

# St Cecilia's

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## R. C. High School

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## Key Stage 4 Curriculum & Options Booklet

**2026 - 2028**



*Discover – Develop – Rejoice*



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# Welcome



Dear Pupils and Parents/Carers,

As a Catholic community committed to excellence, we believe every young person is called to grow in wisdom, knowledge, and faith. The Government's National Curriculum requires students to study a broad and balanced range of subjects up to the age of sixteen, with English and Mathematics remaining compulsory beyond this point for any pupil who has not yet achieved a Grade 4 by the end of Year 11. At St Cecilia's, we embrace the principle of a deep and enriching curriculum, and we welcome the increased flexibility that allows us to meet the needs, talents, and aspirations of each individual child.

This booklet has been carefully prepared to guide you as you begin making important decisions about the next steps in your learning journey. I encourage you to read it thoughtfully and to take time to discuss its contents both at home and with your teachers. These conversations - rooted in support, discernment, and ambition - are an important part of ensuring that each pupil chooses a path that will allow them to flourish.

You will also find further information on the Options page of our school website, which we recommend as an additional resource.

Please be assured that all members of staff are here to help you. Our teachers and curriculum leaders are ready to offer guidance and answer any questions you may have; feel free to contact the Curriculum Leader for any subject where you would like further detail.

Year 9 parents' evening, which includes an options presentation, is on **Thursday 15th January**. This is an additional opportunity to discuss subject choices with teachers ahead of handing in the form at the back of this booklet by **Friday 23rd January**.

As you explore the options ahead, you will notice that some subjects remain compulsory, while others allow you to make choices that reflect your interests, strengths, and future goals. We hope this process helps you to discern the subjects that will inspire you, challenge you, and prepare you for a life of purpose and service.

Mrs Hall

Headteacher

## What are the choices?

During their first three years at St Cecilia's (Years 7–9), pupils are introduced to a wide range of subjects and skills. This broad foundation prepares them for the more detailed study required for external examinations at the end of Year 11. Towards the end of Year 9, pupils have the opportunity to choose, within certain compulsory groupings, the subjects they wish to study in greater depth.

## Why do pupils have to choose at such an early age?

Courses leading to GCSE examinations usually take two years to complete, so they must begin at the start of Year 10.

## Is the choice of subjects completely free?

No, because subject choice occurs early in a pupil's education, it is important to ensure that the selected subjects provide a balanced curriculum and keep all future pathways open beyond St Cecilia's.

Most Year 9 pupils are still undecided about their future careers, so it would be unwise to limit their options by making narrow or unbalanced choices. Choices must therefore fit within certain guidelines and meet both National Curriculum and school requirements.

Religious Studies, English (Language and Literature), Mathematics, Science, and Physical Education are compulsory for all pupils. These are known as the core subjects. PE is also offered as a GCSE or Cambridge National option.

After fulfilling these statutory requirements, pupils may choose three additional subjects, allowing for some degree of specialization.

## What does a typical subject pathway look like?

Most pupils will study nine subjects to examination level:

- English Language
- English Literature
- Science (dual award, counting as two subjects)
- Religious Studies
- Mathematics
- Three optional subjects

This combination provides a well-balanced curriculum and ensures that all avenues of progression beyond St Cecilia's remain open.

For pupils with special educational needs, a reduced number of examination courses may be more suitable. In these cases, we offer tailored pathways combining GCSE courses with additional learning support, designed to meet the individual pupil's needs, interests, and aspirations.

## Are there any other restrictions?

Yes. Subject teachers may recommend certain courses or combinations based on pupils' assessments and abilities to ensure that the chosen pathway is the most suitable for each individual.

## What is the English Baccalaureate?

The English Baccalaureate (EBacc) may influence subject choices at Key Stage 4. It is not a separate qualification, but a recognition of students' achievements across a core set of academic subjects.

The EBacc covers:

- English
- Mathematics
- Sciences (including Computing)
- A language
- A humanities subject (Geography or History)

Schools are measured on the number of pupils taking EBacc subjects as part of their GCSE choices, reflecting the Government's aim for pupils to study a broad academic curriculum to age 16.

## Progress and Attainment 8

Another key Government measure is **Progress and Attainment 8**. This focuses on pupils' performance across eight subjects, rather than simply counting five GCSEs including English and Maths.

