



*UPPER WHARFEDALE SCHOOL*



# Options Booklet

**2024 - 2026**

## CORE CURRICULUM

In Years 10 and 11, students have an element of choice, which allows them to personalise their GVSE curriculum. There are, however, a number of subjects which are compulsory for every student. These are core subjects and they make up approximately 55% of the timetable for each student. The remainder of each student's timetable is composed of three or four option subjects.

The core curriculum consists of:

### English

All students will study a GCSE in English Language and a GCSE in English Literature.

### Mathematics

All students will study a GCSE in Mathematics.

### Science

All students will study at least two GCSEs in Science. Some students will study three. Students will have been made aware if they are on the Triple Science pathway.

### Physical Education

All students will take part in a range of physical activities including football, rugby, netball, basketball, badminton, trampolining, fitness training, athletics, cricket, rounders and tennis. Some students may choose this as a GCSE subject in addition to this core entitlement.

### Religious Studies

All students will study a qualification in Religious Studies.

### PSHCE

Citizenship will be taught together with Careers, Economic and Financial Wellbeing which are reinforced through various "Deep Learning" days. Opportunities are given to build on enterprising and campaigning skills, whilst introducing further education and the working world. Students will continue to develop the qualities and attributes needed to thrive as individuals, family members and members of society.

### Government Changes to Key Stage 4 curriculum

Over the last few years, the government has made some significant changes to the education system. One of the areas most affected is the curriculum provision in secondary schools and particularly at Key Stage 4. In simple terms, the government has placed a much greater emphasis on the importance of the English Baccalaureate subjects (English, Mathematics, Science, French, History and Geography).

At UWS, we believe in offering a broad and balanced curriculum and we will continue to do so within these parameters.

FURTHER DETAILS ABOUT THESE COURSES CAN BE FOUND IN THIS BOOKLET OR ON OUR WEBSITE.

## Careers Guidance and Your Options

The subjects you choose in Year 10 will affect what you can do in the future. You should go for a good balance of subjects to keep your career options open.

Choosing subjects that suit you and your abilities is very important.

WHAT ARE YOUR FUTURE CAREER ASPIRATIONS?

WHERE DO YOU SEE YOURSELF IN 10 YEARS?



We spend on average 90,000 hours at work in a lifetime, so we want you to end up doing a job that you find interesting and rewarding. You may already have a very clear idea of what career interests you, but don't worry if you have no idea at all.

Being a working adult may seem like a very long time in the future, but the option choices that you make may affect what will be available to you in years to come. It is therefore important that you start doing some research now.

Please give some thought to the bigger picture when selecting your options:

- What are the different types of career pathways / jobs available that link to different subjects?
- What qualifications are considered to be good preparation for these careers?
- Will I need a degree?
- Is an apprenticeship the best way into this career?
- Will I need specific grades in particular subjects?
- Which institutions (universities/colleges/apprenticeship providers) have the best reputation for this course/career path?


## WHERE YOU CAN GET HELP AND ADVICE?

When it comes to choosing subjects and careers, you'll find there are many people ready to help you, but it's important for you to do as much research as you can to check out all the options before you make your final choices.


For face-to-face help and information, speak to:

- Subject teachers as they know exactly what studying a subject in KS4 will involve and can advise you whether it's right for you
- Mr Mitton and Miss Khan
- Mr Soroczan, our school-based independent Careers Adviser. As well as being available on Options Evening, he is based in the tutorial room every other Wednesday. Individual appointments can be made through Mrs Lawn at Reception.

Other useful sources of information and help:

<https://icould.com> 


Search by school subject or job type and get career ideas, job profiles and watch video stories from real people doing real jobs.



[www.startprofile.com](http://www.startprofile.com) - an innovative online resource that will allow you to explore information matched to your own personal preferences and interests

<https://nationalcareersservice.direct.gov.uk>

The official government careers service, they provide information, advice and guidance to help you make decisions on learning, training and work. You can also arrange to speak to careers advisers.



