



# Year 9 Options Booklet 2024-25

Information for Year 9 Parents/Carers and Students



# Welcome

This Booklet includes information about the process, support for students and the courses available to study at Key Stage 4.

All students study English, Maths and Science (core subjects). In addition to these, students can select other option subjects. Each Curriculum Leader has included details of the course overview, assessment criteria and a summary of the components.

Students will get plenty of support in helping them make these important choices. At any stage in the process parents/carers must not hesitate to contact us if you have any questions or require further support in helping to guide your child.

Mr D. Lee  
Assistant Headteacher



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Guided pathways help students understand how subject choices connect to their ambitions, career aspirations, and personal interests. They align with the school’s core values of ambition, community, and respect by:

- Encouraging ambition through high aspirations in academic and vocational choices.
- Building a sense of community through collaboration with peers, teachers, and external partners.
- Promoting respect by valuing diverse interests and career pathways.

Most students will follow one of two Pathways:

Guided Pathway 1: English Baccalaureate (Ebacc)
English Language English Literature Maths Science
Geography or History
French or Spanish
Any TWO further subject choices

Guided Pathway 2: Broad and Balanced Curriculum
English Language English Literature Maths Science
At least one of the following: Geography, History, French or Spanish
Any THREE further subject choices

For a small number of students an alternative pathway to the two listed above may be more appropriate, however this will be discussed in more detail during the bookable 1:1 appointment at the Year 9 Options Evening on Thursday 30<sup>th</sup> January 2025.

All students will also study Careers (including employability skills and Post-16 pathways), Personal and Social Education, Physical Education, and Religious Studies as integral components of their broader curriculum to aid personal development, Post-16 transition and their preparation for adulthood.

It may seem like a long time away, but if a student is considering applying to university in the future, especially a competitive course, it is important that you consider all the aspects of the entry requirements, including any GCSE requirements that are stated (subject and/or outcome). For example, to apply for an undergraduate course in English, universities often look for applicants to have a GCSE in a Modern Foreign Language.



## Overview and Timeline

Date	Event
Wednesday 9 <sup>th</sup> January	Year 9 Options Launch Assembly (Students only)
Monday 12 <sup>th</sup> January	Interest Form completed by students during the week
Thursday 30 <sup>th</sup> January	Year 9 Options Evening (Parents/Carers and Students)
Friday 14 <sup>th</sup> February	Options Form Submission Deadline

## Year 9 Options Evening

The Options Evening should be attended by all Parents/Carers and Students. This event provides detailed information about the subject choices available to all students. You can meet subject specialists and discuss course content, delivery and assessment.

All attendees can book a 1:1 appointment with an Options Advisor. The guiding principle of our process is finding the most appropriate route through Key Stage 4 for each child to give them the best chance of success at the end of Year 11. Therefore, the meeting will focus on the student's interests, current level of effort in their subjects, long-term ideas about careers and the way they like to learn.

Following the conclusion of the 1:1 appointment the Option Form can be submitted.

## Option Form Submission Information

The Option Form submission process is electronic.

Following the submission deadline all Option Forms will be checked to ensure that students have chosen a balanced range of subjects allowing access to as wide a range of careers and progression routes as possible in the future. Please be aware that if your electronic form is submitted late, you are less likely to get your preferred options.

If there is a problem with any of your choices we will contact you, otherwise students will start the chosen courses in September. Where it is not possible to accommodate all choices, students must take a reserve option. It is therefore important that careful consideration is given to the ranking of options and reserve choices.



## Key Staff



Mrs Williams  
Deputy  
Headteacher



Mr Lee  
Assistant  
Headteacher



Ms Bennett  
SENDCo /  
Senior Leader



Mr Harrison  
Guidance  
Manager



Mr Houghton  
Progress  
Leader

## Considerations

When choosing GCSE options, students should consider their interests, strengths, and future aspirations. It's important to select subjects that align with their passions and skills, as this will make learning more enjoyable and help them perform well.

Students should also think about how their choices might impact future career paths or further education, such as whether the subjects will allow them to pursue certain sixth form or college courses and then onto a university degree or apprenticeship.



Consistent attendance in chosen option subjects is crucial, as it directly impacts understanding, skill development, and overall performance, ultimately influencing GCSE outcomes and future opportunities.

