St John Fisher Catholic College

Year 9 Options Guidance 2026



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Introduction

This booklet has been designed to give you all the information you will need to understand the curriculum your child will follow during Key Stage 4, which includes years 10 and 11. Some subjects are compulsory and are known as 'Core Subjects', whereas others can be chosen by learners and are called 'Option Subjects'.

The process of making these choices can be an exciting one, with learners choosing from a wide range of subjects, building on what they have learnt in Key Stage 3. Whilst exciting, the process can at times be daunting and at St John Fisher Catholic College, we aim to make this process as accessible and as simple as possible. The information contained within this booklet, coupled with the parents/carers evenings, reports and guidance available from numerous sources listed later in the booklet should ensure that the decisions made over the next couple of weeks are the best ones for your child and will help them progress onto future careers and training of their choice.

The Curriculum

Learners should be at ease in the knowledge that all learners follow a core curriculum of subjects that are essential to engaging with and flourishing in today's society.

During their final year of Key Stage 3, all Year 9 learners have been studying a core group of subjects to ensure they are fully prepared for Years 10 and 11. These subjects include Mathematics, English (Language & Literature), Religious Education, Combined Science, Geography, History, French, PE and PSHE (Personal, Social and Health Education). With the exceptions of PE and PSHE the other core subjects, if continued to completion, result in the award of GCSE Qualifications. PE and PSHE, whilst compulsory, are not awarded qualifications in Year 11.

The curriculum for Years 10 and 11 will consist of Mathematics, English (Language & Literature), Religious Education, Combined Science, three option subjects of the learner's choice, PE and PSHE (Personal, Social and Health Education). With this set of subjects, it means that most career pathways will be open to learners when they finish year 11, regardless of the subjects a learner chooses for their options.

English Baccalaureate

The English Baccalaureate (EBacc) is a recognition of having studied and achieved a good pass in a range of "academic" subjects. To achieve the English Baccalaureate learners must achieve a grade 5 or above in GCSEs in Maths, English, a Modern Foreign Language, a Humanities subject and two Science subjects. Achieving the English Baccalaureate does not gain any additional qualifications but could conceivably be used as a benchmark of success by certain institutions in the future.

No learner is "forced" into an English Baccalaureate route. Instead, learners need to use their options to accomplish it. We would advise learners moving into competitive fields to consider whether their option choices allow them to accomplish the EBacc.

<table>
<tr><th>Maths</th><th>English</th><th>Modern Foreign Language</th><th>Humanities</th><th>Science</th></tr>
<tr><td>Maths</td><td>Englis Language</td><td>French</td><td>History</td><td>Biology</td></tr>
<tr><td></td><td>English Literature</td><td></td><td>Geography</td><td>Chemistry</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Physics</td></tr>
<tr><td colspan="4" rowspan="2">5 or above in ONE from each of these columns</td><td>Combined Science (counts as two GCSEs)</td></tr>
<tr><td>Computer Science</td></tr>
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5 or above in TWO of the Sciences above

Curriculum Reform

Over recent years, qualifications have undergone significant changes. These include:

- Increased level of demand
- A removal of resit and early entry opportunities. All examinations must be sat at the end of the course (Year 11).
- A decrease in the proportion of controlled assessment/coursework and an increase the proportion of assessment via examination.
- A new grading system for GCSE qualification

An approximate comparison of how the new grades and traditional grades compare with each other can be seen in the table below:

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

"Good" level of pass

In addition to the changes in how qualifications are graded, the government has also "raised the bar" in what is counted as a 'good pass'. Traditionally learners who achieved a C grade were seen to have passed the qualification at a "good" standard. However, in the revised system a "good pass" will be classed as grades 5 and above. A new grade 5 is equivalent to a traditional high C/low B.

Types of Qualification

Whilst the core curriculum is likely to prevent learners from choosing a combination of options that will stop them from accessing particular careers, it is still extremely important that learners choose the subjects that will best suit their needs. These are subjects that learners will be studying for two years, and we want them to not only succeed in their chosen subject but also enjoy the learning process. One key factor to consider is what type of qualification is available and which is the most suitable for your child. The two main styles of qualification are:

1. **GCSE** – These qualifications are traditional. Whilst there are some exceptions, most GCSE qualifications are assessed through examination only. GCSE subjects that do have controlled assessment/coursework as an element of their assessment (Product Design for example) will still have a substantial proportion of the overall assessment through examination.

2. **Technical or Vocational Qualifications** – These are qualifications, such as BTECs, where the majority of assessment is through controlled assessment/coursework and will be completed throughout Years 10 and 11. Technical qualifications still have an element of examination as a method of assessment, but this tends to be in the region of 40% of the overall assessment.

Advice and Guidance for Learners

Good reasons for choosing an option:

- You are good at that particular subject.
- You think you will enjoy the course.
- It fits with your current career plans.
- It gives you plenty of choice when choosing post-16 courses.
- The method of assessment suits your strengths/preferences.

Not so good reasons for choosing an option:

- Your friend has chosen it.
- You think that the course will be "easy".
- You are basing your choice on the hopes a particular teacher will teach you.
- You feel that you are "expected" to take it.

