

# Year 9 Options Evening



## January 2026

Allow teachers to teach, and students to learn	Do things first time, every time	Be prepared to learn, with the correct equipment	Be respectful to others and our environment	Do all things to the best of my ability
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*Maximising our Potential*

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We understand the importance of supporting your child through the choices in Year 9 as this determines their journey into the next stage of their time in education.

Our options process is designed to provide advice and guidance to both you and your child to make informed decisions about the subjects they will study for the next two years.

## Choosing your subjects

You should choose subjects that you enjoy and will achieve good grades in. This means that you need to do your research into what the subjects will be like in Years 10 and 11. This booklet has been designed to give you three key pieces of information about the options process:

- Information about the subject choices on offer
- Information relating to the content of each course
- How each course is assessed

You need to read the booklet carefully and use this information to help you make your decisions. You may find it useful to rank the subjects that you like so you know what your top three choices are before you attend the options interview.

Use this checklist to make sure you have given enough thought to your choices:

- Read the options booklet thoroughly and research all your options before you make a decision
- Take some time to consider what you might want to do when you leave Kirkby High School. If you have a firm idea about a career or about subjects you may want to study post-16 then choose these options. However, make sure you select a broad range as you may change your mind as to what you want to do in the future
- If you don't have a firm idea about what you want to do post-16, choose options that will give you plenty of choice post-16
- Don't be afraid to ask for advice from teachers, friends, family or students that are currently studying subjects you are thinking about choosing – you cannot have too much information to help you make your choices!



- **Good reasons for choosing an option:**
  - You are good at the subject
  - You think you will enjoy the course
  - It fits your future career ideas and plans
  - It goes well with your other choices
  - You think you might want to continue studying it post-16
- Your research shows that it will interest you and motivate you to learn



- **Bad reasons for choosing an option:**
  - Your friends have chosen it
  - You think it will be easy
  - You think it is a good option for a boy/girl
  - Someone else thinks it is a good idea
  - You like the teacher you have now
- You did not research your options properly and don't know enough about the subject

## Compulsory Subjects

At KS4, all students must study:

- English Language
- English Literature
- Mathematics
- Science
- Core Physical Education and Personal Development

## Science Information

Most students will study Trilogy GCSE leading to two GCSE grades.

A small number of students will study Separate Sciences, leading to three GCSE grades. This can be discussed during your individual options meeting.

## Option Subjects

The option subjects are listed below. For some subjects, there is a pathway that you can select, where you will have to choose one of the options listed. For example, if you choose the *Sport Pathway*, you will choose GCSE PE **or** Sports Studies. At least one of your subjects must be from list B. Vocational subjects are marked with an asterisk (\*). These qualifications are equivalent GCSE qualifications approved by the government.

There may also be other vocational subjects available, which will be discussed on an individual basis at the options interview.

### List A- choose any two of the below subjects:

- *Art and Design*
- *Computing Pathway* *(GCSE Computer Science or Cambridge National in IT\*)*
- *Dance*
- *Technology Pathway* *(GCSE Resistant Materials or GCSE Food and Nutrition or Hospitality and Catering\*)*
- *Drama*
- *Geography*
- *History*
- *RE*
- *Music*
- *Spanish*
- *Separate Sciences*
- *Sport Pathway* *(GCSE PE or Sports Studies\*)*
- *Travel and Tourism\**

### List B- choose one:

- Computer Science
- Geography
- History
- Spanish
- Separate Sciences

## Options Interview

Every student will have an options interview with a senior member of staff. In this interview, staff will discuss the student's current grades, along with their attitude to learning. Based on this, students can be guided into selecting the subjects in which they are most likely to achieve, with a focus also on future career options. Parents and carers are invited to attend this interview, which will take place after school.

## Advice to Students

These choices are very important because your grades at GCSE are your 'passport' to future education or employment. Make sure you:-

**Choose the subjects you are likely to do best in.** Use the information in your reports and the feedback you have had from your teachers to guide you

**Don't make a choice just because you like the teacher.** That teacher may well not be taking the group you end up in.

**Be realistic** about your strengths and weaknesses and accept realistic advice about the type of course you choose.

**Above all, don't choose a subject because your friend is doing it.** There is no guarantee you will be in the same class.

The majority of students will study the three subjects they choose, however there are always some students whose choices cannot be accommodated. In these cases, students will be re-interviewed and asked to re-select one of their choices.