The eight subjects must include:

- English
- Mathematics
- Two Sciences (e.g., Double Award)
- One EBacc subject (Computer Science, Geography, History, or Modern Foreign Languages)

This encourages a broad and balanced curriculum while measuring pupil progress more effectively.

## Is help and advice available?

Yes. Year 9 pupils are gradually introduced to the process of making informed subject choices through PSHE workshops and form tutorials.

Parents and pupils are encouraged to contact Mr Nelson (Deputy Headteacher) or Curriculum Leaders via email to discuss any aspect of subject selection.

## How important is regular attendance?

All GCSE subjects demand significant time and effort. There are no "easy" options. Regular attendance, punctuality, consistent effort, and timely completion of homework are essential for success.

School work should take priority over extracurricular activities, part-time work, or other commitments. Completing homework promptly allows pupils to relax afterward.

In Years 10 and 11, pupils' work is closely monitored. Those not meeting acceptable standards will receive guidance and targets for improvement. Parents will be regularly informed about progress, and your support and encouragement play a crucial role in your child's success.

## Choosing Your Year 9 Options: What You Need to Consider

Selecting your subjects for Year 9 and beyond is an exciting opportunity to shape your learning journey. Your choices now can influence the subjects available to you at GCSE and even future education or career pathways. Take time to think carefully before making your decisions. Below are the key factors every student should consider.

### 1. Your Interests

Choose subjects you genuinely enjoy. If you like the learning, you're far more likely to stay motivated, work hard, and succeed. Ask yourself:

- Which subjects do I look forward to?
- What topics or activities keep me engaged?

### 2. Your Strengths

Think about the subjects where you perform well or feel confident.

- Are there subjects where your teachers consistently praise your effort or ability?
- Do you have natural strengths in writing, practical work, creativity, problem-solving, or logical thinking?

Your strengths can guide you toward subjects where you're likely to achieve your best.

### 3. Future Goals

You don't need to know your dream job yet - but some idea of what you might like in the future can be helpful.

- Are you interested in science, technology, languages, the arts, or practical subjects?
- Do certain careers require specific GCSEs or skills?

Even if you're unsure, choosing a broad and balanced mix keeps your options open.

### 4. Assessment Style

Different subjects assess learning in different ways.

- Do you prefer coursework, practical assessments, written exams, or a combination?
- Would a subject's assessment style suit how you learn best?

Understanding how a subject is assessed will help you choose wisely.

## 5. Workload and Commitment

Some subjects may require more time outside lessons than others.

Consider:

- Will you be able to manage the workload?
- Are you prepared to commit to regular practice or independent study?

## 6. Balance

Aim for a range of subjects that reflect different skills.

- Try not to choose all similar subjects unless you have a clear purpose.
- A balanced selection can help keep your future pathways flexible.

## 7. Advice From Others

Speak to:

- Your subject teachers
- Your tutor or careers adviser
- Family members who know your strengths
- Older students who have taken the subjects

Gathering different viewpoints can help you make informed decisions - but remember, the final choice should be yours.

## 8. Myths to Ignore

- **“My friend is taking it, so I should too.”** Choose what’s right for *you*.
- **“This subject is only for certain types of students.”** All subjects welcome anyone willing to try.
- **“I should avoid subjects that are difficult.”** Challenge helps you grow - just understand what’s required.

## Final Thought

Your option choices are an important step, but they’re not a lifelong commitment. Consider your interests, think ahead, and choose subjects that will make your next few years enjoyable, rewarding, and full of opportunity.



# Key Dates



<b>5<sup>th</sup> January 2026</b>	Options Booklet out to Parents/Pupils
<b>15<sup>th</sup> January 2026</b>	Year 9 Parents' Evening and Options Presentation
<b>23<sup>rd</sup> January 2026</b>	Final date for return of pupils' option choices to school
<b>Summer Term 2026</b>	Pupils' option choices finalised
<b>September 2026</b>	Start of Year 10 courses
<b>May/June 2027</b>	Year 10 internal examinations
<b>November/December 2027</b>	Year 11 practice examinations 'Mocks'
<b>January 2028</b>	Exam entries completed
<b>May/June 2028</b>	Final examinations



# Core Subjects

- English Language
- English Literature
- Mathematics
- Religious Studies
- Science (Combined / Separate)

# English Language



**LEVEL:** GCSE

**BOARD:** WJEC/EDUQAS

## SUMMARY OF ASSESSMENT

### Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour and 45 minutes 40% of qualification

#### Section A (20%) — Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

#### Section B (20%) — Prose Writing

One creative writing task selected from a choice of four titles.

