.

Course Overview	
Unit 1 - Computer Systems	Each is a written exam out of 80 marks, sat over 1 hour 30 minutes. Both exams are each worth 50% of the total GCSE qualification
Unit 2 - Computational thinking, algorithms and programming	
Practical Programming	Design, write, test and refine programs using a high-level programming language.



### Unit Information

#### **Computer Systems**

- Systems Architecture
- Memory & Storage
- Computer Networks
- Network Security
- System software
- Ethical, legal, cultural and environmental concerns.

#### **Computational thinking, algorithms, and programming**

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

#### **Practical Programming**

You will be given the opportunity to undertake programming task during your course of study which allows you to develop your skills to design, write, test, and refine programs using a high-level programming language. You will be assessed on these skills during the written examinations, in particular component 2.

### Job Prospects

For many companies and employers, programming is important. It shows that you can think logically and creatively. It develops your resistance to 'giving up' when things go wrong. Being able to identify solutions to problems, build/create those solutions and then make sure those solutions work.

Programming is an important skill in many jobs such as cyber security, robotics and artificial intelligence. You are building skills for the future!

#### **Possible careers**

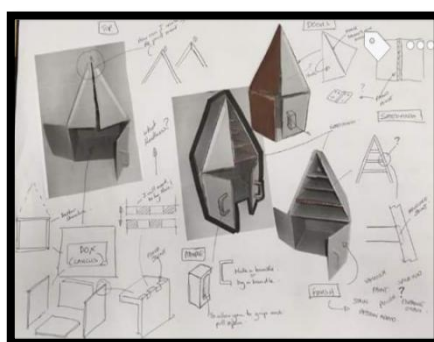
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Data analyst</li> <li>• Database administrator</li> <li>• Games developer</li> <li>• Information systems manager</li> <li>• IT consultant</li> <li>• Network manager</li> </ul> | <ul style="list-style-type: none"> <li>• Multimedia programmer</li> <li>• Software engineer</li> <li>• Systems analyst</li> <li>• Web designer</li> <li>• Web developer</li> <li>• Digital forensic investigator</li> </ul> |
|--|---|

## Design and Technology

### Exam board: EDUQAS

**GCSE Design Technology** is an exciting option where pupils will enjoy learning new skills and knowledge, take pride in their work and apply the concept of iterative design. The curriculum provides opportunities for pupils to solve real problems by designing and making prototypes. Pupils become aware of and learn from wider influences of design technology, focussing on historical, social/cultural, environmental and economic influences. Learning is practically driven and pupils build confidence, skills and enthusiasm for this area within the computer suite and well-equipped workshop.

Building on prior knowledge from KS3 of a range of materials including; textiles, paper, board, polymers, timber, metals and electronics, pupils will learn to develop exciting and innovative product designs and prototypes.



Pupils will develop competent design skills using a range of design strategies and CAD programs to support their development of innovative product designs including; 2D Design and Sketch Up. Students will be encouraged to build on KS3 skills and use hand, machine, and ICT skills in all design projects to develop expertise ready for Year 11. Each project covers a mixture of theory knowledge and practical skills. Students learn to develop ideas from a given contextual challenge and design for real client's needs

### Course structure

**Y10** – Pupils learn two main specialist material areas in depth; Textiles and Timber. They will then choose their preferred material area specialism to be their focus of the NEA assessment and Section B of their written exam. Through a variety of focused practical tasks and projects students will develop design and practical skills and the ability to develop a contextual challenge for a specific client. They will learn to work with a range of materials, processes, tools and equipment safely and competently along with learning the theory to support their learning and preparation for their final written exam.

**Y11** - The final assessment of the GCSE is made up of two components detailed below:

#### Component 1

50% Written Examination

- 2-hour exam
- Core Principles
- Design and Making Principles
- In depth knowledge of either Timber or Textiles

#### Component 2

50% NEA (Non-Examination Assessment)

- Approx. 35 Hour task.
- Research, Design, Make and Evaluate
- Pupil led project developed from one of three contextual challenge options published by the exam board.



