

Carlton le Willows Academy



**KEY STAGE 4 COURSES
2025-2027**

Year 9 Options Booklet

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Most students will study the core subjects below plus four option courses. The majority of students will be entered for at least nine qualifications.

Core Subjects

English

Students will be entered for two separate qualifications, GCSE English Language and GCSE English Literature, at the end of year 11. Our chosen exam board is EDUQAS.

Mathematics

Students will be entered for the GCSE at the end of year 11, sitting Exdecel. All pupils will access Number, Algebra, Ratio, Data and Statistics in order to prepare them as thoroughly as possible for their future choices. Pupils will sit the appropriate tier of entry, decided by their teacher during year 10, which will enable them to achieve the highest possible grade.

Science

Most students will follow a balanced Science course which leads to a double GCSE. This course will prepare students who do well to study separate physics, chemistry and biology at A level. Some students may take additional lessons as one of their options to achieve three GCSEs in separate sciences.

Physical Education

Students will have core PE lessons in Key Stage 4. The National Curriculum requirements will be covered offering a variety of physical activities to engage and inspire students to lead healthy, active lifestyles. Sports Studies is also available as an option for a Qualification in the area.

Ethics, Philosophy and Citizenship

All students will study Religious Education, Citizenship, and PSHE through their academic timetable in years 10 and 11; it will include work on Careers, British Values and Protected Characteristics. The KS4 curriculum reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Option Subjects

In addition to the core curriculum each student will study four option subjects. The option courses will be studied until the end of Year 11.

English Baccalaureate (EBacc) Subjects

The EBacc subjects, on which the government places emphasis, involves GCSEs in:

English		Core subjects
Mathematics		
Combined Science (Trilogy)		
French		

German
History
Geography
Separate Sciences
(Biology,
Chemistry, Physics)
Computer Science

Option subjects

The government expect the majority of students to take a modern foreign language as an option, therefore for some students this will be compulsory. Students must also choose at least one humanity (Geography or History)

Other Modern Foreign Languages – some students are able to study these outside school. Please contact the Examinations Officer , if this is the case.

We cannot guarantee to be able to run every course but will do our best to enable as many students as possible to study all appropriate preferred option choices.

Students who are doing particularly well in Science may wish to **express an interest** in taking **Separate Sciences (Triple Science)** instead of one of their other options.

Choosing Courses

Choices are entered online, you will receive a letter containing your log in details and where to find the web page to make your child's options choices. Four options and a reserve must be chosen for each pupil. The first choice must be a humanity, Geography or History, and for the majority the 2nd choice will be a Language. There will also be a box where comments or requests can be entered.

1st Choice	2 nd ,	3 rd & 4 th and Reserve Choices
Geography	* French	* French
History	* German	* German
	Computer Science or Creative iMedia	** † Art
	** † Art	** † Textiles
	** Photography	** Photography
		Business and Finance
	Business and Finance	Sports Studies
	Sports Studies	Religious Studies
	DT Engineering	Media Studies
	Hospitality and Catering	Hospitality and Catering
	Drama	DT Graphics
		DT Engineering
		Music
		Drama
		Computer Science or Creative iMedia
		3D Design

Students who are interested in studying **3D Design** should select this option. This course will run if there is sufficient numbers interested and the academy has the capacity to deliver them to a high standard. If the course does not you will be allocated your reserve choice.

Students who are doing particularly well at Science should consider expressing an interest in taking **Triple Science** instead of one of their other options.

** Art, 3D or Textiles and photography: anyone wishing to study two of these should contact Miss Griffin, Head of Art.	† Students may not choose either of the following combinations of courses: Art and Textiles or 3D
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Course choices must be completed online by Friday, 7th February

The Option Process

Course choices need to be completed online by Friday, 7th February. Late completion could affect the chances of studying particular subjects. Each student's choices will be looked at either to agree them or to suggest some changes.

If too many students opt for a particular course we will try to put on extra groups. If this is not possible, priority will be given to those who have performed best in that subject and/or to those for whom it would be most beneficial. Some students may have to make an alternative choice.

If too few students opt for a course then we may not be able to run it.

It is not possible to timetable every combination of courses; we will attempt to timetable combinations for the benefit of the greatest number of students.

Once a student has started a subject it can be difficult to change so it is important to get it right first time. Changes to subjects may be possible during the study of the focus courses, where space is available, but not usually after the Autumn half term holiday.

Advice to Students on How to Choose Options

1. Choose at least one humanity (Geography or History).
2. It is expected that at least one modern foreign language (French or German) is chosen. You can only study German if you studied it in Year 8&9
3. Find out if any courses will be particularly useful to you for any of the careers you might have in mind or for courses you might want to follow in the Sixth Form, at College or at University.
4. Choose courses in which you can achieve success. The results of your Year 9 assessments should help you.
5. Do not choose a course because friends are doing it or because of a particular teacher.
6. Choose courses that you enjoy.

The information in this booklet is correct at the time of publication. Changes may occur as planning for next year progresses and there could be amendments to courses studied in subsequent years as changes are required by the government or examination boards. The course descriptions in this booklet are the most up-to-date available now.

Possible Careers and Employment Sectors

After the information on each course is a list of possible careers/employment sectors. These are not exhaustive and many careers benefit from qualifications in a number of subjects. For most of the careers higher level qualifications are also necessary.

During Key Stage 4 there will be a programme of support for students to enable them to plan and make well informed realistic decisions about their career and to be able to manage any transitions.