Plan your future work and study

Expert careers information and tools for 11-19 year olds, all in one place

## WHAT HAPPENS NEXT?

### OPTIONS EVENING

Options Evening will take place on **TUESDAY 20<sup>th</sup> FEBRUARY** for parents/carers and Year 9 students. This evening should help to form some initial thoughts about **possible** choices of subjects for Years 10 and 11.

### DISCUSSION

Every Year 9 student and their parents/carers will have the opportunity to discuss their options with a member of the senior leadership team at an Information, Advice and Guidance meeting on Wednesday 13<sup>th</sup> March. They also have access to their form tutor to talk through the preferences they have indicated. In addition, Mr Barton, Mrs Mukherjee and Mrs Laidler-Smith may discuss and give guidance about choices.

### COMPLETE THE FORM

Having read this booklet, all Year 9 students are required to complete an online form, which will be sent to you by email following the Options Evening. This form needs to be returned by **FRIDAY 1st MARCH**. You will find the choices and instructions on how to complete the form at the end of this booklet. At this stage you are being asked to put preferences, which may be discussed with you following submission of your form.

### WHICH SUBJECTS SHOULD YOU CHOOSE?

There are several reasons why you may want to continue studying a subject. Do try to select a good balance of subjects rather than a range that is too narrow:

- You may be interested in it and therefore enjoy it.
- You may be good at it.
- You may need it for your career or course or future training.

### REMEMBER:

- You must take **at least one** Baccalaureate subject (History, Geography, French, Triple Science). You can take more, or even all four, but **some students** will find that one is enough, due to the nature of the assessment (all final examinations).
- You can take **up to 3 BTEC / technical subjects** and are encouraged to consider at least one as the shorter examinations for these qualifications are spread throughout the year and minimise the number of examinations at the end of year 11.
- Do not choose a subject because your friends have. Their abilities and interests may be different to yours.
- Do not let your like (or dislike) of a teacher influence your choice. Teachers may change during the next two years!

### Will I get my first preferences?

There are no guarantees. Subjects can only run if there are enough people who want to do the course.

Some subjects have a maximum number due to health and safety reasons. If this happens, remember that some subjects can be taken more easily than others at a later date, for example on day-release courses or in evening classes. Some post-16 subjects, including Geography, History and Physical Education can be studied without having taken a GCSE. We also look at your ability, reading age and attitude to learning to ensure you choose courses that you will enjoy **but** also be successful in. It is important to return your forms as soon as possible. It may be that we have to allocate places on a first come, first served basis.

### **What can the impact of my choices at 14 be on choices at 16 and 18?**

We would recommend that you visit the website [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk) Russell Group admissions teams often find that students have limited their chances of applying to these universities because they have not chosen appropriate A Level or equivalent subjects. The route of these choices often stems from GCSE choices. The guide highlights which A Level subjects leave the most options open for students – the ‘facilitating subjects’. The facilitating subjects are Mathematics and Further Mathematics, Physics, Biology, Chemistry, History, Geography, Modern and Classical Languages and English Literature. For students who are considering applying to a Russell Group university in the future it is important to understand the implications of making choices in year 9.

### **Senior Studies**

A small number of students may benefit from choosing one less option and using this time to focus on core subjects during this study time. If we feel this could be of benefit to you Mrs Mukherjee or Mrs Laidler-Smith will talk to you about this.

### **WHAT HAPPENS IF YOU CHANGE YOUR MIND AFTER THE COURSE HAS STARTED?**

Changes of option choice once the course has started are very difficult and you will have a lot of catching up to do. It is much better if you make a wise choice now.

**Changes after the first 2 weeks will not be permitted.**

Good luck and remember we are all here to help you.