## A note about the English Baccalaureate (EBacc)

This is not a separate qualification, but students who gain 'a grade 5 or higher' in all of the subjects listed below will be able to state that they have the Ebacc:

- English Language and Literature
- Mathematics
- Science / Computer Science
- A foreign language and
- Either History or Geography

Only these 5 GCSEs will count towards the Ebacc. We have spoken to local Further Education providers and Universities who both say that at present there are no plans to use the EBacc as a discriminator when considering applications. There is no guarantee however that it will not be used in the future.

The Russell Group is made up of the following Universities:

## RUSSELL GROUP

University of Birmingham	University of Bristol	University of Cambridge	Cardiff University	Durham University
University of Edinburgh	University of Exeter	University of Glasgow	Imperial College London	King's College London
University of Leeds	University of Liverpool	London School of Economics & Political Science	University of Manchester	Newcastle University
University of Nottingham	University of Oxford	Queen Mary, University of London	Queen's University Belfast	University of Sheffield
University of Southampton	University College London	University of Warwick	University of York	

### GCSE Grading System

The Government introduced a new GCSE grading system in September 2015 and this system has been phased in for different subjects since then. This new system removed the A\*-G grading system and replaced it with a system based on numbers 1-9, where 1 is the lowest grade and 9 the highest. This system now affects all GCSE subjects and means your child will receive all their GCSE results as numbers.

The old lettered grades do not completely correspond with the new numbered system. A rough guide to how the new grades compare is shown in the table below:

As a guide the numbers are broadly equal to the old grades shown below:

New Numbers	1	2	3	4	5	6	7	8	9
Old Grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A*	A**

This system affects all GCSE subjects.

There are, however, a number of vocational subjects that are graded differently:

Grade	'Standard' GCSE Pass			'Strong' GCSE Pass			
	Pass	Merit	Distinction	Pass	Merit	Distinction	Distinction*
GCSE Equivalent	1	2	3	4	5/6	7	8



# GCSE Options

## Subject Information

In this section, you will find information on both the compulsory and option subjects available to your child. It is important that you read each section carefully and consider the requirements of each qualification to ensure that it best suits your child's abilities and future plans.

## Subject Information

**GCSE** (2 GCSEs)

English is essential in all areas of life. Studying English will develop your reading, writing, speaking and listening skills to enable you to progress to further study post-16 and the world of work.

You will be encouraged to develop sensitivity and understanding in appreciating well-known works of literature, both in exploring all facets of the writer's expression and in linking your own experiences with what you have read.

Ideally, you will not merely achieve two GCSE grades but will develop a broad and questioning mind that can challenge conventional ways of thinking and explore the world reasonably, independently and with confidence through command of the written and spoken word.

## Course Content

### GCSE English language:

#### **Component One**

- Reading literary texts
- Narrative writing

#### **Component Two**

- Reading non-literary texts
- Transactional writing

#### **Component Three**

- Speaking and listening

### GCSE English literature:

#### **Component One**

- 'Macbeth' by William Shakespeare
- Anthology poetry

#### **Component Two**

- 'A Christmas Carol' by Charles Dickens
- 'Blood Brothers' by Willy Russell
- Unseen poetry

## How is it assessed?

### GCSE English language:

100% examination

<b>Exam – Component One</b> 20 <sup>th</sup> Century Prose Reading and Narrative Writing	40% of final qualification (80 marks)
<b>Exam – Component Two</b> 19 <sup>th</sup> and 21 <sup>st</sup> Century Non-Fiction Reading and Transactional Writing	60% of final qualification (80 marks)

### GCSE English literature:

100% examination

<b>Exam – Component One</b> Shakespeare; Anthology poetry	40% of final qualification (80 marks)
<b>Exam – Component Two</b> 20 <sup>th</sup> Century Drama; 19 <sup>th</sup> Century Prose; Unseen poetry	60% of final qualification (120 marks)

## For further information, contact

**Mrs R Kelly – Head of English Faculty**

## Subject Information

GCSE

The mathematics course provides students with the opportunity to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the management of money, further learning opportunities and career choices. Elements of mathematics are used in all careers and some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy. The mathematics faculty believes in a positive and wide-ranging approach to developing a student's understanding of mathematics. We strive to create resilient individuals who can set goals for themselves, face challenges, and endeavor to overcome them.