## **GCSE Expectation**

**Equipment-** Students will need basic stationery including a pencil, black fine liner, a scale ruler, a sketch book. A copy of 2D Design software can be provided so pupils can practice using it at home. Google Sketch up can be downloaded for free and would be good to have at home to practice.

**High presentation and quality work-** All homework and class work are to be completed to target level using paper and electronic resources provided. Students will be encouraged to refine and improve work and understand the need to be resilient and respond to feedback constructively to make progress.

**Deadlines-** Students will be expected to meet project and homework deadlines. They will be expected to use additional time offered to complete their work to a high standard. Students will be expected to attend extra sessions offered after school where appropriate.

### **Assessment**

All projects are assessed, and strengths/ weaker areas are addressed in each project.

Written Examination – 2-hour exam that is worth 50%

Non-exam assessment – approx. 35 hours that is worth 50%

**Further study opportunities:** A-level or BTEC qualifications, Product Design, Art, Art and Design, Joinery, Engineering, Architecture, Games Design, Sports Design, Graphic Design, Fashion and Textiles.

**Career path opportunities:** Graphic Designer, Architect, Engineer, Product Designer, Textile Analyst, Textile Designer, Fashion Designer, Interior Designer, Mac Operator, Journalism, Advertising, Animator, Artist, Marketing, Web Designer, Illustrator, Medical Illustrator, Theatre Scenery and Set Creator.

**Colleges that offer follow on courses:** Runshaw College, Preston College, Cardinal Newman



## Drama

**Exam board: AQA**

### Because performance is paramount

**AQA** GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

We have built in as much opportunity as possible for students to do what they like best – participate in performance. Students taking this course can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons

All students devise drama.

All students explore texts practically and work on two text-based performances. One of these texts is also studied in GCSE English.

Trips to theatres and other performing arts venues are part of the course and independent research forms a large chunk of the work carried out.

### Employers value employees who are able to communicate



Throughout the GCSE Drama programme, students are encouraged to collaborate with others, engaging in stimulating and creative activities with confidence. These fundamental cooperative, collaborative and social skills are useful across all kinds of disciplines, careers, and life experiences in general.

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy and education.

### Specification at a glance:

#### Component 1 – Understanding drama.

In this unit you will gain knowledge and understanding of drama and theatre. You will study one set text and analysis and evaluate work of live theatre makers.

- **Written exam**
- **1 hour and 45 minutes**
- **80 marks**
- **40% of GCSE**

#### Component 2 – Devising drama (practical).

In this unit you will take part in the process of creating devised drama.

- **Devising log (60 marks)**
- **Devised performance (20 marks)**
- **80 marks in total**





- **40% of GCSE**

### **Component 3 – Texts in practice (practical).**

In this unit you will perform two extracts from one play.

- **Performance extract 1 (20 marks)**
- **Performance extract 2 (20 marks)**
- **40 marks in total**
- **20% of GCSE**

#### **OUR EXPECTATIONS**

- You must always have, and bring, full equipment to every lesson.
- You must always meet homework and/or coursework deadlines with maximum effort!
- You must demonstrate excellent attendance in lessons.
- You must attend as many extra-curricular clubs as possible.
- You need to be highly motivated, have a high work rate and be extremely focussed in order to achieve and succeed.
- You must be self-motivated and organised.

#### **WHAT WE NEED FROM YOU**

- Full equipment purchased before each activity.
- To bring all equipment to every lesson.
- Hand in homework and coursework on time.
- Be extremely organised.
- Turn up to every lesson (excellent attendance).
- Attend as many extra-curricular P.A clubs available to you!
- Show respect to everyone's learning.