Mrs Mukherjee

# CORE CURRICULUM - GCSE MATHEMATICS

## Course Content

Students cover topics involving:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

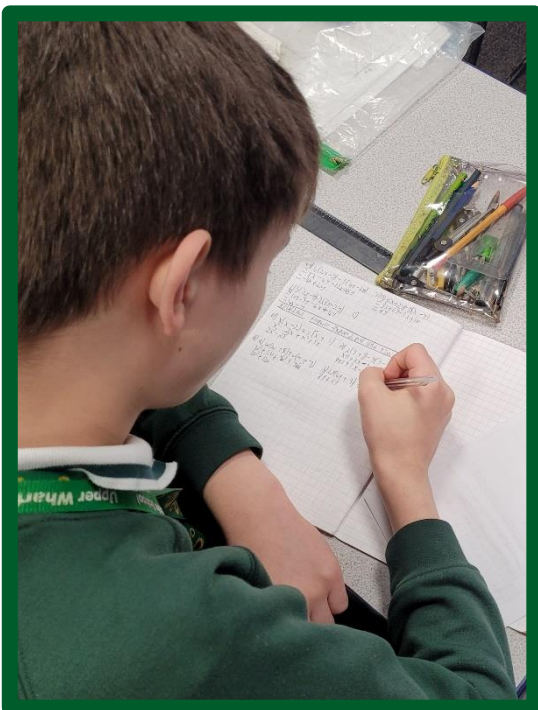
Students must also use and apply mathematics to solve problems in everyday life.

## Assessment

The qualification is assessed through 3 equally weighted, written examination papers – 1 hour 30 minutes each. Each paper has a range of question types covering all assessment objectives:

- **AO1:** to use and apply standard techniques
- **AO2:** to reason, interpret and communicate mathematically
- **AO3:** to solve problems within mathematics and in other contexts

Each paper has 80 marks. Paper 1 is a non-calculator assessment, but a calculator is allowed for papers 2 and 3.



## Additional Information

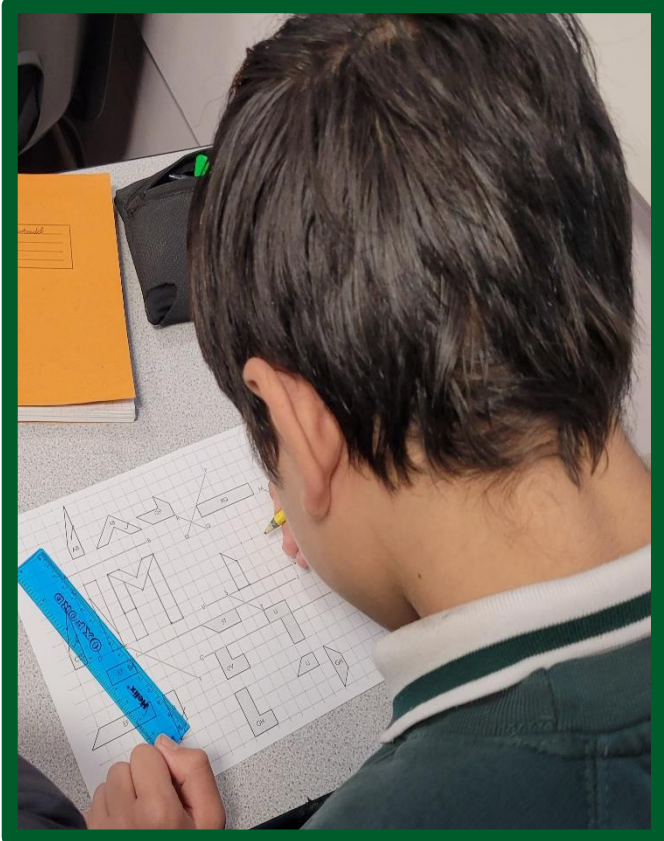
Two tiers are available: Foundation (grades 1 to 5) and Higher (grades 4 to 9)

## MATHEMATICS

Qualification – 1 GCSE  
Examination Board: Edexcel  
Qualification Number: 601/4700/3

## Delivery

GCSE Mathematics is taught in 7 lessons per fortnight.



