

Walton-le-Dale High School



Achieving

Self-Motivated

Positive

Imaginative

Respectful

Having **E**mpathy

Year 9 Options

Key Stage 4 Course Choices

2025 - 2027

Year 9 Options Process 2025-27 Calendar of Key Dates

Friday 17th January 2025	Options process- Year 9 assembly
Week beginning Monday 27th January 2025	Option subject talks in assemblies- information from subject staff about the courses on offer.
Thursday 6th February 2025	Year 9 Progress Evening and Options Information
Week beginning Monday 3rd March 2025	Deadline for all option choices to be submitted online. This will be done in school.
Summer Term 2025	Students to be informed of their final option choices.

Year 9 Options Process 2025-27

Dear Parents and Carers of our Year 9 Students

The time is approaching for your child to choose the courses that they want to study over the next two years. It is important that we support your child to make the right choices about which courses to do. During the Spring term your child will be given general advice, guidance and information about career-related issues and the courses that we offer at WLD.

At WLD High School, we encourage all of our students to follow a broad and balanced curriculum in Years 10 and 11. The core (compulsory) curriculum consists of: English Language, English Literature, Mathematics, Science, PE (Physical Education) and Personal, Social, Health and Economic Education (PSHE). Students can then choose three subjects from the list of GCSE and vocational qualifications (Tech awards) below. A Tech Award is equivalent to one GCSE at Grade 9-1.

This booklet provides you with additional material to help you to support your child to make informed choices. It provides information on whether the course we offer is a GCSE or a Technical Award, outlines the aims of each course, describes briefly the skills and abilities that the course is designed to develop and explains the assessment procedures.

What is the EBacc?

During the Year 9 Options process, we will refer to the 'EBacc' which is a suite of subjects that are considered essential to many degrees and open up lots of doors. Below is a list of the EBacc subjects:

- English language and literature
- maths
- the sciences (which also includes computer science)
- geography or history
- a language

Please read the Department For Education's information here about the EBacc:

[DfE EBacc Leaflet](#)

At WLD we require that students opt for at least one of the EBacc subjects on the list below. However, in order to achieve the 'full' EBacc, they would also have to study a language (French or German). We are not making it compulsory for students to study a language. If it is important for your child to study the full EBacc because of the further education/ higher education pathway that they want to follow, then our option columns enable them to do this and they should choose accordingly from the columns.

As part of your child's decision about which courses to study in Years 10 and 11, it is important to consider their future education (post- 16) and their possible career pathway. Many post-16 courses or careers simply want the best possible GCSE or equivalent grades but some post-16 qualifications require specific grades in specific subjects. Please use the websites of our local colleges to find out more information. Students need to continue studying GCSE English, GCSE maths, or both if they're on a 16 to 19 study programme and do not have a grade 4 or above in one or both of these subjects.

What is an apprenticeship?

Students may be interested in doing an apprenticeship when they leave school. Apprenticeships combine practical training in a job with study. There is more information about apprenticeships here:

<https://www.gov.uk/become-apprentice>

If you require any further information or guidance about career pathways, please contact Mr Turner (WLD's Careers Co-ordinator) or Mrs Berry (our CEIAG Advisor).

Year 9 Option Blocks 2025-27

Students must choose one subject from each option block and **at least one option must be an EBacc subject (indicated in blue)**. Students will continue to study Maths, English Language and English Literature, Science, PE (core) and PSHE.

Year 9 Option Blocks 2025-27		
OPTION A	OPTION B	OPTION C
French (GCSE)	History (GCSE)	French (GCSE)
Geography (GCSE)	German (GCSE)	Geography (GCSE)
Computer Science (GCSE)	Drama (GCSE)	History (GCSE)
History (GCSE)	Music (Tech Award)	Separate Science- Triple Science (GCSE)
Art (GCSE)	Engineering (Tech Award)	Computer Science (GCSE)
Health & Social Care (Tech Award)	Business Studies (GCSE)	Business Studies (GCSE)
PE (GCSE)	Religious Studies (GCSE)	Food and Nutrition (GCSE)
Sport Studies (Cambridge National)	Health and Social Care (Tech Award)	Engineering (Tech Award)

How many Tech Award qualifications (BTEC/ NCFE) can my child do?

When your child is choosing their post-16 pathway, it is likely that the college entry requirements will be GCSEs at a particular grade (e.g. five GCSEs at grade 5). With this in mind, because we want students to have the best chance that they can have to achieve these entry requirements, we advise students to opt for one technical award (BTEC/NCFE) with the rest of their option choices being GCSEs.

Please check local college websites to find out what their specific entry requirements are for the courses your child is interested in. If you have any questions about your child choosing two tech award qualifications then contact Mrs Brown for a discussion.

It is important to note that:

- **We may need to make changes to the option columns/ subjects on offer. Please note that if there are insufficient numbers in some options, the subjects may not run.**
- **For all subjects that are over-subscribed, students will be randomly selected for the course.**

There will be a Year 9 Progress Evening from 4.00 – 6.30pm on Thursday 6th February 2025. This is an important opportunity for you to talk to your child's teachers, discuss the subjects we offer with the relevant teachers as well as discussing the best possible combination of courses for your child.

Students will submit their options in school via an online system called 'Options Online'. They will do this in the week commencing 3rd March 2025. We will support them with this process.