**Drama is one of those subjects where students are thankful for the break from sitting at a desk with their heads in a textbook. NO two lessons are ever the same. One minute you could be acting out a script from a play, the next you could be having lively discussions about a production you went to see with the rest of the class the night before. That said - drama brings people together, that one person you never talk to in class could suddenly become your best friend!**





# Food Preparation and Nutrition

## Exam board: EDUQAS

**GCSE Food Preparation and Nutrition** is ideal for anyone who is interested in Food Nutrition, learning what foods do for our bodies, why we use certain ingredients in recipes and what they do when we apply heat and most importantly how to improve our diets and also gaining practical skills for life.

GCSE Food Nutrition has many career paths. People assume this is just related to cooking. Many Careers link with Food Nutrition. Being a Nurse, Doctor, Sports Coach, Dietician, a Teacher, or working in the care Sector with elderly people, children at a school or nursery or as a social worker, this also is if you are budding chef, The Catering, Leisure and Tourism, or Food Manufacture. Personal trainer, Food Development chef designing new meals or foods being sold for companies? Even if you don't want to peruse a career in catering and simply enjoy a practical subject and want to learn to cook new and exciting dishes, then this course is for you.

## The course

This course content is split between theory and practical lessons. You must want to understand how food Nutrition works, what foods are good for our bodies and which nutrients are supplied by which foods. You will need to analyse foods through calories and the recommended daily amounts of foods we should eat and analyse dishes to identify how much they cost, how healthy or bad for our bodies they are. You also need to understand the science of different ingredients and what they do in recipes. You will also have to work independently to prepare, cook and present dishes in this subject.

## GCSE Expectation

### Theory

This subject does not just contain Practical lessons. In year 10 we concentrate on theory and the elements of Food Nutrition and cover the topics 1-6, (see below) this course does involve writing in 1-2 lessons per week and our practical lessons are supported with our Practical Booklets as you have completed in years 7-9. The coursework are 2 written components (NEAs) are completed in year 11 and it is important you attend and catch-up lessons missed at lunch clubs or after school.

### Equipment

Bringing into school your ingredients is the most important aspect of the course, to enable you to gain new practical skills on a weekly basis. Without this you will not have the skills to work independently for your exam.

### Homework

This will be given out regularly during the course. For example, you may be asked to research Nutrients or seasonal products within dishes as this will help you understand what is being sold and produced on the market today and what we are eating. You might be asked to research the science or function of ingredients and what they do in our bodies and in dishes.

### Food Nutrition Examination

1 hr 45 minutes' hours written examination = 50% /100 marks  
Pupils will cover the following topics and complete an exam worth 50%

1. Food Commodities
2. Principles of Nutrition



3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

**Subject content – all theory is covered in year 10 and all assessments take place in year 11**

### Year 10

We have single lesson of theory each week where we cover the key topics 1-6 as shown above, the practical will link to the theory each week. We have 2 single lessons for practical. We usually cook over 2 days or add a practical element to the theory lesson, depending on the structure of the timetable

In the practical lessons in year 10 we will cover a range of high skilled dishes and techniques. Filleting fish, de boning chicken, making fresh pasta, puff pastry. You will also complete mini practical assessments throughout the year focusing on presentation.



### Year 11 Controlled assessments

**This written and practical element is worth 50 % of your overall grade (Sept- Feb)**

#### NEA 1 – Food Science Investigation Assessment (15% of final grade)

Theory and small practical experiments analysing ingredients and what they do in products by using the following criteria: investigate, produce, and evaluate ([6 pages 2500 words](#))

#### NEA 2 – Food Preparation Assessment (35% of final grade)

Complete a study from a design brief given by the exam board by Research, Planning, Making, and Evaluating ([30 pages A4](#))

As part of the NEA 2 – there is a Practical Exam, During 3 hours you must, prepare and cook 3 dishes with accompaniments - (Practical)

Spring Terms – Revision

Summer Term- May- June

Theory exam – This is a written exam that is 50 % of your overall grade

### **Attendance**

This is vital. The pupils need the time to reinforce previous skills, gain knowledge for the written examination and learn new skills for the practical exams.