All members of staff encourage students to maximise their full potential in the subject and aim to stimulate and enthuse students to pursue further studies in mathematics. Research tells us that students who study 'A' level mathematics and then go on to study a mathematics, based degree at University become some of the highest earners in the country.

## Course Content

All students will follow a linear GCSE scheme of work which covers all aspects of mathematics including:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

## How is it assessed?

Within the mathematics GCSE exams students will be assessed on **Number, Algebra, Ratio, proportion and rates of change, Geometry and measure, Probability, Statistics**. The mathematics GCSE is assessed using three separate examinations, two with the use of a calculator and one without. Each exam lasts 1 hour 30 minutes. There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4 -9).

<b>Exam</b> - Paper 1 Non-Calculator paper	100% of final qualification (80 marks)
<b>Exam</b> - Paper 2 Calculator paper	100% of final qualification (80 marks)
<b>Exam</b> - Paper 3 Calculator paper	100% of final qualification (80 marks)

Students are entered at the tier appropriate to their attainment and the school will recommend the level of entry.

## For further information, contact

Mrs C Frodsham - Head of Mathematics Faculty

## Subject Information

**GCSE** (2 GCSEs)

This course is completed over 2 years with the content being examined at the end of Year 11. It contains 2 papers for each component of the sciences (biology, chemistry and physics) with a total of 6 examinations. This course will be studied by all GCSE classes apart from those studying separate science.

## Course Content

### Biology:

Paper 1: The units studied include Cell biology, Organisation, Infection and response and Bioenergetics.

Paper 2: The units studied include Homeostasis and response, Inheritance, variation and evolution and Ecology

### Chemistry:

Paper 1: The units studied include Atomic structure and the periodic table, Bonding, structure and properties of matter, Quantitative chemistry and Energy changes.

Paper 2: The units studied include The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

### Physics:

Paper 1: The units studied include Energy, Electricity, Particle model of matter and Atomic structure.

Paper 2: The units studied include Forces, Waves and Magnetism and Electromagnetism.

## How is it assessed?

Exam- Biology Paper 1 1 hour and 15 minutes	16.7% of final qualification (70 marks)	Exam- Biology Paper 2 1 hour and 15 minutes	16.7% of final qualification (70 marks)
Exam- Chemistry Paper 1 1 hour and 15 minutes	16.7% of final qualification (70 marks)	Exam- Chemistry Paper 2 1 hour and 15 minutes	16.7% of final qualification (70 marks)
Exam- Physics Paper 1 1 hour and 15 minutes	16.7% of final qualification (70 marks)	Exam- Physics Paper 2 1 hour and 15 minutes	16.7% of final qualification (70 marks)

For further information, contact

## Subject Information

During the KS4 Core PE curriculum, students have the opportunity to develop their knowledge, skills, and confidence in their chosen areas to partake in exercise beyond the PE curriculum building on the prior learning developed at KS3. This will act as a catalyst to inspire our students to take part in physical activity outside of the KS4 curriculum and into lifelong participation.

### Course Content

Students will have the opportunity to select the pathway which suits their individual needs and goals for core PE at KS4.

As part of Core PE lessons, students will focus on:

**Health and Well Being** – aim to develop skills on how to exercise for fitness and impact upon health and wellbeing of students. Introduce a range of exercise opportunities students may partake in outside the PE curriculum and post 16. Activities such as Zumba/yoga/fitness & athletics.

**Performance** – aim to progress and further develop skill, competency, and tactical awareness in a competitive environment. Activities such as rugby, football, netball, basketball, badminton, table tennis, volleyball etc.

**Recreation** – aim to play and be active for enjoyment. Secondary aim to introduce a further breadth to the curriculum via emerging sports to inspire students to be active for enjoyment and find a suitable activity for lifelong participation. Activities such as ultimate frisbee, bench ball, handball, badminton.

## For further information, contact

## Subject Information

Personal Development at KHS is more than a subject. **It's a springboard to understanding, engaging with - and succeeding in - today's society.**

Through weekly PD lessons, we want to inform and prepare young people for a happy life as good citizens in modern Britain, helping them form positive relationships and make the right choices in life.

To do this effectively, we create a safe and secure learning environment to give students the confidence to discuss topics and issues important to them, using a variety of resources to help them reflect on the world they see around them as they negotiate teenage life and all that comes with it.