## What other students say about this course

*"I like working out numbers and figures and solving problems."  
"Mathematics is useful every day and, in all subjects, – and we need to have a good grade at GCSE."  
"Mathematics is enjoyable to learn and the revision is good – the teachers give you a lot of support."  
"Mathematics can be a mixture of subjects too – we sometimes use ICT in our homework."*

For further information about the Mathematics course please see Mr J Ashley

# CORE CURRICULUM - GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE

## Course Content

As well as testing:

- Reading
- Writing

Students also study:

- Pre-20<sup>th</sup> century literature
- A modern novel
- Shakespeare
- Pre-20<sup>th</sup> century literary non-fiction
- Narrative / descriptive writing
- Opinion / viewpoint writing
- An anthology of poetry

## Assessment

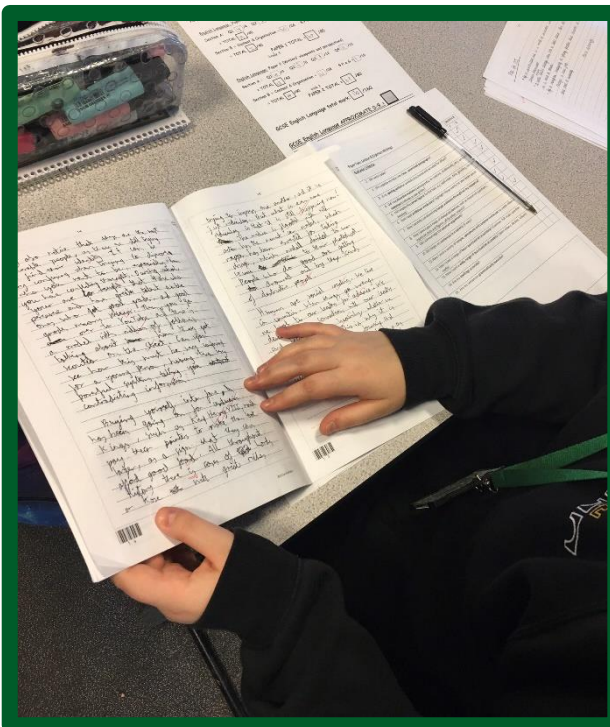
English Language and English Literature GCSEs are both assessed by written examination.

English Language:

- Paper 1 (50%)
- Paper 2 (50%)

English Literature

- Paper 1 (40%)
- Paper 2 (60%)



## Additional Information

Both English Language and English Literature GCSEs are studied by all students.

## ENGLISH

ENGLISH LANGUAGE - Qualification 1 GCSE  
ENGLISH LITERATURE – Qualification 1 GCSE

Examination Board: AQA

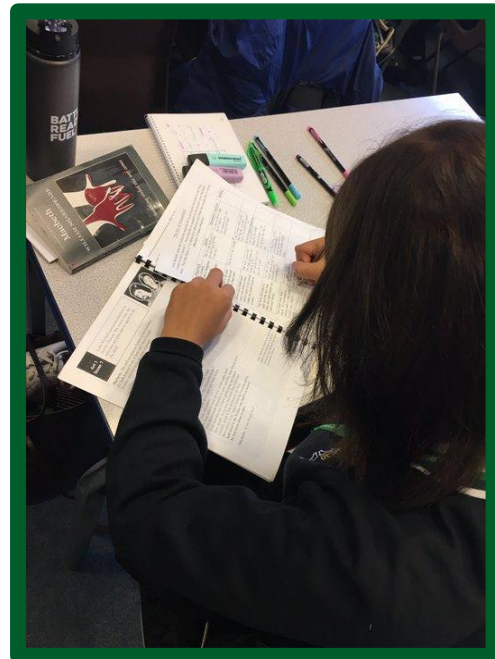
Qualification Numbers:

English Language: 601/4292/3

English Literature: 601/4447/6

## Delivery

GCSE English Language and English Literature are taught in 7 lessons per fortnight.



## FURTHER OPPORTUNITIES

- Post 16 courses
- A Level
- Job / work-based learning opportunities

## What other students say about this course

*"I love English because there is something for everyone. English Language and English Literature."*

*"I want to study A Level English so that I can train to be a teacher."*

For further information about the English courses please see Mr T Curtis



## CORE CURRICULUM - GCSE COMBINED SCIENCE

### Course Content

#### Physics:

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

#### Chemistry:

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

#### Biology:

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

### Assessment

- 100% written examination
- 16 required practicals



### Additional Information

Students will study the same topics as in the Separate Science course; however Separate Sciences go into greater detail. Taking Core Science as opposed to Separate Science does not necessarily prevent future study of science.