### **Effort and attitude required**

Due to the large percentage of controlled assessments involved, they must be aware that this course contains written work as well as practical's, pupils are required to be focussed on the tasks at all times both in theory lessons and fast paced practical's to gain key skills which will be gained throughout the course. A large amount of the course is theory based; therefore, students need to be prepared for the large written content of the course.

The practical nature of the course means that Health and Safety regulations must be observed during all lessons. Ingredients must be brought in every week to allow practical skills to develop in preparation for independent practical assessments.

**Progression routes or careers:** Food Development, Food science, Catering NVQ, Hotel, Restaurant and Event Management BTEC National, Food Nutrition- Chef, Hospitality, Hotel management, Hotel function coordinator, Food Nutrition, Food analysis, Cruise ships, Jobs Abroad, Sports Nutrition and many more.

**Monitoring of pupils** - This will include interims, an annual written report, and parents' evenings.



I made almond cupcakes to layer with almond whipped cream, meringue and strawberries

I made almond ice cream on a bed of strawberries

I made a wholemeal base to my fruit tart layered with almond crème patisserie and topped with various fruits



I made wholemeal pasta, tomato sauce and seasoned chicken dish

I made strawberry jam

I made wholemeal garlic doughballs

I made profiteroles sandwiched with hazelnut whipped cream and topped with dark chocolate and a sprinkle of hazelnuts





# Geography

## Exam board: AQA

*“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” Michael Palin 2007.*

### So why study Geography?

Geography provides students with a wide variety of essential skills, that are needed to examine the ever-changing interactions of humans within the natural environment. Geography strongly links with other GCSE subjects, such as Sociology, Biology and Statistics. As a result, Geography bridges the gap between the Arts and the Sciences. Geography is also classified as a social science; therefore, it is a valuable subject for any pupil that is interested in a science, medical or environmental career. Geography studied at University, is also one of the most employable degrees, as there are a wide variety of job opportunities available.



Assessment takes place at the end of year 11, in 3 separate exams. Therefore, pupils are expected to revise for every class test and to create revision materials throughout the 2-year course.

The main emphasis of the course is based on developing cross curricular skills through a range of fieldwork and other practical activities, whilst investigating geographical issues through detailed discussion and free thinking.

In recent years, the Geography course has increased significantly in popularity and we follow the **AQA** Specification.

### Students will study the following topics:

**Paper 1 (90 mins)** Accounts for 35% of final GCSE grade:

1. The challenge of natural hazards- earthquakes, hurricanes, and climate change.
2. The living world- tropical rainforests and cold environments.
3. Physical landscapes in the UK- rivers and glaciation.

**Paper 2 (90 mins)** Accounts for 35% of final GCSE grade:

1. Urban issues and challenges- opportunities and challenges of a HIC and LIC/NEE city.
2. The changing economic world- the development gap and how an NEE reduce this gap.
3. The challenge of resource management- UK resources and food across the world.

**Paper 3 (90 mins)** Accounts for 30% of final GCSE grade:

**1. Issue evaluation** - A pre-release material booklet is given by the exam board 12 weeks before the exam for pupils to study.

**2. Fieldwork** - AQA require students to undertake two geographical enquiries. At Worden, our physical fieldwork is based on a day trip to the River Wyre. Here, we collect data on how rivers change from source to mouth. For our human fieldwork, we visit Manchester city centre. During our visit, we complete an environment quality survey, questionnaires and contrast areas of the city centre.

### Where can Geography take me?

A keen interest in geography along with a good skill set could lead you to one of the exciting jobs below...

- Environmental consultant.
- Town planner.
- Geographical information systems officer.
- Conservation officer.
- Teacher/lecturer.