If you require any further information, please email hbrown@wldhigh.co.uk

(Mrs Helen Brown- Deputy Headteacher: Quality of Education)

We understand that once the students have started a course they may feel that they have chosen the wrong subject therefore there will be a 2 week window in September when students may change their options with parental consent.

Students are then required to continue with all their courses for the full 2 years of KS4.

Dear Year 9 students

During the next few weeks, you will be considering your option subjects- these are the courses that you will study over the next two years. These option subjects, together with the core subjects that you have to study, will lead to final examinations in the summer of 2027 (most of your exams will be taken at the end of Year 11).

When you start on those courses you will notice several things which are different from your previous learning in school for example, you will be starting to specialise i.e. studying some subjects in more depth while no longer taking others. You will be going deeper into some subjects and this will mean spending more time on them than you previously did which will also mean more homework.

Working hard over Years 10 and 11 will help you to achieve to your full potential. Excellent attendance to school and having a positive attitude to learning, with regard to both your lessons and your homework, will help you to achieve success in your exams in the summer of 2027.

We will help to guide you onto courses that are most suitable for you and will give you the opportunity to succeed. We will listen to what you tell us about your strengths and interests, and the ideas that you have about the college and university qualifications you are interested in and your chosen career path.

We believe a broad and balanced curriculum will equip you with the skills and qualifications you need for the world of further and higher education, training or employment. It is important that you make your own decision with support, help and guidance from staff and parents/carers.

How should you decide which subjects to study?

Things you should do when you are making your decisions:

- Choose subjects you like. Choose subjects that interest you. Choose subjects you feel successful at.
- Discuss your choices with your subject teachers.
- Think about your strengths; choose subjects that play to your strengths and be ready to work on your areas for development.
- Talk to people at home about your choices. Talk to your form tutor.
- Talk to our Careers Advisor (Mrs Berry) and use the Careers Library (in D-block next to the library).
- Find out more about college courses and apprenticeships to see what type of qualifications you need for your next steps after school (post-16).
- Take notice of the different qualifications you will achieve; GCSEs or Technical Awards.
- Make sure your final choice of options subjects is broad and balanced.

Things you need to remember:

- There are no 'easy' subjects in Years 10 and 11 so don't decide on a subject because you think it will be easy.
- You can't keep swapping your option choices when you start Year 10. Also, you can't drop any subjects so make sure you do your research and think carefully.
- **Your** choices need to be **your** choices (not your friend's choices).
- You don't know which teacher will be teaching you so you can't make your decisions based on staff.

Make sure that you are happy with your final choice.

You will be the person studying these subjects for two years, so you need to choose subjects you enjoy and will be successful at.

Key Stage 4: CEIAG

(Careers Education, Information, Advice and Guidance)

When students leave Walton-le-Dale High School they must do one of the following until the age of 18:

- stay in full-time education, for example at a college
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training

To support our students and help prepare them for the world of work throughout Key Stage 4 students will:

- have visits from local college and apprenticeship providers
- gain further understanding of the world of work through a week's work experience
- have one to one careers interviews
- the opportunity to meet employers
- produce their own CV
- learn about interview skills in order to participate in a mock interview
- through enrichment days students will be able to complete all college and apprenticeship applications with support from staff

Post-16 entry requirements

All colleges now have different qualification requirements for their courses. Please use college websites and prospectuses to research these requirements to help support your child's option choices.

Section A: CORE SUBJECTS (Compulsory GCSEs)

English Language GCSE

Awarding Body: EDUQAS

Award: GCSE grade 9-1

Course Outline

YEAR 10 – Autumn Term

- Focus on developing and building on reading and writing skills taught at KS3.
- Focus on developing analytical reading skills through the study of literature texts
- 19th century non-fiction reading study for component 2.
- 21st century non-fiction reading study for component 2.
- Transactional writing and writing for specific audiences and purposes for component 2.
- Spoken language: presentation and spoken Standard English activities.

YEAR 10 – Spring Term

- Creative writing: exam preparation for component 1 of the examination.
- 20th century prose fiction reading study in preparation for component 1.

Summer Term

- Year 10 practice examination components 1 and 2
- Spoken language: presentation and spoken Standard English activities.

YEAR 11 – Autumn Term

- 19th century non-fiction reading study
- 21st century non-fiction reading study
- Discursive/persuasive writing
- 20th century fiction study
- Creative/narrative writing

Spring Term

- Analysis skills taught through revision of literature texts
- Language exam practice ongoing

Summer Term

- Revision for terminal examinations: reading fiction and non-fiction texts; creative and transactional writing

Assessment

Terminal Examination (100%)

- Component 1 (40%): 20th century fiction reading study and creative prose writing-1hr 45minutes
- Component 2 (60%): 19th and 21st century non-fiction reading study and transactional/persuasive writing- 2hours

Spoken Language (unweighted):

Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the candidates' work in this component.

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

Progression

All vocational and college courses require a GCSE in English or English Language. The content delivered and the skills imparted throughout the course provide the foundations, should learners wish to pursue A-level courses in English Language. In addition, the skills taught at KS4 (analysis, interpretation, information retrieval etc.) are fully transferable and ensure that learners are equipped for other post-16 qualifications such as A-level History and Law.