Where to go for more information:

- Your Subject Teachers.
- You can use your Unifrog account that you can access here or at the link below. This will provide you will lots of information about a range of jobs and the kinds of qualifications that will help you get there.
- Older friends and siblings who have taken subjects are a good source of information about what happens during the course. However, be aware that courses change over time and the new courses may not be identical to ones previously studied.
- The school website has a wealth of information on both choosing options and considering future careers: https://www.saintjohnfishercc.co.uk/curriculum/year-9-options-process/

Choosing your options for Years 10 & 11

Learners in Year 10 will get to follow **three** courses of their choice, making their selections from the two blocks. Firstly, they will make one selection from Block A and then **two plus a reserve** from the subjects in Block B.

Block A	Block B
Computer Science* **subject to assessment performance in Mathematics*	• Art • Business Studies • Children's Learning & Development • Computer Science • Drama • French • Geography • Health & Social Care • History • Hospitality and Catering (Food) • IT – Creative iMedia • Music • PE (GCSE) • Performing Arts – Dance • Product Design • Sport
French	
Geography	
History	
Triple Science* **subject to assessment performance*	
Work Skills* **identified learners only*	
One Option from here	*Two choices PLUS a reserve from here*

We must make it clear that there is no guarantee that a course will run. Some of the courses will be dependent on whether the appropriate number of learners choose to follow the course. Unfortunately, we also **CANNOT** guarantee that a learner will get **ALL** their chosen subjects. When the subjects are placed into blocks, some subjects may clash with learners' other options. For these reasons **ALL** learners **MUST** choose a reserve choice in the unfortunate event that one of their options either does not run or clashes with one of their other choices.

All learners will have a guidance interview by **Friday 24th April 2026** where they will discuss their options with a member of staff. The deadline for handing in completed forms will be Friday 1st May 2026. Option subjects will be confirmed in June.

Course Title: English Language

Exam Board Eduqas Qualification: GCSE
Tiers of Entry No
For More Information Contact: Miss Ravenscroft

Course Outline

Learners will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Learners will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes

There are 2 papers, each with two sections:

Section A - Comprehension tasks in response to reading material on both papers.
Section B - Creative response to narrate for Paper 1 and argue and persuade for Paper 2.

Skills that will be developed during the course:	**How the course will link to the world of work:**
Critical analysis, communication skills, comprehension skills, literacy, technical accuracy, creative skills	Law, journalism, personnel, teaching, advertising, media and communication

Course Assessment

100% examination

Course Title: English Literature

Exam Board Eduqas Qualification: GCSE
Tiers of Entry No
For More Information Contact: Miss Ravenscroft

Course Outline

Paper 1- Post 1914 Drama, 19th Century Prose and Unseen Poetry

Section A: An Inspector Calls: learners will answer one extract based question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
Section B: A Christmas Carol: learners will answer one extract based question. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
Section C: Unseen poetry: Learners will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Paper 2 - Shakespeare and Poetry

Section A: Macbeth: learners will answer two essay questions: one is extract based and one requires them to write about the play as a whole.
Section B: Poetry: learners will answer one comparative question on one named poem printed on the paper and one other poem chosen from their anthology cluster.

Skills that will be developed during the course:

Analysis skills, communication skills, reading comprehension, literacy

How the course will link to the world of work:

Law, journalism, media and communications, teaching, publishing, advertising

Course Assessment

100% examination

Course Title: Mathematics

Exam Board Edexcel Qualification: GCSE
Tiers of Entry Yes
For More Information Contact: Mr Bailey

Course Outline

GCSE mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life, this is why Mathematics is a compulsory subject for all learners in Key Stage 3 and Key Stage 4.

You will use a lot of what you learn in GCSE mathematics in the other GCSEs that you study. For example, in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in D & T you will need to use measures and make scale drawings. Most college and 6th Form courses require GCSE Maths as an entry requirement, as do many jobs and careers.

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into four areas.
Number and algebra Shape, space and measure Data handling
Application of mathematics
You probably won't notice a lot of difference in your mathematics when you start this course as your teacher will be able to carry on from the work you did at Key Stage 3.

Skills that will be developed during the course:

Emphasis on the new GCSE is on the use of maths and problem solving. They continue their work from KS3 in the areas of Number, Algebra, Ratio and Proportion, Geometry and Measures and Statistics.
There is a requirement to learn most of the mathematical formulae and to use a scientific calculator

How the course will link to the world of work:

Almost all jobs and careers require you to have mathematics GCSE, but the following careers are some that would enable you to make a lot of use of your mathematics

Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Computing, Banking Business management

Course Assessment

There are three papers at higher and foundation all of them are 1 hr 30 mins long. Paper 1 Non-Calculator. Paper 2 and 3 Calculator.

Course Title: Religious Studies

Exam Board Eduqas Qualification: GCSE
Tiers of Entry No
For More Information Contact: Mr O'Brien

Course Outline

From the summer term of year 9 all learners follow the Eduqas ROUTE B (Catholic Christianity with Judaism) course. This a challenging but rewarding course studying the beliefs and practices of Catholic Christians and Jews in an ever changing and diverse world. Topics studied include for example: the origins of the universe, the Sanctity and value of human Life, responses to the philosophical problem of evil and suffering, capital punishment, and the importance and role of art and music for the expression of belief.

Skills that will be developed during the course:

Critical thinking, analysis and evaluation skills.
Personal opinion, empathy and faith development.

