



**Cottingham**  
High School



**Guided  
Choices  
2026**



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# Introduction

**Welcome to your Year 9 Guided Choices Booklet.**

At this important stage of your education, the choices you make today will play a significant role in shaping your future. We believe that every student has the potential to create a positive future for themselves, and the decisions you make about your GCSE options will lay the foundation for your success.

Our Trust vision of Shaping Positive Futures reflects our commitment to guiding you through this process and helping you choose subjects that inspire you, challenge you and open doors to exciting opportunities. This booklet is designed to provide you with all the information you need to make confident, informed decisions about your GCSE journey.

We have also planned a range of opportunities to support you, your parents and guardians in making these choices. It is important to get as much information as possible, that you think carefully and listen to the advice of your teachers, family and other people that know you best.

Remember, the path you choose is not just about what you learn in the classroom – it's about discovering your passions, developing your strengths and preparing for the opportunities that await you in the future.

We're excited to support you as you take this next step towards shaping your positive future!

**Mr Kerby**, Headteacher



## The Importance of Key Stage 4 Guided Choices

Key Stage 4 is the name given to the period of education during Years 10 and 11. This will be the first opportunity that you have to consider some of the subjects you would like to continue studying at school. During Key Stage 4, you will gain formal qualifications which will prepare you for your future pathways. These qualifications will provide you with greater choices when you leave school.

A range of qualifications are available to ensure that you achieve the best possible grades to match individual levels of ability and aptitude. Although there is some flexibility in terms of the choice of courses followed at Key Stage 4, the Department for Education insists that all students follow a compulsory core of key subjects. This includes English, Maths, Science (Double or Separate Award) and aspects of Religious Studies, Social, Moral, Spiritual and Cultural (SMSC), Careers, RSE (Relationships and Sex Education) and Health Education. As a result, these particular subjects are automatically added to your timetable as a lesson or as part of our pastoral delivery or focus days.

Further changes have also been made by the Department for Education to ensure that you have access to a broad and balanced curriculum, consisting of at least 8 subjects.

In addition, when you sit your GCSEs, almost all subjects will be examined in full at the end of Year 11. Most courses will also contain a high level of external assessment. An increased emphasis on literacy skills mean that most examinations will carry marks for extended written answers containing the correct spelling, punctuation and grammar (SPaG).

# The Key Stage 4 Curriculum

Our curriculum aligns itself with local, regional and national skills, with students leaving school to follow careers in various sectors. The structure of the Key Stage 4 curriculum will ensure that every student follows a broad and balanced curriculum, whilst allowing some element of choice that is suited to individual aptitudes and needs.

## The range of qualifications available at Key Stage 4

There are two main qualification routes open to you at Key Stage 4, referred to as GCSEs and vocational (outlined below):

### General Certificate of Secondary Education (GCSE) Qualifications

GCSEs are linear courses, which means that you are assessed through a series of final examinations taken at the end of the course. There may be some internal controlled assessment tasks in certain subjects.

### Vocational Qualifications

These alternative qualifications are equivalent to GCSE courses in terms of their value. Vocational courses are mainly assessed through in-class assignments at regular intervals with an examination at the end of the course. A 'Level 2 Pass' is equivalent to a GCSE at Grade 4, although higher equivalent grades can be accessed by achieving Merit or Distinction awards. A 'Level 1', BTEC qualification is equivalent to a Grade 3.

### Demand and availability

We aim to confirm your provisional Key Stage 4 study programme as soon as we have processed all the pathway forms.

We will guarantee one of your first choices but some students may have to study their reserve subject choices. For this reason, it is important that you make your reserve choices carefully. In the event of an over-subscribed course, we base our decision on a number of factors,

including; previous attitude to learning in the subject and commitment to subject requirements (for example, bringing ingredients to a food lesson or PE kit to a sports lesson). Your previous approach to school life will always be considered.

### The English Baccalaureate

Although the EBacc Award is not a qualification in itself, the award recognises those students who have secured a Grade 4 or better across five core academic subjects – English, Maths, Science, Humanities (either History or Geography) and a Modern Foreign Language. The subjects included are designed to enable all students to have the opportunity to study a broad and balanced academic curriculum.

We would, therefore, recommend that if you have aspirations to follow a predominantly academic route at Higher Education (University) level, you choose options which will enable you to achieve the EBacc Award. We have indicated this to you in our recommendation as to which pathway we are guiding you to. For you to have the opportunity to achieve the EBacc Award, you must select two of the EBacc subjects, a humanity subject and a language, as part of the options process.

### The Trial Run

Towards the end of March you will be given an initial interest form which is part of the trial run. This allows us to gauge the number of students who are interested in taking specific subjects and make decisions about which courses will run.

You will then be given an interview time to discuss your initial options and be guided by senior staff if you need or want to reconsider your option choices.

Any changes will then be processed and your options will be sent home to parents to sign off. There is still the opportunity to change your mind at this point, but changes are likely to be limited. This is why it is important to take your time and consider things carefully.