English Literature

GCSE

Awarding Body: AQA

Award: GCSE grade 9-1

Course Outline

YEAR 10 – Autumn Term

- Study a selection of anthology poems from the AQA Worlds and Lives Poetry Cluster.
- Responding to unseen poetry.
- Study 'A Christmas Carol' by Charles Dickens

Spring Term

- Study another selection of anthology poems from the AQA Worlds and Lives Poetry Cluster.
- Study 'Romeo and Juliet' by William Shakespeare

Summer Term

- Focus on analytical and interpretation skills for the terminal examinations
- Study another selection of anthology poems from the AQA Worlds and Lives Poetry Cluster
- Study 'A Taste of Honey' by Shelagh Delaney

YEAR 11 – Autumn Term

- Study another selection of anthology poems from the AQA Worlds and Lives Poetry Cluster
- Revision for paper 1: Shakespeare ('Romeo and Juliet') and 19th Century Novel ('A Christmas Carol').

Spring Term

- Revision for paper 2: Poetry (anthology and unseen) and modern Drama ('A Taste of Honey').

Summer Term

- Revision for both exam papers.

Assessment

Terminal Examination (100%)

- **Paper One:** Shakespeare and the 19th Century Novel (1hr 45 mins) 64 marks (40%)
 - Section A (34 marks: 20%) - Shakespeare: 'Romeo and Juliet'
 - Section B (30 marks: 20%) - 19th Century Novel: 'A Christmas Carol'
- **Paper Two:** Modern Texts and Poetry (2hrs 15 mins) 96 marks (60%)
 - Section A (34 marks: 21%) - Modern Drama: 'A Taste of Honey'
 - Section B (30 marks: 19%) - Modern Poetry: comparison of two poems from their Anthology
 - Section C (32 marks: 20%) - Unseen Poetry: comparing two unseen poems

Progression

The content delivered and the skills imparted throughout the course provide the foundations, should learners wish to pursue A-level courses in English Literature. Skills of interpretation and analysis are honed and are transferable to other post-16 study routes (i.e. A-levels in History and Law). Furthermore, the appreciation of the concepts and ideas communicated and inferred through different literary texts also allow learners to acquire skills relevant to different subject areas.

Mathematics

GCSE

Awarding Body: Edexcel (Pearson)

Award: GCSE Grades 9 – 1

Course Outline

Students will study aspects of Number, Algebra, Geometry and Statistics at a level suitable to them. Particular attention is paid to problem solving with a lot of contextual questions incorporating different aspects and skills from the curriculum in the same question.

Key Features

All students in Years 10 and 11 study GCSE Mathematics.

Students will have already been studying GCSE content in Years 7-9 and will continue in their sets at the start of Year 10 according to prior attainment. However, this is flexible to allow progression onto higher content if felt applicable.

Students will initially follow the same curriculum in year 10 with a decision being taken part way through year 10 as to whether they would be better taking the Higher or Foundation examination, after which the curriculum will become more specialised. Students will develop their understanding of number, algebra, ratio & proportionality, geometry, statistical analysis and probability, with those taking the higher paper having a greater algebraic focus than on foundation.

Assessment

There are three exam papers (each lasting 1.5 hours): two calculator papers and one non-calculator paper.

All students would benefit from the use of their own scientific calculator, in order to practise mathematical skills relevant to the course

Progression

GCSE Mathematics is an essential requirement for many college courses and careers. If students are continuing to further study and have not achieved a grade 4 or higher then they will be required to continue studying Maths at college or as part of their apprenticeship training until they achieve at least that standard.

For students wanting to study A levels, Higher level college courses or modern apprenticeships they will usually have to have a grade 5 or higher in GCSE Mathematics to be allowed on to those courses.

Further qualifications in Mathematics are usually achieved through the traditional A-level and degree routes, though Mathematics also forms part of many other vocational and technical courses.

Mathematics qualifications are great stepping stones to other career paths in Science, Engineering and Technology, as well as Mathematics being a career path in its own right. Further studies in Mathematics would give opportunities for analysts, engineers, technicians, architecture, finance and many other highly valued professions.

Combined Science (Double Award) GCSE

Awarding Body – AQA

Award – GCSE Combined Science (9-1)

Course Outline

AQA Combined Science offers students the chance to study all three sciences—**Biology, Chemistry, and Physics**—in a balanced and engaging way, resulting in **two GCSEs**.

Key Features

The course is a combination of topics from Biology, Chemistry and Physics:

- **Biology:** The human body, ecosystems, inheritance and the environment.
- **Chemistry:** Atomic structure, chemical reactions, rates of reaction and using resources.
- **Physics:** Energy, forces, electricity, waves and space (selected elements).

The content is carefully selected to provide a thorough understanding of the key principles while being manageable in scope. Practical investigations are integrated into the course to develop hands-on skills and enhance understanding.

Assessment

Exams: Six papers in total (two per science), each lasting 1 hour 15 minutes.

Practical Work: 16 required practicals are included and assessed through exam questions. Students receive **two GCSE grades** (e.g. 6-6 or 5-4) based on their performance across all three sciences.

Progression

Academic Pathways

- **A-Level Sciences:** Combined Science prepares students for A-levels in Biology, Chemistry or Physics particularly with higher grades.
- **Other Subjects:** A strong foundation for Geography, Psychology or Health and Social Care.