How the course will link to the world of work:

Religious Studies at GCSE not only prepares you for the world of work but for life itself! To have a knowledge and understanding of the faith and practices of people all over the world, will encourage you to be a more empathetic and tolerant person – key essentials for any working person. However, the skills at R.S. can help to prepare you for a wide variety of vocations including Medicine, Law, Social work, Teaching, and Law enforcement.

Course Assessment

At the end of year 11 learners sit three papers, one for each unit.
Component 1 – Foundational Catholic Theology – 1 hour 30 minutes
Component 2 – Applied Catholic Theology - 1 hour 30 minutes
Component 3 – Judaism – 1 hour
There is no controlled assessment.

Course Title: Combined Science

Exam Board AQA Qualification: GCSE
Tiers of Entry Yes
For More Information Contact: Mr Pettitt

Course Outline

Science will be taught by specialist teachers as Biology, Chemistry and Physics subjects. The content covered in each of three areas of science is sufficiently detailed to allow learners to progress onto post 16 courses such as A Levels in Biology, Chemistry and Physics and entry to all universities and scientific courses.

The Biology section includes the nature and variety of living organisms along with their internal structure and function, reproduction and inheritance, ecology, the environment and the use of biological resources.

The Chemistry includes atomic structure and chemical bonding, the periodic table, reactivity, electrolysis and the extraction of metals, chemicals from crude oil, energy changes, rates of reactions, reversible reactions.

The Physics syllabus includes sections on kinetic theory, electricity and magnetism, forces and motion, waves, energy resources and energy transfer, and nuclear physics.

Skills that will be developed during the course:

A Science qualification links together many different skills. You will develop practical skills and further learn how to draw conclusions from experimental data. You will develop problem solving skills as well as communication skills. You will learn how to work together so that practical work is a success. You develop your skills of numeracy and literacy in how you solve the mathematical of problems and also how to communicate your ideas effectively.

How the course will link to the world of work:

Science is important in all aspects of modern life. You could use science to pursue courses in Health and Beauty and Engineering. A Levels in Science can be pursued by following both GCSE Combined Science or Triple Science, which would then lead onto medicine, veterinary science, engineering as well as a huge amount of other university courses.

Course Assessment

The course will be assessed by external examinations in each of the three sciences which will be taken at the end of Year 11. There will be no coursework. The examinations will be either higher or foundation tiers. There will be 6 examinations, each of 1 hour 15 minutes.

Course Title: Geography

Exam Board OCR B Qualification: GCSE
Tiers of Entry No

For More Information Contact: Mr Price and Mrs Baker

Course Outline:

Global Hazards: How can weather be hazardous? How do plate tectonics shape our world?
Changing Climate: Is climate change the result of natural processes or can it be linked to human activities? What are the likely impacts, both globally and in the UK?
Distinctive Landscapes: What makes a landscape distinctive? What influences the landscapes in the UK? Focus: Coasts & Rivers.
Sustaining Ecosystems: Natural ecosystems. Why should tropical rainforests matter to us? Is there more to polar environments than ice?
Urban Futures: Why do more than half the world's population live in urban areas? What are the challenges & opportunities for cities today?
Dynamic Development: Why are some countries richer than others? Are LIDCs (Low income developing countries) likely to stay poor?
UK in the 21st Century: How is the UK changing in the 21st Century? Is the UK losing its global significance?
Resource reliance: Will we run out of natural resources? Can we feed nine billion people by 2050?
Geographical Skills & Fieldwork: One human fieldtrip and one physical fieldtrip. Both undertaken in Year 10.

Skills that will be developed during the course:

Knowledge of locations, places, environments and processes at different scales including global; and of social, political and cultural contexts.
Interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
Fieldwork skills Enquiry skills Geographical skills

How the course will link to the world of work:

Geography skills can be used in office work, team management and research posts. Former learners have gone into the following careers: Town planner, Teacher, Conservation workers, Surveyors and Project managers for humanitarian aid charities

Course Assessment

Our Natural World (01) 35% of total GCSE: 1hr 15 mins written exam paper.
People and Society (02) 35% of total GCSE: 1 hour 15 mins written exam paper.
Geographical Exploration (03) 30% of total GCSE: 1 hr 30 mins written exam paper.

Course Title: History

Exam Board OCR Qualification: GCSE
Tiers of Entry No
For More Information Contact: Mr Lemmon

Course Outline

History of Crime and Punishment 1200-2000 - Looking at the development of crime, policing and punishment through an 800 year period.
The Making of America 1789-1900 - This unit includes the American War of Independence, slavery and the Civil War, the Native American Indians and law and order in the "Wild West".
Nazi Germany 1933-45 - This will focus on what it was like to live in Germany under Nazi rule and will include topics such as the Hitler Youth, the use of terror and the Holocaust.
The Elizabethans 1580-1603 - examining the reign of Elizabeth 1, the war with Spain, colonising the Americas and what life was like for an ordinary person in Elizabethan England.
A local historical study – Croxden Abbey. We will look at what it was like to be a Cistercian monk and why the abbey was important in the Middle Ages.

Skills that will be developed during the course:

Critical analysis
Developing secure and deep historical knowledge Debating and argument
Presentation Independent research
Understanding of social and cultural diversity Developing ICT skills
Developing extended writing techniques e.g. time management

How the course will link to the world of work:

Archivist
Journalist
Teacher
Lawyer
Any other professions where critical thinking, analysis and communication are required.

