

# The Holy Family

## Catholic School

a voluntary academy



# Year 9

# Options Information for September 2025

*The Holy Family Catholic School belongs to*



Blessed  
Christopher Wharton  
CATHOLIC ACADEMY TRUST

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2	<b>Core Subject Pages</b>	Religious Education English Language English Literature Mathematics Combined Science
3	<b>Humanities Choose one</b>	History Classical Civilisation
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# Introduction

## Message from the Headteacher

You are about to embark on the most significant aspect of your education to date, your GCSE Studies. The next few years will be a very exciting and challenging time for you. This booklet is designed to help you understand the choices available, as well as helping you to make the right choices for you personally.

Some of you will already have a clear idea about the sort of career that you would like to have, and some of you will take much longer to decide. You must speak to your family and the staff who know your strengths and aspirations, to help you decide what's best for you and your future.

Whatever the stage you have reached, it is a good idea to make your decisions about your GCSE courses based upon some of the following tips:

- Choose subjects that you will enjoy
- Choose subjects that you are good at
- Choose subjects that will support your career plans
- Choose a combination of subjects that give you a broad experience of learning
- Do not choose subjects because you want to be with your friends
- Do not choose subjects because you like the teacher

Be excited and proud to know you are at such an exciting stage of your education – we will give you all the help you need to make the right choices.

Good luck in your decisions.

Ms S Mather

## Welcome to the Holy Family School Options Booklet for 2025 -2026

This is the first time since starting school that our students have had the opportunity to take control of a significant part of their curriculum. Year 9 students will continue to benefit from a broad and balanced curriculum that will allow a range of further and higher education pathways to be followed once they have completed Year 11.

Choosing option subjects for study in Key Stage 4 is an extremely important part of the year for the students involved. We therefore devote significant time to the process and the timeline for this is shown below:

**Thursday 1<sup>st</sup> May 2025**

Year 9 Parents' Evening

**Week Beginning 5<sup>th</sup> May 2025**

Assembly presentations for Year 9 students to explain options process

**Thursday 8<sup>th</sup> May 2025**

Information Evening for Year 9 students and parents to explain options process

**Wednesday 21<sup>st</sup> May 2025**

Options form submission deadline

**June 2025**

Parents and students informed of subject choice allocations

**Ongoing throughout process**

Individual meetings with students and members of the Senior Leadership Team

The following pages offer further clarification about how we organise Key Stage 4 as well as explaining the key staff involved in the options process. Also included is information on the core curriculum that all students will follow.

## KEY STAFF

FOR ANYTHING RELATED TO THE OPTIONS PROCESS	
Name	Role
Mr I Burrows	Assistant Head: Year 9 Options Co-ordinator
Mrs S Layas	Deputy Head: Quality of Education
Mrs A Blake	Director of Year 9