### Course Content:

KS4 PD is all about preparing for the future. As per the PSHE Programme of Study, there are three Core Themes:

**Health & Wellbeing** (self-concept; mental health & wellbeing; health related decisions; legal & illegal drugs; risk & safety; fertility)

**Relationships** (building positive relationships; personal values; respect; consent; contraception & parenthood; bullying, abuse & discrimination; social influences)

**Living in the Wider World** (learning skills; choices & pathways; work & careers; employment rights & responsibilities; financial choices; media literacy & digital resilience and preparation for work experience)

*In Year 11, we also look at **People & Protests** (rights & responsibilities, historical protests, life decisions inc. Organ & blood donation)*

*There are several qualifications available in Personal Development, and it links to multiple career pathways as well as skills for life.*

**For further information, contact**

**Mr J Greenbank – Head of Personal Development Department**

## Subject Information

GCSE

If you have enjoyed your art lessons in KS3, have a genuine interest in art and design, are self-motivated, and prepared to work independently, then you should consider opting for art and design.

Art is very successful at Kirkby High School with a high percentage of students achieving good GCSE results.

While portfolio work is designed to follow two pre-set assignments, students have the choice to develop a more personal approach allowing them to explore art related to their interests. Teachers will offer advice on how to make the topics suitable and still cover the four assessment objectives.

## Course Content

During the course, students will have a choice of a range of themes to suite students personal interests, mixed media portraits, fine art, wild life, entertainment, architecture, still life studies, photography, and computer art using Photoshop.

Both the Exam and NEA portfolio work will be assessed on four areas of study:-

- Artist reference and cultural connections.
- Experimenting with media and equipment.
- Exploring ideas, recording and annotating ideas.
- Personal response, including the final piece.

Students should be aware that within the syllabus there is a strong emphasis on drawing and written work.

## How is it assessed?

<b>Exam</b> – Externally set task. Seven weeks of preparatory work and 10 hours spent on the final piece	<b>40% of final qualification</b> (24 marks) Preparatory work and the final piece make up this grade.
<b>NEA</b> – A comprehensive portfolio of work.	<b>60% of final qualification</b> (24 marks)

## For further information, contact

Miss A Argent - Head of Art Department

## Subject Information

GCSE

The world is changing and with that there is an increased dependency on computers. GCSE computer science is a great choice for students who want a challenge. This GCSE in computer science encompasses programming skills and theory about how a computer operates.

Computer science should encourage candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study. They should help students to gain an insight into related sectors such as the programming industry. It is here skills will be ignited that with further study could open up excellent career opportunities with some of the world's leading technology companies such as Google and Apple.

## Course Content

1. Acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
2. Develop computer programs to solve problems.
3. Develop the skills to work collaboratively to write code.
4. Understand the mechanics of a computer and how they operate.
5. Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

**Component 1 :** Computer systems will assess: Systems architecture, Memory and storage, Computer networks, connections and protocols, Network security, Systems software, Ethical, legal, cultural and environmental impacts of digital technology.

**Component 2:** Computational thinking, algorithms and programming will assess: Algorithms, Programming fundamentals, Producing robust programs, Boolean logic, Programming languages and Integrated, Development Environments

## How is it assessed?

<b>Exam</b> – Component 1 – Computer systems 1 hour 30 minutes	50% of final qualification (80 marks)
<b>Exam</b> – Component 2 - Computational thinking, algorithms and programming 1 hour 30 minutes	50% of final qualification (80 marks)
Practical programming – at least 20 hours of programming must be allocated in the SOW to allow students to develop programming skills.	Does not contribute to final grade (but must be done) Helps towards component 2.

For further information, contact

Mr I Flynn - Head of Computing Department

## Subject Information

## Vocational

The OCR Level 1/Level 2 Cambridge National in IT is aimed at students who want to develop knowledge, understanding and practical skills that would be used in the IT sector. You may be interested in this if you want to learn how to use IT in real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype.

## Course Content

### R050: IT in the digital world

In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include: Design Tools, Human Computer Interface (HCI) in everyday life, Data and testing, Cyber-security and legislation, Digital Communications, Internet of Everything (IoE).