Course Assessment

100% of the course will be tested by examination- 3 separate exams (two lasting 1 hour 45 minutes and a third lasting 1 hour)

Course Title: French

Exam Board AQA Qualification: GCSE
Tiers of Entry Yes
For More Information Contact: Mrs Harris

Course Outline

Students in Year 10 and 11, will study topics from the following themes:

Theme 1: People and Lifestyle
(Relationships, healthy living, education, and work)
Theme 2: Popular culture
(Free-time activities, customs and celebrations and celebrity culture)
Theme 3: Communication and the world around us (travel and tourism, media and technology and the environment)

Skills that will be developed during the course:

Through the study of GCSE MFL pupils will develop confidence in communication and learn all kinds of skills which will benefit them in future courses of study, namely: the ability to converse fluently with others, to work independently and part of a team and to improve aural skills.

How the course will link to the world of work:

A diverse range of careers require foreign language skills: Law, Medicine, Politics, Business, Translation/Interpreting, Teaching, Travel and tourism, Film/TV.

Course Assessment

Exam tests 4 skill areas in **either** Higher **or** Foundation level 25% Listening, 25% Writing, 25% Reading and 25% Speaking.

Course Title: Art and Design - Fine Art

Exam Board AQA Qualification: GCSE
Tiers of Entry No

For More Information Contact: Miss Bassett

Course Outline

Learners explore a range of media and techniques using both traditional and new technologies. They will record their observations, opinions and ideas in the form of drawings, paintings, sculpture, textiles and photography. It will be necessary to follow a project theme and as independent learners will be expected to research and develop their ideas in an individual and personal manner responding with appropriate media and making connections to the work of others.

In each project, learners adhere to four essential criteria. First, A01 demands diligent research, fostering an in-depth understanding of the subject matter. A02 underscores the importance of experimentation, encouraging learners to explore various techniques and methods. A03 focuses on recording and developing ideas. Lastly, A04 centres on the final piece, requiring learners to synthesize their research, experimentation, and developed ideas into a unique outcome. These criteria collectively guide learners through a holistic journey, from initial exploration to the refined execution of their creative projects.

Skills that will be developed during the course:

Alongside experimentation and improving technical skills we also focus on developing the ability to analyse both visually and through art criticism which will enhance the making of independent, informed choices with their work.

How the course will link to the world of work:

The course provides a strong foundation for further study at A Level, BTEC and Foundation then leading on to Higher Education and employment in any of the creative industries including Architecture, fashion, photography, theatre, gallery and museum roles, games design and many other areas of design.

Course Assessment

This is a two-year course divided into Component 1, Portfolio (60% weighting), and Component 2, the Externally Set Assignment (40% weighting). Component 1 will be divided into a number of smaller theme-based projects designed to develop specific skills.

The externally set assignment culminates in a 10-hour exam spread over two days, challenging learners to showcase their skills and creativity under exam conditions.

Course Title: Computer Science

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mr R Walker

Course Outline

This is a rigorous and challenging qualification that aims to give learners a thorough understanding of computational principles. Learners will have the opportunity to learn how to program, understand how computers work, and develop a greater awareness of the rapidly changing computing field. Content covered is widespread and includes: software development, cyber security and how computers store, process, represent and transmit data.

The course is split into two broad categories of Computational Thinking and Theoretical Content.

Computational Thinking and Programming: This is the process of thinking through complex problems, taking the time to understand what the problem is and then develop potential solutions using software. The programming element of the course will involve learners learning how to program in Python, which is an industry standard programming language that is gaining in popularity in technology related professions all over the world.

Theoretical Content: Here you will understand the fundamentals of data representation and computer networks. You will learn about computer systems and delve in to the world of cyber security and the ethical, legal and environmental impacts of digital technology.

Skills that will be developed during the course:

This qualification has been designed to provide learners with a good understanding of the principles of computing and computer programming. Having successfully completed the qualification you will understand the fundamentals of computer science and will be capable of developing your own functional applications.

Skills that will be developed during the course:

Computer Science is a rapidly growing subject that offers exciting and rewarding career options. Students who complete this course will be equipped with the logical and computational skills necessary to succeed at A-Level, the workplace or beyond. Consider this course if you are interested in application design and development or cyber security.

Course Assessment

Please note that performance in Mathematics will be considered to allow access to this course.
The course is assessed through two external examinations, with each exam representing 50% of your final grade. Each paper will be 90mins and has 80 marks available.

Course Title: Drama

Exam Board EDUQAS Qualification: GCSE
Tiers of Entry No
For More Information Contact: Miss Rowles

Course Outline

Component 1: Devising Theatre (40%) – This is a non-exam assessment which means it is assessed by the teacher and moderated by the exam board. This is a creative component where learners produce a unique piece of theatre presented in the style of a specific genre OR Theatre Practitioner. For this component the learners will produce a written piece of supporting evidence called a portfolio. Finally, a written evaluation is completed under timed conditions.

Component 2: Performing from a Text (20%) - This component is assessed by a visiting examiner between February and May when the learners are in year 11. TWO extracts from the same scripted text will be presented in one performance. The learners will present the examiner with their artistic intentions and they must then show this in their performance.

