

# Alder Community High School

## Y9 Options 2025

# Class of 2027



Name..... Form.....

Year 9 is a very important year for our students; it is the year in which they look to the future and make informed choices about what they want to study at Key Stage 4 and beyond.

We have high ambition for all of our students and our aim is to provide everyone with a curriculum that helps them leave at the end of Year 11 with the best possible set of qualifications for their future.

The options process will guide each student to a personalised Key Stage 4 curriculum.

We advocate that all students choose a wide range of subjects, so they keep as many options as possible open for further study and future careers. What your child chooses to study at KS4 will influence what they do once they leave us at the end of Y11. Maybe A levels, T levels or other vocational courses, an apprentice or other work-based training. Your child's options choices open the doors to their future!

### Contents

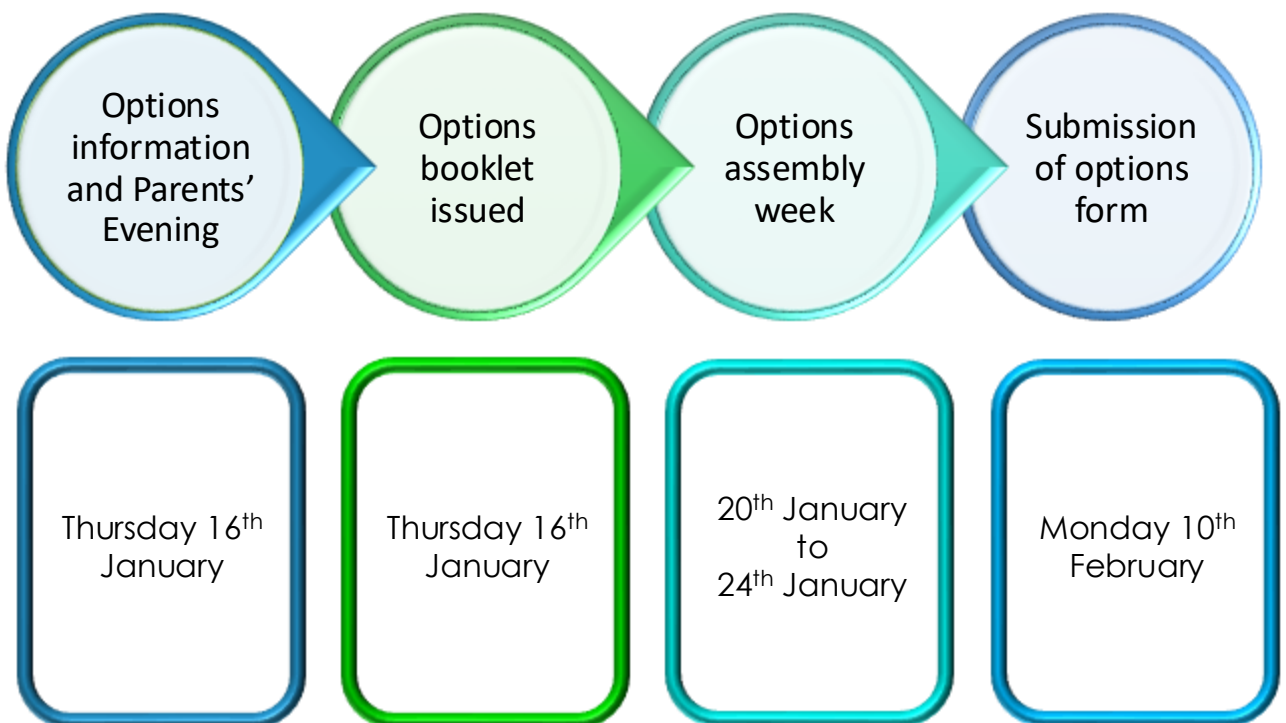
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# The options process

Your option choices are incredibly important. What you choose to study at KS4 will influence what you do once you leave us at the end of Y11.



## Timeline



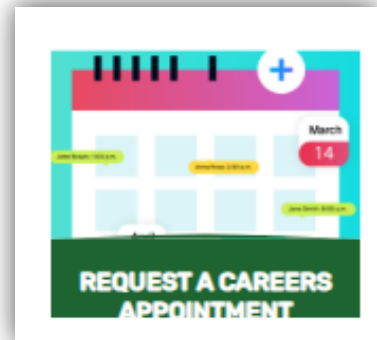
Y9 Parents' Evening will include:

- Subject appointments with Y9 teachers
- Subject appointments with options subject teachers
- Options presentations

# Careers and post 16 pathways

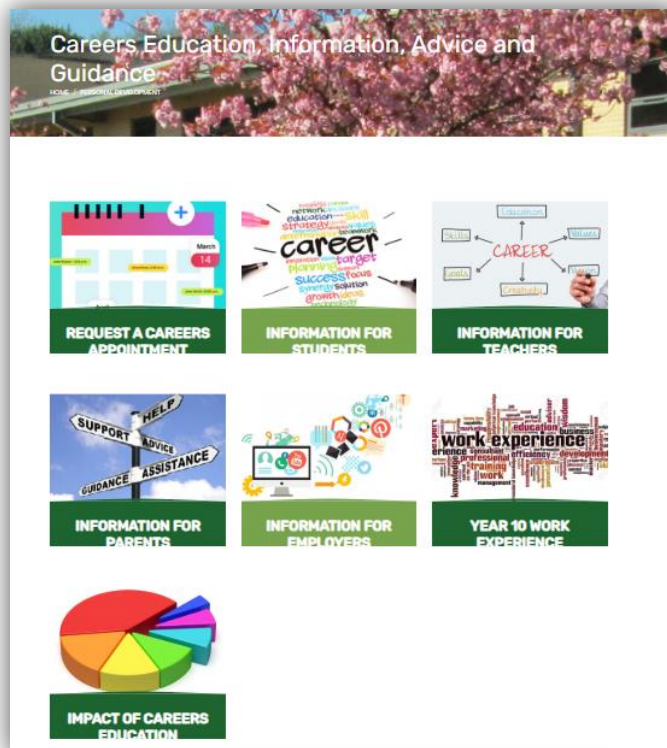
In your PD lesson you will have covered:

- Future careers
- My ambitions
- Employment skills and qualities
- Decision making skills and GCSE options
- What is a CV
- Interview skills
- Labour market information:



Careers appointment with our careers advisor will be available during the options window. If you wish to have a careers appointment, please use the link on the school's website or speak to Miss Griffiths.

**Our school website has lots of information about careers education, information, advice and guidance.**



# Who can help?

## Teachers

Subject teachers will be able to give you advice about their subject and related career paths. They can give you detailed advice about the types of learning and skills needed in their subject. They will also be able to tell you about assessment in their subject.

## Y9 Form Tutors

Your form tutor can advise you and offer support.

## Miss Howell – your Progress Leader

Miss Howell knows you all so well; she will be able to talk to you about your choice and offer personal advice. Some of you may need more support and Miss Howell will be able to listen and point you towards someone who can help.

## Ms Huddleston – SENDCO

Ms Huddleston and other key staff in school will offer appointments for parents and students to discuss which options or combination of options would be most appropriate. These will take place from 20<sup>th</sup> January 2025.

# Careers information

If you have any specific questions about careers, please email Miss Griffiths using the options email address.

[options@alderchs.uk](mailto:options@alderchs.uk)

# Types of qualification

## GCSE Qualifications

GCSE qualifications are more content driven than vocational qualifications with success relying on students' ability to recall and apply factual information and skills. These qualifications are assessed in the form of examinations at the end of year 11 and are awarded grades 9-1 with 9 being the top grade.

## Vocational Qualifications

Vocational qualifications are more practical based subjects assessed throughout the two-year course via a portfolio of work with an examination at the end of year 11. They are the equivalent to GCSEs and are fully recognised by post-16 education providers and employers. Vocational qualifications are graded with Pass, Merit, Distinction with Distinction being the top grade.

# The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is a combination of GCSE subjects the government recommends students study to maximise options for further study and future careers. The EBacc suite of qualifications are seen as **ambitious** and **academic**. The EBacc suite of qualifications are open to all students.

The subjects that count towards EBacc are, English, Maths and Science taken with:

- A Modern Foreign Language (Spanish)
- A Humanities subject (Geography or History)

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

# Making your choices

Making your option choices is an important and exciting time as you make personalised decisions about your future. Alongside the core subjects you will choose additional courses individual to your strengths and interests; therefore, it is important to think carefully about the options you choose.

## Do choose...



- Subjects you like
- Subjects you have been successful in
- Subjects that will help you to be successful in your future education and career

## Don't choose...



- Subjects your friends are choosing
- Subjects your favourite teacher teaches
- Subjects you think others would want you to take

## Where can I find more details about specific subjects?

When you make your choices, you can look at subject specific information on the exam board websites:

[Edexcel GCSEs | Pearson qualifications](#)

[AQA | Qualifications](#)

[GCSE & A Level Qualifications | Eduqas](#)

[Cambridge Nationals \(ocr.org.uk\)](#)

[GCSE qualifications – OCR](#)

[Qualification Search | NCFE](#)

[Level 1/2 Vocational Award in Hospitality and Catering \(wjec.co.uk\)](#)

# Your personal curriculum...

Your personalised curriculum in Key Stage 4 will consist of compulsory subjects and your personal option subjects:

## Compulsory subjects:

- English Language
- English Literature
- Mathematics
- Combined Science
- Computing
- Core PE
- Personal development/careers
- RE

## Pool A Subjects - choose one

- Computer Science
- Geography
- History
- Separate Sciences
- Spanish

You will also be asked to make **one reserve** choice from this list

## Pool B Subjects - choose two

- Art and Design (Art, Craft and Design)
- Art and Design (Textile Design)
- Business Studies
- Computer Science
- Creative iMedia
- Dance
- Design and Technology
- Drama
- Geography
- Health and Fitness
- History
- Hospitality and Catering
- Music
- Photography
- RE
- Separate Sciences
- Spanish

You will also be asked to make **two reserve** choices from this list

# Frequently asked questions

## Why do I need reserve choices?

### You need reserve choices in case you are not able to study your first choice

- Some subjects, like the Technology subjects, art and photography, have smaller class sizes so places are limited.
- Sometimes, for a number of different reasons, a subject may not be able to run. This could be due to staffing or because not enough students have chosen the subject.

## Am I guaranteed my choices?

- We will try to ensure that everyone gets their choices, however **we cannot guarantee this**.
- It is therefore important that you ensure you consider your choices carefully; everyone needs to be happy with the prospect of studying the reserve subject(s) they choose.

## Are there any subjects I cannot choose together?

- Art and Design (Art, Craft and Design) and Art and Design (Textile Design) cannot be taken together as they are the same qualification.
- Design and Technology subjects cannot be studied together as they are in the same option block.
- Health and Fitness and Dance cannot be studied together as they are in the same option block.