# Personal Development

**Personal development is a crucial subject that helps you grow not only academically but also as an individual.**

It focuses on building essential life skills such as self-awareness, resilience, communication and decision-making skills that are valuable in every aspect of life. By studying Personal Development you'll gain a deeper understanding of your own strengths and areas for improvement, helping you set and achieve meaningful goals. This subject also teaches you how to navigate challenges, work well with others and make responsible choices, all of which are key to shaping a positive future. The personal growth you experience through this subject will empower you to face the future with confidence and make choices that support your long-term success, both in school and beyond.

# Advice for Students

**When it comes to choosing your GCSE options, it's important to gather advice and consider all your options carefully.**

There are several people you can turn to for support and guidance. Your form tutor, pastoral teams or subject teachers are great starting points as they can provide insight into the subjects you're interested in and how they might align with your strengths. You can also speak with the careers advisor, who can help you understand how certain subjects may connect to future career paths. Additionally, parents or guardians can offer valuable perspective, drawing from their experiences and helping you think about your long-term goals.

## **Enjoyment:**

Choose subjects that you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.

## **Aptitude:**

Choose subjects which you think you will be good at – you will be more likely to enjoy them as well. Think about why you might enjoy particular subjects and how committed you feel.

## **Prospects:**

Think seriously about future ambitions. If you already have a career in mind, check entry requirements for specific courses at university and work back from there.

## **Balance:**

If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.

## **Independence:**

Don't choose on the basis of what friends are doing or on the basis of favourite teachers. Make your own decisions.



## Where Next After Year 11?



THE CONSORTIUM  
SIXTH FORM COLLEGE

All young people now need to stay in learning (i.e. training or education) until they are eighteen years old.

You must choose from one of the following options:

- Full time education, such as school Sixth Form, a further education or Sixth Form College or a training provider.
- Apprenticeships or other work-based learning routes.
- Employment with training.

At 16, you could consider continuing your full-time education at The Consortium Sixth Form College, which offers a wide range of courses, academic, applied and vocational. This

provides an appropriate route for higher education at University or higher or degree apprenticeships.

We realise for some however, that this might not be the right choice, especially if you are seeking intermediate/advanced apprenticeships or work-based learning.

We are committed to offering quality Information, Advice and Guidance, so all students in Year 11 will have the opportunity to have a careers interview with a careers specialist to assist them with these major decisions. You will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.



## Key Dates

As this is such an important decision, we have planned a number of events to support students and parents/carers in these choices.

Our aim is to have every student studying courses in which they have a high degree of interest and the potential to achieve highly.

Once everyone has submitted their option choices, we will begin the process of fitting the students' choices into a timetable.

Whilst we always try to ensure that students are given their first choice of courses, this cannot be guaranteed.

- **Thursday 26 February** – Year 9 assembly on new subjects and the options process.
- **Thursday 5 March** – Year 9 assembly on new subjects and the options process.
- **Thursday 5 March – Options Evening 6:00pm – 8:00pm.** Held in the Old Block Library and ground-floor rooms. All subjects will be represented.
- **Thursday 12 March** – Year 9 assembly introducing a trial run of the options process. A Microsoft Form will be sent out with a deadline of **Monday 16 March** for completion.
- **Week commencing 23 March** – Student interviews where necessary regarding appropriate choices and subject capacity.
- **Friday 27 March** – Final options forms issued.
- **Monday 13 April** – Deadline for students to submit their options.
- **Monday 20 April** – Timetable construction begins.

# Core Subjects

# English Language and English Literature

(AQA – GCSE)

## Course Content

Your study will lead to 2 GCSEs, one in English Language and one in English Literature.

In your lessons you will read, explore and analyse different types of text including poetry, drama, short stories, novels and non-fiction texts written over a period of time. You will have opportunities to develop higher-order reading and critical thinking skills that encourage enquiry into different topics and themes. You will write in a variety of forms which will include descriptive, informative and persuasive styles.

You will study a range of fiction and non-fiction, including texts from the 19th, 20th and 21st centuries, covering a range of genres and types. There is a focus on well-structured writing, the use of Standard English and the importance of accurate grammar, punctuation and spelling emphasised.

In the English Literature GCSE you will study a range of texts:

- A 19th century novel
- A Shakespeare play
- A selection of poetry from 1789 onwards
- British fiction or drama from 1914

This course will encourage wide reading and the assessments will include a number of extracts taken from the texts studied as well as the analysis of unseen poetry.

## Assessment

The GCSE courses are assessed entirely through single-tier terminal examination.

In English Language reading and writing will receive equal weighting. Speaking and Listening will be assessed through a separate endorsement, with a particular focus on formal speaking skills. The mark awarded for Speaking and Listening will not count towards your final GCSE English Language grade.