### Component 2: 19th and 21st Century Non-Fiction

Reading and Transactional/Persuasive Writing

Written examination: 2 hours 60% of qualification

#### Section A (30%) — Reading

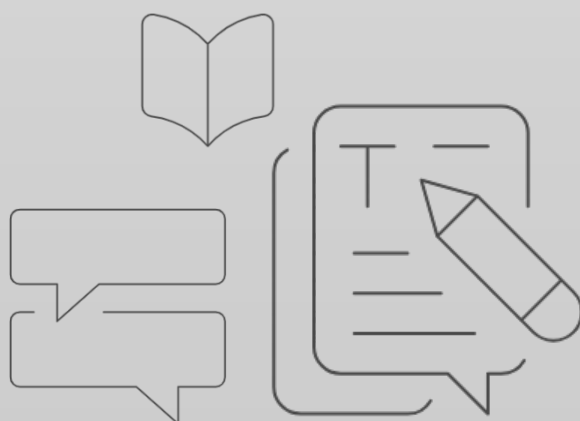
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

#### Section B (30%) — Writing

Two compulsory transactional/persuasive writing tasks

One presentation/speech, including responses to questions and feedback.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.



# English Literature



**LEVEL:** GCSE

**BOARD:** WJEC/EDUQAS

## SUMMARY OF ASSESSMENT

### Component 1: Shakespeare and Poetry

Written examination: 2 hours 40% of qualification

#### Section A (20%) Shakespeare: **Macbeth**

*One extract question and one essay question based on the reading of this Shakespeare text from the prescribed list.*

*Learners are not permitted to take copies of the set texts into the examination.*

#### •Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

*Learners are not permitted to take a copy of the anthology into the examination.*

### Component 2: Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry

Written examination: 2 hours and 30 minutes 60% of qualification

#### Section A (20%) Post-1914 Prose/Drama: **An Inspector Calls** (Priestley);

*Learners are not permitted to take copies of the set texts into the examination.*

#### Section B (20%) 19<sup>th</sup> Century Prose: **A Christmas Carol** (Dickens);

*One source-based question on a 19<sup>th</sup> century prose text from the above prescribed list*

*Learners are not permitted to take copies of the set texts into the examination.*

#### Section C (20%) **Unseen Poetry** from the 20<sup>th</sup>/21<sup>st</sup> Century

Two questions on unseen poems, one of which involves comparison.



# Mathematics



**LEVEL:** GCSE

**BOARD:** AQA

## COURSE SUMMARY

There are three assessment objectives:

AO1: Recall and use knowledge of Mathematics 45-55%

AO2: Select and apply mathematical methods in a range of contexts 25-35%

AO3: Interpret and analyse problems and generate strategies to solve them 15-25%

## ASSESSMENT

This is a linear course assessed by 3 written papers at the end of Year 11.

Each paper will last 1 hour and 30 minutes.

Each paper contains 80 marks.

Paper 1 is non-calculator and papers 2 and 3 are calculator.

Each paper contributes equally to their overall grade.

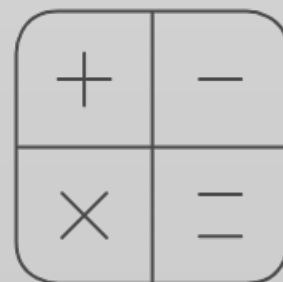
There are two tiers of entry: Foundation tier (grades 1-5) and Higher tier (grades 4-9).

Below shows a guide to the exam content. Questions will be a mixture of styles from short questions to multi-step problems.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability	15	15

**EQUIPMENT:** All pupils will need for their GCSE lessons and examination -

- Pen
- Compass
- Pencil
- Scientific calculator
- Rubber
- Ruler
- Protractor



# Religious Studies



**LEVEL:** GCSE

**BOARD:** EDEXCEL

## **COURSE SUMMARY**

Pupils will follow the Edexcel Course in Religious Studies at GCSE level.

Pupils will study:

### **1.Catholic Christianity 50% Exam 1 hour 45 mins**

- Beliefs and teachings
- Practices
- Sources of wisdom and authority
- Forms of expression and ways of life

### **2.Judaism 25% exam 50 mins**

- Beliefs and teachings
- Practices

### **3. Philosophy and ethics 25% 50 mins**

- Arguments for the existence of God
- Religious teachings in relationships and families in the 21<sup>st</sup> century

There is a written examination for each section. There will be one tier of assessment in the examination paper i.e. NO higher/foundation papers. The full range of GCSE grades 9-1 will be available on the new single tier exams.