### COMBINED SCIENCE: PHYSICS, CHEMISTRY AND BIOLOGY

Qualification: 2 GCSEs  
Examination Board: Edexcel  
Qualification Number: 601/8612/4

### Delivery

GCSE Combined Science is taught in 8 lessons per fortnight by 3 teachers.



### FURTHER OPPORTUNITIES

- Mechanics
- Construction
- University Degree

### What other students say about this course

*"I want to become a nurse so I will be needing a good grade in Science."*

*"Doing Combined Science means I can still get two good GCSE results even though my Biology is weak, it is made up for in my strong Chemistry and Physics."*

For further information about the Science course please see Mr H Barton

## CORE CURRICULUM – GCSE RELIGIOUS STUDIES

### Course Content - Full Course:

#### Religion and Ethics – Paper 1:

- **Christian Beliefs**
- **Marriage and the Family**
- **Living the Christian Life**
- **Matters of Life and Death**

#### Religion, Peace and Conflict – Paper 2

- **Muslim Beliefs**
- **Crime and Punishment**
- **Living the Muslim Life**
- **Peace and Conflict**

### Course Content - Short Course:

#### Religious, Philosophical and Ethical Studies – Paper 1:

- **Issues of Relationships**
- **Issues of Life and Death**

#### Study of Christianity – Paper 2

- **Beliefs and teachings**

#### Study of Islam – Paper 3

- **Beliefs and teachings**

### RELIGIOUS STUDIES

Qualification: 1 GCSE / ½ GCSE

Full Course Examination Board: Edexcel Specification B  
Qualification Number: 603/0063/2

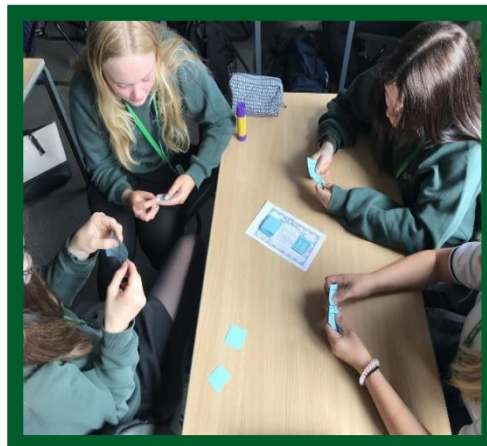
Short Course Examination Board: Eduqas Route A  
Qualification Number: 601/8880/7

### Delivery

GCSE Religious Studies is started in year 9 through 2 lessons per fortnight. In year 10 this is increased to 4 lessons per fortnight. At the end of year 9, **students will be given the option of studying full course RE** (delivered once a week after school and through one lunchtime session a week).

All other students will study short course RE.

The GCSE exam will be undertaken by students in **year 10**. This is a good opportunity for students to have the experience of sitting a real GCSE exam, before they sit all other exams at the end of year 11.



### Assessment

- Full Course: 2 examinations (105 minutes each)
- Short Course: 3 examinations (1 x 60 minutes + 2 x 35 minutes)

### FURTHER OPPORTUNITIES

- A Level Religious Studies, History, English and Social Studies (Law, Sociology and Psychology)
- With further training or study, students go into careers such as teaching, medicine, law (including the police force).

### Additional Information

The full course GCSE in Religious Studies will give students a full GCSE which can be counted towards their individual Attainment 8.