# History

Exam board: EDEXCEL/Pearson

***'We are not makers of history. We are made by history.'* – Martin Luther King Jr.**

## Why should you choose History?

- History will help you understand how the world you live in was shaped, and make you consider today's society in a different way. It allows you to experience the changes and continuities of society and encourages you to determine your own history.
- History gives you a variety of transferable skills that will allow you to achieve a fulfilling career and contribute to society in a meaningful way. Employers and universities regard History qualifications very highly – GCSE History may just be your ticket to a better future...

## Outline of the course

- Edexcel Specification
- All 4 topics are exam-assessed at the end of the course – no coursework involved

Medicine in Britain, c1250–present with The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (Paper 1, **30% of GCSE**)

Superpower Relations and the Cold War 1941-1991  
Early Elizabethan England, 1558–88  
(Paper 2, **40% of GCSE**)

Weimar and Nazi Germany, 1918–39 (Paper 3, **30% of GCSE**)

## What skills can you gain from studying History?

- Forming opinions
- Critical thinking
- Communication skills
- The ability to challenge information
- Independent thought
- Self-discipline
- Teamwork
- Decision-making
- Research skills
- Resilience and reflective thought

## Where can History take you?

The beauty of studying History is that it gives you many transferable skills needed for a wide variety of jobs, even outside of the historical field! Written and verbal skills are essential for all jobs.

- Historian
- Archaeology and Conservation
- Research and development
- Journalism and the media
- Teaching, including Lecturers
- Law
- Finance and business
- Marketing and PR.
- Government/Politics
- Curating (Museum)





# Spanish

Exam board: EDEXCEL/Pearson

*“Only 6% of the world’s population are native English speakers. 75% speak no English at all”*

*“Spanish is the world’s second-most spoken native language after Mandarin Chinese Spanish is the official language of 20 countries, as well as one of the six official languages of the United Nations.”*

## Why learn Spanish?

Apart from Spanish being a fun and interesting subject and Spain being the top international holiday destination for British tourists, the need to learn Spanish up to GCSE level, or indeed any foreign language, is essential for employment and global business. In the post-Brexit era, the need for qualified linguists has never been more important. It has been recognised that the lack of language skills is costing the nation over £50 billion every year, making language education a priority in the UK.

Learning a foreign language is a **skill for life** because it boosts employability, facilitates travel, and provides a competitive advantage in a globalized workforce. Learning Spanish, in particular, is so important because of its massive global influence, enhancing career prospects across international trade, tourism, and diplomacy and it’s a major, accessible language spoken in over 20 countries across the world,

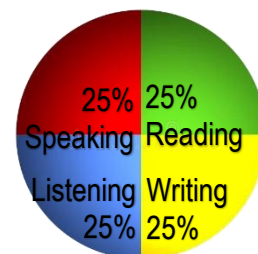


GCSE Spanish is a practical course which teaches you to hold simple conversations and to deal with every day needs in addition to more challenging themes and topics. You will continue the work of Key Stage 3, revisiting and extending language and topics already learnt, practising phonics and pronunciation and learning new relevant topics. Lessons also offer many opportunities to discuss cultural facts about Spain, South America and other Spanish speaking countries, and we use ICT to enhance learning.

## Brief Outline of Course Content

The course is divided into six themes and 20 sub-topics:

- Theme 1: My personal world – family, friends, relationships, music, sports
- Theme 2: Lifestyle and wellbeing – food & drink, physical well-being, mental well-being
- Theme 3: My neighbourhood – places in town, environmental issues, the natural world
- Theme 4: Media and Technology - social media, gaming, TV, film,
- Theme 5: Studying and my future – school, future opportunities (work/travel), equality
- Theme 6: Travel & Tourism – tourist attractions, transport, accommodation, shopping



## Assessment

You will sit 4 exams in total to assess your **listening, speaking, reading** and **writing** skills and each exam is worth **25%** of your overall grade. We follow the **EDEXCEL** exam board syllabus. The GCSE grade achieved depends on effort as much as ability, so pupils need to be motivated and committed.