**NO COURSEWORK, 100% written exams at the end of Year 11**



# Science: Combined - Trilogy



**LEVEL:** GCSE

**BOARD:** AQA

## **COURSE SUMMARY**

This two-year course leads to a double award GCSE. All students, after examinations in their final year, are awarded two GCSE grades in Science. A single GCSE Science is no longer available.

Pupils will be taught; Biology, Chemistry and Physics throughout Year 10 and Year 11. There are also sixteen required practical tasks that must be completed during lessons, but these will not be assessed outside of the examinations.

## **EXAMS**

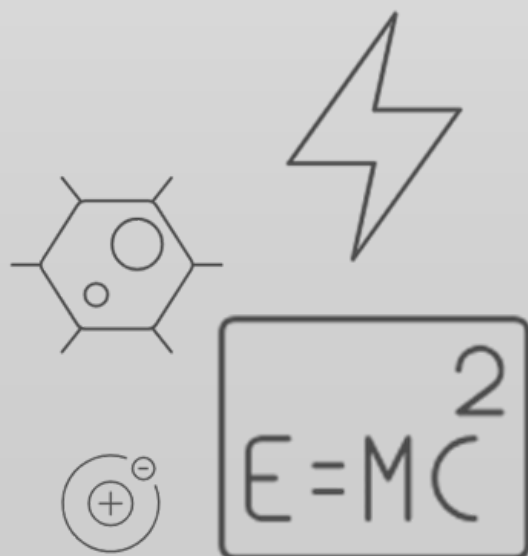
These will be completed at the end of Year 11.

Six exam papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 mins

Tiers: Foundation and Higher

Weighting: the papers are equally weighted. Each is worth 16.7% of the combined grade and have 70 marks





# Science: Separate

**LEVEL:** GCSE

**BOARD:** AQA

## **COURSE SUMMARY**

As the material for the three GCSEs needs to be delivered in the same curriculum time as the combined science, this is a fast-paced course and will only be offered to pupils who demonstrate a willingness to succeed in this challenging environment.

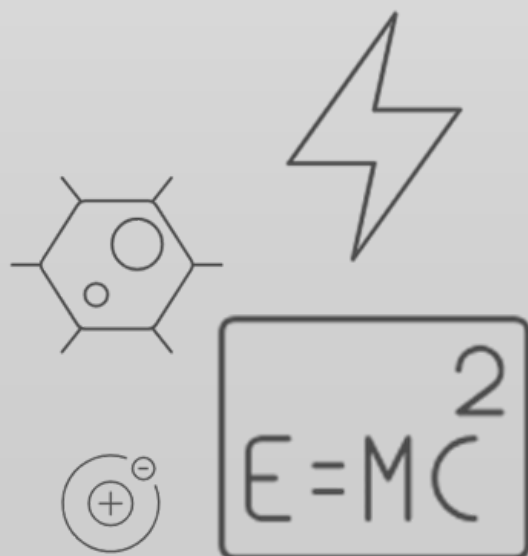
## **EXAMS:**

These will be completed at the end of Year 11.

Six exam papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 45 minutes.

Weighting: the papers are equally weighted. Each subject paper is worth 50% of one GCSE grade and has 100 marks available.





# Options Subjects

- Art and Design
- Computer Science
- Cambridge National Creative iMedia
- Design and Technology
- Food Preparation and Nutrition
- Geography
- History
- Spanish
- Music
- Physical Education
- Cambridge National Sports Studies

# Art and Design



**LEVEL: GCSE**

**BOARD: AQA**

## **COURSE SUMMARY**

Through studying GCSE Art and Design, we aim to instil a lifelong passion for learning and creativity in all pupils. Students will complete work in a broad range of materials and in response to a range of artists; allowing each student to find their own talents and interests before exploring those in more depth. The course starts with teacher-led workshops in Year 10 and work becomes increasingly independent as the course progresses.

### **Unit 1: Portfolio of work (Coursework) 60% of overall GCSE**

All work completed through Year 10 and first half of Year 11.