## MAKING OPTIONS CHOICES

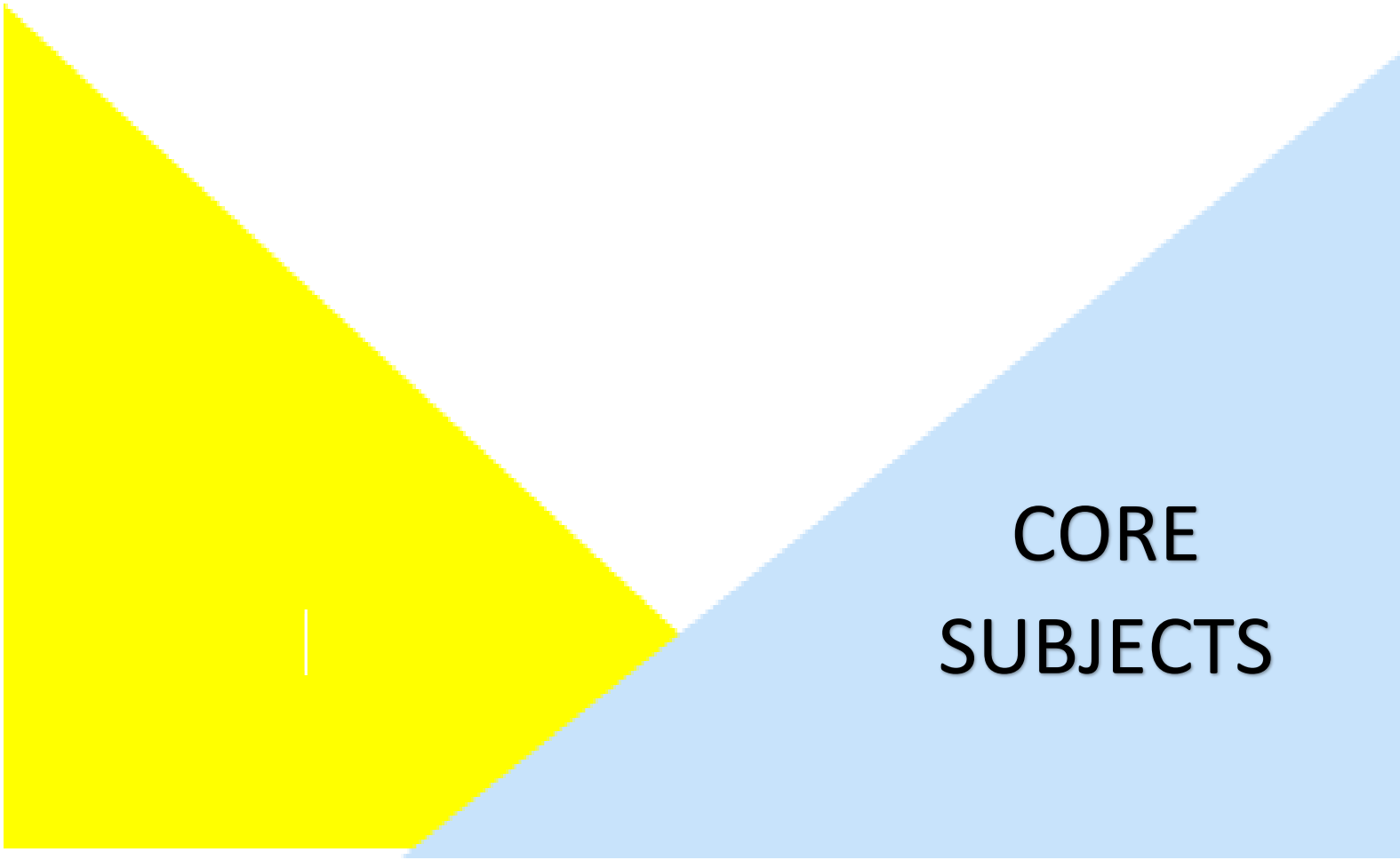
### Year 10

All students will study the following core curriculum:

- RE (5 lessons per 2-week cycle)
- GCSE English (8 lessons per 2-week cycle)
- GCSE Maths (8 lessons per 2-week cycle)
- GCSE Combined Science (8 lessons per 2-week cycle)
- PSHE Non- Assessed subject
- Core PE (2 lessons per 2-week cycle) None Assessed
- History or Classical Civilization

Students will then choose 2 subjects from the option subjects outlined in this booklet:

- **Two** from the Option Choice box (5 lessons per 2-week cycle)



# CORE SUBJECTS

# GCSE Religious Education

EXAMINATION BOARD: EDUQAS

## Course Information - RE

GCSE Religious Studies is a core, compulsory subject for Year 9, 10 and 11 students at Holy Family School, where we follow the Eduqas Route B specification.

GCSE Religious Studies gives you the opportunity to explore the biggest questions in life and to discover religion in the modern world. The course is important because it is about you, your life, and your position in our diverse UK society. As a community, it helps us to remove the ignorance that causes prejudice, hatred, and violence around us. It provides you with the opportunity to explore religious and moral beliefs in a safe environment so that you can become sure of your own point of view and explain it coherently.

GCSE Religious Studies is suitable for students of any religious faith, or none. The current Year 9, 10 and 11 groups contain a mix of Catholics, atheists, agnostics, and theists from a variety of religious backgrounds. Religious Studies at Holy Family is not about making you religious; it is about enabling you to think for yourself about religious, philosophical, moral, and ethical issues and to apply your beliefs in order to lead a better life.

## Course Content

The course is divided into three papers:

### Paper 1: Foundational Catholic Theology

Origins and Meaning

Good and Evil

### Paper 2: Applied Catholic Theology

Life and Death

Sin and Forgiveness

### Paper 3 The Study of Judaism

Covering the beliefs and practices of Judaism

## Assessment

The course is assessed through three examinations at the end of Year 11.

Two 90 minute papers and one 60 minute paper.

## Future Opportunities

GCSE Religious Studies is intellectually rewarding. Because it prepares you so well for life in the UK, it can help you succeed in a wide variety of careers, such as business, law, the armed forces, banking, journalism and the media, retailing, nursing, social work, psychology and counselling, charitable work, teaching, and of course religion, to name but a few! It complements other GCSE subjects like English, History and Science, and is great preparation for A level RS as well as many other A level subjects. It is respected by good universities because it is challenging and will help you to achieve a place in higher education.