### R060: Data manipulation using spreadsheets

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements. Topics include: Planning and designing the spreadsheet Solution, Creating the spreadsheet solution, Testing the spreadsheet solution. Evaluating the spreadsheet solution.

### R070: Using Augmented Reality to present information

In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include: Augmented Reality (AR), Designing an Augmented Reality (AR) model prototype, Creating an Augmented Reality (AR) model Prototype, Testing and reviewing.

## How is it assessed?

<b>Exam – R050: IT in the digital world</b> 1 hour 30 minutes	40% of final qualification (70 marks)
<b>Controlled assessment – R060: Data manipulation using spreadsheets</b> 10 – 12 hours	30% of final qualification (60 marks)
<b>Controlled assessment – R070: Using Augmented Reality to present information</b> 10 – 12 hours	30% of final qualification (60 marks)

## For further information, contact

Mr I Flynn - Head of Computing Department

## Subject Information

GCSE

If you have a passion for dance, you should consider studying it at GCSE. You will need to be committed, enthusiastic and have some dance experience from outside of school and also be prepared to invest time and effort to independent rehearsal at lunchtimes and after school. In lessons, you will need to be confident to explore your ideas and work both on your own and with others. You will need to regularly share your work with, and perform to, the rest of the class.

## Course Content

The assessment of this course is split into 2 components which includes practical and theoretical work. Dancers must be able to demonstrate performance and choreography skills practically but also describe, analyse and explain those skills in a written exam. The written exam also includes the studying of 6 professional dance works where dancers will focus on how the dances have been created to analyse and contribute their own opinions on the works.

### Component 1: Performance and Choreography (60% of final grade)

Performance	Solo performance of set phrases	1 minute	30 % of GCSE (40 marks)	15 marks	Performed on moderation day to external moderator
	Duet/Trio performance	3-3 ½ minutes		25 marks	
Choreography	Solo or group choreography	Solo 2-2 ½ minutes Group 3-3 ½ minutes	30% of final mark (40 marks)	40 marks	Performed on moderation day to external moderator

### Component 2: Dance appreciation (40% of final grade)

Dance appreciation	Written exam paper	1 hour 30 minutes	40% of GCSE (80 marks)	Questions based on students own practice in performance and choreography components and the 8 professional dance works studied
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For further information, contact

AQA

## Subject Information

The course provides students with the opportunity to develop previous learning whilst exploring drama and developing a love for the theatre. Learners are able to demonstrate their skills as performers, and analyse/evaluate drama in writing.

This is a performance based subject – all students are required to perform and will be filmed for examination.

This new specification has a greater emphasis on written response than in previous years.

## Course Content

Units of work that the learners will study include:

- Exploring play texts
- Theatre in education
- Acting workshops
- Devising workshops
- Exploration of key practitioners

GCSE Drama aims to give students the opportunity to develop:

- Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in drama
- Knowledge and understanding of drama within a social, cultural and historical context.
- Inter-personal and group working skills
- Creative and performance skills
- Improvisation skills
- Communication and evaluative skills
- A wider understanding of the performing arts, including the technical aspects of sound, lighting, makeup, costume and set design.

## How is it assessed?

The course consists of units of work especially created to enhance and develop performance skills and prepare the learners for practical examinations. Over the course, learners will take part in two performances as an actor.

Component 1: Understanding Drama	80 marks (40%)  1 hour 45 minutes
Component 2 : Devising Drama – practical/written devising log	Devising log (60 marks) devising performance (20 marks)  80 marks in total (40%)
Component 3: Texts in practice – practical	40 marks (20%)

*Students are expected to attend at least one live theatre performance throughout the two year course as they have to write a theatre review as part of their written examination.*

## For further information, contact

## Subject Information

Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future. What can be more important than this? Geography is one of the most popular option choices at GCSE with over a third of students in England taking the subject. Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study at GCSE level. So important, in fact, that the *Guardian* newspaper in 2021 named Geography as a 'must-have GCSE and A-Level' to help you make sense of the world.

If you are not sure about what you want to do in the future, Geography helps to keep your options open. It is a subject that goes well with the Sciences and Mathematics as well as the Humanities, Languages and Arts. It is very flexible in terms of what it can be combined with both at GCSE and A Level.