## For further details see:

Mrs Bahadori

## Possible Careers and Opportunities

*Many students continue to engage with English after their GCSEs, whether through A-levels in English Language, English Literature, or other essay-based subjects. Strong communication, analytical thinking, and writing skills are highly valued in a wide range of careers and higher education courses. English is a highly regarded subject for many university courses, and the skills developed through its study are valuable in almost any career that requires critical thinking, creativity, and clear communication.*

# Mathematics

## (Pearson Edexcel – GCSE)

### Course Content

Throughout Year 10 and 11, students will continue to develop skills in 5 key areas:

- Number
- Ratio and Proportion
- Algebra
- Shape, Space and Measures
- Handling Data

You will practise and develop skills and techniques in these areas and will be set tasks which will require their use and application.

For some units, you will primarily work from the differentiated textbook exercises following on from the teacher/class examples. Mental arithmetic will be practised regularly and you will undertake problem solving activities in almost all lessons.

### Assessment

All students are expected to take the GCSE Mathematics examination.

Your examination grade is based on 3 written examination papers taken in Year 11. You will follow either the Foundation or Higher course; there is no coursework in either. The examination grades that are available to you depend on which course you follow.

Grades obtainable

Foundation: 1 – 5

Higher: 4 – 9

Teaching groups are set according to ability. The group that you are in will depend on how well you have done throughout Years 9 and 9. Some students significantly improve during Years 10 and 11, and where appropriate, you may be moved into a different group.

**For further details see:**

Mrs Rahman

### Possible Careers and Opportunities

*Many of you will continue to study aspects of Mathematics after your GCSE as it forms an important part of several A levels. Since it is highly regarded for many further and higher education courses, Mathematics is very popular at this level.*

# Science

## (AQA – GCSE Combined Science Trilogy)

### Course Content

All Year 10 students, except those studying triple science will follow the combined science pathway. This pathway allows students of all abilities to access the full range of grades from 9 – 1 in their exams which will be taken at the end of Year 11.

#### Biology

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation and Evolution
- Ecology

#### Chemistry

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change

- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

#### Physics

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure
- Forces
- Waves
- Magnetism and Electromagnetism

#### Assessment

This course is 100% terminal exam. There are 6 papers: 2 Biology, 2 Chemistry and 2 Physics. Each paper will last for 1 hour and 15 minutes and is worth 16.7% of the final grade. The papers will be comprised of multiple choice, structured, closed short answer and open response questions and will also cover the methodology and application of the 16 required practicals that are completed throughout the course.

**For further details see:**  
Mr Dinsdale

### Possible Careers and Opportunities

*This qualification will provide students with a pathway on to Level 3 Applied Science BTEC. Students should also be able to progress onto Advanced Level Biology, Chemistry or Physics if they achieve a minimum grade 6 in Combined Science. GCSE Combined Science provides students with qualifications to access the next steps of the scientific study, allowing access to college courses or apprenticeships within the science subject area.*

# Science

## (AQA – GCSE Triple Science)

### Course Content

Triple Science allows students to obtain a GCSE grade for each of the 3 separate Sciences: Biology, Chemistry and Physics.

Students interested in studying Triple Science will be invited to take an entry test to assess their suitability for the course later on this academic year.

Students will be able to study the Science topics at greater depth and will gain a greater range of practical skills. In addition to studying a body of scientific knowledge, importance is attached to scientific skills and an understanding of how science works in the world at large as well as in the laboratory. Whilst the topic titles remain the same, there is further content that students are taught and assessed on as part of their studies within triple science.

### Biology

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation and Evolution
- Ecology

### Chemistry

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

### Physics

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure
- Forces
- Waves
- Magnetism and Electromagnetism

### Assessment

This course is 100% terminal exam. There are 6 papers: 2 Biology, 2 Chemistry and 2 Physics. Each paper will last for 1 hour and 45 minutes and is worth 50% of the final grade. The papers will be comprised of multiple choice, structured, closed short answer and open response questions and will also cover the methodology of the 24 required practicals that are completed throughout the course.

### For further details see:

Mr Dinsdale

### Possible Careers and Opportunities

*This qualification will provide students with a solid foundation and an enhanced transition into A level Sciences, Biology, Chemistry and Physics. This course is perfect for students considering a career or further study in a scientific or technical field.*

# Options Subjects

# Art & Design – Fine Art

## (AQA – GCSE)

### Course Content

GCSE Fine Art is intended for students who have a genuine interest in Art and Design.

The course will build on the skills, knowledge and understanding acquired by students through the Key Stage 3 Art National Curriculum programmes of study. It is expected that students will have developed appropriate attainment, understanding and skills for their programme of study to be rewarding.

The course is taught in a sequential programme of assignments which will lead to the full GCSE level qualification. It is essential that each unit is successfully completed before each candidate can progress to the next assignment. You will have to record observations, experiences, ideas, information and insights in a wide range of visual forms. You will also learn to analyse and evaluate images, objects and artefacts and develop responses which will include evidence of drawing for different purposes and needs and written annotation.