# GCSE English

EXAMINATION BOARD: AQA

## Course Information – English Language

*“The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.”*

–Maria Montessori

### What will I learn?

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

### Which skills will I develop?

The specification offers a skills-based approach to the study of English Language in an untiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses.

### How will I learn?

English Language is integrated with English Literature in the curriculum. Lessons will be a mixture of teacher led activities, individual tasks and collaborative work with students having the opportunity to review their learning.

### How will my work be assessed?

Paper One Exam	<i>Explorations in Creative Reading and Writing</i>	1 hour 45 minutes 50%
Paper Two Exam	<i>Writers' Viewpoints and Perspectives</i>	1 hour 45 minutes 50%
Non-Examined Speaking and Listening Component	Spoken Language not included in the marks for the GCSE	Spoken Language Task

### Where might it lead?

Almost all jobs and careers require you to have GCSE English Language. The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life.



# GCSE English

EXAMINATION BOARD: AQA

## Course Information – English Literature

*“The answers you get from literature depend on the questions you pose.”*  
–Margaret Atwood

### What will I learn?

GCSE English Literature is important in everyday life because it connects individuals with larger truths and ideas in a society. Literature creates a way for people to record their thoughts and experiences in a way that is accessible to others, through fictionalized accounts of the experience.

### Which skills will I develop?

The specification takes a skills-based approach to the study of English literature that is consistent across the genres. The qualification allows you to experience inspirational literature and allows students of all abilities to achieve their best on every question.

It offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

### How will I learn?

English Language is integrated with English Literature in the curriculum. Lessons will be a mixture of teacher led activities, individual tasks and collaborative work with students having the opportunity to review their learning.

### How will my work be assessed?

Paper One Exam	<i>Shakespeare and 19<sup>th</sup> century novel</i>	1 hour 45 minutes 40%
Paper Two Exam	<i>Modern Texts and Poetry</i>	2 hour 15 minutes 60%

### Where might it lead?

There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, Public Relations, marketing and job roles within the media.

# **GCSE Combined Science**

EXAMINATION BOARD: Pearson

## **Course Information - Science**

A wide range of topics will be covered within the separate science disciplines of Biology, Chemistry and Physics. This leads to the award of two GCSE grades at the end of Year 11.

## **Course Content**

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes, and uses of science.

Specific subject content can be accessed at the exam board website listed below.

## **Assessment**

Six external examinations taken at the end of year 11 in Biology, Chemistry and Physics.

## **Future Opportunities**

This pathway provides a firm basis for A-Level courses in Applied Science and in some cases, students can follow the A-level Biology, Chemistry and Physics pathways.

# GCSE Mathematics

EXAMINATION BOARD: EDEXCEL

## What will I learn?

You continue to develop your understanding of Mathematics from a real-world perspective as well as the abstract. The six areas of the syllabus; number; algebra; ratio; proportion and rates of change; geometry and measures. Probability and Statistics will have the emphasis on the application of learning.

## Which skills will I develop?

Amongst the many skills developed throughout the course, the most important are representation (identifying and simplifying), analytical skills (making connections and generalising), interpretation and communication.

## How will I learn?

The GCSE curriculum demands that Mathematics is learnt in a way that emphasises using functional maths. Lessons will be a mixture of teacher led activities, individual tasks, and collaborative work, with students having the opportunity to review their learning. ICT will be used both as a teaching and learning tool.

## How will my work be assessed?

Paper 1 Non- calculator	A formal examination consisting of one paper in which a calculator cannot be used (90mins).	External Examination 80 marks
Paper 2 Calculator	A formal examination consisting of one paper in which a calculator can be used (90mins).	External Examination 80 marks
Paper 3 Calculator	A formal examination consisting of one paper in which a calculator can be used (90mins).	External Examination 80 marks

## Where might it lead?

Studying this course can lead to further areas of study such as A Level Mathematics, Physics, Biology, Chemistry, Economics, Geography and Psychology. This qualification is also useful if considering employment such as Medicine, Accountancy, Insurance, Teaching and Computer Game Design. Almost every employer will look for Mathematics as proof of ability to think logically and analytically.

A yellow triangle on the left and a blue triangle on the right, both pointing towards the center. The word 'HUMANITIES' is written in black capital letters on the blue triangle.

**HUMANITIES**

# GCSE Classical Civilisation

EXAMINATION BOARD: OCR

## What will I learn?

The Humanities Department is delighted to offer GCSE Classical Civilisation, a new subject for the next academic year. This GCSE will provide learners with a broad, coherent and rewarding study of the culture of the classical world with a focus on Ancient Greece and Rome from 3000 BC to 500 AD.