Vocational Routes

- Apprenticeships in fields such as healthcare, laboratory work or engineering.
- BTEC and T-Level courses in Applied Science, Health or Engineering.

Career Options

Combined Science equips students with transferable skills valued in many industries:

- **Healthcare:** Nursing, physiotherapy or paramedic roles.
- **Technical Roles:** Laboratory technician, environmental assistant or engineering support.
- **Other Pathways:** Science communication, teaching assistant or roles in sustainability.

Section B: OPTION SUBJECTS

ART GCSE

Awarding Body AQA

Award: GCSE Art and Design – Fine Art (9-1)

Course Outline

GCSE Fine Art is about having an adventurous and enquiring approach to the provided starting points and developing the skills to express yourself creatively. Through class and independent research you will explore the work of both contemporary and historical artists forming an independent opinion that will support the production of a personal response to a range of ideas.

Key Features

The course will allow you to explore one or more projects which will start to build up your personal portfolio. Your portfolio will include research, supporting drawings, photographs and annotation illustrating the development of your ideas, leading to 2D and 3D outcomes. You will work in a variety of different media i.e. pencil, pastel, acrylic, watercolours, ink, and engage with different techniques such as printing, drawing, painting, sculpture, photography and collage. You will be given a sketchbook, this will be a visual diary, for your drawings, ideas and inspirations, critical studies, photographs and media experimentations.

Assessment

The GCSE in Fine Art consists of two parts. One Portfolio of Work (Component 1) and one Externally Set Assignment (Component 2) – the timed examination.

Portfolio (Component 1)

- To be completed during lesson time and independently (2 hours a week as a benchmark)
- 60% of final grade, internally set, internally marked and externally moderated
- Must include a sketchbook, one sustained project with a selection of further work, and must show evidence of all assessment objectives.

Externally set assignment (Component 2)

- 8-10 weeks preparation time: 10 hours timed examination
- 40% of final grade, externally set, internally marked and externally moderated
- Must include work journal and must show evidence of all assessment objectives.

Progression

A GCSE in Art and Design can initially offer a balance to your subject choices at GCSE but beyond school it can lead to higher and further education in Art, Animation, Illustration, Architecture, 3D design, Textiles, Photography, Media... the list is genuinely endless. If you are interested in a vocational route, Art and Design will link to the creative requirements of joinery, make-up, hairdressing, design engineering, painting & decorating and more!

Business Studies

GCSE

Awarding Body: Edexcel

Award: GCSE (grades 9-1)

Course Outline

The business world comprises an enormous variety of different careers, from selling services, to managing people, to law and managing money or creating a new product and advertising to attract customers. The GCSE in Business Studies aims to give students a practical understanding of what "being in business" entails, and it will help students to develop the knowledge, and understanding needed when considering entering employment or starting up their own enterprise.

Key Features

Theme 1 covers concepts, issues and skills involved in starting and running a small business such as finding money to start up, to marketing and advertising for customers. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 covers how a business develops and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources which is managing the staff you have so you get the very best out of them. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows and brings in the real world of governments, franchises such as McDonalds and Starbucks and trade with other nations plus consumer law and managing your money.

Assessment

There are two written exams each worth fifty percent of the total GCSE – each paper consisting of multiple choice, calculation, short-answer and extended 10 mark open ended questions. Each section starts with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Progression

The course will prepare pupils for a variety of careers such as retailing, banking, managing employees, setting up your own enterprise, advertising, sales, production, management and most jobs beyond school, and is a very popular course both in school and beyond school. Pupils will have a knowledge of money, how to earn it, how to attract customers, how companies make goods and services, motivating and managing others and how businesses operate across the country from cafes and beauticians to large media companies and manufacturers such as BMW, Ford and more. This subject will give pupils a clearer understanding of careers and opportunities beyond school. A GCSE in Business Studies also prepares students for further education including study at A level to Apprenticeships in a wide variety of subject areas.

Computer Science

GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Computer Science is one of the EBacc Subjects.

Course Outline

This specification has been created to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. Programming will be taught using the Python programming language using 'PyScripter' which is freely available to all students for further home study. Along with a heavy amount of programming, students will also look into other topics such as cyber security, networking, data security, computer systems and digital technology and society.

Key Features

There are two core units:

- Unit 1 Computational thinking and problem-solving involving creating and using computer code including coding, data security, software algorithms
- Unit 2 – theory such as cyber security, software development, networks, computer systems.

Assessment

Units 1 and 2 are assessed by examinations comprising multiple choice questions and open-ended questions, each worth 50% of the final GCSE mark.

Progression

The GCSE in Computer Science has been founded in partnership with teachers, students, education specialists and industry-leading employers. This subject helps prepare students for apprenticeships and careers in IT such as network management, software development, making apps, developing computer games or further studies in computing.

Drama

GCSE

Awarding Body AQA

Award: GCSE Drama

Course Outline

GCSE Drama is about exploring all aspects of Drama. You will explore the work of theatre makers as a performer or designer and you will have the opportunity to create your own work. There will be opportunities for you to experience live theatre and work with theatre practitioners.

Key Features

The exam course is divided into three components: Understanding Drama, Devising Drama, Texts In Practice.