### Assessment

The GCSE course is a broad-based course which is comprised of 2 components:

1. **Portfolio:** 60% of GCSE – During the course students will cover a variety of themes and techniques. It is expected that towards the end of the course some assignments may require additional time for completion. During Year 11 students must produce an extended project. At the end of their course in Year 11 students also select the best work from their earlier assignments for their final coursework assessment. This exhibition could include work from the following areas: painting and drawing, mixed media, and three-dimensional studies.
2. **Externally set assignment:** 40% of GCSE – The starting point for this examination is provided by the Examination Board. You are allowed unlimited preparation time for this piece of work and you are allowed 10 hours under examination conditions to produce the final work. The examination is issued during the Spring Term in Year 11.

**For further details see:**

Mrs Neligan

### Possible Careers and Opportunities

*Studying either Art and Design or Photography at this level is the natural route for students who wish to pursue a career/degree opportunity in the visual and related arts. Students can either progress to related A level studies or to vocational programmes of study depending on their level of attainment, expertise and experience. Possible careers stemming from Art and Design training may include: gallery curation, theatre design, set or costume design, games design, careers in film and television, art therapy, makeup artist, tattoo artist, interior designer, architect and many more.*

# Art & Design – Photography

## (AQA – GCSE)

### Course Content

GCSE Photography is intended for students who have a genuine interest in Photography.

The course will develop a range of photographic techniques including lighting, viewpoint, aperture, depth of field, shutter speed and digital processes. This course will build on some of the skills, knowledge and understanding acquired by students through the Key Stage 3 Art National Curriculum programmes of study.

The course is taught in a sequential programme of assignments which will lead to the full GCSE level qualification. It is essential that each unit is successfully completed before each candidate can progress to the next assignment. You will have to record observations, experiences, ideas, information and insights in a wide range of visual forms. You will also learn to analyse and evaluate images, objects and artefacts and articulate, personal, coherent and informed visual responses.

### Assessment

The GCSE course is a specialised course which is comprised of 2 components:

1. **Portfolio:** 60% of GCSE – During the course students will cover a variety of themes and techniques. It is expected that towards the end of the course some assignments may require additional time for completion. During Year 11 students must produce an extended project. At the end of their course in Year 11, students also select the best work from their earlier assignments for their final coursework assessment. This exhibition could include work from the following areas: portraiture, location photography, studio photography and experimental imagery.
2. **Externally set assignment:** 40% of GCSE – The starting point for this examination is provided by the Examination Board. You are allowed unlimited preparation time for this piece of work and you are allowed 10 hours under examination conditions to produce the final work. The examination is issued during the Spring Term in Year 11.

**For further details see:**

Mrs Neligan

### Possible Careers and Opportunities

*Studying Art and Design or Photography at this level is the natural route for students who wish to pursue a career/degree opportunity in the visual and related arts. Students can either progress to related A level studies or to vocational programmes of study depending on their level of attainment, expertise and experience. Possible careers stemming from Art and Design training may include: gallery curation, theatre design, set or costume design, games design, careers in film and television, art therapy, makeup artist, tattoo artist, interior designer, architect and many more.*

# Business and Enterprise

## (NCFE – Level 1/2 Tech Award)

### Course Content

The NCFE Technical Award in Business and Enterprise is a vocational qualification that covers a full introduction to Business in Year 10 and 11.

The qualification gives a real insight into the challenges facing modern businesses.

### Assessment

You will study a total of 2 units.

Core units:

1. Introduction to Business. External written exam – 40%.
2. Understanding Resources for Business and Enterprise planning. Internal project – 60%.

You will complete a project that will be internally assessed and moderated by the exam board as well as a unit that Pearson set and mark externally, in the form of an exam. You must pass the two core units to achieve a pass or higher overall.

**For further details see:**

Mr Alcan

### Possible Careers and Opportunities

*After studying the NCFE in Business you may continue onto any business-related course at level 3 if you achieve the equivalent of a grade 4 or above (a level 2 pass or above). These may include the BTEC Level 3 Extended Certificate or A level Business. You may also continue on to a Business apprenticeship or onto further study of other vocationally linked courses such as Travel and Tourism.*

# Child Development

## (OCR – Cambridge Nationals Level 1/2)

### Course Content

Cambridge Nationals in Child Development will allow you to learn practically, with real life situations to include:

- preparing suitable meals for a child
- planning suitable activities
- preventing accidents in a childcare setting as well as enhancing your research and communication skills

### Core Units

**R057:** Health and well-being for child development (externally assessed)

**R058:** Create a safe environment and understand the nutritional needs of children from birth to five years (internally assessed)

**R059:** Understand the development of a child from one to five years (internally assessed)

### Assessment

You will complete a coursework portfolio which will be internally assessed and a set unit that is examined externally, in the form of a paper-based exam. The exam makes up 40% of the overall weighting for the course. The other two units make up the remaining 60% of the overall weighting. You must pass the two core units to achieve a pass or higher overall.