To help inform your decision, read the subject information on the next few pages very carefully. You can also ask the advice of your subject teachers, your tutor and our key staff listed above. Remember to think carefully about the subjects you choose as it is difficult to change a course once you have started.



# Curriculum Leaders and Subject Overview

Our Curriculum Leaders have provided details about each course that we offer at Key Stage 4. However, should you have any further curriculum specific questions please don't hesitate to contact the relevant staff member below.

<b>Subject</b>	<b>Leader</b>	<b>Contact</b>
English	Mrs H. Bell	hbell@gshs.org.uk
Maths	Ms J. Torbitt	jtorbitt@gshs.org.uk
Science	Mr C. James	cjames@gshs.org.uk
Art and Design	Mrs A. Douglas	adouglas@gshs.org.uk
Computer Science	Mrs N. Fenn	nfenn@gshs.org.uk
Drama	Miss C. Connor	cconnor@gshs.org.uk
Business Studies	Mrs A. Eastwood	aeastwood@gshs.org.uk
French	Mrs L. Prior	lprior@gshs.org.uk
Geography	Miss J. Walby	jwalby@gshs.org.uk
Health and Social Care	Mr A. Ingham	aingham@gshs.org.uk
History	Mrs C. Ward-Stringer	cward@gshs.org.uk
Hospitality and Catering	Mr A. Ingham	aingham@gshs.org.uk
ICT	Mrs N. Fenn	nfenn@gshs.org.uk
Media	Mr M. Scott	mscott@gshs.org.uk
Music	Miss C. Connor	cconnor@gshs.org.uk
Religious Studies	Miss A. Rigby	arigby@gshs.org.uk
Spanish	Ms L. Prior	lprior@gshs.org.uk
Sport	Mr M. O'Dea	modea@gshs.org.uk





Exam Board: EDEXCEL

Assessment Through Examination: 100%

## Course Overview

English Language is designed to enhance students' reading, writing, and communication skills. It includes the study of 19th, 20th, and 21st-century fiction and non-fiction texts, fostering critical analysis and comprehension. Students also develop their writing abilities for various purposes and audiences, focusing on clarity, accuracy, and creativity.

The course emphasises literary and linguistic skills while preparing students for practical applications such as speaking and listening through an endorsed Spoken Language component. It equips students with essential communication skills for further education and the workplace.



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Leader summary



## Summary of Components

### Component 1: Explorations in Creative Reading & Writing

Students will study selections from a range of prose fiction. They will develop skills to analyse and evaluate 19th-century fiction extracts and master imaginative writing skills to engage the reader.

### Component 2: Viewpoints and Perspectives

Students focus on non-fiction writing. Students will develop skills to analyse, evaluate and compare non-fiction extracts, then produce their own. For example, they may be asked to write an article or speech.

### Component 3: Spoken Language Endorsement

The component is internally assessed under controlled conditions, students must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback.



Exam Board: EDEXCEL

Assessment Through Examination: 100%

## Course Overview

English Literature assesses the understanding and appreciation of literary texts. It covers a range of genres, including prose, drama, and poetry, from both contemporary and historical contexts. The syllabus includes a mix of set texts, such as Shakespeare plays, 19th-century novels, modern works, and an anthology of poetry, alongside opportunities for unseen analysis.

Students are evaluated through two exam papers that emphasize critical reading, analysis of writers' techniques, and exploration of themes, characters, and contexts. The course develops key skills such as interpretation, comparison, and argument construction, fostering a deep engagement with literature.



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Leader summary



## Summary of Components

### Component 1: Shakespeare and Post-1914 Literature

Students will study a Shakespeare play and a post-1914 British play or novel. They will develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Assessment includes an extract-based response, a theme focus and an essay question. The exam is closed book.

### Component 2: 19th-century Novel and Poetry since 1789

Students will study a 19th-century novel and a poetry collection from the *Pearson Poetry Anthology*. They will develop skills to maintain a critical style and informed personal response assessed by an essay question in the exam. Students will also enhance their comparison skills which are assessed in the closed book exam.





Exam Board: EDEXCEL	Assessment Through Examination: 100%
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## Course Overview

Maths is designed to equip students with essential knowledge and skills for everyday life, higher education, and the workplace. Covering a range of topics including number, algebra, ratio, proportion, geometry, statistics, and probability, the course develops logical reasoning, problem-solving abilities, and analytical thinking.