Subject Descriptions

Core GCSEs

English Language

Course description	GCSE English Language is a dynamic and engaging course which focuses on the skills of reading and writing, with speaking and listening now assessed separately. Students will read a variety of high quality, challenging texts from the 19th, 20th and 21st centuries; these will be both fiction and non-fiction texts. As well as showing their comprehension and understanding of texts, students will learn how to produce their own pieces of writing, applying the skills they have learnt.
Components/method of assessment	<p>Students will be assessed through two examinations at the end of year 11. The examinations are not tiered, with students awarded a grade between 1 and 9.</p> <p>Both papers will assess students' reading and writing. Component 1, 20th Century Literature Reading and Creative Prose Writing, will explore literature fiction texts, whilst Component 2, 19th & 21st Century Non-fiction Reading and Transactional/ Persuasive Writing, focuses on non-fiction. Students are expected to be able to read, select and comment on texts as well as create their own texts.</p> <p>Every opportunity exists for students to achieve their greatest potential in English, but the course is challenging and students must read widely and regularly at home.</p>
Possible careers and employment sectors	English is a communication subject so every career path is relevant – specific careers might include: Public relations officer, information officer, literary agent, secretary/personal assistant, librarian, editor, teacher, lawyer, broadcaster, actor, creative writer, theatre director.

English Literature

<p>Course description</p>	<p>The specification allows candidates to experience a range of literature with a wide variety of appeal drawn from 19th century and modern novels which have had a significant influence on our British literary and cultural heritage, as well as poetry and Shakespeare. Students will study whole texts, with the new examination papers designed to support students who find literature difficult as well as providing challenge to enable students to attain the highest grades.</p> <p>The course will enable students to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas, making connections across a range of texts. The skills based approach will enable students to appreciate fully the power and depth of the English literary heritage.</p>
<p>Components/method of assessment</p>	<p>Students will be assessed through two examinations at the end of year 11. The examinations are not tiered, with students awarded a grade between 1 and 9.</p> <p>Paper 1 will assess students understanding of Shakespeare and anthology Poetry; paper 2 will require critical reading of a modern text, a 19th Century novel and Unseen Poetry. As the examinations will be closed book, students will be encouraged to develop their ability to retain knowledge throughout the course through both regular assessment and the teaching of revision skills.</p> <p>Every opportunity exists for students to achieve their greatest potential in English Literature, but the course is challenging and students must read widely and regularly at home.</p>
<p>Possible careers and employment sectors</p>	<p>Public relations officer, information officer, literary agent, secretary/ personal assistant, librarian, editor, teacher, lawyer, broadcaster, actor, creative writer, theatre director.</p>

Mathematics

<p>Course description</p>	<p>All students follow the Edexcel GCSE (9-1) specification in Mathematics. The assessment will cover topics on Number, Algebra, Ratio, Proportion & Rates of Change, Geometry & Measures and Statistics & Probability; these build on the content covered at Key Stage 3.</p> <p>The aims and objectives of the course are to enable students to</p> <ul style="list-style-type: none"> • develop fluent knowledge, skills and understanding of mathematical models and concepts • select and apply mathematical techniques • reason, make deductions and draw conclusions • comprehend, interpret and communicate mathematical information
<p>Components/method of assessment</p>	<p>All students will complete the GCSE at the end of year 11; This is a tiered assessment with two tiers of entry: Foundation (grades 1 to 5) and Higher (grades 4 to 9). Each student's entry tier is chosen to enable them the greatest opportunity to achieve their potential.</p> <p>The qualification is assessed by three equally weighted papers, each being 1 hour and 30 minutes duration. Paper 1 is a non-calculator assessment; a calculator is allowed for Paper 2 and Paper 3.</p> <p>Students are assessed regularly through in-class tests and exams throughout Key Stage 4, and their progress is closely monitored. Students will complete a series of trial examinations in year 10 and 11 and these will be used to highlight any intervention required to ensure students are able to achieve their best grade. Any concerns regarding a student's progress will be communicated with the students and parent(s)/carer(s) and students will be supported to improve in target areas.</p>
<p>Possible careers and employment sectors</p>	<p>A GCSE in Mathematics is a requirement for progression to many college courses and essential for students wishing to go to university. Students are expected to continue with the study of GCSE Mathematics until the age of 18 if they have not achieved a minimum of a grade 4 at Key Stage 4.</p> <p>The skills covered throughout the GCSE are relevant for life and many future careers. They are necessary in construction and engineering careers, financial sector work, computing & programming, business and research.</p>

Combined Science (Trilogy)

<p>Course description</p>	<p>Students will be taught modules in Biology, Chemistry, and Physics throughout Years 7-11. The content is divided into 10 broad content strands that map to the Delta Academies Programme of Study that covers a 5-year curriculum.</p> <p>Biology content is divided into three key strands: Organisms (covering cells and movement, breathing and digestion, cells and organisation, infection and response, and homeostasis); Cycles and Interactions (covering interdependence and plant reproduction, respiration and photosynthesis, bioenergetics, and ecology); and Origins (covering inheritance and variation, breathing and digestion, and inheritance, variation, and evolution).</p> <p>Chemistry content is divided into three key strands: Earth and Beyond (covering Earth structure and the Universe, climate and Earth resources, chemistry of the atmosphere, and using resources), Matter (covering separating mixtures and particle model, elements and the Periodic Table, atomic structure and the Periodic Table, atomic structure physics, particle model of matter, bonding, structure, and properties, and organic chemistry), and Reactions (covering acids and alkalis and reactions of metals, types of reactions, energy changes, chemical changes, quantitative chemistry, rates of reaction, and chemical analysis).</p> <p>Physics content is divided into four key strands: Electricity and Magnetism (covering magnets, electricity, and magnetism), Energy (covering energy cost and energy transfer, work, heating, and cooling, and energy), Forces (covering speed and gravity, contact forces and pressure, and forces), and Waves (covering light and sound, and waves).</p>
<p>Components/method of assessment</p>	<p>Six exams - two each for Biology, Chemistry and Physics, all taken in Year 11. Each paper lasts 75 minutes and is marked out of 70. Content learning is assessed through a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The grades will be from 1 to 9, with 9 being the top grade. The higher paper will cover grades 9-4 and the foundation paper will cover grades 5-1. Students will be entered at the tier that will better enable them to reach their potential.</p> <p>There is no controlled assessment in the new specification, although students will complete 21 core practicals throughout the course. 15% of marks in the exam papers will be for knowledge, understanding and application of practical skills. In addition, questions assessing students' use of mathematical skills will make up 20% of the assessments. There will also be some recall of equations required in physics.</p>
<p>Possible careers and employment sectors</p>	<p>Scientists can work in sports science, computer science, forensics, medicine, environmental science, biotechnology, astrophysics, education or in industry. Many employers value the problem-solving skills that the study of Science develops, and scientists are increasingly being employed in areas such as finance and marketing where these skills are also important.</p>