## When do I find out which subjects I have been given from my choices?

- You will find out which subjects you have been allocated in the Summer Term. If you think we have made a mistake or you are not happy with your options, talk to Miss Howell about this. If we have concerns about the subjects you have chosen, we will contact you and your parents/carers to discuss them.

## What happens if my form is handed in late?

- Options form must be handed in by the deadline which is **Monday 10<sup>th</sup> February 2025**. If your form is late, it means that there is a greater chance that you will not get the option choices you want.

## If I start a subject and later realise that I have made a mistake, what can I do?

- This happens to a few students every year. There are only **four weeks** at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of the first four weeks of the autumn term, we have to stop making any changes as you will have missed too much work to begin a new subject and it will be too disruptive for others in the class.



# Compulsory subjects 2025

Page:

9. English Language
10. English Literature
11. Mathematics
12. Combined Science
13. Computing
14. Core PE
15. Personal development/careers
16. RE

# AQA GCSE English Language

## What you will learn:

### Reading:

- To identify and interpret information.
- To select and synthesise evidence.
- To explore writers' use of language and structure.
- To compare writers' ideas and perspectives.
- To evaluate texts critically.

### Writing:

- To communicate clearly, effectively and imaginatively.
- To organise information and ideas using structural and grammatical features.
- To use a range of vocabulary, punctuation and sentence structures accurately.

## Overview

<b>Paper 1</b>	Explorations in creative reading and writing	50%	End of year 11
<b>Paper 2</b>	Writers' viewpoints and perspectives	50%	End of year 11

## How will you be assessed?

### Paper 1: Explorations in creative reading and writing

Students will be expected to read and respond to unseen literary fiction texts and to produce a piece of descriptive or narrative writing.

### Paper 2: Writers' viewpoints and perspectives

Students will be expected to read and respond to two non-fiction texts and also produce a piece of transactional writing sharing their viewpoint.

In addition, students will complete a formal presentation which will be teacher assessed and will be given as a separate grade for Spoken Language. This will not influence their final GCSE grade.

## Future careers

A good English GCSE provides a strong foundation for further academic and vocational study, and good reading and writing skills are valued in any course or future career.

This GCSE can prepare students for jobs such as: teacher, writer, digital copywriter, journalist, lexicographer, copy editor or proof reader, web content manager, media and marketing, travel and tourism, law, film director, academic librarian and public relations manager.

# AQA GCSE English Literature

## What you will learn:

- To read, understand and respond to texts.
- To develop and maintain a critical style, and develop an informed personal response.
- To use evidence from the texts, including quotations, to support responses.
- To analyse the language, form and structure used by a writer to create meanings and effects.
- To show an understanding of the relationships between texts.
- To explore the social and historical context of texts.
- To use a range of vocabulary and sentence structures for clarity, purpose and effect.
- To use accurate spelling and punctuation.

## Overview

<b>Paper 1</b>	Shakespeare and the 19th Century Novel	40%	End of Year 11
<b>Paper 2</b>	Modern texts and Poetry	60%	End of Year 11

## How will you be assessed?

### Paper 1: Shakespeare and the 19th Century Novel

Students will be expected to answer one question on a Shakespeare play (Romeo & Juliet) and one on a 19th century novel (Frankenstein).

### Paper 2: Modern Texts and Poetry

Students will answer one question on a modern prose or drama text (An Inspector Calls). They will answer a question where they compare two poems from a selection in the 'Power and Conflict' anthology and also a third question comparing two unseen poems.

## Future careers

A good English GCSE provides a strong foundation for further academic and vocational study, and good reading and writing skills are valued in any course or future career.

- Teacher
- Writer
- Digital copywriter
- Journalist
- Lexicographer
- Copy editor or proof reader
- Web content manager
- Media and marketing
- Travel and tourism
- Law
- Film director
- Academic librarian
- Public relations manager

# OCR GCSE Mathematics

## What you will learn:

The aims and objectives of the GCSE (9–1) in Mathematics are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## How will you be assessed?

Overview		
Tier	Topic	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

## Future careers

- Actuary
- Cryptographer
- Data scientist
- Economist
- Investment analyst
- Mathematician
- Medical statistician
- Meteorologist
- Operations research analyst
- Research scientist
- Risk management officer
- Software engineer
- Statistician
- Teacher or lecturer
- Technician
- Chartered accountant

# Edexcel GCSE Combined Science

## What you will learn:

### GCSE Biology topics

'Key concepts in biology', 'Cells and control', 'Genetics', 'Natural selection and genetic modification', 'Health, disease and the development of medicines', 'Plant structures and their functions', 'Animal coordination, control and homeostasis', 'Exchange and transport in animals' and 'Ecosystems and material cycles'.

### GCSE Chemistry topics

'Key concepts in chemistry' (atomic structure, the periodic table, ionic and covalent bonding, types of substance, calculations involving masses), 'States of matter and mixtures', 'Chemical changes', 'Extracting metals and equilibria', 'Groups in the periodic table', 'Rates of reaction and energy changes', 'Heat energy changes in chemical reactions', 'Fuels and Earth science' and 'Earth and atmospheric science'.

### GCSE Physics topics

'Forces', 'Motion and forces', 'Conservation of energy', 'Waves', 'Light and the electromagnetic spectrum', 'Radioactivity', 'Energy– forces doing work', 'Forces and their effects', 'Electricity and circuits', 'Magnetism and the motor effect', 'Particle model' and 'Forces and matter'.

## How will you be assessed?

- There are two papers for each of biology, chemistry and physics.
- Each paper has the same structure.