## Course Content

In the first paper, Myth and Religion, students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. In the second paper, Roman City Life, students will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. Literature topics include the Satires of Horace and Juvenal, fiction of Petronius and letters of Pliny.

## Assessment

### Paper 1: Thematic Study

Myth and Religion (J199/11)

### Paper 2: Literature and Culture

Roman City Life (J199/22)

Paper	Module	Exam Time	% in GCSE
<b>Paper 1: Thematic Study</b>	Myth and Religion	1 hour 30 minutes	50% of the total GCSE
<b>Paper 2: Literature and Culture</b>	Roman City Life	1 hour 30 minutes	50% of the total GCSE

## Future Opportunities

Classical Civilisation supports future study in subjects like English, History, Philosophy, and even Law, while also encouraging a broad, reflective view of the world that is valued in many careers.

## Course Information – History

EXAMINATION BOARD: AQA

Our History GCSE covers various aspects of British and World History from 1066 to the present day. This GCSE course is new to Holy Family this academic year. Students will follow on from their Year 9 Paper 1 study of the political, economic, social and cultural aspects in America 1920-73. The second module that students will study is *Conflict and Tension* in Europe, which enables students to understand the complex and diverse interests of different individuals at the end of 1918. For our third unit (Paper2) students will look at , *Britain: Power and the people*, enables students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. The final unit, *Norman England*, is a close study of the arrival of the Normans and the establishment of their rule.

## Course Content

### Paper 1:

- Section A: Period studies: AD *America, 1920–1973: Opportunity and inequality*
- Section B: Wider world depth studies: BB *Conflict and tension: the inter-war years, 1918–1939*

### Paper 2:

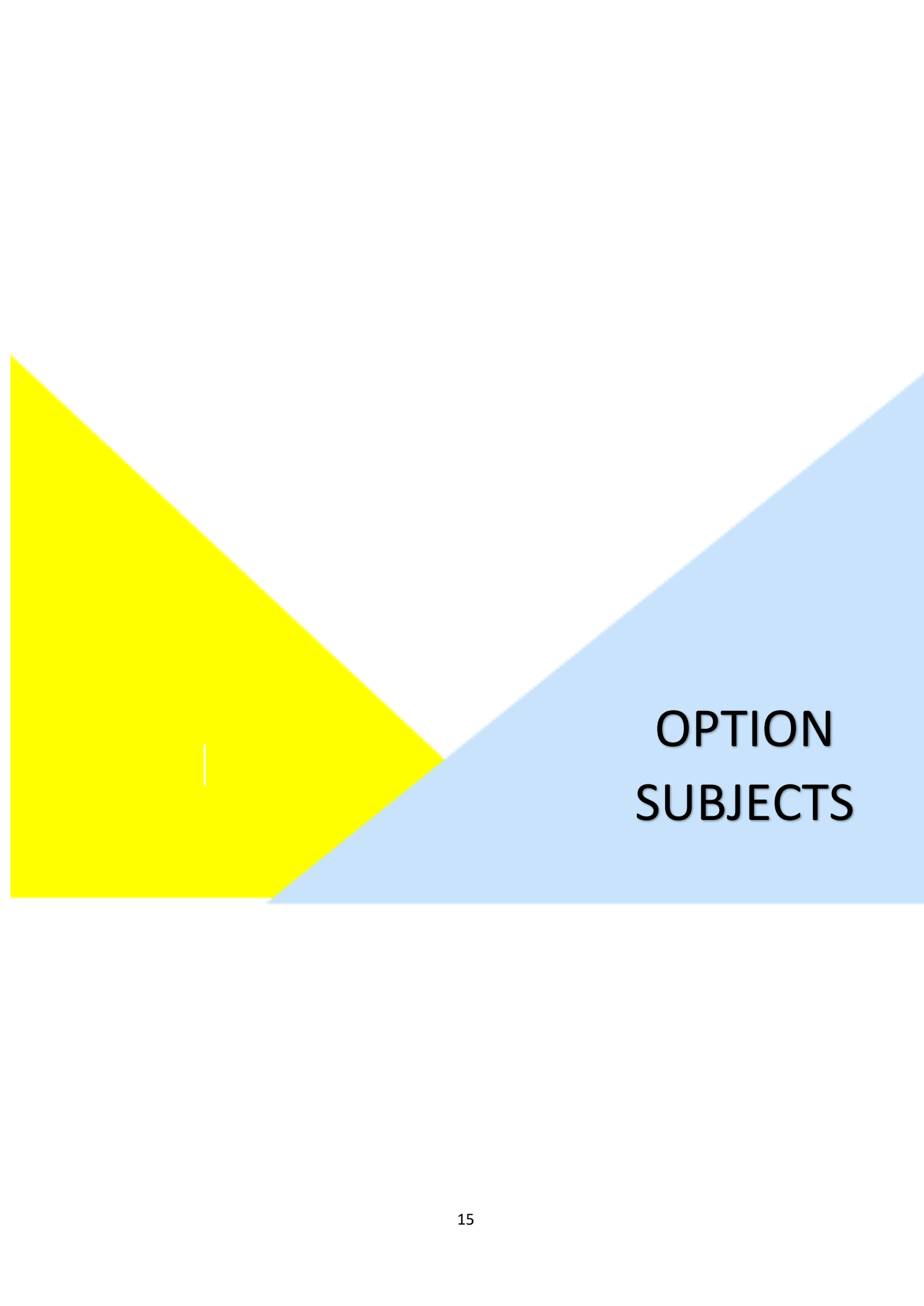
- Section A: Thematic studies: BB *Britain: Power and the people: c1170 to the present day*
- Section B: British depth studies: BA *Norman England, c1066–c1100*