## Where could my Spanish GCSE take me?

*“You can buy in your own language, but you must sell in the language of your customer”*

Many jobs require an ability to communicate in a foreign language besides the more specific work of translators and interpreters. Some jobs need only a reasonable conversational ability while others need fluency including complicated legal or technical vocabulary. University entry requirements vary from GCSE to A level for many degree level courses.

Language skills give you an undeniable advantage in terms of employability and social mobility. Studying Spanish helps you gain essential communication and problem-solving skills which are transferable to many other areas making it one of the most versatile subjects, which complements many other subjects, especially English. It is a qualification which can support a huge variety of career paths. In fact, with Spanish you can do **any** job you like... in a nicer climate!



# Physical Education

Exam board: OCR

## WHAT IS IT ALL ABOUT?

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study, learn how to improve your performance through application of the theory.

The Full Course in Physical Education is made up of three key aspects which include undertaking a range of practical activities, theoretical studies and an “Analysis of Performance” (coursework) in a practical area of your choice.

### Practical Aspect...

You will cover the following sports on the course, basketball, handball, netball, rugby, trampolining and athletics. You will perform three of these sports in a final practical exam, this makes up **30%** of the overall mark. If pupils compete to a high level in any sports outside school these can be considered if they are on the list of approved activities (see PE staff).

### What does the coursework entail?

The coursework accounts for **10%** of the overall mark and is completed in essay format. You will be asked to evaluate your performance in a particular sport, then analyse the performance by highlighting the following:

- Strengths in performance
- Areas to improve
- A practical plan to improve these areas

## AND WHAT ABOUT EXAMS?

You are asked to sit two exam papers.....

The OCR written examination papers are worth **60%** of the overall mark and consist of two 1-hour exams. The two papers cover the following:

**Paper 1;** Anatomy and physiology; Location of major bones, functions of the skeleton, roles of muscles in movement, roles of joint components, lever systems, planes of movement, axis of rotation, heart, lungs and the short/long term effects of exercise, types of training, injury prevention

**Paper 2;** Sport psychology and Sociology; Mental Preparation, goal setting, guidance, participation, commercialisation, ethics in sport, drugs, violence, health fitness and wellbeing, diet, and nutrition.

The emphasis throughout the course is introducing the above concepts and relating these to performance whilst developing your knowledge, competence, and confidence in a wide variety of skills that will enable you to confidently move forward in life.

## WHAT WE NEED FROM YOU!

- Full PE kit for practical lessons
- To bring all equipment to every theory class (Pens, ruler, exercise book etc)

- Hand in homework on time
- Turn up to every lesson motivated to learn and enjoy yourself
- Show leadership and maturity
- Show respect to everyone
- To work hard in all your subjects as well as PE so you can achieve your school goals!
- 

### What about after school? What can it lead onto?

You can go into further education and take up one of these courses:

- AS LEVEL SPORT
- A-LEVEL SPORT
- BTEC FIRST, NATIONAL & ADVANCED

Beyond A level, the study of Physical Education can lead onto university degrees in sports science, sports management, healthcare or exercise and health. Physical Education can also compliment further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making, and independent thinking are also useful in any career path you choose to take.

Possible careers:

- Sports Psychologist
- Physiotherapist
- PE Teacher
- Sport Coach
- Gym Instructor
- Professional Athlete
- Dietician
- Doctor/ Nurse





# Religious Studies

Exam board: AQA

## Why choose AQA GCSE RS?

Choosing AQA GCSE Religious Studies (RS) is more than just studying religion—it’s about developing a deeper understanding of the world, society, and the ethical challenges we face today. This subject equips students with critical thinking skills, the ability to analyse diverse perspectives, and the confidence to engage in meaningful discussions on morality, justice, and human rights. In an increasingly interconnected world, RS fosters empathy, open-mindedness, and cultural awareness—qualities that are invaluable in any career and in life. Whether pursuing law, politics, medicine, or business, the ability to reason, debate, and make informed ethical decisions will set students apart. GCSE RS is not just an academic choice; it’s a pathway to becoming an informed, thoughtful, and engaged global citizen.