Option Subjects

Languages (French or German)

Course description	<p>The French and German courses cover the 4 traditional language-learning skills of listening, reading, speaking and writing. Language study broadens students' cultural awareness and introduces them to new experiences, ensuring they are fit for the future, and equipping them for life and careers in a global setting. This qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs:</p> <ul style="list-style-type: none"> • My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism <p>Employers look favourably upon students with modern language GCSEs because they have shown commitment and the ability to work independently and to learn and retain information. Students will be working towards their English Baccalaureate, which is also increasingly important for employers. The course content is further supported by the promotion in lessons of culture, communication and connection.</p>
Components / method of assessment	<p>All four papers have an equal weighting - 25% each for the four skills: speaking, listening, reading and writing.</p> <ul style="list-style-type: none"> • Paper 1 Speaking - Understanding and responding to different types of spoken language, including reading aloud, role play and conversation. • Paper 2 Listening - Communicating and interacting effectively in speech for a variety of purposes, including comprehension and dictation. • Paper 3 Reading - Understanding and responding to different types of written language, including comprehension and translation. • Paper 4 Writing - Communicating effectively in writing for a variety of purposes, including translation into the target language.
Student suitability	<p>Students must have studied French or German respectively prior to commencing the course.</p>
Possible careers and employment sectors	<p>The demand for speakers of foreign languages continues to increase, as many professions and international companies need employees who are able to communicate with, for example, customers and clients; employers in the UK will often pay a higher salary for this skill. Having a GCSE in a foreign language is looked upon very positively by any university. A lot of university courses include an option to study a foreign language and/or study abroad. In addition, being able to speak another language will broaden students' horizons, both geographically and culturally.</p>

Geography

<p>Course description</p>	<p>This course consists of three sections, each concentrating on the link between people and their environment.</p> <ol style="list-style-type: none"> 1. Living with the physical environment The challenge of natural hazards – earthquakes, volcanoes, hurricanes; physical landscapes in the UK – river and coastal management; the living world - ecosystems. 2. Challenge in the human environment Managing urban issues and challenges, the changing economic world, the challenge of resource management - energy. 3. Geographical applications and skills Issue evaluation and geographical skills e.g. graphs and map work. <p>The broad and worthwhile course of study in GCSE Geography will inspire, motivate and challenge students. The course will allow students to make informed decisions about further learning opportunities and career choices.</p>
<p>Components/method of assessment</p>	<p>There are three exams in the GCSE assessment:</p> <ol style="list-style-type: none"> 1. Living with the physical environment (35%) 2. Challenge in the human environment (35%) 3. Geographical applications, fieldwork and skills (30%)
<p>Student suitability</p>	<p>This course is open to all students. There is great deal of writing so good literacy skills, as well as good numeracy skills are important (10% of marks are maths questions).</p>
<p>Possible careers and employment sectors</p>	<p>Geography is a very eclectic subject. We aim to develop skills that allow students to identify an issue/problem, devise a method of data collection and analyse the data so they arrive at a valid conclusion. This approach is applicable to management in any type of business. The following are areas where people benefit from a high degree of geographical understanding: architecture and town planning, engineering, marketing, advertising and sales, environmental agencies and consultancies, scientific research, finance (accountancy, banking, management consultancy, financial administration), land management, law, diplomatic service, social/health services.</p>

History

<p>Course description</p>	<p>Studying History enables students to cover a wide range of topics, which will help students to develop their abilities to analyse, using sources from the period, and understand why events happened so that they can produce well-substantiated interpretations and judgements about the past. This will further support the development of the skills required for A-Level as well.</p> <p>In relation to the subjects covered as part of the Pearson Edexcel course, students will cover the following topics:</p> <p>Thematic Study – Medicine in Britain (1250-present). This traces the development and changes in the way illness and disease have been dealt with from the Middle Ages until today. It can get gruesome!</p> <p>Historic Environment Study – The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches. How did WWI change medical procedures and to what extent did medicine improve as a result of WWI?</p> <p>British Depth Study – Early Elizabethan England (1558-88). To what extent did Elizabeth I bring religious stability to England and Wales, and how did she deal with the might of Spain?</p> <p>Period Study - The American West (1835-95). Looking at how civil war and settlers changed the face of America forever.</p> <p>World Depth Study – Weimar and Nazi Germany (1918-1939). How Hitler became a dictator and how he and the Nazis used democracy, terror and propaganda to turn Germany into a totalitarian state.</p>
<p>Components/method of assessment</p>	<p>There are three examinations at the end of the course in Year 11:</p> <p>Paper 1: Medicine in Britain (1250 – present) and The British Sector of the Western Front, 1914-18: 30% of the final mark (1 hour and 20 minutes)</p> <p>Paper 2: Early Elizabethan England, 1558-88, and The American West, 1835-95: 40% of the final mark (1 hour and 50 minutes)</p> <p>Paper 3: Weimar and Nazi Germany, 1918 – 39: 30% of the final mark (1 hour and 20 minutes).</p>
<p>Student suitability</p>	<p>There can be a considerable amount of writing, so good literacy skills are very beneficial.</p>
<p>Possible careers and employment sectors</p>	<p>Teaching, law, journalism, research, tourism, civil service, politics, marketing, archaeology, publishing, public relations, advertising, banking, curator, librarian.</p>

Whether a student is better suited for Computer Science or Creative iMedia will depend on strengths and aptitudes; students should speak to their computing teacher about which would be more suitable.