Students are assessed across three exam papers, with a focus on both practical applications and theoretical understanding. Graded on a 9-1 scale, this qualification prepares learners for further studies in mathematics and related fields, fostering confidence and competence in tackling real-world challenges.



## Summary of Components

Exam Paper 1: Non-Calculator Assessment	Exam Paper 2: Calculator Assessment	Exam Paper 3: Calculator Assessment
1 hour 30 mins	1 hour 30 mins	1 hour 30 mins

There are two tiers of entry; Students entered for the Higher tier can achieve grades 9-4 and students entered for the Foundation tier can achieve grades 5-1. Students will be entered for either Higher or Foundation tier depending on which we feel is most appropriate.

In addition to GCSE Maths, some students are given the opportunity to study AQA Level 2 Certificate in Further Maths which is also assessed at the end of Year 11. This provides an introduction to A-Level Maths and/or further challenge for our most-able Mathematicians.



Exam Board: EDEXCEL

Assessment Through Examination: 100%

## Course Overview

Science enables students to learn and understand the world around them. daily subjects from electricity in our homes to catastrophic events such as a tsunami are covered. Science is a gateway to a wide range of careers. Doctors, vets, physiotherapists and beauticians need knowledge of Science. Engineers, astronomers, chefs and plumbers also use their science skills daily.

Next year students will start on one of 2 pathways:

1. Combined Science
2. Separate Sciences

The selection for these pathways is based on the end of Year 9 Assessment and continual assessment throughout Year 10 and Year 11.

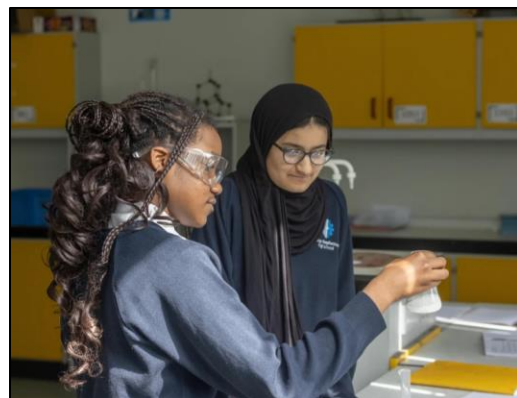
## Summary of Science Pathways

### Pathway 1: Combined Science

Students will experience a broad, coherent course that adds to their knowledge and understanding of the living, material and physical worlds. The course will be delivered in collective topics that cover Biology, Chemistry and Physics content. The increase in challenge of the Combined Science course prepares students perfectly for the demands of A level Biology, Chemistry and/or Physics.

### Pathway 2: Separate Sciences

This advanced course extends student knowledge and understanding of the living, material and physical worlds. This course is either taught exclusively to those who are allocated a place in the top groups during curriculum time or by specialists during extracurricular teaching sessions. Students taking Separate Science should be strongly considering progressing to at least two A Level Science courses in Sixth Form.



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Leader summary





Exam Board: AQA

Assessment Through Examination: 40% and NEA: 60%

## Course Overview

Fine Art encourages you to analyse and interpret works of art and helps you make sense of the world around you. Alongside improving your practical expertise, you will learn how to develop and refine your ideas and present a personal response artistic creation, craft & design materials and processes.

Students will produce practical and contextual work within their two units of work. Students will experience drawing and painting, printmaking, photography, and textile manipulation.

There is a focus on developing your creative skills through the effective and safe use of media, materials, techniques and technologies.

## Summary of Components

### Component 1: Portfolio Creation

This is a series of mini projects where you can explore new materials. The projects are aimed at stretching the students' creativity and practical skills. Student portfolios should contain evidence of research, development and final outcomes with an emphasis on analysis and personal response. A minimum of one final outcome is required for this unit.

### Component 2: Externally Set Task

In January of Year 11 an external assignment is released. Students respond to one of the questions on the paper. There is preparation time, plus 10 hours of supervised time, resulting in 40% of your total marks. Students use their acquired knowledge and skills from Component 1. Students create a portfolio demonstrating research, development and a final piece.