In the practical components students may specialise in performing, lighting, sound, set, costume and puppets.

Assessment

The GCSE in Drama is internally and externally assessed.

Component 1 Understanding Drama

This is the study of a set play and forms the written exam.

Component 2. Devised Drama

Students record their process of creating a Drama in a log-book.

Students perform a devised piece of Drama that they have created with a group of students.

Students can contribute as a performer or designer.

Component 3. Texts in Practice

All practical. Students have a free choice of a scripted play and they perform two extracts from that play.

Students may contribute as a designer or performer.

Progression

GCSE Drama in school is closely linked to the skills you require for English Literature. It provides you with a practical way of learning and develops your knowledge and understanding of the careers and skills involved in the Performing Arts Industry. GCSE Drama paves the way for many careers and courses in Further Education.

Engineering and Manufacturing Technologies Technical Award

Awarding Body: NCFE

Award: Technical Award Level 1/2

Course Outline

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

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 9 mandatory content areas.

- 1: Engineering disciplines
- 2: Applied science and mathematics in engineering
- 3: Reading engineering drawings
- 4: Properties, characteristics and selection of engineering materials
- 5: Engineering tools, equipment and machines
- 6: Hand-drawn engineering drawings
- 7: Computer-aided design (CAD) engineering drawings
- 8: Production planning techniques
- 9: Applied processing skills and techniques

Assessment

Non-Exam Assessment (NEA)

Controlled assessment: 18 hours

60% of qualification 120 marks

Externally-set, internally marked and externally moderated: Synoptic project

Examined Assessment

Controlled assessment: 1 hour 30 minutes

40% of qualification 80 marks

Externally set and externally marked: Written exam.

Progression

FUTURE CAREERS

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as in technical writing or technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

Food Preparation and Nutrition

GCSE

Awarding body: AQA

Award: GCSE (9-1)

Course Outline

This new GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This GCSE focuses on nurturing students' practical cookery skills to give them an understanding of nutrition for life.

Food preparation skills are integrated into five core topics:

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

Upon completing this course students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the food or catering industries. It is expected that students will need to bring in their own ingredients (or contribute towards the cost of ingredients) to get the most out of this course.

Assessment

Paper 1: Food Preparation and Nutrition

What is assessed? Theoretical knowledge of the 5 areas stated above.

How is it assessed? Written exam 1 hour 45 mins. 100 marks = 50% of the GCSE

Questions. Multiple choice questions (20 marks).

5 questions each with a number of sub questions (80 marks).

Non – Exam Assessments (NEA)

Task 1: Food investigation

Students' understanding of the working characteristics, function and chemical properties of ingredients.

PRACTICAL INVESTIGATIONS ARE A COMPULSORY ELEMENT OF THIS NEA TASK.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.

How is it assessed?

Task 1: Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence of the three final dishes must be included.

Progression

Students choose food to gain points for various courses for college. Students who would like to join the armed forces to become chefs. Students who want to further their interest in food or take catering at college.

French GCSE

Awarding Body: AQA

Award: GCSE (9-1)

French is one of the EBacc Subjects.

Course Outline

The AQA GCSE course in French will develop your knowledge and skills with a focus on vocabulary and structures within the following key themes:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communications and the world around us

Key Features

You will listen and respond to different types of spoken language, communicate in speech for a variety of purposes, read and respond to different types of written language, communicate in writing for a variety of purposes, use and understand a range of vocabulary and structures and understand and apply the grammar of the language from the GCSE syllabus. You will be given ample opportunity in lessons to practise the four key language skills and you will work with your teacher, in pairs, in groups and independently. You will be encouraged and guided to use ICT and you will work with authentic materials. You will be taught by experienced and qualified linguists and you will be given lots of support to help you develop your language skills.

Assessment and final examinations

There are 3 assessment objectives:

AO1: understand and respond to spoken language in speaking and writing

AO2: understand and respond to written language in speaking and writing

AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

The four key language skills are all assessed by final examinations, as follows:

Paper 1: Listening and Understanding: weighting = 25%

Paper 2: Speaking: weighting = 25%

Paper 3: Reading and Understanding: weighting = 25%

Paper 4: Writing: weighting = 25%

All four skills are examined at the end of the course. There are two tiers of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9). You will sit all four exams at either foundation or higher tier.

Progression

Having knowledge of a foreign language is seen as a bonus in many jobs and the GCSE contributes to the EBacc portfolio of qualifications. A foreign language is seen as important by many universities, regardless of the subject you want to study at degree level. Language students are highly valued by employers because they have skills in the areas of communication, teamworking, presentation, problem-solving, organisation, openness, empathy and tolerance. There are many careers you can enter, if you have foreign language skills, including travel and tourism, journalism, science and research, sales and marketing, import and export, European and international law, international business and finance, communication technology, manufacturing, education, social work, health service, the armed forces, volunteering and working abroad and international sport.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.": Nelson Mandela.

Geography

GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Geography is one of the EBacc Subjects.

Course Outline

Geography aims to provide an innovative course encompassing relevant and modern geography fit for the 21st century. This course enables candidates to appreciate the importance of geography for *understanding the world around them*. It supports the geographical concepts and encourages students to think geographically.