**For further details see:**  
Mr Naylor or Mrs Jenkins

### Possible Careers and Opportunities

*This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.*

# Computer Science

## (OCR – GCSE)

### Course Content

The OCR GCSE (9-1) Computer Science is split into 3 components:

**Component 01 – Computer Systems.** This is focused on computer systems covering the physical elements of Computer Science and the associated theory (systems architecture, memory, storage, networks, software and moral, social, legal, cultural and environmental concerns).

**Component 02 – Computational thinking, Algorithms and Programming.** This component is focused on the core theory of Computer Science and the application of Computer Science principles (translators and facilities of languages, algorithms, programming, computational logic and data representation).

**Component 03 – Programming Project.** This component is where candidates will be challenged by a range of exciting and

engaging tasks to apply the knowledge and skills they have learned. Areas covered will be programming techniques, design, development, effectiveness and efficiency, technical understanding and testing, evaluation.

### Assessment

**Component 01: Computer Systems** – 1 hour and 30 minutes written examination paper. 50% of total GCSE.

**Component 02: Computational Thinking, Algorithms and Programming** – 1 hour and 30 minutes examination paper. 50% of total GCSE.

**Component 03: Programming Project** – Non-exam assessment. Students will spend 20 classroom hours engaging with the Programming Project.

**For further details see:**  
Mrs Dimmack

### Possible Careers and Opportunities

*This qualification is effective preparation for a range of qualifications including:*

- *A level Computer Science*
- *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+).*

# Construction and the Built Environment

(BTEC – First Award)

## Course Content

Students study four units based upon different aspects of the construction industry:

**Unit 1:** Construction Technology

**Unit 2:** Construction Design

**Unit 3:** Scientific and Mathematical Applications in Construction

**Unit 4:** Carpentry and Joinery

## Assessment

75% internally assessed work including design and practical work.

25% externally assessed examination based on Unit 1: Construction Technology.

**For further details see:**

Mrs Fox and Mr Baker

## Possible Careers and Opportunities

*The BTEC First award in Construction and the Built Environment provides an engaging and stimulating introduction to the construction industry and can help you take your first steps towards further education, apprenticeships and employment. You'll learn essential skills from bricklaying, carpentry and joinery to plumbing, painting and decorating.*

# Dance

## (AQA – GCSE)

### Course Content

GCSE Dance offers a dynamic blend of creative exploration, physical training and academic study. Students develop performance and choreographic skills through technical training in safe practice, strength, flexibility, coordination and expressive movement.

The course builds confidence in fundamental movement actions and expressive qualities, while encouraging creativity through choreography and responses to a range of stimuli. Students also study professional works from the AQA Dance Anthology, developing analytical and evaluative skills.

GCSE Dance supports physical and emotional well-being and develops independence, creativity, collaboration and critical thinking, preparing students for further study in the arts and a wide range of future pathways.

### Assessment

#### Component 1: Performance & Choreography

- Performance: Students perform both technical set sequences, as well as duo or group dances (30% of total marks)
- Choreography: In either solo or duo/group form, dancers create choreographies to reflect a theme of their choice to evaluate both themselves and others effectively (30% of total marks)

#### Component 2: Dance Appreciation

- Students analyse six professional dance works to evaluate work of themselves and others (Written Assessment - 40% of total marks)

#### For further details see:

Mr Hilton

### Possible Careers and Opportunities

*A GCSE in Dance provides a strong foundation for further study and a wide range of future opportunities. It can support progression into A-levels, BTECs, college courses, or university degrees in dance or performing arts, and may eventually lead to careers such as professional dancer, choreographer, musical theatre performer, dance teacher, or community arts practitioner with additional training. It also develops valuable transferable skills including creativity, confidence, teamwork, discipline, and communication - that are useful in related fields like theatre, fitness, event management, education, and the wider creative industries, or even in non-dance careers.*

# Digital Information Technology

## (BTEC)

### Course Content

This course is designed for those students who enjoy a hands-on approach to learning.

It is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection.

The course gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Digital Information Technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- Processes that underpin effective ways of working in Digital Information Technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Attitudes that are considered most important in Digital Information Technology, including personal management and communication

- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security, virtual teams, legal and ethical codes of conduct

### Assessment

**Component 1:** User Interface Design Principles and Project Planning Techniques

- Internally marked written assessment (30% of total marks)

**Component 2:** Collecting, Presenting and Interpreting Data

- Internally marked written assessment (30% of total marks)

**Component 3:** Effective Digital Working Practices

- An externally marked written examination (40% of the total marks)

All results are awarded on the following scale:

**Level 1** – Distinction (D1), Merit (M1), Pass (P1)

**Level 2** - Distinction (D2), Merit (M2), Pass (P2)

**For further details see:**  
Mrs Dimmack

### Possible Careers and Opportunities

*The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study. They will support you in a range of subject areas such as A levels in Business or Geography or Cambridge Technicals in IT. They can also support your progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.*

# Drama

## (AQA – GCSE)

### Course Content

The AQA Drama course has been designed to be practical, engaging and creative.