- Produce creative work in response to a set theme exploring their ideas and recording them through a range of different materials, processes and techniques, including drawing, painting, sculpture, print and other Art, Design and Craft techniques.
- Look at the skills, techniques and intentions behind the work of artists, using this knowledge to then inform their own work.
- Produce original outcomes based on the ideas and techniques that have been explored in each theme. Taking the ideas that interest the student, the techniques they feel best convey those ideas and refining these to produce meaningful works of art.

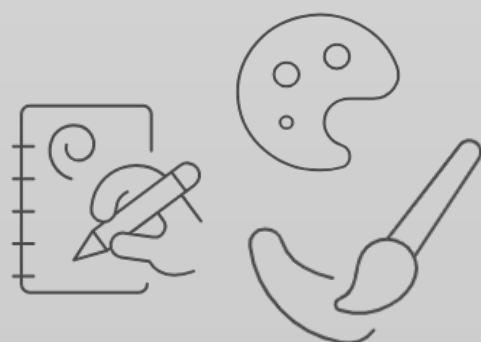
### **Unit 2: Externally set task (exam) 40% of overall GCSE**

Select one theme from the externally set exam paper (released January of Year 11).

- Over the duration of around 10 weeks, produce creative work, exploring, developing and refining their ideas, relative to their selected exam theme.
- Produce an unaided final piece, over a ten-hour period, informed by their preparatory work.
- The exam is worth 25% of the grade for this project – with the other 75% being given for the preparatory work.

### **Equipment:**

Pupils will be provided with a folder for their work that has been previously used by past students – if they wish to have a new folder they can purchase their own A2 portfolio.



# Computer Science



**LEVEL:** GCSE

**BOARD:** EDEXCEL

## COURSE SUMMARY

Computers are a part of everyday life and technology is essential to our lives. Almost every task or activity that you carry out involves computers and technology. Therefore, understanding how computers work and being able to use them creatively gives you the power to affect the world around you in positive ways. This is why we study Computer Science.

## GCSE COMPUTER SCIENCE

We will be offering a Computer Science GCSE awarded by Edexcel. In this GCSE pupils will look at the main principles of Computer Science and Computer Programming:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity
- apply mathematical skills relevant to computer science.

## ASSESSMENT

Pupils will sit 2 written exam papers in Year 11.

**Paper 1** is a traditional paper-based exam and lasts 1 hour and 30 minutes. It is worth 50% of the overall grade.

**Paper 2** is a practical onscreen assessment and lasts 2 hours. It is worth 50% of the overall grade.

**Paper 1** will test pupils on **Principles of Computer Science:** Computational thinking; how data is represented within a computer system; hardware and software components; characteristics of programming languages; networks; issues and impact – awareness of emerging trends and the impact on individuals, society and the environment.

**Paper 2** will test pupils on **Problem solving with programming:** understanding and creating algorithms; analysing and decomposing problems; read, write, refine and evaluate programs. Pupils will learn to program in Python.



# Creative iMedia



**LEVEL:** Cambridge National

**BOARD:** OCR

## COURSE SUMMARY

Cambridge National in Creative iMedia will inspire and equip pupils with the confidence to use skills that are relevant to the digital media sector and the wider industry. Pupils will develop practical skills that can be applied in real-life situations, and they will be encouraged to think creatively, innovatively, logically and critically.

The course is a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements. The structure of the course is:

- 2 Non-Examined Units (NEA). The NEA projects are completed in class and moderated by OCR. This makes up 60% of their final grade.
- A written exam which is completed in the summer of Year 11. This makes up 40% of their final grade.

### Examined Unit – Creative iMedia in the media industry

This unit will enable pupils to investigate and learn about the different sectors, job roles, products that are involved in the creative media industry. It will provide pupils with the opportunity to see how businesses in the media industry operate and the skills and knowledge developed will be used in their projects completed in the other units. This unit will be assessed by an exam in Year 11 which will last 1 hour 30 minutes.

### NEA Unit 1 - Visual identity and digital graphics

Identity is an important part of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. This unit will give pupils opportunities to develop a visual identity and create original digital graphics that engage a target audience and pass on the message of the brand. The unit will be assessed through a project produced for a scenario set by the exam board. This will be submitted at the end of Year 10.

### NEA Unit 2 - Optional Unit (chosen from the list below)

This unit will be assessed through a project produced for a scenario set by the exam board. This will be submitted in Year 11. The units that could be chosen are:

- Characters and comics
- Animation with audio
- Interactive digital media
- Visual imaging
- Digital games



# Design and Technology



**LEVEL:** GCSE

**BOARD:** AQA

## **COURSE SUMMARY**

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

This GCSE allows students to study core technical designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

### **Unit 1 – Externally Assessed**

What's assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

### **Unit 2 – Internally Assessment (Non-exam Assessed)**

What's assessed?