Key Features

Unit 1: *Physical Geography*. In this unit students study a range of topics that leads them to understand the *natural* features of the planet and how we manage them. The topics include: ***Natural Tectonic Hazards*** (earthquakes, volcanoes); ***Natural Weather Hazards*** (Tropical storms, UK weather and climate, extremes of weather, and climate change); ***Ecosystems*** (tropical rainforests and hot deserts); ***Physical landscapes in the UK*** (Rivers and coasts).

Unit 2: *Human Geography*. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. The topics include: ***Urban issues and challenges*** (Manchester & Rio De Janeiro); ***The changing economic world; The challenge of resource management*** (Energy as a resource)

Unit 3: *Geographical Applications*. This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.

Fieldwork Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork **must** take place outside the classroom and school grounds on at least **two** occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. E.g A study of how the River Wyre changes as it flows downstream and how tourism impacts Bowness on Windermere.

Assessment

Paper 1: Living with the physical environment

Written exam 1hr 30 mins (88 marks) 35% of final GCSE grade.

Paper 2: Challenges in the human environment

Written exam 1hr 30 mins (88 marks) 35% of final GCSE grade.

Paper 3: Geographical Applications - Written exam 1hr 15 mins (76 marks) 30% of final grade.

Progression

Geography is a highly regarded subject at college and university levels whilst also counting in the *EBacc* portfolio of assessment. The analysis and enquiry skills learnt in Geography are transferable to all subjects and offer a sound base for future study. It naturally leads on to studying not only Geography at A Level, but Environmental Science, Geology, Leisure/Travel & Tourism and many other subjects

"Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!" Sir Alan Sugar

German

GCSE

Awarding Body: AQA

Award: GCSE (9-1)

German is one of the EBacc Subjects.

Course Outline

The AQA GCSE course in German will develop your knowledge and skills with a focus on vocabulary and structures within the following key themes:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communications and the world around us

Key Features

You will listen and respond to different types of spoken language, communicate in speech for a variety of purposes, read and respond to different types of written language, communicate in writing for a variety of purposes, use and understand a range of vocabulary and structures and understand and apply the grammar of the language from the GCSE syllabus. You will be given ample opportunity in lessons to practise the four key language skills and you will work with the teacher, in pairs, in groups and independently. You will be encouraged and guided to use ICT and you will work with authentic materials. You will be taught by experienced and qualified linguists and you will be given lots of support to help you develop your language skills.

Assessment and final examinations

There are 3 assessment objectives:

AO1: understand and respond to spoken language in speaking and writing

AO2: understand and respond to written language in speaking and writing

AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

The four key language skills are all assessed by final examinations, as follows:

Paper 1: Listening and Understanding: weighting = 25%

Paper 2: Speaking: weighting = 25%

Paper 3: Reading and Understanding: weighting = 25%

Paper 4: Writing: weighting = 25%

All four skills are examined at the end of the course. There are two tiers of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9). You will sit all four exams at either foundation or higher tier.

Progression

Having knowledge of a foreign language is seen as a bonus in many jobs and the GCSE contributes to the EBacc portfolio of qualifications. A foreign language is seen as important by many universities, regardless of the subject you want to study at degree level. Language students are highly valued by employers because they have skills in the areas of communication, teamworking, presentation, problem-solving, organisation, openness, empathy, cultural understanding and tolerance. There are many careers you can enter, if you have foreign language skills, including travel and tourism, journalism, science and research, sales and marketing, import and export, European and international law, international business and finance, communication technology, manufacturing, education, social work, health service, the armed forces, volunteering and working abroad and international sport.

"If I'm selling to you, I speak your language. If I'm buying, Dann müssen Sie Deutsch Sprechen." – Willy Brandt, former German Chancellor.

Health and Social Care Technical Award

Awarding Body: OCR

Award: CAMNAT Level 1/2 Technical Award

Course Outline

The Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

Key Features

The key features of OCR's Cambridge National in Health and Social Care for our students are:

- one mandatory unit and one optional unit from a choice of two
- the specification has been designed to progress onto the Cambridge Technical in Health and Social Care and the following apprenticeships: adult care worker, allied health profession support, health and social care, healthcare science assistant, maternity and paediatric support.

This qualification will help students to develop:

- valuable communication skills that are extremely attractive in the modern workplace
- an understanding of the rights of individuals and person-centred values and how to apply these when working with service users
- vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures
- an understanding of growth and development through the life stages
- an understanding of life events and how to support individuals through them
- transferable skills, such as evaluation, planning, presentation/delivery and research skills.

Assessment

The three units focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

R032: Principles of care in health and social care settings This unit is assessed by an exam.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

R033: Supporting individuals through life events This unit is assessed by a set assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

R034: Creative and therapeutic activities This unit is assessed by a set assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.

Progression

- A Levels as preparation for entry to higher education in a range of subjects
- Provides knowledge, understanding and skills for learners to progress to other level 2 qualifications, level 3 vocational qualifications (BTEC Nationals), other academic qualifications (Psychology, Health and Social Care, Food Technology) and employment within the Health and Social Care sector (apprenticeships and junior roles).

History

GCSE

Awarding Body: AQA

Award: GCSE (9-1)

History is one of the EBacc subjects.

Course Outline

This course provides opportunities for students to study a wide variety of different aspects of the past. Students will be able to engage with key issues such as conflict, understand what drives change and consider how the past influences the present.