Computer Science

Course description	<p>This new and carefully planned GCSE gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. This qualification encourages students to:</p> <ul style="list-style-type: none"> • develop their understanding of current and emerging technologies, understanding how they work and applying this knowledge and understanding in a range of contexts; • acquire and apply a knowledge and an understanding of, and some technical skills in, the use of algorithms in computer programs to solve problems; • use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies; • acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts; • develop computer programs to solve problems; • develop the skills to work collaboratively; • evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society. <p>Students will use emerging technologies, developing critical thinking, analysis and problem-solving skills. This provides excellent preparation for higher study and employment in Computer Science.</p>
Components/method of assessment	Paper based written examination.
Student suitability	This is a very challenging course. Students will need to be adept in ICT and Mathematics. It is not suitable for students just wanting to make games.
Possible careers and employment sectors	Web designer, computer animator, software developer/programmer, business analyst, technical engineer, network manager, database administrator, IT consultant.

Whether a student is better suited for Computer Science or Creative iMedia will depend on strengths and aptitudes; students should speak to their computing teacher about which would be more suitable.

Creative iMedia

This may not be studied with Media Studies

Course description	<p>The Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They'll design, plan, create and review digital media products to meet client and target audience demands.</p> <p>Students will study a combination of units from the following:</p> <ul style="list-style-type: none"> • Creative iMedia in the media industry • Visual identity and digital graphics • Characters and comics • Animation with audio • Interactive digital media • Visual imaging • Digital games
Components/method of assessment	Students are assessed on PC based coursework (60%) and a written examination (40%).
Student suitability	Students looking for a more creative, hands-on approach to ICT, with an interest in multimedia.
Possible careers and employment sectors	Web designer, computer animator, software developer/programmer, business analyst, technical engineer, network manager, database administrator, IT consultant.

Media Studies

This may not be studied with Creative iMedia

<p>Course description</p>	<p>The media is a part of people’s everyday lives and can affect people’s understanding and opinions on a wide range of topics. Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences.</p> <p>The following forms are studied in depth through applying all areas of the framework: newspapers, television, music videos (Taylor Swift and Stormzy) and online, social and participatory media. Advertising and marketing, films (James Bond), video games, radio and magazines (Vogue and GQ) are studied in relation to selected areas of the framework. Areas of the framework are studied in the following way across the three components:</p> <p>Component 1: Exploring media language and representation, and exploring media industries and audiences for different media forms.</p> <p>Component 2: Students will look at theoretical framework and contexts of the media in relation to TV and music (music videos and online media).</p> <p>Component 3: Students will respond to a choice of briefs set by the exam board which applies their knowledge of media language and representation, allowing them to create a media product.</p> <p>This subject is great for those who like English and who are interested in taking Media at AS/A Level due to the links between the courses.</p>
<p>Components/method of assessment</p>	<p>Component 1: Exploring the Media Written examination: 1 hour 30 minutes 40% of the qualification</p> <p>Component 2: Understanding Media Forms and Products Written examination: 1 hour 30 minutes 30% of the qualification</p> <p>Component 3: Creating Media Products Non-exam assessment (coursework) 30% of the qualification</p>
<p>Student suitability</p>	<p>This course involves the application of theoretical framework, and textual analysis of different media forms (magazines, newspapers, advertisements, film posters, films, radio, video games, TV, music videos, online). Therefore, students need the skills to be able to analyse and write in detail. It also has the creative element which allows students to create their own media product for the coursework component.</p>
<p>Possible careers and employment sectors</p>	<p>Broadcasting in television and radio, games designer, film critic, film director/producer, sport/fashion magazine/newspaper journalist.</p>

DT Graphics

Course description	This course focuses upon design in 2D and a 3D graphical model. It is mainly based around the use of software such as <i>Photoshop</i> , <i>SketchUp</i> and <i>2D Design</i> . Students will learn about typography, digital imagery (including the use of digital media) and layout of professional looking products, such as magazines, packaging, point of purchase, posters and flyers, in order to produce professional looking graphic products that are aimed at a variety of target markets. There is a strong emphasis on covering all areas of Design and Technology within the theory content to allow pupils a wide variety of starting points.
Components/method of assessment	The course is divided up into controlled assessment units completed under teacher supervision and an exam unit that is taken at the end of the course.
Student suitability	This course will suit those students who enjoy being creative, working with computers, using a range of fun software and working with real clients/designers to solve real graphic problems.
Possible careers and employment sectors	The course can be used to help in a variety of careers such as graphic, architecture or product/industrial design. It is also used to show a creative flair which will suit other employment sectors such as design, architecture, marketing and advertising.