Component 3: Interpreting Theatre (40%) - This component is a written exam lasting 1 hour 30 minutes. There are two sections within the paper (A and B). In section A, the learners will answer questions in relation to a play studied throughout the course. In section B learners will answer an open ended question concerning a live theatrical performance observed during the course.

Who is this course suitable for?

- Learners who enjoy working creatively.
- Learners who enjoy developing and extending knowledge of theatre practitioners and performance genre.
- Learners who enjoy reading and exploring plays practically.
- Learners who enjoy performing to a live audience.
- Learners who enjoys watching live theatre.

Skills that will be developed during the course:

This course will provide learners with an understanding of all aspects of theatre and dramatic productions. They will develop a wide range of creative, analytical and practical skills, such as exploring different types of theatre and drama, their influences, critical analysis and evaluation.

How the course will link to the world of work:

Relevant to a wide range of careers where analysis and interpretation of human actions and thought is required as well as the Performing Arts industry itself. All English-related courses link well to Drama when looking towards A levels including A level Drama and Theatre Studies.

Course Assessment

Three assessments as outlined in the course content.

Course Title: Design & Technology – Product Design

Exam Board AQA Qualification: GCSE
Tiers of Entry No
For More Information Contact: Mrs Abbott

Course Outline

Core Technical principles – this unit covers the areas of new and emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices, materials and their working properties. Specialist technical principles relating to timbers, metals and polymers – this unit covers the areas of selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms types and sizes, specialist techniques, surface treatments and finishes.

Skills that will be developed during the course:

To identify, investigate and outline design opportunities, To design and make prototypes which are fit for purpose, To analyse and evaluate design decisions and outcomes. To develop ICT skills including CAD/CAM. To develop making skills both hand and machine based. In the past KMF have offered our students work experience placements and apprenticeship places for those interested in following a career in Engineering.

How the course will link to the world of work:

Vocationally, Design & Technology is one of the most useful subjects in the curriculum. DT develops skills that are valuable for a variety of careers, ranging from semi-skilled craft workers to postgraduate professionals such as chartered engineers. These skills are readily transferable and can be applied in a very wide range of careers, which might appeal to those with an interest in the subject. There are in fact few careers that do not use some of the skills developed by design and technology. We have good links with Industry and over recent years have work closely with KMF engineering, Rydale Roofing, Electro Motive and Wade Ceramics who, as well providing technical support, have funded new equipment for the dept. including a 3D printer, laser cutter, 12 PCs, laptop computer, 2 GoPro cameras etc. They have also financed our Greenpower F24 racing team.

Course Assessment

Written Exam (2 hours)- 50% of GCSE, Non-Exam Assessment (approx 35 hours) - 50% of GCSE. Section A - Core Technical principles 20%, Section B - Specialist Technical principles 30%, Section C - Designing and Making principles 50%.

Course Title:
Triple Science: Biology, Chemistry & Physics

Exam Board AQA Qualification: GCSE (3 separate GCSEs)
Tiers of Entry Yes
(Foundation and Higher)
For More Information Contact: Mr Pettit

Course Outline

This course will be taught alongside GCSE Combined Science, but the qualifications gained will be GCSE Biology, GCSE Chemistry and GCSE Physics.
Science lessons will be taught by specialist teachers as Biology, Chemistry and Physics. The content covered in each of three areas of science is sufficiently detailed to allow students to progress onto post 16 courses such as A Levels in Biology, Chemistry and Physics and entry to all universities and scientific courses. It is important to note that this course is very demanding.

GCSE BIOLOGY

GCSE Biology section includes the nature and variety of living organisms along with their internal structure and function, reproduction and inheritance, ecology, the environment and the use of biological resources. The single GCSE qualification will allow further study of the most current scientific discoveries in Biological Sciences at a more in-depth level; topics such as gene expression, monoclonal antibodies and organ transplantation.

GCSE CHEMISTRY

GCSE Chemistry includes atomic structure and chemical bonding, the periodic table, reactivity, electrolysis and the extraction of metals, chemicals from crude oil, energy changes, rates of reactions, reversible reaction. In addition, you will study nanoparticles, polymers and the making and use of ammonia. There will be extra practical work including titrations and chemical analysis to identify different ions. You will also gain an introduction to organic chemistry.

GCSE PHYSICS

The GCSE Physics syllabus includes sections on kinetic theory, electricity and magnetism, forces and motion, waves, energy resources and energy transfer, and nuclear physics. In addition, you will study of the electricity and magnetism topic and further work on waves. You will also study pressure in liquids and gases as well as space physics.

Skills that will be developed during the course:	**How the course will link to the world of work:**
You will develop skills which are similar to those in GCSE Combined Science, but there will be a wider of experimental skills incorporated	Completing GCSE Biology, Chemistry and Physics will enable you to access the highest level of scientific careers. Although not essential for medicine, veterinary, nursing, engineering and other fields, this suite of qualifications will be an excellent foundation for those wishing to pursue the above careers.

Course Assessment

Please note that an assessment will be undertaken within Science to determine suitability for this course.
The course will be assessed by external examinations in each of the three sciences which will be taken at the end of Year 11. There will be no coursework. The examinations will be either higher or foundation tiers. There will be 6 examinations (2 for each subject) which will be 1 hour and 45 mins each.