## Assessment

Paper	Module	Exam Time	% in GCSE
Paper 1	<ul style="list-style-type: none"><li>America, 1920–1973: Opportunity and inequality</li></ul>	2 Hours	50% of the total GCSE
	<ul style="list-style-type: none"><li>Conflict and tension: the inter-war years, 1918–1939*</li></ul>		
Paper 2	<ul style="list-style-type: none"><li>Britain: Power and the people: c1170 to the present day*</li></ul>	2 Hours	50% of the total GCSE
	<ul style="list-style-type: none"><li>Norman England, c1066–c1100*</li></ul>		
*Up to 4 marks for Spelling, Punctuation and Grammar			

## Future Opportunities

Studying History teaches students to understand complex events, recognize patterns over time, and think critically about the causes and consequences of actions. These skills are highly valued in many careers, including law, journalism, politics, education, and business. History also helps students develop strong research and communication skills, as well as a deeper understanding of different cultures and perspectives. By learning about the past, students are better equipped to make informed decisions and contribute thoughtfully to the world around them as well as increase their understanding of current political events.



# OPTION SUBJECTS

# GCSE Art & Design

EXAMINATION BOARD: AQA

You will be working with the following media: -

Pencil

Pen

Charcoal

Chalk

Watercolour

Acrylic paint collage

Mixed media

Using the above media, you will be following 4 assessment objectives aiming to show you can

Research Artists

Experiment with media and Ideas

Record observations through drawing and photography

Make a personal response by producing your original artwork.

You will be expected to spend a minimum of 2hrs a week on homework.

**Course Content** Natural Forms Project Portraits Project

10-hour practical exam

## Assessment

All work will be marked with a GCSE grade. You will receive verbal feedback every lesson and written feedback on all work that is completed. (Classwork and homework)

Your Art Teacher meets with other art teachers from the region to ensure work is standardised and then it is externally moderated.

## Future Opportunities

Studying art can show you are a creative thinker and good at tackling practical as well as conceptual problems.

It could lead to careers in creative, media or design industries such as graphic design, fashion, Interior design, or architecture.

Choosing art requires a high level of commitment as well as determination and enthusiasm. You will be required to spend a minimum of 2 hours per week on homework but students who succeed in art generally spend a lot more time than that out of lessons to complete their work. Extracurricular is offered in the form of lunchtime sessions which are highly recommended.



# GCSE Business

EXAMINATION BOARD: Pearson

## Is this the right subject for me?

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands then

the GCSE Business course is the right subject for you.

## What do I need to know, or be able to do, before taking this course?

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

## What will I learn?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity, and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

## How will I be assessed?

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

# GCSE Design Technology

EXAMINATION BOARD: AQA

## Course Information – Design Technology

Design and Technology is a practical subject which helps students develop their creativity, with the making of products. A process of creating a new product to be sold by a business to its customers. A very broad concept, it is essentially the efficient and effective generation and development of ideas through a process that leads to new products.

## Course Content

### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

### Assessment Written exam:

2 hours

100 marks

50% of GCSE

## What's assessed

Practical application of:

Core technical principles Specialist technical principles Designing and making principles **How it's assessed**

Non-exam assessment (NEA): 30–35 hours approximately 100 marks

50% of GCSE

## Task(s)

Substantial design and make the task Assessment criteria:

- Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas
- Developing design ideas, realising design ideas, analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence Work will be marked by teachers and moderated by AQA

# GCSE Drama

EXAMINATION BOARD: EDUQAS

## Course Information – Drama

This GCSE course is a natural progression for those who enjoyed learning the subject in KS3. It allows students to develop their performing and devising skills as well as being able to develop their understanding of how theatre is created for an audience.