DT Engineering Design

Course description	This course focusses on the design cycle, learning and completing assessed units through year 10 and 11. You will learn to analyse, disassemble and understand different production processes and methods along with gaining an understanding of materials, user needs and sustainability. A large focus will be on design and make skills, where you will enhance your drawing skills, computer aided design skills and making skills. Students will need to be able to use computers to present coursework neatly and be able to meet deadlines. This course is a natural lead into A level Design and Technology.
Components/method of assessment	The course is divided up into controlled assessment units completed under teacher supervision and an exam unit that is taken during the course.
Student suitability	This course suits students who enjoy working with materials and creating new and original products. There is a requirement for sustained effort and a willingness to learn and practise design and presentation skills.
Possible careers and employment sectors	This qualification links directly to all aspects of manufacturing and design fields. It provides students with the skills to solve problems which are essential for a wide variety of careers.

Hospitality and Catering

Course description	<p>The course is designed to enable candidates to have knowledge of the Hospitality and Catering industry and understanding of how to demonstrate a variety of technical practical skills.</p> <p>Practical skills taught weekly including; pastry, doughs, knife skills, deboning chicken, sauces and cake making methods.</p> <p>Theory topics used for the final written examination include; types of food businesses, customers, job roles, industrial kitchen layout, food safety, EHO and bacteria.</p>
Components/method of assessment	<p>The course is assessed via controlled assessment (coursework) 60% including a 3.5hr practical exam and a written exam 40% taken in June of year 11.</p>
Student suitability	<p>Students:</p> <ul style="list-style-type: none"> • Who have enjoyed Hospitality and Catering in years 7, 8 and 9 • Who have an interest in cooking, food and nutrition • Who are organised, due to the requirement of bringing ingredients to lessons on a regular basis and adhering to strict deadline dates • Who can work methodically and follow recipes.
Possible careers and employment sectors	<p>Food scientist, chef, food technologist, product development researcher, dietician, health care professional, hotel/restaurant manager, teacher, food photographer, food buyer, nutritionist.</p>

Art and Design

This may not be studied with Textiles or 3D

<p>Course description</p>	<p>GCSE Art and Design is a broad-based course. Students will be encouraged to think, plan and develop their work from a variety of starting points and use a wide range of materials and techniques.</p> <p>This is a course that will guarantee students a good grade if they work hard, are well organised, fulfil the course requirements and, most importantly, are creative.</p> <p>This course will cover a wide range of art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> a) the skills of composition and visual expression, b) an understanding of a wide range of media including drawing and painting, photography, textiles and computer graphics, c) an appreciation and understanding of the work of artists and craft makers, groups and movements, past and present.
<p>Components/method of assessment</p>	<p>A final grade is reached through a combination of coursework (60%), which provides evidence of attainment, and examination (40%), in which candidates are required to produce a final piece of work over a period of 10 hours.</p> <p>All students must have a sketchbook for each project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
<p>Student suitability</p>	<p>Students who enjoy art and have a real flair for drawing, painting and practical work. The course requires candidates to work independently and encourages the use of sketchbooks.</p>
<p>Possible careers and employment sectors</p>	<p>Community artist, art lecturer/teacher, fashion and textiles, illustration, graphic design, interior design, 3-dimensional design, architecture, exhibition and museum design, theatre/set design, art therapy, printing industries, industrial design, animation, web design, video/film industries, advertising.</p>

Photography

<p>Course description</p>	<p>GCSE Photography is an art and design course. Students will have the opportunity to work with digital photography and a range of mixed media. Each student will produce a portfolio of work for their coursework. This will include recording of images, an opportunity to look at a range of artists and photographers and then the digital development of these ideas.</p> <p>This is a course which will guarantee students a good grade if they work hard, are well-organised, fulfil the course requirements and, most importantly, are creative.</p> <p>This course covers a wide range of photography and art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> a) the skills of composition and visual expression; b) an understanding of a wide range of media including photography, mixed media and computer graphics; c) an appreciation and understanding of the work of artists and photographers, groups and movements, past and present.
<p>Components/method of assessment</p>	<p>A final grade is reached through a combination of coursework (60%), which provides evidence of attainment, and examination (40%), in which candidates are required to produce a final piece of work over a period of 10 hours.</p> <p>All students must have a sketchbook per project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
<p>Student suitability</p>	<p>Students who enjoy photography and have a real flair for experimenting with a camera and practical work. The course requires candidates to work independently and they will often have briefs to take photos outside of school. Students will be expected to provide photography paper and the use of a sketchbook is encouraged.</p>
<p>Possible careers and employment sectors</p>	<p>Photographer, picture researcher, visual merchandiser, theatre lighting technician, film director, television/film makeup artist, special effects, teacher, art gallery manager, website designer, advertising art director, fashion photographer, graphic design, interior design, 3-dimensional design, exhibition and museum design, magazine features editor, press photographer, medical illustrator, television camera operative, digital marketer, media planner, web designer.</p>

Textile Design

This may not be studied with Art or 3D

<p>Course description</p>	<p>GCSE Textile Design is an exciting art and design course specialising in textile design. Students will be encouraged to think, plan and develop their work from a variety of starting points and use a wide variety of textile and mixed media materials.</p> <p>This is a course that will guarantee students a good grade if they work hard, are well organised, fulfil the course requirements and, most importantly, are creative.</p> <p>The course covers a wide range of textile and art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> a) the skills of composition and visual expression; b) an understanding of a wide range of media and areas of study including art textiles, fashion design and illustration, constructed textiles, printed and dyed pattern, stitched and/or embellished textiles, digital textiles; c) an appreciation and understanding of the work of artists and craft makers, groups and movements, past and present.
<p>Component methods of assessment</p>	<p>A final grade is reached through a combination of coursework (60%), which provides evidence of attainment, and examination (40%), in which candidates are required to produce a final piece of work over a period of 10 hours.</p> <p>All students must have a sketchbook/sample book for each project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
<p>Student suitability</p>	<p>Students who enjoy textiles and have a real flair for practical work. The course requires candidates to work independently. Students will be expected to provide fabric and accessories for coursework along with sketchbooks.</p>
<p>Possible careers and employment sectors</p>	<p>Fashion designer, textile designer, interior designer, costume designer, dressmaker, buyer, teacher, lecturer, fashion and product design, fashion marketing, printmaker, clothing/textile technologist, fashion photographer, footwear designer, milliner.</p>