It will provide opportunities to explore Drama as a practical art form and work independently to create your own drama performances making informed artistic choices. The course will help you develop as an actor-performer with a range of transferable skills to become an independent critical thinker and an effective decision-maker – all personal attributes that can make you stand out.

### Assessment

#### 1: Written Examination – Understanding

**Drama:** 40% of GCSE, 1 hour and 45 minutes

The paper is divided into 3 compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production

#### 2: Practical Component – Devising Drama:

40% of GCSE

For this component students are required to complete the following 2 assessment tasks:

- Produce an individual Devising Log documenting the devising process
- Contribute to a final devised duologue or group performance

#### 3: Practical Component – Texts in Practice:

20% of GCSE

For this component students must complete 2 assessment tasks:

- Study and present a key extract (monologue, duologue or group performance) from a play chosen by the student
- Study and present a second key extract (monologue, duologue or group performance) from the same play

**For further details see:**

Mr Hilton

### Possible Careers and Opportunities

*AQA GCSE in Drama will allow students to progress and explore the subject at A level or other vocational programmes of study depending on the level of attainment achieved.*

# Engineering

## (NCFE – V Cert)

### Course Content

This qualification is designed for students who want an introduction to Engineering that includes a vocational and project-based element.

The course is designed to provide students with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector. The qualification will appeal to students who wish to pursue a career in the engineering sector or progress onto further study.

#### Unit 1

In this unit the student will develop knowledge and understanding of how different engineering disciplines have shaped the world we live in. In turn, you will gain an understanding of how Science and Maths are applied to engineering solutions and how to read and interpret engineering drawings.

You will have the opportunity to explore the properties and characteristics of materials in relation to why specific materials are selected for engineering applications. By the end of this module, you will understand the use of tools and equipment within the engineering industry.

#### Unit 2

In Unit 2, you will produce hand drafted and CAD engineering drawings, as well as produce

a production plan for the manufacture of an engineered product. This will demonstrate the application of skills and techniques to prepare, mark-out, modify, join and finish materials.

### Assessment

#### Unit 1 (Exam): 40% of overall grade

- 80 marks
- 1 hour and 30 minutes
- A mixture of multiple-choice, short-answer and extended-response questions

#### Unit 2 (Coursework): 60% of overall grade

- Recall knowledge and show understanding (Research – 10%)
- Apply knowledge and understanding (Design – 15%)
- Analyse and evaluate knowledge and understanding (Problem-solving: How will it go together? – 20%)
- Demonstrate and apply technical skills and processes (Practical – 45%)
- Manage and evaluate the project (Evaluation – 10%)

If you don't complete your coursework in time, or if you wish to improve it, you are allowed to resubmit work.

### For further details see:

Mr Baker

### Possible Careers and Opportunities

*Engineering can lead to a variety of paths, allowing students to specialise in various different disciplines. The course can lead to careers within Construction, Biomedicine, Mechanical and Communications Engineering among others.*

# Food and Nutrition

## (AQA – GCSE)

### Course Content

This course is designed to enable students to:

- Demonstrate effective and safe cooking skills using a variety of foods, techniques and equipment
- Develop knowledge and understanding of properties, processes as well as nutritional content of food
- Understand the relationship between diet, nutrition and health
- Understand ethical and cultural influences on food availability, production and choice
- Demonstrate knowledge of food safety in preparation, processing, cooking and storing of food
- Explore a range of ingredients and processes from different culinary traditions

In order to be successful in the course you must be well organised and be prepared to provide ingredients required weekly for practical lessons.

### Assessment

- 50% - Written exam at the end of the course – 1 hour and 30 minutes
- 35% - Food Preparation Task completed from November in Year 11. This assesses planning, preparation, cooking and presentation of food. It includes a 3-hour practical assessment
- 15% - Food Investigation Task completed September-November in Year 11. This assesses the scientific principles underlying the preparation and cooking of food and includes practical skills

### For further details see:

Mrs Dibnah

### Possible Careers and Opportunities

*GCSE Food and Nutrition gives an ideal starting point for careers involving food science and nutrition.*

# Geography

## (AQA – GCSE)

### Course Content

This course is split into 3 sections:

#### 1. Living with the Physical Environment

**Challenge of Natural Hazards:** Tectonic hazards, tropical storms, extreme weather in the UK, climate change.

**Physical Landscapes in the UK:** 2 from coastal, river, glacial landscapes.

**The Living World:** Local ecosystems, tropical rainforests, one from hot deserts and cold environments.

#### 2. Challenges in the Human Environment

**Urban Challenges:** Global patterns, 2 contrasting cities, sustainable urban futures.

**Changing the Economic World:** Global patterns, closing the development gap, contrasting studies of economic development.

**The Challenge of Resource Management:** Overview of resources in the UK, global resource security-one from food, water and energy.

#### 3. Geographical Applications

**Issue Evaluation:** Theme of issue can be selected from any part of the specification. Based on secondary sources.

**Fieldwork:** 2 fieldwork enquiries, contrasting environments, physical and human geography, enquiry process.

You will have a wide variety of lessons ranging from videos, computer research, debates, role-plays and even model making. Geography is about the real world and we will run trips. These include both a human and physical Geography visit over the two years of the course.