## Course Content

Students advance skills learnt within KS3 in the creation, development, and performances of pieces of theatre. They also study various Drama practitioners and apply the knowledge of these within their performances and creative workings. They will study in detail at least one play both practically and theoretically using this knowledge within an exam setting. The course also allows for visits to live theatre to perceptively analyse the productions they have seen. Students also work in a variety of group sizes, and they are heavily involved in the devising and development of all performed pieces.

## Assessment

Component 1 – Devising Theatre – 40% – internally assessed, externally moderated.

Students devise a piece of theatre working as a small theatre company and perform their final pieces to an audience in response to a stimulus set by the exam board.

Alongside this, they produce a portfolio of the journey of their work including an evaluation of the final performance.

Component 2 – Performance of a text – 20% – externally assessed.

Students perform two extracts from one text that they have studied and perform the piece to a visiting examiner.

Component 3 – Interpreting Theatre – 40% – externally assessed.

Students study practically in detail 'Hard To Swallow' by Mark Wheeler. They use this knowledge gained to answer a series of questions in a written exam. They also complete a live theatre review (within the exam) which gives them the chance to analyse and evaluate a piece of theatre they have seen throughout the course.

## Future Opportunities

This course is a perfect springboard for those who would like to study Drama or Theatre Studies at A-Level. Students can also use this course to access a Performing Arts course at college. This can lead students into a career in the Arts or teaching perhaps.

# **GCSE Food Preparation & Nutrition**

EXAMINATION BOARD: EDUQAS

## **Course Information – GCSE Food Preparation and Nutrition**

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now, and later in life.

### **What will the learner study as part of this qualification?**

This qualification in food preparation and nutrition will enable you to make connections between theory and practice so that you are able to apply your understanding of food science and nutrition to practical cooking. The content relates to the study of both food and drinks.

### **What skills will you develop?**

By studying food preparation and nutrition you will be able to:

- demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### **How will you be assessed**

**Examination 50%**

**Coursework 50%**

## **GCSE French / German**

EXAMINATION BOARD: French – Pearson

EXAMINATION BOARD: German – Pearson

### **Modern Foreign Languages – French / German**

The MFL GCSE course covers a range of topics that are designed to be both useful and interesting to students. Throughout the course, in German and French they will cover the topics of media and culture, sport and leisure, travel and tourism and business, work and employment. In Spanish, they will study the themes of identity and culture, local, national, international, and global areas of interest and current and future study and employment.

### **Why Study Foreign Languages at GCSE**

Languages are useful in a variety of fields, whether in the world of work or in leisure, such as on holiday. Learning a language is a great way to understand the culture of another country. The MFL course will also help you to further develop your English skills. Most Universities expect students to have studied a language to GCSE level, as it shows a good level of academic ability.

### **How Will I be Assessed?**

During the course, students will be assessed in the 4 key skills of Reading, Listening, Writing and Speaking. The Reading and Listening components (both weighted at 25% of the overall GCSE grade) are in the form of an end of course paper. The reading paper will contain a translation into English. The Listening paper will contain a dictation in the language studied.

The Speaking element (25% of the overall grade) will be assessed at the end of the course. Students will be expected to participate in 3 assessment types (a Read Aloud task, a Role-play, and a Picture-based discussion) across the topics outlined above. The Written assessment (25% of the GCSE grade), as with the speaking element, is conducted at the end of the course. Students will have to complete a variety of written tasks including a translation into the target language.

### **What I Need to Know**

Students can be entered for either Higher or Foundation level. The grade given will be 9-1.

Students wanting to choose a language must have studied the language for a minimum of two years at school.

### **Future Opportunities**

Following the completion of the GCSE course in MFL, students will be able to continue studying the language at AS/A2 level.

Students will also have acquired a range of skills that complement other areas of study.

### **Career Prospects**

Students that have achieved a GCSE in a Modern Foreign language are in a good position to follow a variety of career paths, such as media, tourism, PR, business, finance, commerce, and the public sector (for the government or the EU).

Language students can also go on to work in teaching, the export/import industry, translating or interpreting, the arts and technology sector or the motor industry.

Languages are also a very useful addition to any set of qualifications and can make a positive impression when applying for jobs.

# Cambridge National iMedia (L2)

EXAMINATION BOARD: OCR

## Course Information

iMedia lets students gain knowledge of several key areas in the media field, from pre-production skills to digital animation, it also offers a hands-on approach to learning. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

## Course Content

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units.

Students will study - R093 Creative iMedia in the media industry - examinable unit.