Business and Finance

<p>Course description</p>	<p>A level 2 qualification in Business is a nationally recognised work-related qualification designed to provide students with a choice of routes into further education or employment.</p> <p>The course does not just offer a qualification, but also transferable skills which are highly desirable to employers; below are some examples. They are not limited to academic study and can be applied to other contexts; employers' job vacancy details often refer to them when they advertise the positions. They can also be used on the skills sections of a CV to demonstrate the broad range of qualities a candidate has to offer.</p> <p>By choosing this course students will:</p> <ul style="list-style-type: none"> • gain an understanding of business • investigate the part people play in business • develop transferable skills which are highly valued by employers and further education • gain confidence by developing independent learning skills <p>The structure of the level 2 qualification in Business and Finance</p> <p>Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour, particularly in areas such as marketing, human resources, operations and influences on business, public finance and the economy, financial management and finally employability, enterprise and business.</p>
<p>Components/method of assessment</p>	<p>The course will be assessed by a mixture of 2 units of controlled assessments, and 1 exam sat in May of year 11. The coursework is worth 60% of the overall grade.</p>
<p>Student suitability</p>	<p>This course will appeal to students if they:</p> <ul style="list-style-type: none"> • have a keen interest in businesses and how they operate • enjoy studying a subject that is relevant to their life and experiences • want to find out more about business through personal investigation • are interested in developing an understanding of how businesses work, analysing finances, developing and making profit.
<p>Possible careers and employment sectors</p>	<p>Accountant, advertising account executive, banker, building society manager, buyer, commodity/futures broker, management consultant, marketing executive, market research executive, human resources manager, public relations, recruitment consultant, retail manager</p>

Drama

<p>Course description</p>	<p>Eduqas GCSE Drama gives students the opportunity to explore a range of skills and ideas including scripted performance, directing, devising, and stage design. Providing a springboard to pursuing a career in an inspirational growth sector. It requires a combination of skills including commitment to group work and rehearsal, the ability to reflect on performances and presentations (professional, peer and self) and communicate ideas through practical and written exploration. It allows students to pursue different interests and build different skills in a course that is fast paced, varied, and engaging.</p> <p>Component 1- Devising Theatre <i>Non-exam assessment, internally assessed, externally moderated</i> You will be assessed on either acting or design. You will participate in the creation, development, and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas.</p> <p>Component 2 - Performing from a Text <i>Non-exam assessment, externally assessed by a visiting examiner</i> You will be assessed on either acting or design. You will study two extracts from the same performance text chosen by the centre. You participate in one performance using sections of text from both extracts.</p> <p>Component 3 - Interpreting Theatre <i>Written examination</i> Section A: Set Text A series of questions on the play text Noughts and Crosses. Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production you've seen during the course.</p>
<p>Components/method of assessment</p>	<p>Component 1 – Devising Theatre 40% A portfolio of supporting evidence 30 marks, devised performance 15 marks, written evaluation 15 marks, 60 marks in total</p> <p>Component 2- Performing from a Text 30% One performance using sections of text from the two extracts studied 60 marks</p> <p>Component 3- Interpreting Theatre 40% One written exam 1 hour 30 minutes Section A- a series of questions assessing knowledge and understanding of an extract from the chosen set text (30 marks), one question assessing knowledge and understanding of the wider text (15 marks) Section B - one question, from a choice of two, assessing analysis and evaluation of a given aspect of a live theatre production (15 marks)</p>
<p>Student suitability</p>	<p>Students must be able to work collaboratively and be able to perform in front of others.</p>
<p>Possible careers and employment sectors</p>	<p>Professional actor, theatre technician, teacher, casting director, workshop leader, TV and media work, theatre in education officer, schools liaison worker, law, speech therapist, theatre designer, counselling or therapy, director, producer, playwright, theatre practitioner and many more.</p>

Music

<p>Course description</p>	<p>Through studying GCSE Music, you will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. The set works enable students to conduct in-depth studies into different musical styles and genres and put them in a wider context.</p> <p>To settle students into the course, you will be taken through lots of band work, performance skills, song writing. You have to be willing to perform and compose, but we start slowly,, before going on to record your work.</p> <p>Component 1: Performances: 4-6 minutes</p> <ul style="list-style-type: none"> • A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. • One of the pieces performed must link to an area of study of your choice. <p>Component 2: Compositions: 3-6 minutes</p> <ul style="list-style-type: none"> • Two compositions, one of which must be in response to a brief set by WJEC. You will choose one brief from a choice of four, each one linked to a different area of study. • The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. • The second composition is a free composition for which you set your own brief <p>Component 3: Appraising written examination:</p> <ul style="list-style-type: none"> • Area of study 1: Musical Forms and Devices – Set work J.S.Bach: BADINERIE from Orchestral Suite No.2 1738-1739 • Area of study 2: Music for Ensemble • Area of study 3: Film Music • Area of study 4: Popular Music – Set work Africa by Toto 1981 • Two of the eight questions are based on extracts set by EDUQAS.
<p>Components/method of assessment</p>	<p>Performing Non-exam assessment. Total duration of performances: 4-6 minutes: Internally assessed, externally moderated 30% of qualification</p> <p>Composing Non-exam assessment: Total duration of compositions: 3-6 minutes. Internally assessed, externally moderated 30% of qualification.</p> <p>Appraising Written examination: 1 hour 15 minutes (approximately) 40% of qualification. Eight questions in total, two on each of the four areas of study.</p>
<p>Student suitability</p>	<p>There are no previous learning requirements for this specification. Instrumental or vocal lessons, either in school or privately help, but are not essential. Students who are suitable:</p> <p>Enjoy performing and creating music in their own time, e.g. song writing, singing or playing any instrument. The standard of performance should be broadly equivalent to grade 3 of the graded music examinations by year 11.</p>
<p>Possible careers and employment sectors</p>	<p>The content allows students to develop their knowledge and skills of music, enabling them to progress into the A Level qualification in Music as well as other Music courses for: Musician, teacher, performing artist, song writer, music industry.</p>