### What other students say about this course

*"I really like the fact that we get the opportunity to discuss ethical issues in the world today. There aren't many other subjects where you get marks for expressing your own opinion."*

*"I have particularly enjoyed learning about life after death, as I think it's a really interesting unit in R.E. to discuss different viewpoints on whether there is an afterlife."*

*"I've really enjoyed learning about religious and non-religious beliefs about marriage – it's interesting to see how the core beliefs in religion link to how religious people live their lives."*

For further information about the Religious Studies course please see Miss N Khan

# CORE CURRICULUM – PHYSICAL EDUCATION

## Course Content

Students are encouraged to:

- Develop better individual performance
- Increase tactical awareness
- Learn to coach and referee, evaluating their own and others' performances
- Improve standards and understanding of the factors that affect health and fitness
- Undertake an In-house Leadership Assessment
- Develop independent learning preparing students for lifelong participation



## Assessment

- Assessed by teaching staff at the end of each module
- Awarded a grade and an Attitude to Learning level at regular intervals

## Additional Information

Senior students are encouraged to take part in the coaching of teams and organising extra-curricular activities both at lunchtime and after school. They will play in, and help with, the House Sports Competition.

## PHYSICAL EDUCATION

NO QUALIFICATION



## Delivery

Physical Education is taught in 4 lessons per fortnight. The course is mostly practical with leadership elements and is compulsory for all Key Stage 4 students.



## What other students say about this course

*"Everyone works together and enjoys it."*

*"Football is good, being outside on the field."*

*"We occasionally play different sports such as Handball and Basketball where all the boys and girls play together."*

*"You can choose your own sport and we work alongside friends."*

For further information about the Physical Education course please see Mr B Richardson

## OPTIONAL - GCSE ART & DESIGN – FINE ART

### Course Content

Students should produce practical and critical / contextual work in one or more areas including:

- Drawing and painting
- Mixed media
- Sculpture
- Land art
- Installation
- Printmaking
- Video and photography (as available)

### Assessment

- One extended unit of coursework for assessment plus selection of further work (60%)
- Externally set assignment (A preparatory period followed by 10 hours of supervised time) (40%)

*Both the coursework and the externally set task are school assessed and moderated by the Exam Board.*

### Additional Information

Students are required to research and progress with sketchbook preparatory work as homework.

### Equipment

Students will be required to buy sketchbooks from school and may want to provide additional materials in order to personalise their work and ideas.



### ART & DESIGN – FINE ART

Qualification – 1 GCSE  
Examination Board: AQA  
Qualification Number: 601/8088/2

### Delivery

GCSE Art & Design – Fine Art is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11. Optional after school sessions may also be available.



### Further Opportunities

- A Levels in creative subjects
- Art and Design related courses in BTEC and creative media Diplomas
- Enhanced vocational and career pathways.

### What other students say about this course

*"I like the creativity and the opportunities that doing Art provides."*

*"There's a lot of equipment and facilities within the classroom."*

*"I want to do art in Sixth Form."*

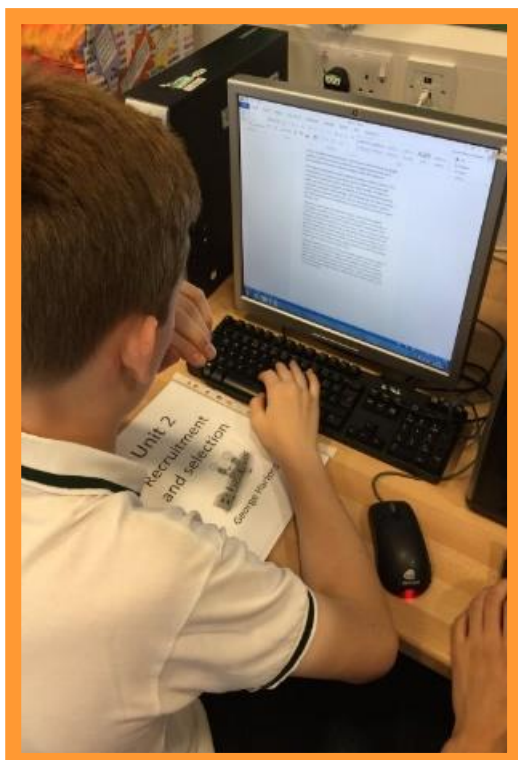
For further information about the Fine Art course please see Mrs S Newall

## OPTIONAL GCSE COURSE - GCSE BUSINESS

### Course Content

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.