### Overview

<b>Paper 1 and paper 2</b>	Demonstrate knowledge and understanding of scientific ideas, techniques and procedures.	40%	End of Year 11
	Apply knowledge and understanding of scientific ideas, techniques and principles.	40%	
	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.	20%	

## Future careers

- Health care science
- Nursing
- Sports science
- Animal care and conservation
- Chemical engineer
- Forensic scientist
- Food scientist
- Colour technologist
- Mechanical engineer
- Electrical design engineer
- Teacher
- and many others...

# iDEA - Computing

## What you will learn:

The Inspiring Digital Enterprise Award, known as iDEA, is an international award-winning programme that helps you develop and demonstrate your digital, enterprise and employability skills

All students will have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

1. develop their capability, creativity and knowledge in computer science, digital media and information technology
2. develop and apply their analytic, problem-solving, design, and computational thinking skills
3. understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

## How will you be assessed?

iDEA aspires to be the digital and enterprise equivalent of The Duke of Edinburgh's Award. Bronze is beginner, Silver intermediate and Gold advanced.

Students will work towards competing badges:

- **Citizen** category badges help you learn digital awareness, safety and ethics.
- **Worker** category badges teach you tools and techniques which are useful in the workplace, and employability skills.
- **Maker** category badges are all about digital creativity and show you how to build and make in the digital world.
- **Entrepreneur** category badges help you learn how to originate ideas and bring them to life.
- **Gamer** category badges help you learn gamification techniques and teach you how to make games.

# Core PE

## What you will learn:

### Course Overview

The focus of the PE curriculum at Key Stage 4 is on participation and enabling students to lead healthy, active lifestyles.

The curriculum encourages participation and competition in a range of traditional and non-traditional activities, building on the skills learned at Key Stage Three so that students can apply the skills in competitive situations.

Students study a broad range of activities from the following:

- Athletics
- Badminton
- Basketball
- Dodgeball
- Fitness
- Football
- Handball
- Longball
- Netball
- Table Tennis
- Trampolining
- Volleyball

## How will you be assessed?

Core PE is **not** assessed.

# Personal Development

## What you will learn:

### Course Overview

The focus of the Personal Development curriculum at Key Stage 4 is to provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society.

The curriculum is built around statutory guidance for;

- Citizenship education;
- Personal Social Health and
- Economic education;
- Relationships and Sex education;
- and Careers education.

Students study a broad range of topics including the following:

- Media, power and democracy
- Preparing for work experience
- CV writing
- University pathways
- Healthy relationships
- Issues around consent
- How to stay safe
- Managing money and budgeting
- Applying for colleges and apprenticeships
- Mental health and wellbeing

## How will you be assessed?

Personal Development is **not** assessed.



# Religious Studies

## What you will learn:

World events in the twenty-first century draw attention to the continuing power and significance of religious belief and other beliefs and worldviews in shaping human minds and communities. An understanding of different faiths and beliefs has never seemed more relevant.

Students will study:

Moral and religious issues including:

- abortion
- euthanasia

Social harmony including:

- the nature and diversity of the UK

Students will be able to:

- Develop rich knowledge of religions and worldviews, and use this to increase levels of religious literacy and conceptual understanding.
- Articulate, with confidence, their own positions and ideas about religion, beliefs and spirituality.
- Understand religion and worldviews in relation to commitments to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.
- Promote social and ethnic harmony.

## How will you be assessed?

Core RS is **not** assessed.

# Optional subjects 2025

Page:

18. Art and Design (Art, Craft and Design)
19. Art and Design (Textile Design)
20. Business Studies
21. Computer Science
22. Creative iMedia
23. Dance
24. Design and Technology
25. Drama
26. Geography
27. Health and Fitness
28. History
29. Hospitality and Catering
30. Music
31. Photography
32. RE
33. Separate Sciences
34. Spanish

# Educas GCSE Art and Design (Art, Craft and Design)

## What you will learn:

- Development/exploration of ideas (written and visual) from your initial starting point to your final outcomes.
- Record research and analyse artists, crafts people and designers work that are relevant to your studies to inspire your own work.
- Research and select suitable imagery to inspire and influence your own work.
- Experiment with a range of materials, techniques, processes, colour and compositions.
- Refine work as planning progresses, evaluate what ideas have been successful and explain why others have been dismissed.
- Annotate all thoughts, ideas and opinions about your own work and the work of others.
- Document clear planning from your initial starting point to your final outcome based on the themes studied.

## How will you be assessed?

During the Spring term in Year 11 the students will undertake a 10-hour supervised piece. Prior to the examination the students select a theme to plan and develop their own personal ideas during the preparation period, which will commence in January.

Students will need to show evidence of good drawing within their portfolio and externally set assignment work. All visual ideas need to be annotated to explain what they are doing, how they are going to do it and what has influenced their work, together with evidence.

## Overview

<b>Unit 1</b>	Portfolio of work (coursework)	60%	Ongoing
<b>Unit 2</b>	Externally set task (exam)	40%	January–May in Year 11

## Future careers

- Art therapy
- Community art
- Art/craft design teacher
- Creative industries (TV, film, theatre and animation)
- Art gallery/museum curator
- Fashion industry
- Freelance artist /designer

# Educas GCSE Art and Design (Textile Design)

## What you will learn:

This course title, Art and Design (Textile Design) is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

Students undertaking the textile design GCSE are required to demonstrate the knowledge, skills and understanding in line with the areas of study below.

### Areas of study include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Stitched and/or embellished textiles.

## How will you be assessed?

During the Spring term in Year 11 the students will undertake a 10-hour supervised piece. Prior to the examination the students select a theme to plan and develop their own personal ideas during the preparation period which will commence in January.