Religious Studies

<p>Course description</p>	<p>The course aims to develop an understanding of other people, their values, spirituality and ultimate questions. Although we live in a multi-cultural society we are sometimes unaware of the beliefs and ideas of many people in Britain; the course offers a useful and interesting insight. In addition, Religious Studies enables students to develop important skills:</p> <ul style="list-style-type: none"> • helping them to consider what is of value to them and their own opinions; • considering how to formulate arguments which are convincing and well considered; • understanding how to show respect to others whilst also raising disagreements; • debating key ideas orally and increasing in confidence; • thinking creatively and spiritually. <p>The course will include the study of common and divergent views within traditions in the way beliefs and teachings are understood and expressed. In studying the course students will:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding in detail of Christianity and Islam; • demonstrate knowledge and understanding of key sources of wisdom and authority within Christianity and Islam through studying parts of the Bible and Qur'an; • understand the influence of religion on individuals, communities and societies; • consider philosophical and ethical issues in modern society through the eyes of a religious and non-religious person. <p>Wouldn't you love the opportunity to debate and express your opinion about the most important issues in our world? Religious Studies offers the opportunities for: Personal research, keeping up with current affairs, debates and investigation of human nature.</p>
<p>Components/method of assessment</p>	<p>Two written exams: Paper 1 is religious beliefs and practices and paper 2 is themes and ethics.</p>
<p>Student suitability</p>	<p>We welcome all students no matter what their ability. We welcome theists (religious) and atheists (non-religious).</p>
<p>Possible careers and employment sectors</p>	<p>Knowledge and understanding can be used valuably in school and in later life. Therefore, GCSE Religious Studies can be a useful subject in almost any chosen career.</p> <p>Public services: armed forces, police/fire brigade, teaching. Caring sector: nurse, doctor, childcare worker, social worker, psychologist. Wider choices include legal professions, retail, hospitality and catering etc...</p>

Sports Studies

Course description	<p>The course is theory based with little practical work within school, however pupils looking to take this course should be competent in at least one sport/activity. It also offers a development from KS3 where pupils are assessed as a leader in a chosen activity, they will then be assessed in the design and delivery of a short lesson. Sports Studies offers students the opportunity to study key areas including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles, and sections such as psychology in sport, mental health, and technology in the sports industry. The qualification takes an engaging and inspiring approach to learning and assessment. Sports Studies provides students with a broad knowledge and understanding of different aspects of sports sciences, including sports physiology and nutrition which equips students with practical skills such as leadership skills and designing and evaluating training programmes.</p> <p>Elite sport has embraced sports science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence.</p>
Components/method of assessment	<p>The Sports course is separated into three Components:</p> <ul style="list-style-type: none"> • Component 1 - Take Part in Sport Activity (80% Theory) • Component 2 - Improving Sporting Activity (60% Theory) • Component 3 - Developing Fitness & Performance (100% Theory) <p>Components 1 and 2 are assessed through coursework weighted at 30% each and component 3 is assessed through an exam and weighted at 40%</p>
Student suitability	<p>This course will suit students who have enjoyed Physical Education in years 7, 8 and 9 and wish to demonstrate a deeper understanding of the subject through theory work alongside their core PE lessons.</p> <p>Students who have or currently represent the school or a club outside of school in one or more activities are recommended to opt for this course.</p>
Possible careers and employment sectors	<p>Sport related apprenticeship, teaching, sports science, sports and business management, physiotherapy, sports journalism, dietician, personal trainer, sports development, coaching, sports performer. Public services - armed forces, police force, ambulance service, fire brigade</p>

3D Design

The course will run if there are sufficient numbers interested and the academy has the capacity to deliver the course to a high standard. **This may not be studied with Art or Textiles.**

Course description	<p>Three-dimensional design is an exciting art and design course specialising in 3D including sculpture, ceramics and jewellery. Students will be encouraged to think, plan and develop their work from a variety of starting points and use a wide variety of 3D materials including model making, constructing, surface treatment and clay work.</p> <p>This is a course that will guarantee students a good grade if they are practical, work hard, are well organised, fulfil the course requirements and, most importantly, are creative and good with their hands.</p> <p>The course covers a wide range of 3 dimensional and art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> a) the skills of composition and visual expression; b) an understanding of a wide range of media and areas of study including architecture design, sculpture, ceramics, product design, jewellery, interior design, landscape, 3D digital design and designs for theatre, film and television; c) an appreciation and understanding of the work of artists and craft makers, groups and movements, past and present.
Component methods of assessment	<p>A final grade is reached through a combination of coursework and examination.</p> <p>All students must have a sketchbook/sample book for each project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
Student suitability	<p>Students who enjoy 3D and have a real flair for practical work. The course requires candidates to work independently. Students will be expected to provide certain materials and accessories for coursework along with sketchbooks.</p>
Possible careers and employment sectors	<p>3D designer, 3D animator, 3D graphic designer, web design, artist, theatre or prop designer, glass blower, ceramicist, product designer, landscape designer, architect, jewellery designer, 3D printer, 3D sculptor, model maker, furniture designer, tableware designer, car designer, shoe designer.</p>

Triple Science

Students who are doing particularly well at Science should consider taking Triple Science instead of one of their other options, and are encouraged to express their interest when making options so that we can timetable an appropriate number of Triple Science classes.