R094 - Visual identity and digital graphics - mandatory NEA unit

Plus one optional NEA unit from –

R095	Characters and comics
R096	Animation with audio
R097	Interactive digital media
R098	Visual imaging
R099	Digital games

## Assessment

Most of the qualification is tested by coursework that is set and marked by your teacher. This will be done throughout the two-year course. So, if you like project work, enjoy research and doing practical things you may find a Cambridge National a better option than a GCSE. One of the units that students must take – on pre-production skills – involves a written exam that lasts 1 hour and 30 minutes and is set and marked by the team at OCR.

## Future Opportunities

Cambridge National in Creative iMedia is effective preparation for a range of qualifications including:

Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+).

Students could also consider moving into AS or A Level Computer Science.

There are many different careers that this qualification could help you move towards.

## **Course Information - Music**

This GCSE course is a natural progression for those who enjoyed learning the subject in KS3. It allows students to develop composition, listening, musical theory and performing skills throughout the course.

## **Course Content**

Within GCSE Music students broaden their theory knowledge and develop performing and composition skills.

Following the Eduqas specification students develop an understanding of four different areas of musical study: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music and includes two set works. This allows students to categorise theory work and makes it much more manageable and fun for learning.

Students also begin to develop an understanding of the use of Logic software which is the package used to develop compositions. Performances are also completed in solo and ensemble form in an instrument of their choice.

## **Assessment**

Component 1 – Performance – 30% (internally assessed, externally moderated)

Students perform two pieces of music (between 4-6 minutes in total); one a solo performance the other as part of an ensemble using an instrument of their choice.

Component 2 – Composing – 30% (internally assessed, externally moderated)

Students compose two pieces of music; one is a free choice, the other a composition in response to a brief set by the exam board.

Component 3 – Appraising Music – 40% (listening exam, externally assessed)

Students complete a listening exam (1 hour 15mins) which consists of 8 questions which draws together theory knowledge applied through the performed excerpts. Two questions each are based on the four areas of study. Also, within these 8 questions, two questions are based on the set works which are 'Eine Kleine Nachtmusik' and 'Since You've Been Gone'.

## **Future Opportunities**

This course GCSE music is a perfect springboard for those who would like to study Music at A-Level. Students can also go on to study A-Level Music Technology or it can also be helpful in gaining access to a Performing Arts course at college. This can lead students into a career in the Arts or teaching perhaps.

# GCSE PE

EXAMINATION BOARD: Pearson

## What will I learn?

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

## What skills will I develop?

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and wellbeing
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## How will my work be assessed?

The assessment consists of multiple-choice, short-answer, long-answer and one extended writing question.

### **Component 1: Fitness and Body Systems (\*Component code: 1PE0/01) (36% of the qualification)**

External Assessment (May/June)

90 mins

80 marks

### **Component 2: Health and Performance (\*Component code: 1PE0/02) (24% of the qualification)**

External Assessment (May/June)

75 mins

60 marks

### **Component 3: Practical Performance (30% of Qualification)**

Non-examined assessment: internally marked and externally moderated

105 marks (35 marks per activity) Students must participate in three separate activities.

### **Component 4 – Personal Exercise Programme (10% of the qualification)**

The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) to improve/optimize performance in a chosen physical activity.

**Non-examined assessment: internally marked and externally moderated**

75 mins

20 marks

## Where might it lead?

The ideal route to studying a Level 3 course in; GCSE PE, BTEC Sport, Sport.

Pathway	Potential Careers
Sport & Fitness	PE Teacher, Personal Trainer, Sports Coach, Strength & Conditioning Coach
Health & Wellbeing	Physiotherapist, Occupational Therapist, Nutritionist, Mental Health Advocate
Sports Science	Exercise Physiologist, Sports Psychologist, Performance Analyst
Media & Events	Sports Journalist, Commentator, Event Coordinator, Social Media Manager



# **GCSE Psychology**

EXAMINATION BOARD: Pearson

## **What will I learn?**

Students will learn all about research methods and how to conduct investigations to understand behaviour. In the first year of study, students will learn about how the brain develops, factors that influence growth and development, social influence, memory and psychopathology. In the second year of study, students will further develop their understanding of research methods (including data analysis), forensic psychology and the psychology of the self.

## **Which skills will I develop?**

Students will develop their analytical and critical thinking skills by evaluating psychological theories and research, allowing them to articulate and defend their own arguments using evidence and data. Studying psychology will allow students to develop an appreciation for the scientific method of inquiry, whilst providing them with the opportunity to develop their extended written communication through assessed essays.

## **How will I learn?**

The curriculum is designed to embed research methods throughout the course. Students will start by considering the brain's development from 2 weeks, before considering the development of conscious thought and morality. Eventually students will start to focus on everyday behaviour, considering the theoretical and scientific explanations of emotions, psychological problems, speech and language, and criminal behaviour.