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Leader summary







Exam Board: AQA

Assessment Through Examination: 40% and NEA: 60%

## Course Overview

Photography provides students with the opportunity to explore and develop their creativity through the lens of a camera. Students will learn a range of technical and artistic skills, including composition, lighting, editing, and post-production techniques, while understanding the broader context of photography as an art form.

Throughout the course, students will explore themes, ideas, and concepts related to visual storytelling. Students will study the work of photographers and other artists to inspire and inform their own practice. A portfolio of work will be developed that demonstrates technical skill, personal response, and creative exploration.



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Leader summary



## Summary of Components

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Exam Board: AQA

Assessment Through Examination: 40% and NEA: 60%

## Course Overview

Textiles focuses on developing creative and practical skills in textile design, offering students an opportunity to explore materials, techniques, and processes. Through a combination of hands-on projects and theoretical knowledge, students gain an understanding of textiles as an art and design medium.

The course includes experimentation with fabrics, patterns, and decorative techniques such as embroidery, dyeing, and printing. Critical analysis will be used to consider the work of textile artists and designers to inspire creativity and understand the cultural and historical context of textiles.



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Leader summary



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Exam Board: OCR

Assessment Through Examination: 100%

## Course Overview

Business Studies is an engaging qualification that is relevant to the current world of business. The course will start with a basic introduction to business concepts, and you will be expected to work in teams to run enterprise activities with the aim of making a profit and building basic business awareness.

During this qualification you will be developing your skills and confidence when exploring how different business issues affect the decision-making process. You will be expected to work as a team to make informed choices about real organisational dilemmas, at the same time as developing life skills and financial awareness.



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Leader summary



## Summary of Components

### Component 1: Activity and Marketing

This component explores the purpose and role of a business from first spotting an enterprise opportunity through to the growth of an established business. You will gain an understanding of the impact that both marketing and market research can have on the success of a business venture. You will also gain an insight into the different types of business structures.

### Component 2: Operations and Finance

This component examines operational decisions such as production, quality, consumer law and location. It will start to give you an understanding of the less obvious issues that need to be considered when making business decisions. Financial documents such as break-even charts and cash flow forecasts will all be used as decision making tools.



Exam Board: OCR	Assessment Through Examination: 100%
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## Course Overview

You will be taught how to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. You will be expected to be able to analyse problems in computational terms through practical experience, including designing, writing and debugging programs.

This is an engaging and contemporary course and gives focus towards cyber security looking at phishing, malware, firewalls and people as the 'weak point' in secure systems. As well as a greater emphasis on 'computational thinking' and programming.



## Summary of Components

<b>Component 1: Computer Systems</b>	<b>Component 2: Thinking and Algorithms</b>	<b>Component 3: Programming Project</b>
<ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• Systems software</li> <li>• Environment, moral legal, cultural concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing</li> <li>• Evaluation and conclusions</li> </ul>



Exam Board: Pearson

Assessment Through Examination: 40% and NEA 60 %

## Course Overview

The digital sector is a major source of employment in the UK. Around 1.46 million people work in digital companies and there are around 45,000 digital jobs advertised at any one time. You will learn about digital skills which span across all industries, and you will develop a good level of digital literacy.

You will experience a broad range of practical skills used in digital functions and develop the type of skills, knowledge and behaviours required in the modern digital sector. The digital aspects that students cover within this qualification are not within the GCSE Computer Science qualification.



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Leader summary



## Summary of Components

The qualification has **three components**.

In **Components 1 and 2** you will carry out tasks or assignments that your teacher will mark. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification.

**Component 3** is externally assessed by Pearson and assesses the knowledge and skills you have developed across all three components.

The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.





Exam Board: AQA	Assessment Through Examination: 60% and NEA: 40%
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## Course Overview

Drama gives students the opportunity to participate in performance, analyse script and see live performances. You will develop your understanding of different theatre roles and their importance to a production.

You will learn how to analyse and evaluate theatre which will develop your critical thinking skills. Drama teaches you to consider the need of an audience where you will learn to improvise characters and scenes which teaches you to use your initiative, problem-solve and collaborate with others. You will be required to adapt quickly in new situations, demonstrate confidence and resilience through improvisation and performance.