## Why Choose GCSE Religious Studies?

Religious Studies helps students to:

- Develop critical thinking and analytical skills.
- Understand different perspectives on moral and ethical issues.
- Enhance debating and communication skills.
- Gain insight into the beliefs and traditions of different faiths and cultures.
- Prepare for further study in humanities, law, sociology, philosophy, medicine and more.

## Course Structure

The AQA GCSE Religious Studies course consists of two main components:

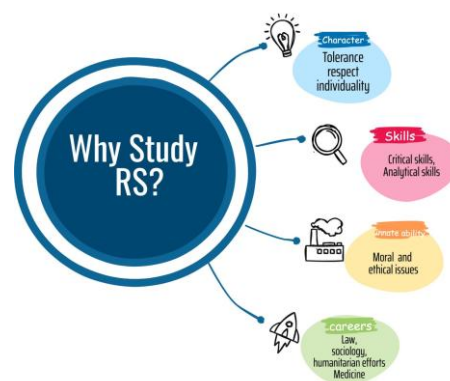
### Component 1: The Study of Religions (50%)

Students will study two religions in detail, focusing on beliefs, teachings, and practices. The two religions commonly studied are:

1. Christianity
2. Islam

Topics include:

- Key beliefs
- Worship and festivals
- The role of the church/mosque in the local and global community



### Component 2: Thematic Studies (50%)

Students will explore religious, philosophical, and ethical debates on contemporary issues. The themes include:

- Theme A- Relationships and Families
- Theme B- Religion and Life
- Theme D-Religion, Peace, and Conflict
- Theme E- Religion, Crime, and Punishment



## Examination Overview

Paper	Duration	Marks	Weighting	Question Format
Paper 1: The Study of Religions	1hr 45min	96 marks	50%	Four sets of structured questions per religion (beliefs, practices, influence, teachings)
Paper 2: Thematic Studies	1hr 45min	96 marks	50%	Four sets of structured questions, one per theme

### Skills Developed in GCSE Religious Studies

- Analytical and evaluative writing
- Forming well-supported arguments
- Understanding of ethics and social issues
- Respect and appreciation for different perspectives

### Future Pathways

A GCSE in Religious Studies can lead to A-level courses in RS, Philosophy, Law, Sociology, and other humanities. It is also highly valued in careers such as:

- Law
- Journalism
- Teaching
- Social Work
- Politics

### Support for Students

- Textbooks and Resources: AQA-endorsed textbooks and online revision materials will be available.
- Study Sessions: Extra support classes and revision workshops.
- Homework and Assessments: Regular practice exams to prepare students for their final assessments.

If there are any further questions or you require any additional information, please contact Mrs Shireen.



# Statistics

## Exam board: EDEXCEL/Pearson

*'Statistics is the science (and, arguably, also the art!) of learning from data. As a discipline it is concerned with the collection, analysis, and interpretation of data, as well as the effective communication and presentation of results relying on data. Statistics lies at the heart of the type of quantitative reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy'.*

(Boston University College of Arts & sciences)

### About the Qualification

Candidates will have the opportunity to develop their knowledge and understanding of statistical thinking and practice, and an understanding of how Statistics are used in the real world.

The specification also provides direct progression to A Level Mathematics and Statistics, as well as supporting the techniques used in a wide variety of other subjects.

Compliments and supports understanding in many other subjects, such as

- Sciences
- Psychology, Social & Sports Science
- Business & Economics
- Computing & IT
- Geography

GCSE Statistics will help you to acquire the skills and ability to work in various industries such as engineering and manufacturing, health, medicine and pharmaceuticals, business and marketing, Government, and public sectors; the list is endless. Job and employment prospects for those with good mathematical qualifications are excellent with good salaries and job security.