## Course Content

The course is split into three sections:

- Unit 1 – Natural Hazards, Ecosystems including Rainforests and Extreme Environments, Coasts and Rivers.
- Unit 2 – Urban Issues and Challenges, Changing Economic World, The Challenge of Resource Management.
- Unit 3 – Fieldwork and a Decision Making Exercise

As part of the course, you will take part in two day trips in the UK to investigate two different geographical issues.

## How is it assessed?

Paper 1: Living with the physical environment	+	Paper 2: Challenges in the human environment	+	Paper 3: Geographical applications
<p><b>What's assessed</b></p> <p>3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p>		<p><b>What's assessed</b></p> <p>3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills</p>		<p><b>What's assessed</b></p> <p>3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills</p>

<b>Exam:</b> Paper 1 - 1 hour 30 minutes	88 marks (including 3 marks for SPaG) 35% of GCSE
<b>Exam:</b> Paper 2 - 1 hour 30 minutes	88 marks (including 3 marks for SPaG) 35% of GCSE
<b>Exam:</b> Paper 3 - 1 hour 30 minutes	76 marks (including 6 marks for SPaG) 30% of GCSE Pre-release resources booklet made available 12 weeks before Paper 3 exam

## For further information, contact

Miss J Pilson - Head of Geography Department

## Subject Information

History is a popular GCSE subject which many students do very well in. It is also a subject which is highly respected and valued by colleges and universities. You will study history through the eyes of people who lived at the time and express your own opinions. You will cover history from different time periods and from different parts of the world.

### You will enjoy history if you are interested in:

- Finding out how people's lives have changed and how people in the past may have thought differently from us.
- Understanding how different people can have different opinions on the same event.
- Forming opinions of my own on important historical issues.
- Developing your own understanding of the world around you.

### If you want to develop further:

- Your ability to think independently so that you can interpret the past, present and future critically.
- Your ability to describe and explain the causes, results and effects of people and events.
- Your research skills and information handling skills appropriate for further study and the world of work. Studying history can lead to many different careers.
- Your presentation skills. You would be expected to verbalise your ideas as well as communicate them in different ways, often using ICT and multi-media facilities.

## Course Content

- Thematic Study (Crime and punishment in Britain, c1000 to present day) and study of an Historic Environment (Whitechapel c1870-c1900)
- Period Study Superpower relations and the Cold War, 1941-91) and British Depth Study (Early Elizabethan England)
- Modern Depth Study (The USA, 1954-75)

## How is it assessed?

<u>Paper 1</u> Crime and Punishment in Britain, c1000-present  1hr 15 mins	52 marks 30% final mark
<u>Paper 2</u> Early Elizabethan England 1558-88  Superpower relations and the Cold War 1941-91  1hr 45mins	64 marks 40% final mark
<u>Paper 3</u> USA Civil Rights and Vietnam 1954-75  1 hr 20 mins	52 marks 30% final mark

## For further information, contact

Mr J Woods - Head of History Department

**Please note that in order to study GCSE Music, you MUST either be able to play an instrument (including singing) to at least a basic level or be prepared to learn. In addition to this, you must also be committed to developing your musical skills through instrumental lessons.**

## Subject Information

If you have a keen interest in music, and would like to develop your performing, composing and listening skills, then you should consider opting for GCSE music. This course focuses on practical music making, whilst developing self-discipline, confidence, independent learning and creative skills. It is an ideal course for students to build their teamwork and creativity skills that can be applied to many job roles, as well as careers in the music and technology industries.

## Course Content

### Component 1 - Performing (30%) – NEA

Students may sing, select an instrument of their choice to develop their performance skills on or create a technology performance. Students will prepare and record one solo and one ensemble performance (of between 4 and 6 minutes combined duration) from their recorded portfolio for assessment.

### Component 2 - Composing (30%) – NEA

All students will develop their composing skills in a variety of musical styles, and make use of music technology to record and develop their work. Students must submit two contrasting compositions (of between 3 and 6 minutes combined duration) for assessment, each completed under controlled classroom supervision. One composition is a 'free-choice', and the other is prescribed by the exam board. Students will be expected to complete a composing log of their compositions. These need to be completed by March of Y11.

### Component 3 - Understanding Music (40%) – Examination (75 minutes)

Students learn to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, context and language in relation to the following 4 'Areas of Study':

- Aos 1 – Musical Forms & Devices (includes a set work)
- Aos 2 – Music for Ensemble
- Aos 3 – Film Music
- Aos 4 – Popular Music (includes a set work)

Students must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements and use musical language (including staff notation).