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Non-exam assessment (NEA): 30–35 hours
- 100 marks
- 50% of GCSE
- Students will produce a working prototype and a portfolio of evidence (max 20 pages)
- Work will be marked by teachers and moderated by AQA

### **The Coursework project:**

It is a substantial design and make task which should result in a working prototype and a portfolio of evidence which is no more than 20 pages. Building and developing skills learned in Y10. Work will be marked by teachers and moderated by the exam board.



# Food Preparation and Nutrition



**LEVEL: GCSE**

**BOARD: EDUQAS**

## **ASSESSMENT :**

Practical assessment 50% Exam 50%

### **Component 1- Principles of Food Preparation and Nutrition - 50%**

Written examination: 1 hour 45 minutes

Areas of content:

- Food commodities
- Principle of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

### **Component 2- Food preparation and Nutrition in Action – Total marks worth 50%**

Two practical assessments undertaken in Year 11.

#### **Assessment 1: The Food Science Investigation Assessment - 15%**

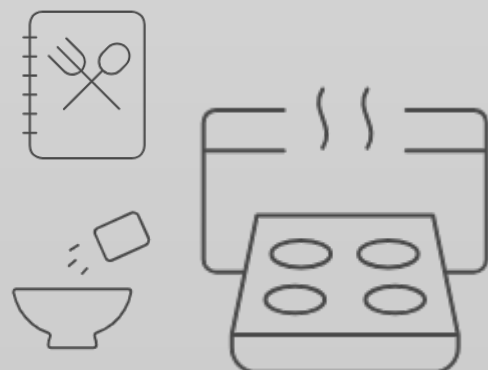
Students will devise practical tests to show the working characteristics of ingredients in answer to a task set by the exam board

- Research and plan the task
- Investigate the working characteristics, chemical and functional properties of ingredients through practical experimental work
- Advise and evaluate the task
- Produce a report with evidence of the above to support the investigation

#### **Assessment 2: The Food Preparation Assessment - 35%**

Students will plan, prepare, cook and present a selection of dishes, to meet a particular requirement, such as the dietary need or lifestyle choice set by the exam board.

- Investigate and plan the task, select a final menu that showcases skills and techniques
- Prepare, cook and present a menu of **three dishes**
- Produce a portfolio of evidence relating to the selection of dishes, planning and evaluation



# Geography



**LEVEL:** GCSE

**BOARD:** AQA

## Why study Geography?

GCSE geography will allow you to explore the world around you in exciting and meaningful ways. Geography will provide you with an understanding of physical environments, human societies, and the relationship between them. Not only will you develop critical thinking and problem-solving skills, but you'll also gain a deeper understanding of global issues that impact on our lives, from environmental sustainability to international conflicts. Geography is engaging and relevant to the world we live in, making it a great option for anyone who is curious about how our planet works.

## What will you study?

**Paper 1-** Living with the physical environment; natural hazards, ecosystems, tropical rainforests, cold environments, rivers and coasts.

**Paper 2-** Challenges in the human environment; urban issues and challenges, the changing economic world, resource management with a focus on water.

**Paper 3-** Geographical applications; questions relating to a pre-release resource booklet, fieldwork questions and general geographical skills.

Fieldwork is an essential and exciting aspect of geography. You will undertake two days of fieldwork. One in a physical geography environment and the other in a human geography environment. It gives you a chance to see 'real geography' and take your learning beyond the classroom. This will be assessed in paper 3. There is no coursework.

## How will you be assessed?

Paper 1: Living with the physical environment. 1 hour 30 mins. 35% of GCSE.

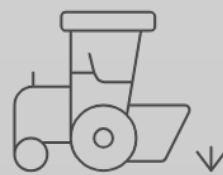
Paper 2: Challenges in the human environment. 1 hour 30 mins. 35% of GCSE.

Paper 3: Geographical applications. 1 hour 30 mins. 30% of GCSE.

**Question types:** multiple-choice (1 mark), short answer (2-3 marks), level response (4 or 6 marks) and extended prose (9 marks). 3 additional marks are awarded for spelling, punctuation and grammar for each 9-mark question. Most communication is through the written word, raising the importance of good literacy skills.