Students will need to show evidence of knowledge and understanding in line with the areas of study within their portfolio, and externally set assignment work. All visual ideas need to be annotated to explain what they are doing, how they are going to do it and what has influenced their work, together with evidence.

### Overview

<b>Unit 1</b>	Portfolio of work (coursework)	60%	Ongoing
<b>Unit 2</b>	Externally set task (exam)	40%	January–May in Year 11

## Future careers

- Fashion designer
- Retail buyer
- Retail manager
- Retail merchandiser
- Stylist
- Textiles designer
- Visual merchandiser

# Edexcel GCSE Business Studies

## What you will learn:

### Component 1:

- Investigating a small business
- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- The external influences on business

### Component 2:

- Building a business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## Course Overview

- Explore a wide range of businesses.
- Investigate the needs and wants of different customers.
- Consider the different ways to market products to consumers.
- Calculate key business figures such as profit and loss.
- Analyse financial information.
- Consider how to hire and manage staff.
- Investigate and analyse real business opportunities.
- Develop and apply quantitative skills relevant to business

## How will you be assessed?

### Overview

<b>Theory</b>	Paper 1	50%	End of Year 11
	Paper 2	50%	End of Year 11

## Future careers

- Marketing
- Business management
- Setting up your own business
- Accounting

# Edexcel GCSE Computer Science

## What you will learn:

- Examine the roles of computer hardware and software and how they function.
- Find out how files are actually stored and how data is represented.
- Investigate the legal and ethical issues in computing. For example, should Google be allowed to track the location of android users?
- Explore a range of cyber security threats and the potential solutions.
- Develop high level programming skills using Python.
- Plan and test programs.
- Evaluate the efficiency of programs.
- Consider a range of network topologies and how they actually send and receive data.

Component 1	Component 2	Component 3
<b>Computational Thinking:</b> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Abstraction</li> <li>• Decomposition</li> <li>• Algorithms</li> <li>• Pseudocode</li> <li>• Code Tracing</li> </ul>	<b>Theory:</b> <ul style="list-style-type: none"> <li>• Networks</li> <li>• Data representation</li> <li>• Hardware</li> <li>• Ethics</li> <li>• Software</li> <li>• Cyber Security</li> </ul>	<b>Programming:</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Testing</li> <li>• Evaluating</li> <li>• Programming Techniques</li> <li>• Arrays</li> <li>• Subroutines</li> <li>• User Interfaces</li> </ul>

## How will you be assessed?

### Overview

Theory	<b>Paper 1</b> Written paper	50%	End of Year 11
	<b>Paper 2</b> Computer based coding	50%	End of Year 11

## Future careers

- Software engineer
- Computer scientist
- Cyber security analyst
- App developer

# OCR Cambridge National Creative iMedia

## What you will learn:

- Develop practical skills using a wide range of software including:
  - Dreamweaver
  - Fireworks
  - Photoshop
- Analyse briefs to fully understand the audience requirements.
- Investigate and create written reports for the products you design.
- Plan a wide range digital products using sketches, storyboards and site maps.
- Evaluate digital products.

## What you will learn?

Component 1	Component 2
<b>Pre-Production Skills</b> <ul style="list-style-type: none"><li>• Developing planning documents:</li><li>• Moodboards</li><li>• Mindmaps</li><li>• Storyboards</li><li>• Copyright Law and implications for design</li><li>• Purpose</li></ul>	<b>Digital Applications</b> <ul style="list-style-type: none"><li>• Graphic Design</li><li>• Creating a multimedia product</li><li>• Website Design</li></ul>

## How will you be assessed?

### Overview

<b>Practical Exam</b> 25%	<ul style="list-style-type: none"><li>• Design planning documents to meet the needs of a client brief.</li><li>• Critically review digital products.</li><li>• Explain the purpose of a range of planning documents.</li></ul>
<b>Coursework</b> 75%	<ul style="list-style-type: none"><li>• Using a brief, students must create a substantial digital product.</li><li>• Students must produce all the required graphics, videos, animation and sound clips.</li><li>• The assets must all work together to fulfil the brief.</li></ul>

## Future careers

- Web developer
- Graphic designer

# AQA GCSE Dance

## What you will learn:

**Performance** – students will study and apply knowledge and skills for performance

**Choreography** - students will learn how to respond creatively to an externally set stimulus and to choreograph their own complete dance

**Dance appreciation** - Through written communication and use of appropriate terminology, students will learn how to critically analyse, interpret and evaluate their own work in performance and choreography. They will also learn to demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology

## How will you be assessed?

### Component 1 - Performance and choreography (60% practical exam)

#### Performance

- Set phrases through a solo performance (approximately **one minute** in duration)
- Duet/trio performance (**three minutes** in a dance which is a maximum of **five minutes** in duration)

#### Choreography

- Solo or group choreography – a solo (**two to two and a half minutes**) or a group dance for two to five dancers (**three to three and a half minutes**)

### Component 2 - Dance appreciation (40% written exam)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

## Future careers

- Theatre studies
- Performing arts courses
- Dance teaching
- Production team role
- Performance roles



# OCR GCSE Design and Technology

## What you will learn:

The course is delivered through a well-balanced mixture of taught theory, interleaved with a range of design and make projects before the Iterative Design Challenge is officially released by OCR on 1<sup>st</sup> June.

Over the two-year course, students will explore five core subject areas; papers & board, timbers & manufactured board, polymers, metals & alloys, and textiles to develop an awareness and understanding of design and technology in a holistic manner. Students will then be explicitly taught two subject specific areas; timbers and manufactured board, and polymers to broaden their understanding of the subject.