Course Title: Business Studies

Exam Board OCR
Tiers of Entry No
For More Information Contact: Ms Dyde

Qualification:
GCSE

Course Outline

Being Enterprising is widely recognised as a key skill in modern life. It encourages us to be independent, creative and enables us to make effective decisions. GCSE Business equips students with the skills and confidence to explore how different business situations affect decision-making. This GCSE will enable students to develop life skills by making them financially and commercially aware.

Skills that will be developed during the course:

Business 01: Business activity, Marketing and People
Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Business 02: Operations, Finance and Influences on Business
Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

How the course will link to the world of work:

The qualification provides the ideal foundation for learners to progress to AS level and A Level Business or other areas of vocational study. Which in turn will lead to careers in Accounting, Banking and Finance, Marketing and Human Resources

Course Assessment

The GCSE (9–1) in Business is a linear qualification with 100% external assessment. OCR's GCSE (9–1) in Business consists of two examined components that are externally assessed. Each component carries an equal weighting of 50% of the GCSE (9–1) qualification. Each examination has a duration of 1 hour and 30 minutes.

Course Title: Physical Education

Exam Board Edexcel (Pearson) Qualification: GCSE
Tiers of Entry No
For More Information Contact: Mr Gibbs/Mrs Lewis

Course Outline

Four components are covered in the course.

1. Fitness and body systems, which includes applied Anatomy and Physiology, movement analysis, physical training and use of data.

2. Health and performance, which includes health, fitness and wellbeing, sports psychology, socio-cultural influences and use of data.

3. Practical performance

4. Personal Exercise Programme

Skills that will be developed during the course:

Theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance. understand how the physiological and psychological state affects performance in physical activity and sport. Developing their ability to analyse and evaluate to improve performance in physical activity and sport. understand the contribution that physical activity and sport make to health, fitness and wellbeing.

How the course will link to the world of work:

Sport scientist
Sports journalist
PE Teacher
Sports coach
Sports development officer
Physiotherapist
Personal trainer
Sport masseuse

Course Assessment

Component 1 – 1 hour 30 minutes examination.
Component 2 – 1 hour 15 minutes examination.
Component 3 – three physical activities will be assessed and moderated: a team activity, an individual activity and another.
Component 4 – completion of a programme which is internally assessed and externally moderated.

To achieve in the practical component, learners should be participating in sports competitively outside of school.

Course Title: Music

Exam Board AQA Qualification: GCSE
Tiers of Entry No
For More Information Contact: Mrs Farrington-Golds

Course Outline

LISTENING
Following a GCSE Music course will develop your understanding of how music is created. You will cover 4 Areas of Study:

1. Western Classical Tradition 1650-1910
2. Popular Music
3. Traditional Music
4. Western Classical Tradition since 1910

- All learners must critically appraise music from Area of Study 1 and another from 2-4
- Key areas of study include: **Beethoven *Symphony No.1 Movement 1* (Adagio molto – Allegro con brio)** AND **Queen – 3 tracks (Bohemian Rhapsody, The Seven Seas of Rhye, and Love of my Life)**
- You will also learn how to compose music in different ways and develop skills in performing

PERFORMANCE
You will prepare and record **two performances** – one SOLO and one ENSEMBLE totaling 4 minutes or more. You can perform on any instrument or sing, and the music can be in any style. These will be recorded in the spring term of Year 11.

COMPOSITION
Throughout Years 10 and 11 you will complete 2 compositions (where you write your own music). The first composition is **FREE CHOICE** and you can write in any style and for any instruments you like. The second composition is set to a brief (there are 4 to choose from) given out in Sept Yr 11 and the composition will link to your choses brief.

Skills that will be developed during the course:

You will develop skills in Performance, Score Analysis, Writing about music in depth, composing music in different styles and hone your aural ability.

How the course will link to the world of work:

Careers and next steps include: A-Level Music, Degree in Music, Performing, Teaching, Music Therapy, Music and audio Production, Sound engineering.

Course Assessment

40 % Exam (externally assessed)
30% performance coursework (one solo and one ensemble) (Internally assessed and externally moderated)
30% composition coursework (2 compositions) (Internally assessed and externally moderated)

Course Title: Music Practice

Exam Board Pearson Qualification: BTEC Tech Award
Tiers of Entry No
For More Information Contact: Mrs Farrington-Golds

Course Outline

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow learners to build on and embed learner knowledge. This allows them to grow in confidence and then put into practice what they have learned. The assessment structure is also designed so that learners can build on what they learn, and develop their skills, as they move through the course.

Component 1. Exploring Music Products and Styles 30%
All learners will explore the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.

Component 2. Music Skills Development 30%
All learners will create work that shows the development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvements

Component 3. Responding to a Music Brief 40%
Leaners will present music in response to a given music brief. This component utilises the skills developed in 1 & 2 and learners will specialize in either performance or composition/production

Skills that will be developed during the course:

You will develop skills in composition and producing music digitally as well and performance skill on an instrument. Learners explore the musical world around then and grow as well-rounded musicians.

How the course will link to the world of work:

Careers and next steps include: A-Level Music or Performing Arts, or BTEC level 3 in Music or Music Technology. All could lead to a degree in Music or Music Technology. Careers then include musician, performer, music therapist, music teacher, concert promotion, roles in a recording studio.