This course is designed to enable students to develop a secure understanding of chronology and key knowledge and understanding of the past on different scales and contexts. History will develop students' ability to sort out fact from fiction, opinion from fact, and will encourage them to use a wide range of evidence to piece the jigsaw of the past together.

Key Features

The GCSE History course content comprises the following elements:

- One period study: Germany: Democracy and Dictatorship, 1890-1945
- One wider world depth study: Conflict and Tension
- One British depth study including the historic environment: Elizabethan England 1568-1603
- One thematic study: Britain: Health and the people: C1000 to the present day

Assessment

Paper 1- Understanding the Modern World.

Written exam: 1 hour 45 minutes. 84 marks (including 4 marks for spelling, punctuation and grammar 50% of GCSE

- Period Studies (Germany: Democracy and Dictatorship, 1890-1945)
- Wider world depth studies (Conflict and Tension: the inter-war years 1939-1945)

Paper 2-Shaping the Nation

Written exam: 1 hour 45 minutes. 84 marks (including 4 marks for spelling, punctuation and grammar 50% of GCSE.

- Thematic studies (Britain: Health and the people: C1000 to the present day)
- British depth studies including the historic environment. (Elizabethan England 1568-1603)

Progression

History is a highly respected academic subject that also contributes to the **EBacc** portfolio of assessment. Colleges, universities and employers appreciate the variety of transferable skills that are provided through the study of history such as researching, analysing, investigating, and expressing views and opinions. The study of history has obvious links to jobs in teaching and work linked to heritage and museums but is also valued in many areas particularly professions like law, politics, journalism and the media.

Performing Arts: Music Technical Award

Awarding Body: Eduqas

Award: Technical Award

Course Outline

This qualification is made up of 3 units:

Unit 1: Performing

You will learn the skills and techniques needed to produce a successful musical performance of an existing work.

Unit 2: Creating

You will learn how to create and refine your own original work in performing arts, such as composing music or applying make up.

Unit 3: Performing arts in practice

You will learn about aspects of the performing arts industry that need to be considered when responding to a commission and you will consider these when coming up with and pitching your own idea.

Music:

- technical control
- rhythm and pitch
- dynamics and balance
- expression
- technical skills on chosen instrument or voice.

Performing Arts:

- action Planning
- refining
- response to direction
- evaluation

Assessment

Unit 1: Performing

Controlled assessment: 10 hours

30% of qualification 60 marks

The assignment brief, which will include a scenario and several tasks, will be available via the exam board.

Unit 2: Creating- (performance or production)

Controlled assessment: 10 hours

30% of qualification 60 marks

An assignment brief will be provided by the exam board which will include a scenario and several tasks.

Unit 3: Performing Arts in Practice

External controlled assessment: 20 hours

40% of qualification 80 marks

An assignment brief will be provided by the exam board which will include a scenario and several tasks.

Progression

FUTURE CAREERS:

Musician, Singer, Instrumentalist, Session Musician, Composer, Conductor, Orchestral Musician, Film composer, TV Composer, Video Game Composer, Army Musician, West End Performer, Music Producer, Music Therapist, Music Teacher, Sound Engineer, Special Effects Technician, Arts Administrator, Talent Agent, Music Journalist, Director, Copyright, Music Psychologist.

Physical Education (PE) GCSE

Awarding Body : OCR

Award: GCSE (9-1)

Course Outline

The GCSE (9-1) Physical Education specification content is divided into three components. Each component is further sub-divided into topic areas and the detailed content associated with those topics. Components 1 and 2 are assessed via written examination papers. Component 3 is none exam assessment, and is internally assessed, externally moderated. The written papers are designed in manageable bite-size chunks rather than long papers, thus aiding students' revision.

Key Features

The range of activities that students are able to be graded in has been reduced. Depending on numbers and gender, students will be assessed in: football, basketball, table tennis, badminton, athletics, netball, hockey, trampolining; and handball. Students opting for GCSE PE will need to attend extra-curricular practices and represent school in fixtures in as many sports as possible. Other activities can and will be assessed but only as extra-curricular or none school based activities.

All grades for sports must be done in competition, 3 sports in total, 2 team & 1 individual or 1 team, & 2 individual. Students who take part in structured sport outside of school will be an advantage.

Assessment

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03) 80 marks non-exam assessment (NEA)	40% of total GCSE

Progression

- Further Education: BSc Sports Science, PGCE, BA Coaching, BA Sports Management and BSc Exercise and Health.
- Personal training working as: coaches, gym staff, sports massage, Therapists, leisure services and armed forces.
- Involvement with: Specific sports clubs via apprenticeships & voluntary work experience.
- Medical Disciplines: Physiotherapy, Occupational Therapy and Dietician.

Religious, philosophical and ethical studies GCSE

Awarding Body: AQA

Award : GCSE (9-1)

Course Outline

A stimulating course that provides interesting study and lively debate. The course equips students with skills in written argument. It encourages thought and reflection on the meaning and purpose of life and consideration of different cultural and religious responses to moral issues. Students should be prepared to contribute to discussion by putting forward their own viewpoints and challenging both the viewpoints of others and attitudes of society.