#### Assessment

You will be formally assessed by a Physical Geography exam, a Human Geography exam and an exam based on pre-release material and geography fieldwork.

You will also be regularly assessed by your teacher by homework tasks, practice examinations and other work you do. Unit 1 and 2 will count for 35% each and Unit 3 will count for 30%. There is only one level of paper.

#### For further details see:

Mr Brookes

### Possible Careers and Opportunities

*Many people choose to follow a GCSE in geography with further study at A level and then University. Geography qualifications are highly regarded by colleges, universities and employers. They show you have a broad knowledge of the world and have developed a range of skills including research techniques, analysis and presentation of data, computer skills, debating skills and literacy skills. Geography can lead to many different types of careers including journalism, tourism, engineering, economics and business, weather forecasting, military careers, careers in sustainability and environmental welfare and even law. There are also many apprenticeships that link to geography, for example we have worked with Northern Power Grid, who regard geography as a useful subject when recruiting.*

# Health & Social Care

## (OCR – Cambridge Nationals Level 1/2)

### Course Content

Cambridge Nationals in Health and Social Care can help you take your first steps towards a career caring for people and communities.

You'll learn the essential skills needed to support people with a wide range of needs within a community.

#### Core Units

**R032:** Principles of care in Health and Social Care settings (Externally Assessed)

**R033:** Supporting individuals through life events (Internally Assessed)

**R034:** Creative and therapeutic activities (Internally Assessed)

### Assessment

You will complete a coursework portfolio which will be internally assessed and a set unit that is examined externally in the form of a paper-based exam. The exam makes up 40% of the overall weighting for the course. The two other units make up the remaining 60% of the overall weighting.

**For further details see:**  
Mr Naylor or Mrs Jenkins

### Possible Careers and Opportunities

*The skills gained in this subject will help you progress onto further study in the Health and Social Care sector. This may be Level 3 vocational qualifications such as the Cambridge Technical in Health and Social Care, A levels in Psychology, Biology or Sociology and the following apprenticeships: Adult Care Worker, Allied Health Profession Support, Health and Social Care, Healthcare Science Assistant or Maternity and Paediatric Support.*

# History

## (AQA – GCSE)

### Course Content

This course is aimed at students who are progressing well in History at the end of Year 9 and have good literacy skills as many of the tasks require extended written responses. You will be expected to read to supplement resources offered in the classroom. If you enjoy being challenged to form opinions and justify them then this course offers plenty of opportunity to increase your understanding of the world which we live in.

The course is split into 4 sections covering 2 main themes.

- 1. Understanding the Modern World: Period Study.**  
America, 1920-1973: Opportunity and inequality
- 2. Understanding the Modern World: Wider world depth study**  
Conflict and Tension, The First World War, 1894-1918
- 3. Shaping the Nation: Thematic British Study**  
Britain: Health and the People, c.1000-Present (Medicine through time)
- 4. Shaping the Nation: British Depth Study**  
Elizabethan England, c.1568-1603

You will be given access to printed and digital resources, textbooks, a range of historical sources, supplementary documentaries and

film lists, as well as a variety of other resources such as our departmental website – [www.historyis.net](http://www.historyis.net). Tasks will offer a range of learning experiences which will require both short and more extended written exercises. You will be expected to analyse evidence and be able to use your findings critically to construct reasoned conclusions about various key themes and questions.

### Assessment

There are two written exams both of which last 2 hours and are worth 50% of the overall grade. There is no controlled assessment. In total there are 4 areas that are assessed over both exam papers. These are; knowledge and understanding, second order concepts, use of sources and interpretation.

On Paper 1 there are 10 questions to answer and on Paper 2 there are 8 questions. Across Paper 1 and 2 there are 8 questions centred on a mixture of historical sources and historians' interpretations as well as 10 questions which demand extended written responses based on contextual knowledge.

The final section of Paper 2: Section B is a historic environment study, the location of which changes on a yearly basis.

### For further details see:

Mr Wadley

### Possible Careers and Opportunities

*History is an excellent foundation for the study of any Arts/Social Science subject at a higher level. It will also enhance the development of your literacy skills and allow you to keep an important balance in your chosen curriculum. As a subject it will allow you to have a wider range of options to study at 16+ and is well respected as a qualification by universities around the country. There are many careers and conversion options to careers that also greatly value a History qualification.*

# Modern Foreign Languages – French/German

## (AQA – GCSE)

### Course Content

The GCSE course in Modern Foreign Languages aims to build on the work you have done at Key Stage 3 and prepare you for further study.

You will develop your language skills in a variety of ways and will have the opportunities to work in pairs and groups with your teacher or the foreign language assistant. We use a wide range of approaches based on the latest course books, digital media resources and extensive supplementary materials.