Course Assessment

Component One – 30% (internally assessed)
Component Two – 30% (internally assessed)
Component Three – 40% (externally assessed)

Course Title: Child Development

Exam Board OCR

Qualification: Cambridge National

Tiers of Entry No

For More Information Contact: Mrs Ayre or Mrs Howle

Course Outline

The Technical Award in Child Development can prepare learners for further study and employment within the childcare sector. It will particularly appeal to learners who are looking for a course that is practical in nature. This course will give learners the opportunity to study children aged 0 to 5 years, developing an understanding of: growth and development; communication and language development; learning and play; child health and safety; children's nutrition and dietary needs; the role of professionals involved in ante-natal and post-natal care.
Learners will complete three units of work over the three years:

R057: *Health and well-being for child development*
Written paper (Externally assessed - 50%)

R058: Create a safe environment and u*nderstand the nutritional needs of children from birth to five years*
Assignment set by OCR (Internally assessed - 25%)

RO59: *Understand the development of a child from birth to five years*
Assignment set by OCR (Internally assessed - 25%) This involves studying a child aged 3-5 years

Skills that will be developed during the course:

The course will provide learners with an understanding of children's learning and development. They will develop a wide range of practical skills relevant to a career in the childcare sector such as observing, communicating and working with children and other skills such research, communication, decision-making and problem-solving, valuable to all career paths.

Skills that will be developed during the course:

The course will provide learners with an understanding of children's learning and development. They will develop a wide range of practical skills relevant to a career in the childcare sector such as observing, communicating and working with children and other skills such research, communication, decision-making and problem-solving, valuable to all career paths.

Course Assessment

60% Internal Assessment (RO58 & RO59)
40% External Assessment – Exam (RO57)

Course Title: Health and Social Care

Exam Board OCR

Qualification: Cambridge National

Tiers of Entry No

For More Information Contact: Mrs Ayre or Mrs Howle

Course Outline

The Cambridge Nationals in Health and Social Care can prepare learners for further study and employment within the health and social care sector. It will particularly appeal to learners who are looking for a course that is practical in nature. This course will give learners the opportunity to develop an understanding of: the stages and patterns of human growth and development; expected development at each life stage; life events; sources of support/services for life events; roles of professionals from the sectors who are involved in supporting life events; definitions of health and well- being; factors influencing health and well-being. Learners will complete two mandatory units (one externally assessed and one internally assessed) and one optional unit (internally assessed) over three years.

RO32: Principles of care in health and social care settings (externally assessed). Learners will study the different types of health and social care services, rights of service users, person-centred values. Effective communication in care settings and protecting service users and providers. They will demonstrate person-centred values and communication skills.

RO33: Supporting individuals through life events (internally assessed) Learners will study human growth and development across the life stages and the factors that affect it; life events and how individuals deal with them.

RO34: Creative and therapeutic activities (internally assessed). Learners will study the types of creative activities that can be used in care settings and the benefits of them to different service users. They will study how to plan deliver and evaluate a creative activity which they carry out. Learners also study the different types of therapies use in care settings and the benefits of these to different groups of people.

Skills that will be developed during the course:

This course will provide learners with an understanding of health and social care. They will develop a wide range of practical skills, such as taking health measurements, identifying and planning improvements to health and well-being and working with clients, communication, critical analysis and evaluation, decision- making and problem-solving.

How the course will link to the world of work:

Relevant to a wide range of careers e.g. Nurse, Midwife, Physiotherapist, Paramedic, Dietician, Pharmacist, Occupational therapy, Care assistant, Social worker, Counsellor, Probation service as well as careers working with children. Care professionals are used as visiting speakers and the course involves a work placement to give learners first-hand experience of working in health and social care.

Course Assessment

60% Internal Assessment (Units RO33 & RO35)

40% External Assessment (Unit RO32)

Course Title: Hospitality and Catering (Food)

Exam Board WJEC (EDUQUAS) Qualification: Level 1/2
Tiers of Entry No
For More Information Contact: Mr Reynard

Course Outline

The course has been designed to be more practical based enabling learners to develop culinary skills as well as developing nutritional value of food relating to dietary groups. Learners will develop knowledge and understanding relating to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws and regulations and food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments. Through the internal controlled assessment learners will develop their understanding of nutrition and how it will affect the body. They will plan and adapt recipes based on nutritional information, commodities and cooking techniques.

Skills that will be developed during the course:

The Level 1/2 Award in Food and Catering gives learners a whole host of technical transferable skills. They include:
Developing a wide range of practical making skills.
Learners will also develop an understanding of commercial catering practice and an in-depth knowledge of food commodities. Additionally, learners will gain transferable skills such as communication and teamwork that will benefit them in the workplace.

How the course will link to the world of work:

Upon completion, learners can progress to Technical Certificates and other Level 3 Vocational qualifications such as the Diploma in Professional Cookery or the Diploma in Professional Patisserie or an apprenticeship in a related area of employment.

Course Assessment

Unit 1: The Hospitality and Catering Industry (40% of overall grade)

External exam

Unit 2: Hospitality and Catering in Action (60% of overall grade)

Internal Controlled assessment totalling 9 hours and production of a portfolio of work with a practical 2 course meal assessment.