### BUSINESS & ENTERPRISE

Qualification: BTEC TECH Award Level 2  
Examination Board: Edexcel  
Qualification Number: 603/7063/4  
(Equivalent to 1 GCSE)

### Delivery

BTEC Business & Enterprise is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

- A Levels
- Business Management
- Marketing
- Promotions
- Employment

### Further Opportunities

- A Levels
- Business Management
- Marketing
- Promotions
- Employment

### Assessment

- 2 external exams 90 minutes each.

For further information about the GCSE in Business course please see Mr A Lambert

## OPTIONAL - GCSE DESIGN & TECHNOLOGY

### Course Content

**Year 10:** Students will learn how to design and build a range of products with the emphasis on developing a product through a design, make, test and redesign process. This will include both individual and group work and a working in a number materials and processes. Students will have the opportunity to personalise their learning to develop the skills they are most interested in. Students will also develop the ability to plan, manage their time and take responsibility for their progress and achievements.

**Year 11:** Terms 1 & 2: Non-Examined Assessment Task. Students independently design and make a product. The task is set by the Exam Board. Term 3: Exam preparation.

### Assessment

- Written Exam (50%)
- Non-Examined Assessment (50%)

*The externally set task is school assessed and moderated by the Exam Board.*

### Additional Information

This is a course that rewards students that work hard – individual progress is always among the best of any subject with some students achieving three or more grades above target. On average, past students have achieved more than a grade higher than those of similar ability at other schools.



### DESIGN AND TECHNOLOGY

Qualification – 1 GCSE  
Examination Board: EDUQAS  
Qualification Number: 603/1121/6

### Delivery

GCSE Design & Technology is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

As well as a wide range of further education opportunities, studying D&T links directly to a broad range of careers. Former students are now working in exciting fields that include building, plumbing, furniture polishing, graphic design, F1 pit crew and even a set designer for Star Wars films. Many run successful businesses - the limit is your ambition.

### What other students say about this course

*"There's lots of practical work."  
"We choose our own things to do for our projects."  
"I like working with mechanical things."  
"I would like to work in this area when I leave school."*

For further information about the Design & Technology course please see Mr A Marston

## OPTIONAL GCSE COURSE - GCSE FRENCH

### Course content

GCSE French involves studying a range of engaging and relatable thematic contexts:

- Lifestyle and wellbeing
- Media and technology
- My neighbourhood
- My personal world
- Studying and my future
- Travel and tourism

### Assessment

Paper 1: Speaking

Paper 2: Listening and Understanding

Paper 3: Reading and Understanding

Paper 4: Writing

Each paper is worth 25% at either Foundation or Higher Tier

### Additional Information

Students gain a good understanding of another culture, and the skills gained make students with French more employable in a competitive job market. The government is advising all students to learn a foreign language to GCSE Level to equip them for working in a global economy. This new specification will encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.



### FRENCH

Qualification – 1 GCSE

Examination Board: Edexcel

### Delivery

GCSE French is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

- A Levels in Modern Foreign Languages and new language study ab initio
- Possible EBacc qualification and greater recognition by some post-16 providers and Russell Group universities
- Enhanced career pathways and potential higher earnings, with increased opportunities to travel
- Beneficial for careers in Personnel, Management, Retail, Sport, Business, Education, ICT, Engineering and Technology, Hospitality, Armed Forces, Banking and Finance, Health and caring professions, Politics and Travel and Tourism, but useful in almost any career! Languages can take you anywhere!
- Language study showcases communication, organisation, memory, multi-tasking, problem-solving, and literacy skills to employers and highlights tolerance and understanding of other people and their culture - invaluable for any global citizen.