## How is it assessed?

<b>Exam - Music Listening Paper - 8 questions</b> 1 hour 15 minutes	40% of final qualification (96 marks)
<b>NEA – Tasks 1 and 2: Performance (solo and ensemble)</b> 20 hours (plus individual rehearsal)	30% of final qualification (72 marks)
<b>NEA - Tasks 3 and 4: Composition (brief and free choice)</b> 40 hours	30% of final qualification (72 marks)

## For further information, contact

**Mrs S Banks- Head of Music**

## Subject Information

Besides gaining knowledge, studying RE can help you develop a range of skills that are relevant to many different careers. These include:

- Developing a greater understanding of different cultures and religions.
- Forming an opinion on important worldly ethical and philosophical issues and supporting your opinion with evidence and clear justification.
- Improving and developing essay writing skills and presenting well balanced arguments.
- RE is beneficial for any careers in the public sector such as teaching, the police, armed forces and emergency services. Skills like resolving conflict and negotiation are learned throughout the course.

## Course Content

There are 3 components:

- Religious, Philosophical and Ethical Studies in the Modern World.
- Study of Christianity
- Study of a World Faith (Islam)

As part of the first component (Religious, Philosophical and Ethical studies in the modern world) you will study 4 themes.

Theme 1 - Issues of Relationships

Theme 2 - Issues of Life and Death

Theme 3 - Issues of Good and Evil

Theme 4 - Issues of Human Rights

## How is it assessed?

<b>Exam – Paper 1 Ethics</b>	<b>50 % of the marks</b>
Exam -Paper 2 Christianity	25% of the marks
Exam – Paper 3 Islam	25% of the marks

## For further information, contact

**Mrs C Maloret- Head of RE Department**

## Subject Information

GCSE

Spanish is one of the world's most widely spoken languages and is spoken in a variety of countries worldwide. The GCSE Spanish course covers many of the necessary skills for the global workplace as well as essential Spanish for when you are on holiday.

## Course Content

GCSE Spanish is a two-year course leading to one GCSE grade. Topics taught cover personal information, free time, healthy living, town, work and education, future careers, technology, travel and holidays, social issues and cultural awareness.

## How is it assessed?

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9) entry. Students must take final exams at the end of Year 11 in listening, reading and writing. Each paper is worth 25% of the final GCSE grade. Speaking is in the form of a non-exam assessment which takes place in school with the class teacher towards the end of Year 11. This is also worth 25% of the final grade.

### Paper 1: Listening

#### What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

### Paper 2: Speaking

#### What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

### Paper 3: Reading

#### What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from Spanish into English

### Paper 4: Writing

#### What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

For further information, contact

Miss G Suthers - Head of MFL Department

AQA



## Subject Information

GCSE

Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

## Course Content

### **Component 01: Physical factors affecting performance**

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

### **Component 02: Socio-cultural issues and sports psychology**

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

### **Component 04: Practical performances**

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

### **Component 05: Analysis and evaluation of performance (AEP)**

Students are required to demonstrate their ability to analyse and evaluate their own or a peer's practical performance to produce an action plan for improvement.

## How is it assessed?

Exam	
Paper 1 – Physical factors affecting performance	30% of course
Paper 2 – Socio-cultural issues and sports psychology	30% of course
NEA	
Practical performance (x 3 sports)	30% of course
AEP (coursework)	10% of course

## For further information, contact

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## Subject Information



## Vocational

Our Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media

## Course Content

**Contemporary issues in sport:** By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport

**Performance and leadership in sport:** In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations

### Sport and the Media

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media

## How is it assessed?

Sports Studies Units	Methods of Assessment
<b>R184: Contemporary issues in sport</b>  (70 marks written exam)	Written paper, OCR set and marked
<b>R185: Performance and leadership in sports activities</b>  (80 marks coursework NEA)	Centre-assessed tasks, OCR moderated
<b>R186: Sport and the media</b> (40 marks coursework NEA)	Centre-assessed tasks, OCR moderated

## For further information, contact

Mr F Volante - Head of PE/Dance Department



## Subject Information

GCSE

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

This course provides students with the opportunity to develop organisational skills, work independently and manage their time effectively – skills valued by both higher education institutions and employers alike. The knowledge and practical skills gained through the food preparation and nutrition GCSE provided valuable lessons in leading a healthy lifestyle. The course should also appeal to those who are interested in working in careers linked to food and nutrition, such as sports nutrition, health related jobs and possibly even marketing and advertising. Within the 3 lessons each week 1 will involve practical work and 2 will involve theory work.