How you will be graded? L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Course Title: IT - Creative iMedia

Exam Board OCR Cambridge Qualification: Level 1 and Level 2 National
Tiers of Entry No
For More Information Contact: Mr R Walker

Course Outline

The creative media industries were the fastest growing sector of the UK between 2015-2019, providing a wide range of creative, engaging and practical careers. This qualification helps develop skills and knowledge in this area across 3 units of study.

The Creative Media Industry: 35%
In this exam unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products, and understand how to work with clients to consider how a wide range of factors can impact how a digital media product is created.

Visual Identity and Digital Graphics: 25%
In this coursework unit, students will learn how to develop visual identities for clients using the Affinity software suite. This is a professional standard graphic software that the school can provide at home access for students taking the course. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry such as graphic and website design.

In addition to the ***two units above***, students will also study ***one of the two following routes***. Both of these units will equip students with a sound foundational knowledge in specific areas of the creative industries that can lead to further studies or apprenticeships.

Visual Imaging: 40%
In this coursework unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs.

Digital Games: 40%
In this coursework unit, students will learn to interpret client briefs to devise original digital game concepts. They will learn to plan digital games effectively and to use a game design document to create engagement among developers and clients. They will learn to create, edit, test and export playable digital games which they have designed.

Course Assessment

This course is split into three units, with 65% consisting of course work to create a range of digital media products and the final 35% being made up from a single written exam.

Course Title: Performing Arts - Dance

Exam Board Pearson Qualification: BTEC Tech Award

Tiers of Entry No

For More Information Contact: Mrs Johnson-Wain

Course Outline

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow learners to build on and embed learner knowledge. This allows them to grow in confidence and then put into practice what they have learned. The assessment structure is also designed so that learners can build on what they learn, and develop their skills, as they move through the course.

Component 1: Exploring the Performing Arts (30%)

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Component 2: Developing Skills and Techniques in Performing Arts (30%)

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: Responding to a Brief (40%)

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

Skills that will be developed during the course:

You will develop skills in performing to an audience, analysing and replicating professional repertoire, developing choreographic skills and devices and enhance dance techniques in a range of different styles.

How the course will link to the world of work:

Careers and next steps include: A-Level Dance or Drama or BTEC level 3 in performing arts. Careers can include dancer, performer, dance therapist, physiotherapist and other theatrical related roles.

Course Assessment

Component One – 30% (internally assessed)
Component Two – 30% (internally assessed)
Component Three – 40% (externally assessed)

Course Title: Sport Studies

Exam Board OCR Qualification: Cambridge National
Tiers of Entry No
For More Information Contact: Mr Gibbs/Mrs Lewis

Course Outline

Three units are covered. These are:

1. **Contemporary Issues in Sport** - Learners explore a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They 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.
2. **Performance and Leadership in Sports Activities** – Learners will have an opportunity to develop their skills both as a performer in different sporting activities, and as a leader, developing a range of transferable skills. They 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. Learners will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions.
3. **Sport and the Media** – Learners will explore 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. They will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. Learners will then develop their ability to evaluate and interpret the different ways in which sport is represented by the media.

Skills that will be developed during the course:	**How the course will link to the world of work:**
Completing research	Sport scientist
Working with others	Sports journalist
Planning training programmes	PE Teacher
Evaluating performance	Sports coach
Creating and delivering presentations	Sports development officer
Writing reports	Physiotherapist
Leadership skills	Personal trainer
Healthy living and lifestyle skills	Sport masseuse

Course Assessment

The Contemporary Issues in Sport unit is externally assessed in the form of a written exam paper. The quality of the evidence provided for the remaining units is internally assessed and this determines the grade awarded. All three units carry an equal weighting towards the final grade.

Course Title: Work Skills

Exam Board Pearson Qualification: BTEC Tech Award
Tiers of Entry No
For More Information Contact: Mr C Hawthorne

Course Outline

The course is suitable for learners to develop an understanding of the workplace and how to access a range of employability skills and knowledge. The course is targeted at learners who are unlikely to achieve a level 2 qualification in Maths and English. Parents/carers will receive letters advising them that this is a suitable qualification for your child to undertake.

Component 1. Developing work-related literacy, numeracy, and IT skills
This unit will support learners' development in both Maths and English. Learners will study and be entered for an entry-level certificate in Maths and English either in Year 10 or Year 11. It aims to support learners in using a range of numeracy, literacy and IT skills effectively for workplace activities.

Component 2. Developing job application and interview skills
This unit supports learners in considering suitable job opportunities that reflect their goals and match their skills. Learners will explore how to present themselves and how to prepare for different types of assessment including interviews.

Component 3. Developing work-related skills and behaviours
This units aims to support learners in understanding their strengths and areas for development. It supports them to develop their personal behaviours skills and to improve their employability prospects.

Skills that will be developed during the course:

Learners will develop key employability skills, particularly focused on: time-management, communication, teamwork and resilience.

How the course will link to the world of work:

This course is specifically designed to support learners in accessing appropriate post-16 qualifications and courses.

Course Assessment

All Work Skills units are assessed internally. Learners must achieve all specified learning outcomes in each component and provide sufficient evidence for the each criterion.

Entry-level certificates in Mathematics and English are 100% examination.