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Leader summary



## Summary of Components

<p><b>Component 1: Understanding Drama</b></p> <p>40% of the GCSE</p> <p>1 hour 45 min Written Exam</p> <p>Three Sections of Study:</p> <p>A: Theatre roles and terminology B: Study of set text Section C: Live theatre production</p>	<p><b>Component 2: Devising Drama</b></p> <p>40% of the GCSE</p> <p>Controlled Assessment</p> <p>Students will create a group performance of 4 minutes +. as a group. The stimulus will be of their own choosing. An essay style devising logbook must also be created.</p>	<p><b>Component 3: Texts in Practice</b></p> <p>20% of the GCSE</p> <p>Practical Examination</p> <p>Students will select a play that has been published and performed professionally, they will select two extracts from the play and perform to an external examiner.</p>
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Exam Board: AQA	Assessment Through Examination: 100%
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## Course Overview

GCSE French equips students with essential language skills to communicate effectively in French, while fostering cultural awareness and understanding through topics like identity, local area, holidays, and future plans.

You will develop skills in speaking, listening, reading, and writing in French, alongside knowledge of grammar, vocabulary, and cultural contexts to communicate effectively and confidently in a range of everyday situations.

You can progress into A-level French, or further education pathways. It can also support careers in translation, tourism, business, and diplomacy, as well as enhancing cultural understanding.



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## Summary of Components

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier.	Speaking using clear and comprehensible language to undertake a role-play. Also, carry out an agreed reading aloud task.	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier.	Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli.
25% of GCSE	25% of GCSE	25% of GCSE	25% of GCSE





Exam Board: AQA	Assessment Through Examination: 100%
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## Course Overview

Geography is an exciting and relevant course that tackles the big issues such as climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students will also be encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The course aims to stimulate at all levels of ability and develop geographical, personal and cross-curricular skills, including fieldwork, decision making, teamwork activities and problem solving.

The course is linear, and assessment will take place at the end of Year 11.



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Leader summary

## Summary of Components

<b>Exam Paper 1: Living with the physical environment</b>	<b>Exam Paper 2: Challenges in the human environment</b>	<b>Exam Paper 3: Geographical applications</b>
<ul style="list-style-type: none"> <li>• The Challenge of Natural Hazards</li> <li>• Physical Landscapes in the UK</li> <li>• The Living World</li> </ul>	<ul style="list-style-type: none"> <li>• Urban Issues and Challenges</li> <li>• The Changing Economic World</li> <li>• The Challenge of Resource Management- food, water and energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Issue Evaluation</li> <li>• Fieldwork</li> <li>• Geographical skills</li> </ul>
35% of the GCSE	35% of the GCSE	30% of the GCSE

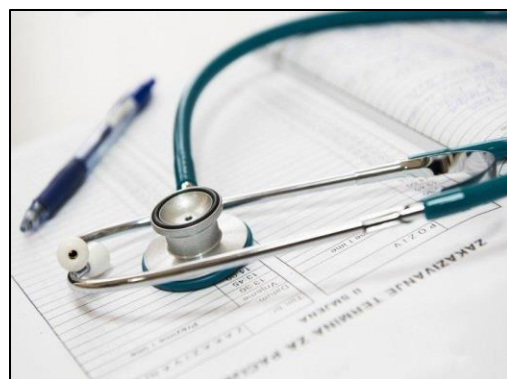


Exam Board: OCR Cambridge Nat

Assessment Through Examination: 40% and NEA: 60%

## Course Overview

This course gives students both an introduction to working in the Health and Social Care sector and an ideal foundation to progress onto more advanced qualifications in Health and Social Care at Post-16 level. The course will prepare students with specialist knowledge and skills for a future career in the Health and Social Care or Early Years sector.



The course will enable students to understand and apply the fundamental principles and concepts of the rights of individuals, person-centered values, effective communication and how to protect individuals in health and social care settings.

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Leader summary



## Summary of Components

<p style="text-align: center;"><b>Unit 1: Supporting Individuals Through Life</b></p> <p>Internally assessed then externally verified controlled assessment portfolio. 30% of qualification</p> <p>You will learn about life stages and the factors that affect them. You will understand expected and unexpected life events.</p>	<p style="text-align: center;"><b>Unit 2: Creative and Therapeutic Activities</b></p> <p>Internally assessed then externally verified controlled assessment portfolio. 30% of qualification</p> <p>You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.</p>	<p style="text-align: center;"><b>Unit 3: Principles of Care in Professional Settings</b></p> <p>Externally assessed exam unit to be sat at the end of the two-year course. 40% of qualification</p> <p>You will learn about the importance of the rights of service users, person-centred values and how to apply them.</p>
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Exam Board: AQA

Assessment Through Examination: 100%

## Course Overview

The History course is designed to develop your understanding of how the modern world has been formed and how Britain has been shaped as a nation. We also aim to give students an insight into past societies from medieval times through to the industrial era.