## Future Pathways

Many pupils continue with geography beyond GCSE, possibly leading to careers in surveying, agriculture, estate management, education, town planning, tourism, meteorology, geology, hazard control and environmental management.





# History



**LEVEL: GCSE**

**BOARD: OCR**

## **COURSE SUMMARY:**

- This course covers a range of topics from the Roman occupation of Ribchester to the end of the Second World War.
- Pupils will learn about a range of diverse societies and will explore different attitudes within these societies.
- All of the course content is tested in three examinations that pupils will sit at the end of Year 11.
- Paper 2 will involve a field study of the Roman sites in Ribchester.
- Good literacy skills are required to cope with the quantity of content that is tested at the end of Year 11.
- Pupils will be building on the knowledge and skills that have been developed throughout KS3.

## **Paper 1: 1 hour 45 minutes**

### **Content**

The People's Health, 1250 to the present - **20% of the final grade**

The Norman Conquest, 1065-1087 - **20% of the final grade**

## **Paper 2: 1 hour**

### **Content**

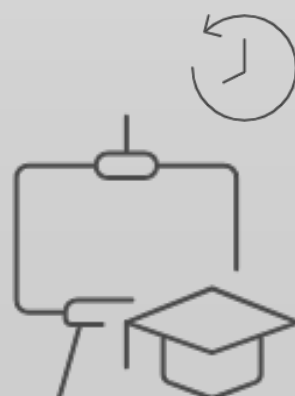
A Study of Roman Ribchester - **20% of the final grade**

## **Paper 3: 1 hour 45 minutes**

### **Content**

The Viking World, 750-1050 - **20% of the final grade**

Living Under Nazi Rule, 1933-1945 - **20% of the final grade**



# Modern Languages - Spanish



LEVEL: GCSE

BOARD: PEARSON EDEXCEL

## COURSE SUMMARY

Spanish is one of the most widely spoken languages in the world with around 500 million people speaking it as a first language. Therefore, this makes an incredibly useful choice for future career options as well as when travelling. So, if you enjoy communicating with other people, finding out how languages work and learning about different countries and cultures, studying GCSE languages is an excellent choice for you. The course covers the skills of listening, reading, speaking and writing and builds on the following topics.

My personal world	Lifestyle and wellbeing	My neighbourhood
Family and friends Relationships Free time /sports Arranging to go out	Healthy lifestyles Food and drink Illness and going to the doctors Improving your lifestyle	Describing towns/cities Shopping The environment Helping in your community
Media and technology	Studying and my future	Travel and tourism
How you use technology Who you follow on social media Music TV and film	Life at school and your studies Improving your school Future plans ( careers and travel) Work and jobs	Travel plans Holidays Festivals in the Spanish speaking world Accommodation

**Listening** – 25% Pupils sit an exam at the end of Year 11 where they answer questions whilst listening to a recording of native speakers talking about topics that have been studied over the course.

**Reading** – 25% Pupils sit an exam at the end of Year 11 where they must read a series of texts in the foreign language and answer questions with non-verbal and written responses, including one translation task from Spanish into English.

**Writing** – 25% Pupils sit a written exam at the end of Year 11 where they are asked to write in the target language, including one translation from English into Spanish.

**Speaking** – 25% Pupils will sit a speaking exam at the end of Year 11 which will consist of a reading aloud task, role play card, a photo card discussion and a general conversation based around the topics studied in class.



# Music



**LEVEL: GCSE**

**BOARD: OCR**

## COURSE SUMMARY

Music GCSE is a course for all pupils with a passion for performing, creating and listening to music, alongside exploring music technologies. The GCSE is a predominantly practical course which allows pupils to develop skills in the key areas of Performing, Composing and Listening and to enhance transferable skills such as resilience and teamwork.

Content overview	
<b>Performance coursework</b> 30%	Solo performance in Year 10 Ensemble performance in Year 11 Total: minimum of 4 minutes
	OR Music Technology Performance Option Pupils will sequence 2 pieces of music using Cubase sequencing software and are then marked on their accuracy and sensitivity to the performance directions.
<b>Composition coursework</b> 30%	Free composition in Year 10 Composition to exam board brief in Year 11 Total: minimum of 3 minutes
<b>Listening &amp; Appraising written exam</b> 40%	AOS 2: Concerto Through Time AOS 3: Rhythms of the World AOS 4: Film & Video Game music AOS 5: Conventions of Pop 1 hr 30 minutes

## Course Requirements

- Pupils must have an enjoyment of music!
- Pupils must be prepared to study and listen to a wide range of different genres.
- Pupils taking the live performance option need to be able to perform confidently in front of others.
- Pupils taking the Music Technology Performance Option will need to have developed a good understanding of Cubase during Year 9 and enjoy using the software.
- There is no necessity for pupils to have a prior knowledge of reading music beyond what has been taught in class during years 7, 8 & 9.