In addition to the taught theory, students will have the opportunity to develop their creativity and presentation skills through two short design tasks in the early stages of Y10. Students will then work with a range of timber-based materials in a sampling project and finally, create a 'mini-NEA' project via an Inclusive Design Project in preparation for the official NEA release in the June of Y10.

A large proportion of Y11 is dedicated to the Iterative Design Challenge (NEA), which will offer students the opportunity to demonstrate their iterative design skills, create new opportunities and design solutions, whilst developing their evaluative skills and encouraging further developments through the iterative design cycle. Students will then have a dedicated bank of time to prepare for the 2-hour exam in the summer term. Students will revisit taught theory from Y10, explore new theory and develop their exam technique to bring together their knowledge and understanding of the subject.

## How will you be assessed?

### Overview

<b>External Exam</b>	Design and Technology Written Exam	50%	Written Exam End of Year 11
<b>Internal Assessment</b>	Iterative Design Challenge	50%	Year 11

## Future careers

- Architect
- Web developer
- Quantity Surveyor
- Graphic Designer
- Programming
- Software engineer
- Interior Designer
- 3D product design

# AQA GCSE Drama

## What you will learn:

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

These three components cover the knowledge, understanding and skills that students are expected to develop throughout the course of study.

Guidance is also provided on the theatrical skills students will need to work on.

## How will you be assessed?

### Overview

<b>Component 1: Understanding Drama</b> <ul style="list-style-type: none"><li>• Knowledge and understanding of drama and theatre</li><li>• Study of one set play from a choice of nine</li><li>• Analysis and evaluation of the work of live theatre makers</li><li>• Written exam: 1 hour and 45 minutes</li><li>• Open book</li></ul>	40%	Year 10 and 11
<b>Component 2: Developing skills and techniques</b> <ul style="list-style-type: none"><li>• Process of creating devised drama</li><li>• Performance of devised drama (students may contribute as performer or designer)</li><li>• Analysis and evaluation of own work</li><li>• Devising log (60 marks)</li><li>• Devised performance (20 marks)</li></ul>	40%	Year 10 and 11
<b>Component 3: Performing to a brief</b> <ul style="list-style-type: none"><li>• Performance of two extracts from one play (students may contribute as performer or designer)</li></ul>	20%	Year 11

## Future careers

- Actor
- Drama therapy
- Social worker
- Teacher
- Theatre and stage management
- Events management
- TV presenter

# AQA GCSE Geography

## What you will learn:

- For students who are curious about the real world outside the classroom, Geography provides opportunities to deepen their understanding of the complex planet on which they live.
- GCSE Geography increases knowledge and confidence in dealing with challenging issues of both the physical and human environment. It examines several themes from a variety of scales and countries at different stages of development.
- Geography links extremely well with history as well as specialist science and arts subjects, so it is ideal for a balanced curriculum.
- Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide.

Living with the Physical Environment	Challenges in the Human Environment	Geographical applications
The challenge of natural hazards The living world Physical landscapes in the UK Geographical skills	Urban issues and challenges The changing economic world The challenge of resource management, Geographical skills	Issue evaluation (pre-released resource booklet) Fieldwork Geographical skills

## How will you be assessed?

Overview		
Paper 1	35%	End of Year 11
Paper 2	35%	End of Year 11
Paper 3	30%	End of Year 11

## Future careers

- Travel and tourism
- Architecture
- Landscape design
- Environmental health
- Conservation

# NCFE level 1/2 Technical Health and Fitness

## What you will learn:

- The muscular system
- The skeletal system
- The cardiovascular system
- The respiratory system
- Effects of health and fitness activities on the body
- Health and fitness and the components of fitness
- Principles of training
- Testing and developing components of fitness
- Impact of lifestyle on health and fitness
- Applying health and fitness analysis and setting goals
- Structure of a health and fitness programme and how to prepare safely

Students will complete 2 units which are designed to:

- Inspire and enthuse learners to consider a career in the health and fitness/ sports and active leisure sector, rather than just to participate in sport as recreation.
- Give students the opportunity to gain a broad understanding and knowledge of, and develop skills in, the health and fitness/ sport sector, e.g. the health and fitness industry.
- Support progression to a more specialised level 3 vocational or academic sport or physical education course or an apprenticeship.
- Give learners the potential opportunity to enter employment within a wide range of junior job roles across the sport and active leisure sector. Junior job roles include personal trainer recreation assistant, sports leader or assistant sports coach.

## How will you be assessed?

### Overview

<b>Unit 1</b>	Externally assessed on screen exam	40%	March of Year 10
<b>Unit 2</b>	Internally assessed unit moderated by NCFE	60%	Released January Y11

## Future careers

- Personal trainer
- Sports Coaching
- Recreational Management
- Fitness Industry
- Sports Science
- Armed Forces
- Public Services

# Educas GCSE History

## What you will learn:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

## How will you be assessed?

### Overview

Paper 1	<b>A British depth study - Elizabethan England</b> <ul style="list-style-type: none"> <li>• Including the execution of Mary Queen of Scots, The New World exploration, privateering and piracy, the significance of Sir Francis Drake, the Spanish Armada, and life during Elizabethan England.</li> </ul>	25%	End of Year 11
	<b>A non-British depth study—Germany in transition 1919-39</b> <ul style="list-style-type: none"> <li>• Germany after WW1, uprisings and revolt on the streets of Germany. The growth of the Nazi Party under Adolf Hitler and Life in Nazi Germany including persecution of various groups.</li> </ul>	25%	End of Year 11
Paper 2	<b>A period study - The development of the USA, 1929-2000</b> <ul style="list-style-type: none"> <li>• The Wall Street Crash, Impact of WW2 and Post war developments, Civil Rights, 1941-70, Cold War rivalry, US involvement in Vietnam, social changes and the end of the Cold War.</li> </ul>	25%	End of Year 11
	<b>A thematic study - Changes in crime and punishment in Britain, c500– present day</b> <ul style="list-style-type: none"> <li>• Causes and the nature of crime. Changes in law enforcement and methods and nature of punishment. This will include studying smuggling, highway robbery, formation of the police force and prison systems.</li> </ul>	25%	End of Year 11