## Course Content

All students will follow the scheme of work which covers all aspects of Food Preparation and Nutrition including:

- Food preparation skills
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance
- Food preparation and cooking techniques

Students will usually cook once per week and be required to provide their own ingredients.

## How is it assessed?

<b>Exam</b> - Paper 1 Food Preparation and Nutrition 1 hour 45 minutes	50% of final qualification (100 marks)
<b>NEA</b> - Task 1: Food Investigation Assessment 10 hours	15% of final qualification (30 marks)
<b>NEA</b> - Task 2: Food Preparation Assessment 20 hours (including 3-hour practical)	35% of final qualification (70 marks)

## For further information, contact

## Subject Information

## Vocational

The WJEC Technical Award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

Students will gain knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It is an ideal course for students who may choose a career in the Hospitality and Catering Industry.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. Within the 3 lessons each week 1 will involve practical work and 2 will involve theory work.

## Course Content

All students will follow the scheme of work which covers all aspects of Hospitality and Catering including:

- Practical skills and techniques required to prepare, cook and present a range of products both sweet and savoury
- The importance of nutrition and how cooking methods can impact on nutritional value
- Economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- The Hospitality and Catering industry and the different types of establishments within it.
- Job roles within the industry
- How hospitality and Catering establishments operate
- Health and Safety and the legislations establishments must adhere to

Students will usually cook once per week and be required to provide their own ingredients.

## How is it assessed?

<b>Exam</b> - Unit 1 The Hospitality and Catering Industry 1 hour 20 mins	40% of final qualification (80 marks)
<b>NEA</b> - Unit 2 Hospitality and Catering in Action 12 hours(including 3-hour practical)	60% of final qualification (120 Marks)

## For further information, contact

**Mrs P Roberts** - Head of Technology Department

## Subject Information

GCSE

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

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

Students will develop a variety of practical skills through mini projects to prepare them for their NEA final product in Year 11. A large amount of theory is covered in practical lessons as well as through ICT. This will include materials research, as well as CAD/CAM packages including: Google sketch-up and 2D Design.

## Course Content

All students will follow the scheme of work which covers all aspects of Design and Technology including:

### 1. Core Technical Principles

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

### 2. Specialist Technical Principles

### 3. Designing and Making Principles

## How is it assessed?

<b>Exam - Paper 1 Design &amp; Technology</b> 2 hours	50% of final qualification (100 marks)
<b>NEA - Substantial design and make task</b> 30-35 hours	50% of final qualification (100 marks)

## For further information, contact

**Mrs P Roberts** - Head of Technology Department

**AQA**

## Subject Information

## Vocational

This qualification would be best suited for students who enjoy learning about real life situations and completing tasks based on the tourism industry. Students will focus on a series of areas, such as understanding how tourism operations functions, a deeper understanding of the business environment in which they operate and the ability to review options for solutions to issues.

## Course Content

The course will be split into 3 components and underpinned by different topics.

### Component 1: Travel and tourism organisations and destinations.

This component investigate travel and tourism organisations in the UK, their ownership, aims key products and services and how they work together. It will also explore the role of consumer technologies within the travel and tourism industry. It will also develop an understanding of different types of tourism and visitors. It will also investigate the features of and routes to popular tourist destinations.

### Component 2: Customer Needs in travel and Tourism

This unit will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. It will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

### Component 3: Influences on Global travel and tourism.

This unit will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations respond to three factors. It will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

## How is it assessed?

Component	Qualification Weighting	Type of Assessment	Length of assessment
Component 1: Travel and tourism Organisations and destinations	30%	Internal assessment with 5 tasks. Externally moderated	4 hours of monitored preparation and 6 hours of supervised sessions.
Component 2: Customer Needs in Travel and Tourism	30%	Internal assessment with 4 tasks. Externally moderated	5 hours of monitored preparation and 6 hours of supervised sessions.
Component 3: Influences on Global Travel and Tourism.	40%	External synoptic exam. Externally marked	2 hours

## For further information, contact

Miss J Pilson - Head of Geography Department