You will look at primary and secondary sources such as diaries, letters and eye-witness accounts. Film presentations, such as 'The Untouchables' as well as documentaries, will help bring each period to life. The main aim is to give you the chance to better understand the world around you. History is respected across a wide range of areas and further study may lead to a career in law, journalism or Local Government.



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Leader summary



## Summary of Components

### Paper 1: Understanding the modern world

This will be examined as a Paper One examination taken at the end of Year 11 and will account for 50% of your GCSE.

Paper one topics are divided into:

- *Section A, period study; America, 1920-1973: Opportunity and inequality*
- *Section B, wider world depth study; Conflict and tension in Asia, 1950-1975*

### Paper 2: Shaping the Nation

This will be examined as a Paper Two examination taken at the end of Year 11 and will account for 50% of your GCSE.

Paper two topics are divided into:

- *Section A, thematic study; Britain: Health and the people: c1000 to the present day*
- *Section B, British depth study; Restoration England, 1660-1685*



Exam Board: WJEC

Assessment Through Examination: 40% and NEA: 60%

## Course Overview

The course has been designed to develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect operations.

Students will study food preparation and cooking skills as well as the transferable skills of problem solving, organisation, time management, planning and communication. Furthermore, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.



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## Summary of Components

### Unit 1: Hospitality and Catering Industry

Written examination: 1 hour 20 minutes  
40% of qualification

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Students will be required to use stimulus material to respond to questions.

### Unit 2: Hospitality and Catering in action

Controlled assessment: 12 hours  
60% of qualification

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

An assignment brief will be provided.





Exam Board: Eduqas (WJEC)	Assessment Through Examination: 70% and NEA: 30%
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## Course Overview

GCSE Media Studies looks at how the media is present in all our lives and how we use it. With assignments based around Television, Video Games, Advertising, Music, Film, Newspapers and Magazines, this subject helps you understand how the media works to sell products and influence its audiences.

You will learn about the processes behind making films, magazines, music videos and websites. Media Studies is a humanities-based subject and as such, is very similar to English in its extended writing and essay-based demands. The course also demands that you focus on media industries, therefore independent research skills and a keen interest in media platforms are important.



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Leader summary



## Summary of Components

<p style="text-align: center;"><b>Component 1: Exploring the Media</b></p> <p style="text-align: center;">1 hour 30 minute Exam 40% of qualification</p> <p>This is based on the study of film, video games, newspapers, radio and advertising and marketing products.</p>	<p style="text-align: center;"><b>Component 2: Understanding Media Components</b></p> <p style="text-align: center;">1 hour 30 minute Exam 30% of qualification</p> <p>This paper focuses on two areas in depth – a) Television drama or sitcom and b) Music promotion – music magazines, online and social media and a music video.</p>	<p style="text-align: center;"><b>Component 3: Coursework Project based on a Brief</b></p> <p style="text-align: center;">Coursework Portfolio 30% of qualification</p> <p>A choice of briefs, which include creating a TV sequence, creating a music video or website, designing a poster campaign for a new film or creating a new print or digital magazine.</p>
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Exam Board: Eduqas	Assessment through Examination: 40% and NEA: 60%
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## Course Overview

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. You will gain a deep understanding of several transferable skills and practice applying these to new situations, developing analytical and problem-solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

You will have the opportunity to learn about a range of styles, genres and the theory of Music, as well as develop valuable skills and techniques in performance, composition and listening.