## Future careers

- Media
- Banking
- Museum worker
- Lawyer
- Journalist

# WJEC Level 1/2 Hospitality and Catering

## What you will learn:

Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills

Students will study two units:

1. The hospitality and catering industry
2. Hospitality and catering in action

**Unit 1** enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

**Unit 2** enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

## How will you be assessed?

### Overview

<b>Unit 1</b>	External written exam	40%	1 <sup>st</sup> attempt Year 10 2 <sup>nd</sup> attempt Year 11
<b>Unit 2</b>	Controlled assessment	60%	Year 11

## Future careers

- Accommodation manager
- Catering manager
- Executive Head Chef
- Conference centre manager
- Event Planner
- Restaurant manager
- Hotel manager
- Air Cabin Crew
- Catering Teacher
- Tour Manager

# Edexcel GCSE Music

## What you will learn:

### Performance

- Students will develop performance skills and techniques on an instrument of their choice.
- Understand how expression and articulation can improve performances.
- Solo Performance skills such as performing with an accompaniment.
- Ensemble performance skills such as balance between instruments and following a leader.

### Composition

- How to write (compose) music for a range of styles/genres.
- Understanding a wide range of instruments and their pitch range.
- How to use music technology to compose music through a range of different software such as *cakewalk*, *bandlab* and *musescore*.

### Appraising

- Music Theory for reading and writing music.
- Key terminology linked to 8 set pieces of music and information about a range of musical features within each piece.
- Musical dictation

## How will you be assessed?

### Performance (30%) NEA

Students will rehearse and record performance pieces throughout the course. In year 11 students must record a solo performance and an ensemble performance each worth 15% of their final grade. Students can complete performances on different instruments and in any style.

### Composition (30%) NEA

Students will compose two pieces of music each lasting at least 1 minute in length and jointly a minimum of 3 minutes. Students must complete their final compositions in year 11. One composition is completed in any style the pupil chooses; the other is in response to a set brief released in year 11 from the exam board. As well as the sound recording students must also produce a form of score and write-up explaining about the music they have composed.

### Appraising (40%) EXAM

Throughout the two-year course students will learn about a wide range of music keywords, techniques and features linked to 8 set works; learn how to identify music notes and rhythms by ear (music dictation) and also how to identify key features in music they have never heard before. Theory knowledge and understanding will be assessed in a 1 hour 45 minute exam at the end of year 11. This exam consists of short answer questions, a music dictation question, an unfamiliar listening question and a compare and contrast essay.

## Future careers

- Music teaching
- Music therapy
- Composer
- Music performer
- All aspects of the music industry
- Creative industries
- Music production

# Educas GCSE Photography

## What you will learn:

- Throughout the course you will be expected to include work from one or more of the following areas: portraiture, location photography, studio photography, experimental imagery, installation, moving image, film, video and animation or fashion photography.
- Students must demonstrate the ability to use photographic techniques and processes, for example: lighting, aperture, depth of field and shutter speed and movement.
- Students must keep an up-to-date PowerPoint document of work completed in school and will be expected to take photographs in their own time.
- Independent learning time is important, and students are expected to meet deadlines to ensure all assessment objectives are met fully.
- It is advisable that students attend Photography Club at least once a week to develop skills and to refine work for submission in their portfolio.

## How will you be assessed?

### Overview

<b>Unit 1</b>	Portfolio of work (coursework)	60%	Ongoing
<b>Unit 2</b>	Externally set task (exam)	40%	January–May in year 11

## Future careers

- Freelance photographer
- Photo journalism
- Fashion photography
- Advertising
- Creative industries (TV, film, theatre and animation)
- Wedding and events photographer
- Wildlife photographer



# AQA GCSE Religious Studies

## What you will learn:

Religious Studies helps students to adopt an enquiring, critical and reflective approach to religion and moral issues. Students are encouraged to explore a number of beliefs, reflect on fundamental questions and respond personally to them.

By studying Religious Studies students will enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.

Component 1a: Christian Beliefs and Practices	Component 1b: Muslims Beliefs and Practices	Component 2: Religious, Philosophical and Ethical studies in the Modern World
<p><b>Christian Beliefs:</b></p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Jesus Christ</li> <li>• The afterlife</li> </ul> <p><b>Christian Practices:</b></p> <ul style="list-style-type: none"> <li>• Worship</li> <li>• Pilgrimage</li> <li>• Festivals</li> <li>• The Church in local community</li> <li>• The Worldwide Church</li> </ul>	<p><b>Muslim Beliefs:</b></p> <ul style="list-style-type: none"> <li>• Nature of Allah</li> <li>• Angels</li> <li>• Life after death</li> <li>• Prophethood</li> <li>• Holy books</li> </ul> <p><b>Muslim Practices:</b></p> <ul style="list-style-type: none"> <li>• The Five Pillars</li> <li>• Pilgrimage</li> <li>• Jihad</li> <li>• Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and Families</li> <li>• Religion and Life</li> <li>• Existence of God and Revelation</li> <li>• Crime and Punishment</li> </ul>

## How will you be assessed?

### Overview

<b>Component 1</b>	Paper 1a: Christian Beliefs and Practices	25%	End of Year 11
	Paper 1b: Muslim Beliefs and Practices	25%	End of Year 11
<b>Component 2</b>	Paper 2: Religious, Philosophical and Ethical studies in the Modern World.	50%	End of Year 11

## Future careers

- Media
- Law
- Social work
- Journalism
- Teaching
- Police

# Edexcel GCSE Separate Sciences

## What you will learn:

- Students who opt to study Separate Science GCSEs work towards separate GCSEs in Biology, Chemistry and Physics.
- You will study the full content from the Combined Science course with additional topics and core practical lessons in biology, chemistry and physics.