## **How will my work be assessed?**

Two exams to be taken at the end of the second year of study.

Paper 01 – 55% of the overall grade (105 minutes)

Paper 02 – 45% of the overall grade (80 minutes)

Both papers will have a mixture of question styles (multiple-choice, diagram and short answers). Paper 02 will include extended answer questions and will require a calculator.

## **Where might it lead?**

The ideal route to studying a Level 3 course in; Biology, Psychology, Sociology, Criminology, Sport, Health and Social Care and Child Development.

# Options Form Example

Please follow these instructions when completing the option form (please note: RE, Maths, English Language, English Literature, Combined Science will be studied by all students).

**Reserve choices need to be carefully considered because first choice of subjects cannot be guaranteed:**

Below is an explanation of how to do this.

If you have any questions or need assistance/advice when choosing your options, please get in touch with the school office.



Example Form – Please do not complete or submit. If you require another form, please see your form tutor.

Student Name: \_\_\_\_\_ Form: \_\_\_\_\_

**Core Subjects (Studied by All Students)**

- Religious Studies Mathematics English Language English Literature Combined Science

**Humanities (Please tick one)**

- ☐ History ☐ Classical Civilisation

**Option Choices**

Please choose **two first-choice** options and **two reserve** options by ticking one box in each column per subject. **Do not select the same subject as both a first and a reserve choice or duplicate the Humanities choice from above.**

Subject	1st Choice	Reserve
Art	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>
Classical Civilisation	<input type="checkbox"/>	<input type="checkbox"/>
Design Technology	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>
Food Technology	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
Media	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>

**Please return the completed form by Wednesday 21st May 2025.**Parent/Carer Confirmation

I confirm that I support the option choices made by: ☐ Please tick to confirm

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

All students study these subjects.

Select one

In Option Choice section please tick two first choices and two second choices.

Inset the name of the student and tick the box.

# Frequently Asked Questions about the options process

## Guidance for Students

### **Do I need to choose subjects based on what I want to do when I leave school?**

The core subjects give the variety, breadth and qualifications required at this stage of your academic career. A career choice made now may alter as you mature and have different experiences of life. The option subjects will therefore broaden your education further, choose options that you enjoy and interest you.

### **Are there any 'easy' choices?**

All subjects offer level 2 qualifications. Therefore, there will be challenges in all areas. All courses are validated by the appropriate examination boards.

### **Who can I seek advice from?**

Your form tutor, subject teachers and your Year Manager, Mrs Blake. You can also seek help from any member of the senior leadership team. We are all here to help and support you in the choices you make.

### **Why are we asked to put down a reserve choice on the options form?**

We try extremely hard to match student choice. Sometimes option subjects are under or oversubscribed; it is at these times that we need to use the reserve choice subject to direct you to other subjects.

### **What if I am still in doubt about the choice of courses by the deadline for the return of the form?**

It is vital that the completed form is not late and is submitted by 21<sup>st</sup> May 2025. You will have a 5 minute appointment with a member of senior staff prior to this deadline to talk through your choices.

### **Will I be able to change options if I change my mind in Year 10?**

No. It is up to you to research the subject fully before starting the course. Any queries should be sorted out before making your choices.

# Guidance for Parents and Carers

The most important thing is to discuss the options process with your child to make sure they have carefully considered their choices and that they are happy and comfortable with their decisions.

From our experience of previous years, it may be helpful if parents and carers consider the following:

## **1. Please make sure you read through the course detail with your child:**

- Do students know what each subject involves? They must read the options booklet.
- Think about where their skills, interests and abilities lie.
- We have extensive information on the school website about each option. Please use this to help inform your decisions.

## **2. Please be careful that your child does not choose a subject:**

- to be with friends.
- because they like or do not like a particular teacher. Staffing in Years 10 and 11 can be different.
- because they think it is going to be easy.
- because they are influenced by what you as parents/carers want for them, rather than what they want for themselves!

## **3. Be realistic**

Make sure students have thought carefully about a reserve choice subject.

All of us have got talents and abilities, but none of us are perfect and we all have some limitations. Think very carefully about strengths and weaknesses.

- Most subjects are GCSEs
- The level 2 vocational qualifications is OCR Cambridge National for iMedia

Level 2 simply means that a qualification is equivalent to a GCSE.

# What is the Ebacc?

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

GCSE English language and literature

GCSE Maths

GCSE Sciences

History

A Language

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

**The deadline for Option Forms to be handed in to your Form Tutor is Wednesday 21st May 2025.**