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## Summary of Components

<b>Component 1: Performing</b>	<b>Component 2: Composing</b>	<b>Component 3: Appraising</b>
<p>30% of the GCSE</p> <p>A minimum of two pieces, lasting a total of 4-6 minutes. One piece must be an ensemble (group piece) lasting at least one minute. Grade 3 music is the standard level. You can use any instrument or voice.</p>	<p>30% of the GCSE</p> <p>Two pieces of controlled assessment:</p> <ol style="list-style-type: none"> <li>1. Response to a brief set by the exam board – (there are 4 to choose from)</li> <li>2. Free composition – any style you want to write in.</li> </ol>	<p>40% of the GCSE</p> <p>Exam Unit with two questions on each specific area of study:</p> <ol style="list-style-type: none"> <li>1 Musical Forms and Devices</li> <li>2 Music for Ensemble</li> <li>3 Film Music</li> <li>4 Popular Music</li> </ol>



Exam Board: AQA	Assessment through Examination: 100%
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## Course Overview

This is an exciting and contemporary relevant issue-based course in which students will have the opportunity to consider different philosophical and ethical issues that are relevant to contemporary society as well as developing their understandings of world religions, particularly Christianity and Judaism.

The course enables students to grapple with the big questions relating to existence and human life and encourages them to think about what they believe and the beliefs of others. Students will critically engage with the attitudes of different believers as well as the views of atheists and humanists on the different topics, assessing the persuasiveness of such views.



## Summary of Components

<p><b>Paper 1: 1 hour 45-minute Written Exam</b></p> <p>Units of Study:</p> <ul style="list-style-type: none"> <li>• What do Christians believe about God and life after death?</li> <li>• How does being a Christian affect a person’s life?</li> <li>• What do Jews believe about God and the mitzvot (commandments)?</li> <li>• How does being Jewish affect a person’s life?</li> </ul>	<p><b>Paper 2: 1 hour 45-minute Written Exam</b></p> <p>Units of Study:</p> <ul style="list-style-type: none"> <li>• What do different religions believe about human rights?</li> <li>• What do different religions believe about relationships &amp; gender equality?</li> <li>• What do different religions believe about war and terrorism?</li> <li>• What do different religion teach about the value of human life, animal rights and the environment?</li> </ul>
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Exam Board: AQA	Assessment Through Examination: 100%
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## Course Overview

GCSE Spanish equips students with language skills to communicate effectively, explore cultures, and develop confidence in speaking, listening, reading, and writing in Spanish.

The course is based on topic areas, where words and structures are taught alongside grammatical concepts. Topics include people & lifestyle, popular culture and communication & the world around us. The course content is supported by interactive on-line content and is designed to reflect student interests and experiences.

The MFL Department will aim, where possible, to provide opportunities for cultural visits and links with Spain which provide valuable insights into the culture and civilisation of the host country.



## Summary of Components

<b>Paper 1: Listening</b>	<b>Paper 2: Speaking</b>	<b>Paper 3: Reading</b>	<b>Paper 4: Writing</b>
<p>Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier.</p> <p>25% of GCSE</p>	<p>Speaking using clear and comprehensible language to undertake a role-play. Also, carry out an agreed reading aloud task.</p> <p>25% of GCSE</p>	<p>Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier.</p> <p>25% of GCSE</p>	<p>Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli.</p> <p>25% of GCSE</p>





Exam Board: Pearson BTEC

Assessment Through Examination: 40% and NEA: 60%

## Course Overview

The course is predominantly made up of theory-based work with students completing tasks and assignments based on key sporting themes. This course gives students a foundation for taking on a job in the sports sector and can act as an effective introduction for students wanting to continue studying Sport at Post-16 level.

Students should be aware that, whilst there is a practical element to the course, a very keen interest in the theory behind sporting performance will be required. Key course topics students will study include components of fitness, anatomy & physiology, principles of training, analysing sporting performance, roles & responsibilities of officials and technology in Sport.



Scan for Curriculum  
Leader summary



## Summary of Components

Component 1	Component 2	Component 3
<p>Awareness of preparing participants to take part in a range of sport and physical activity.</p> <p>Controlled Assessment</p> <p>Internally Assessed Externally moderated</p> <p>30% of GCSE</p>	<p>Taking part in practical activities and improving other participants sporting performance.</p> <p>Controlled Assessment</p> <p>Internally Assessed Externally moderated</p> <p>30% of GCSE</p>	<p>Developing fitness to improve other participants performance in sport and physical activity.</p> <p>Written Exam</p> <p>1 hour 30 minute Externally set paper</p> <p>40% of GCSE</p>



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