Course description	<p>The course builds on the core Combined Science content with considerable content pertinent to the equivalent AS and A2 Sciences.</p> <p>GCSE Biology content covers the same topic areas covered in Trilogy Science, but with extra material on: Organisms (growing bacteria in the lab, preventing bacterial growth, making and using monoclonal antibodies, plant diseases, and plant defence responses, the brain, the eye and accommodation, thermoregulation, removing waste products, the human kidney, dialysis, plant hormones and responses, and using plant hormones), Cycles and Interactions (rates of decomposition, the impact of change, trophic levels and biomass, biomass transfers, factors affecting food security, making food production efficient, and sustainable food production), and Origins (DNA structure and protein synthesis, gene expression and mutation, cloning, the history of genetics, theories of evolution, accepting Darwin's ideas, and evolution and speciation).</p> <p>GCSE Chemistry content covers the same topic areas covered in Trilogy Science, but with extra material on: Earth and Beyond (rusting, useful alloys, properties of polymers, glass, ceramics, and composites, making ammonia, the economics of the Haber process, making fertilisers in the lab and in industry), Matter (transition elements, nanoparticles and their applications, structures and reactions of the alkenes, structures of alcohols, carboxylic acids, and esters, addition polymerisation, condensation polymerisation, natural polymers, and DNA), and Reactions (chemical yield, atom economy, titrations and titration calculations, volumes of gases, chemical cells and batteries, fuel cells, testing for positive and negative ions, and instrumental analysis).</p> <p>GCSE Physics content covers the same topic areas covered in Trilogy Science, but with extra material on: Electricity and Magnetism (electrical charges and fields, electromagnets in devices, the generator effect, the alternating-current generator, transformers), Energy (infrared radiation), Forces (gas pressure and volume, moments at work, gears and levers, moments and equilibrium, conservation of momentum, impact forces and safety first, pressure and surfaces, pressure in a liquid at rest, atmospheric pressure, upthrust and flotation), Waves (sound waves, uses of ultrasound, seismic waves, reflection and refraction of light, light and colour, and lenses), Matter (nuclear fission and fusion, nuclear issues), and Earth and Beyond (space physics).</p>
Components/method of assessment	<p>Six exams - two each for Biology, Chemistry and Physics, all taken in Year 11. Each paper lasts 105 minutes and is marked out of 100. Content learning is assessed through a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The papers are the same as the Combined Science papers, but with extension questions for separate sciences candidates.</p> <p>The grading and tiers are the same as those for Combined Science.</p> <p>There is no controlled assessment in the new specification, although students will complete 24 core practicals throughout the course (eight for each subject). 15% of marks in the exam papers will be for knowledge, understanding and application of practical skills. In addition, questions assessing students' use of mathematical skills will make up 20% of the assessments. There will also be some recall of equations required in physics.</p>
Student suitability	<p>Confidently achieving highly in both Science and Mathematics, with a strong interest in pursuing Science to A-level and beyond.</p>
Possible careers and employment sectors	<p>The course is particularly suited to students who intend to continue the study of science beyond A level. It provides a rigorous review of science beyond the conventional GCSE content and promotes interest in science. Students who take it will thus be interested in pursuing more academic scientific career paths.</p>

How to enter your Options (Example)

Please refer to letter / e-mail which contains further instructions of how you can enter your options. Student support will have copies if you misplace your letter.

Options choices can either be entered via e-mail or the MyChildAtSchool App

By e-mail

1. Students will receive an e-mail to their school e-mail address



2. Students should follow a link in the email to open a confirmation page which requires them to add their **School Email Address**.

Please get your one-time passcode by clicking on this 'Send One-Time Passcode' button. You will get an email, follow the instructions there and enter the passcode here.

Email Address

Send One-Time Passcode

3. From here, the system will send a one-timepassword to the students e-mail address
4. Follow the link and enter your one time password into the form

Dear Charlotte,

Your one-time passcode:

a7b6ef6fbd08

5. The form will remain open and the buttons will change to Re-send OTP and Open Forms. Click on Open forms



6. Enter your options, following any instructions on the Page, for example, subjects can only be entered

once



Block A

ASDAN

Save for later [Next →](#)

7. **As the editor saves the submission, the user can return to edit form or edit choices made. The summary page allows**

Common rules: A subject can only be selected once • Choose 1 item from each group • BTEC Sport (Cert), Media Studies must be selected in one group



Block A [Edit](#) ▼

ASDAN

Block B [Edit](#) ▼

BTEC Sport (Cert)

Block C [Edit](#) ▼

Media Studies

Block D [Edit](#) ▼

Law, Reserved: Graphics

A form can only be submitted once and can't be changed later. If you would like to modify it, use the Save for later button.

Via MCAS

The same option form is available through the student's e-mail, or MCAS. Open MCAS, click on options and follow steps 6-7

Option Change Request (For requests after 07.02.25)

	Name			
Year		Tutor Group		

If there are spaces in an appropriate class which can be timetabled please consider the following change of options.		
Change	Subject	Approval Signature
from		Teacher or Head of Department
to		Head of Department
Reason		

Parent/Carer (signature) Date:

Please return this form to Mr Bond-Taylor / your learning manager as soon as possible. The later it is returned the less chance there is that the request will be successful.