Here are the top ten skills employers seek, in order of importance. You will see that statistics features heavily in this list:

1. Ability to work in a team
2. Ability to make decisions & solve problems
3. Ability to plan, organise and prioritise work
4. Ability to communicate verbally with people inside and outside an organisation
5. Ability to obtain and process information
6. Ability to analyse quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence others

### **Candidates will study units in**

- Planning a strategy (forming a hypothesis, planning an investigation, experiments & surveys)
- Data collection (types of data, obtaining data, sampling)
- Tabulation & representation (tabulation & diagrammatic representation)
- Data analysis (measures of dispersion & spread, quality assurance, correlation & regression, estimation)
- Probability
- Data interpretation (limitations of analysis, inferential statistics, deductions & conclusions)



## Careers information, advice, and guidance

The websites below should be helpful in answering these two questions:

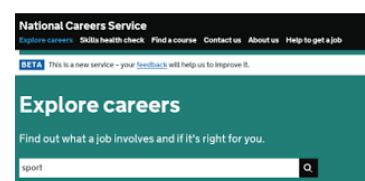
- Where can I find out more about different jobs and careers?
- Where can I find information about the qualifications and skills that I might need for the jobs and careers I am interested in?



UCAS (University and Colleges Admissions Service) <https://www.ucas.com/>  
A website for students thinking of applying to higher education along with valuable information about different options, including apprenticeships.

National Careers Service <https://nationalcareers.service.gov.uk/>

A comprehensive careers website with job profiles, outlining the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job.



Career Pilot <http://www.careerpilot.org.uk/>

Useful information to help young people make careers related decisions at 14, 16 and 18 years old.



Buzz quiz and careers information <https://barclayslifeskills.com/>



<https://icould.com/explore>



<https://amazingapprenticeships.com/>



<https://resources.careersandenterprise.co.uk/my-learning-my-future>

<https://www.startprofile.com/> **START** is careers platform designed to connect 11–18-year-olds with their future career potential. It combines the most comprehensive source of information with a personalised experience and career planning tools, helping our students to make more informed decisions about their future study and career options, as well as developing their employability.

**Start includes:**

- A student profile: students build their profile and access personalised study and career information.
- Modules: activities to guide students through the information on Start at the right time.
- Up to date information: engaging content on what to study, where to learn and the world of work.
- Locker: an online record of achievement to evidence skills for future applications and CVs.
- Employability action plan: Students can set goals and stay in control of their career planning.

Or visit the school website for further careers information or to book an appointment with our careers advisor Mr Burbage [Careers and IAG | Academy @ Worden](#)

Name:

Form:

<p><b>Worden Pathway</b> study a core curriculum of: English, Maths, Science, PE</p>	<p><u>The Worden Pathway</u> <b>Step 1:</b> Choose 1 option from block A, 1 option from block B and 1 option from block C  (At least 1 must be a subject highlighted in green)  <b>Step 2:</b> Choose 2 reserves in each</p>
--	--



*Ludus Admirandus*

**Raising the bar  
Achieving**

Choosing a single subject as 1st, 2nd & 3rd preference in any block is not permitted.  
(e.g. choosing PE as 1st, 2nd & 3rd preference in block A is not permitted)

	Block A	Block B	Block C
	Art	Drama	History
	Geography	Triple Science	Geography
	Spanish	Geography	Computing
	History	History	Triple Science
	Business Studies	PE	Spanish
	Design Technology	Business Studies	Food
		Religious Education	
1st preference			
2nd preference			
3rd preference			

Date:

Pupil signature:

Parent/Guardian signature:

This form must be completed and returned to Miss MacMillan in Hub 3 by 24<sup>th</sup> April 2026