Biology additional topics	Chemistry additional topics	Physics additional topics
<ul style="list-style-type: none"> <li>• Brain, eye and kidney structure</li> <li>• Mendel and Darwin</li> <li>• Protein synthesis</li> <li>• Plant diseases and defenses</li> <li>• Thermo-regulation and osmo-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Transition metals, alloys and corrosion</li> <li>• Quantitative analysis</li> <li>• Dynamic equilibria</li> <li>• Chemical cells and fuel cells</li> </ul>	<ul style="list-style-type: none"> <li>• Astronomy</li> <li>• Static electricity</li> <li>• Ears and hearing</li> <li>• Ultrasound and infrasound</li> <li>• Colour and lenses</li> <li>• Nuclear fission and fusion</li> <li>• Magnetic forces</li> </ul>

## How will you be assessed?

Overview (The structure below is the same for each of the 3 science subjects)		
Paper 1 and Paper 2	Demonstrating knowledge and understanding of scientific ideas, techniques and procedures.	40%
	Apply knowledge and understanding of scientific ideas, techniques and principles.	40%
	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.	20%

## Future careers

- Medicine (Doctor, consultant)
- Pharmacology
- Marine biology
- Veterinary science
- Engineering
- Nuclear physics
- Astro chemistry
- Chemical engineering

# AQA GCSE Spanish

## What you will learn:

You will be adding an international dimension to your GCSE subjects by studying GCSE Spanish.

You will develop your knowledge and understanding of the language (vocabulary, grammar & phonetics) as well as gaining more cultural knowledge of French-speaking countries.

During the GCSE course you will be able to develop and practice valuable, transferable skills for the future and, as a result, make yourself more employable as well as widening your choice of future opportunities.

## How will you be assessed?

### Overview

Overview			
<b>Paper 1</b>	<b>Paper 1 Listening (Foundation or Higher)</b> Understanding & responding to different types of spoken language, with questions & answers in English	25%	End of Y11
<b>Paper 2</b>	<b>Paper 2 Speaking (Foundation or Higher)</b> Communicating and interacting effectively for different purposes, with read aloud tasks, role play and photo card discussion	25%	End of Y11
<b>Paper 3</b>	<b>Paper 3 Reading (Foundation or Higher)</b> Understanding & responding to different types of spoken language, with questions & answers in English, including a translation into English	25%	End of Y11
<b>Paper 4</b>	<b>Paper 4 Writing (Foundation or Higher)</b> Communicating effectively in writing for a variety of purposes, including a translation into French	25%	End of Y11

<b>Theme 1</b> <b>People &amp; Lifestyle</b>	<b>Theme 2.</b> <b>Popular Culture</b>	<b>Theme 3.</b> <b>Communication &amp; The World Around Us</b>
<ul style="list-style-type: none"><li>• Identity &amp; relationships with others</li><li>• Healthy living &amp; lifestyle</li><li>• Education &amp; work</li></ul>	<ul style="list-style-type: none"><li>• Free time activities</li><li>• Customs, festivals &amp; celebrations</li><li>• Celebrity culture</li></ul>	<ul style="list-style-type: none"><li>• Travel &amp; tourism</li><li>• Media &amp; technology</li><li>• The environment &amp; where people live</li></ul>

## Future careers

- Translating/interpreting
- Travel and tourism
- Finance and business
- Teaching







# Y9 Options form 2025

Name..... Form.....



Think carefully about your options choices before you make them.



Speak to your teachers for guidance.



Choose one subject from Pool A.



Choose two subjects from Pool B.



Remember to choose your reserve subjects.



You cannot take the following subjects together:

- Art and Design (Art, Craft and Design) and Art and Design (Textile Design) cannot be taken together as they are the same qualification.
- Design and Technology subjects cannot be studied together as they are in the same option block.
- Health and Fitness and Dance cannot be studied together as they are in the same option block.

**POOL A****TICK (✓) to choose one of the following subjects and one reserve**

Subject	Choice	Reserve
Computer Science		
Geography		
History		
Separate Science		
Spanish		

**POOL B****\*EBacc subjects****TICK (✓) to choose two of the following subjects and two reserves**

Subject	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice	1 <sup>st</sup> Reserve	2 <sup>nd</sup> Reserve
Art, Craft and Design				
Textile Design				
Business Studies				
Computer Science				
Creative iMedia				
Dance				
Design and Technology				
Drama				
<b>Geography*</b>				
Health and Fitness				
<b>History*</b>				
Hospitality and Catering				
Music				
Photography				
RE				
Separate Sciences				
<b>Spanish*</b>				

We will always try to provide you with your choices in Pool A and Pool B; however, we cannot guarantee this. Your reserves **must** be subjects you want to study.

Signed..... Date.....

Parent/carer