# PE & Sport Studies



**LEVEL: GCSE or Cambridge National**

**BOARD: OCR**

There are two routes to gaining a qualification in PE: GCSE PE and Cambridge National Sport Studies. On the Options form, please specify Physical Education. Our staff will decide upon the best route forward in order for your child to gain a qualification in Physical Education.

## GCSE COURSE SUMMARY

- One full course specification with three practical activities assessed.
- Analysis of Performance (written piece).
- Focus on factors affecting performance related to the physiology of practical performance.
- An external day of moderation combined with other schools in the area.
- Activities include: Football / Netball / Athletics / Basketball / Hockey / Table Tennis / Volleyball / Cricket / Badminton / Handball / Exercise activities

If pupils excel in other areas and attend a recognised club, external assessment can be arranged, although the activities list is limited.

- Some additional extra-curricular sessions will be offered and are compulsory to attend.
- 60% theory including the areas of:

Exercise and training

Safety aspects and risk assessment in sport and physical activity

Applied anatomy and physiology

Sports psychology

Biomechanics

Interpretation of data

## Coursework

40% coursework, which includes:

- Assessment in three different activities from two activity groups: 30%. To access higher grades, pupils must take part in competitive sport on a regular basis.
- Analysis of performance: 10%
- Completion of performance log book of 20 hours competition

## Examination

60% examination papers:

Two papers, one science based: 1hr, one social based: 1hr

## AIG:

We recommend that students are competing in one or more sports outside of school and demonstrate a strong commitment to sport within school to be successful within this course.

We recommend that students have a good understanding of science.





# PE & Sport Studies

## CAMBRIDGE NATIONAL COURSE SUMMARY

### Assessment overview

Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society

### Mandatory

Unit	Marks	Duration	GLH*	
Contemporary issues in sport	80	1 hour 15 mins	48	Written paper, OCR set and marked
Performance and leadership in sports activities	80	Approx. 16 hours	48	Centre-assessed tasks, OCR moderated

### Optional

From the 2 optional units we will complete the Outdoor adventurous activities unit – this course will include some offsite learning and a mandatory residential course.

Unit	Marks	Duration	GLH	
Increasing awareness of outdoor and adventurous activities	40	Approx. 8-10 hours	24	Centre-assessed tasks, OCR moderated

\*GLH (guided learning hours) is the approximate time that the teacher will spend supervising or directing study time and assessment activities.



# PE & Sport Studies



## Content overview

### **Mandatory Contemporary issues in sport – Year 2 July exam**

In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

### **Performance and leadership in sports activities – Year 1**

In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

### **Optional**

#### **Increasing awareness of outdoor and adventurous activities Year 2 June submission**

In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

### **AIG:**

We recommend that students demonstrate a strong commitment to sport within school to be successful within this course, along with participation in either a school or club individual or team sport

Mandatory Outdoor Adventurous excursion/s – small cost



# Key Stage 4 Options 2026



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

Form: \_\_\_\_\_

The 3 optional subjects you will follow in Year 10 & 11 will be taken from your first 5 choices which you must place in order of preference from all the subjects on offer.

- Art
- **Computer Science**
- Creative iMedia
- Design and Technology
- Food Preparation and Nutrition
- **Geography**
- **History**
- Music
- PE (GCSE and Cambridge National Sport Studies)
- **Spanish**

You **MUST** choose at least 1 subject in **RED** as a main choice and at least 1 subject in **RED** as a reserve choice (though you can choose more if you wish).

Pupils that wish to achieve the English Baccalaureate must choose Spanish and at least one humanity subject (History and Geography).

Preference	Subject
1st	
2nd	
3rd	
1 <sup>st</sup> Reserve	
2 <sup>nd</sup> Reserve	

Signed: \_\_\_\_\_ (Pupil)

Signed: \_\_\_\_\_ (Parent/Guardian)

Date : \_\_\_\_\_