Key Features

The study of religions: belief, teaching and practices

Students will have the opportunity to study two from:

Buddhism, Christianity, Catholic Christianity, Hinduism, Islam, Judaism and Sikhism.

Religious, philosophical and ethical studies themes:

Students will have the opportunity to study four of the following:

Theme A: Relationships and families.

Theme D: Religion, peace and conflict.

Theme B: Religion and Life.

Theme E: Religion, crime and punishment.

Theme C: The existence of god and revelation.

Theme F: Religion, human rights and social justice.

Assessment

Two written exams:

1. The study of religion: 1 hour 45 min (50%)
2. Thematic studies: 1hour 45 min (50%)

Progression

This course provides, knowledge, understanding and skills to advance to further education in Philosophy, Ethics and or Religious Studies.

The skills and knowledge developed on the course are also deemed useful in further education and help support and complement other subjects like Law, Medicine, Sociology, Psychology and Social Work.

It could also lead to employment within the following areas; teaching, social work, immigration work, journalism, youth community worker, councillor, politics, the police, journalism, law, responsible and ethical use of AI and technology.

Triple Award Science

GCSEs in Biology, Chemistry & Physics

Awarding Body – AQA

Award – GCSE Separate Sciences (9-1)

Triple Award Science is an EBacc subject.

Course Outline

Studying **Separate Sciences** (Biology, Chemistry, and Physics) allows students to explore each subject in greater depth, leading to **three GCSEs** instead of two (Combined Science).

Key Features

Students will study Biology, Chemistry, and Physics as separate subjects covering a wide range of topics such as:

- Biology: How the body works, genetics, ecosystems and global health issues.
- Chemistry: Chemical reactions, the periodic table and the impact of chemistry on our environment.
- Physics: Forces, energy, space exploration and how the universe works.

Each subject includes hands-on practical work to develop investigative skills and link theory to real-world applications.

Assessment

Exams: Two papers per subject (six papers in total, 1 hour 45 minutes each).

Practical Skills: Completion of required practicals embedded into exam questions.

Triple Award Science

GCSEs in Biology, Chemistry & Physics

Awarding Body – AQA

Award – GCSE Separate Sciences (9-1)

Triple Award Science is an EBacc subject.

Progression

Choosing Separate Sciences at GCSE opens up a world of possibilities for future education and career paths. It provides a strong foundation for both academic and vocational routes, particularly in **STEM fields** (Science, Technology, Engineering, and Mathematics).

A-Level Science Subjects

- **Biology:** Leads to studying medicine, nursing, zoology, environmental science or biochemistry.
- **Chemistry:** Essential for medical courses (doctor, dentist), pharmacy, chemical engineering, forensic science and materials science.
- **Physics:** Supports pathways into engineering, astrophysics, architecture and computer science.

Other A-Levels

- Separate Sciences also complements subjects like Mathematics, Geography and Psychology.

Further Education and Degree Programs

- Degrees in medical sciences, veterinary medicine, engineering, computer science, biotechnology and many more become accessible.

Vocational and Apprenticeship Opportunities

- **STEM Apprenticeships:** Gain hands-on experience in fields such as engineering, lab technology, environmental conservation or renewable energy.
- **Healthcare and Medicine:** Pathways into nursing, radiography or paramedic training.
- **Technical Roles:** Develop skills for careers in robotics, electronics or chemical manufacturing.

Career Opportunities

GCSE Separate Sciences is highly regarded by employers and universities because it demonstrates:

- Advanced problem-solving and critical thinking skills.
- The ability to understand and analyse data.
- Practical experience through laboratory work.

Potential careers include:

- **Medical Fields:** Doctor, nurse, pharmacist, medical researcher.
- **Engineering:** Civil, mechanical, electrical or aerospace engineer.
- **Environmental Science:** Conservationist, marine biologist or sustainability specialist.
- **Technology:** Software developer, data analyst or AI specialist.
- **Scientific Research:** Working in laboratories or pioneering new technologies.

Sports Studies

Cambridge National

Awarding Body: OCR

Award: OCR Level 1/Level 2 Cambridge National in Sport Studies

Course Outline

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector

R184: Contemporary issues in sport This is assessed by an exam by completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include, Issues which affect participation in sport. The role of sport in promoting values. The implications of hosting a major sporting event for a city or country. The role National Governing Bodies (NGBs) play in the development of their sport, The use of technology in sport.

R185: Performance and leadership in sports activities This is assessed by a set assignment in this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include, Key components of performance, applying practice methods to support improvement in a sporting activity. Organising and planning a sports activity session. Leading a sports activity session. Reviewing your own performance in planning and leading a sports activity session.

R186: Sports and the media This is assessed by a set assignment in this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include: The different sources of media that cover sport. Positive effects of the media in sport. Negative effects of the media in sport

Assessment

One externally assessed unit (exam)- Contemporary issues in sport (mandatory)

EXAM 1h = 70 marks

One centre-assessed unit (NEA) Performance and leadership in sports activities (mandatory)
Assignment and practical

One optional centre-assessed unit (NEA) Sport and the media – Assignment

Progression

The qualification will also help you to develop understanding and skills that can be used in other life and work situations such as: completing research, working with others, planning training programmes, evaluating and making recommendations to help improve performance, creating and delivering presentations, writing reports, leadership skills and healthy living and lifestyle skills.