**The course is based around a number of key themes:**

#### Theme 1: People and Lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

#### Theme 2: Popular Culture

- Free time activities
- Customs, festivals and celebrations
- Celebrity culture

#### Theme 3: Communication and the world around us

- Travel and tourism
- Media and technology
- The environment and where people live

### Assessment

You will be assessed in all 4 skills at the end of Year 11.

**Paper 1:** Listening Examination – 25%

**Paper 2:** Speaking Examination – 25%

**Paper 3:** Reading Examination – 25%

**Paper 4:** Writing Examination – 25%

**For further details see:**

Mr Walker

### Possible Careers and Opportunities

*The study of modern languages at GCSE is an essential base for those wishing to pursue the AS and A2 qualification in French and German. Foreign language skills are highly valued by employers and at university level may be studied in combination with many other subjects such as Business, Law, Marketing, Economics and Engineering.*

# Music

## (Pearson Edexcel – GCSE)

### Course Content

The GCSE Edexcel Music course is very practical and is based on listening, composing and performing.

As 30% of the exam is for performing music, you should be able to sing or play a musical instrument before you consider taking this subject. You will need to produce two performances, one solo and one group performance. This must be completed by the end of April of Year 11.

You will be expected to produce two compositions based around any style of music, which also needs to be completed by the end of April of Year 11. They form 30% of the overall total mark. You will record your compositions and create some form of notation using technology to show what you have composed.

You will study a variety of classical, popular and world music styles from the 15th century to the present day. In addition, you will learn some music theory, music technology and performance techniques too. The written exam forms 40% of the total mark and the rest is coursework.

### Assessment

The assessment will cover all three components:

- Composition Coursework – 30%
- Performing Coursework – 30%
- Listening and Appraising Exam – 40%

### For further details see:

Mr Hilton

### Possible Careers and Opportunities

*A level music or music technology, music streaming, music therapist, sound technician, broadcasting engineer, musical director, tour manager and gig associated careers, radio broadcast assistant, radio producer, theatre stage manager, session, orchestral, community or backing musician, musical director, music teacher, composer/songwriter/song artist, DJ, gaming music composer, music journalist, instrument technician, instrument manufacturer.*

# Physical Education

## (OCR – GCSE)

### Course Content

**Component 1:** Physical factors affecting Performance

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

**Component 2:** Socio-cultural issues and sports psychology

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being

**Component 4:** Practical Performances (NEA)

Performance of three activities taken from the two approved lists.

- One from the 'individual' list
- One from the 'team' list
- One other from either list. The approved lists can be found in section 2d and section 2e of the 'OCR GCSE (9-1) guide to NEA in PE'

**Component 5:** Analysis and Evaluation of Performance (NEA)

This component requires students to draw upon knowledge, understanding and skills

learnt throughout their course of study. This will allow them to analyse and evaluate either their own or a peer's performance in order to produce an action plan to improve the quality and effectiveness of the performance.

### Assessment

Two written papers: each paper consists of 1 hour exam – 30% of total GCSE (9-1) – 60 marks. Each paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.

Non-exam Assessment (NEA): 30% of total GCSE (9-1) – 60 marks. This NEA will consist of three activities including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.

Non-exam Assessment (NEA): 10% of total GCSE (9-1) – 20 marks. This NEA will consist of a written task that must be produced under controlled conditions.

**For further details see:**

Mr Naylor and Mrs Jenkins

### Possible Careers and Opportunities

*GCSE PE offers various pathways for further study and careers options. These include Sports Science, PE Teacher, Physiotherapist, Professional Sports Person, Sports Coach/Consultant, Sports Policy at Local and National Level, Diet and Fitness Instructor, Personal Trainer. This is not an exhaustive list but covers some of the career paths available to students.*

# RE: Religion, Philosophy and Ethics

## (Eduqas – GCSE)

### Course Content

GCSE RE is taught across Year 10 and 11 and examined at the end of Year 11.

You will consider a number of ethical and philosophical issues which include:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

You will be expected to explore your own views and those of different Christian denominations as well as one other religion. This will be done via a wide range of teaching methods that will include using video stimulus, researching and taking part in debates. Whilst you have to understand how to answer GCSE questions, you will also be asked to do mini research projects, examining moral and ethical issues.

There are also two sections of the course that focus on the study of religion (Christianity and

Judaism) as well as religion in Britain. This includes focusing on key beliefs/concepts and key figures/prophets within each faith. As this is a full course qualification, we will also explore major festivals, celebrations and rites of passage within the religions above.

This area is vital to understand the national and global world we live in.

It will assist those wishing to go into a career where they will work with others and the public.

### Assessment

You will study Religion, Philosophy and Ethics (EDUQAS) over Years 10 and 11.

There is no coursework and at the end of Year 11 you will sit three exams.

### For further details see:

Miss Steed

### Possible Careers and Opportunities

*Philosophy, Ethics and Religion can help with the following careers: Lawyer, Social Worker, Pilot, Aircraft Cabin Crew, Police Officer, Teacher.*





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All information is correct at time of printing and is subject to change without notice.