### What other students say about this course

*"I like French because the lessons are interactive." "It looks good on your CV." "It opens up opportunities with regards to university and future careers."*

*"I decided to take French because if I go travelling in later life, I can interact with locals better and even make friends from different countries." "The work will reward you in the future."*

*"I really enjoy taking French for GCSE. Learning a second language helps with job opportunities and travelling for the future." "French is fun!"*

For further information about the French course please see Mrs A Bell

## OPTIONAL - GCSE GEOGRAPHY

### Course Content

- **Living with the Physical Environment:** The challenge of natural hazards, physical landscapes in the UK and the living world
- **Challenges in the Human Environment:** Urban issues and challenges, the changing economic world, the challenge of resource management
- **Geographical Applications:** Issue evaluation, fieldwork and geographical skills

### Assessment

- **Living with the physical environment:** Written exam 1 hour 30 minutes (35%)
- **Challenges in the Human Environment:** Written exam 1 hour 30 minutes (35%)
- **Geographical Skills:** Written exam 1 hour 15 minutes (30%)



### Additional Information

There will be two field trips – one Physical Geography and one Human Geography field visit.



## GEOGRAPHY

Qualification – 1 GCSE  
Examination Board: AQA  
Qualification Number: 601/8410/3

### Delivery

GCSE Geography is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

- Leisure travel and tourism
- Educational and professional services
- Information services

### What other students say about this course

*"I prefer human Geography—learning about the population"*  
*"I like learning about volcanoes and rock formations."*  
*"Geography is a mixture of learning activities."*  
*"I'm really looking forward to the field trip to Iceland."*  
*"Sometimes I use Geography in other situations. When we were at Beverley Park I saw something and recognised it as subsidence from my Geography lessons."*

For further information about the Geography course please see Mr A Jackson



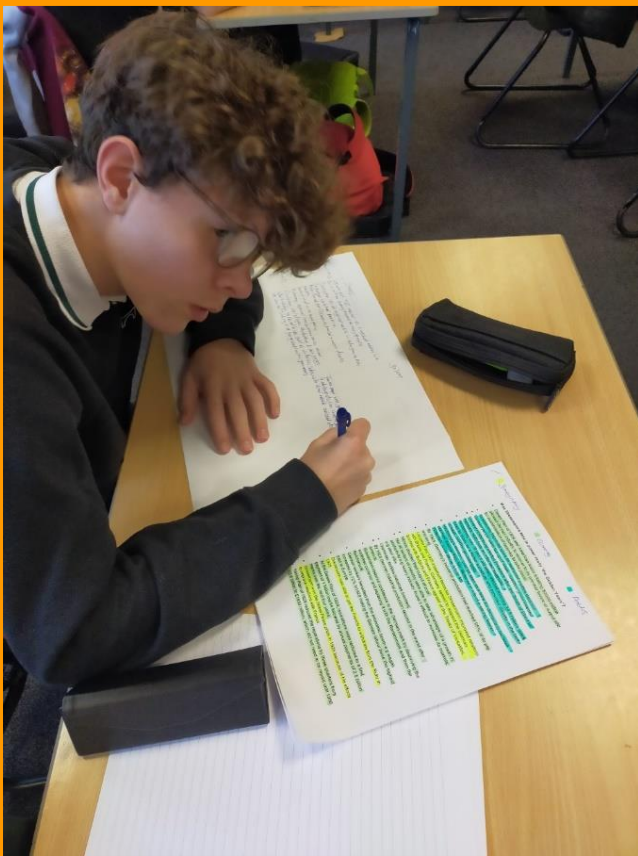
## OPTIONAL - GCSE HISTORY

### Course Content

- **Thematic Study and Historic Environment:**
  - (a) Warfare and British Society 1250 to present
  - (b) London and the Second World War
- **Period Study & British Depth Study:**
  - (a) Anglo-Saxon and Norman England 1060—1088
  - (b) The American West 1835—1895
- **Modern Depth Study:**  
Weimar and Nazi Germany 1918—1939

### Assessment

- **Thematic Study and Historic Environment:** Written exam 1 hour 15 minutes (30%)
- **Period Study and British Depth Study:** Written exam 1 hour 45 minutes (40%)
- **Modern Depth Study:** Written exam 1 hour 20 minutes (30%)



### Additional Information

Overseas visits are offered to History students. In recent years students have visited Poland, Italy and Belfast. The course, however, has a high written content and candidates will be expected to undertake considerable research.

## HISTORY

Qualification – 1 GCSE  
Examination Board: Edexcel  
Qualification Number: 601/8092/4

### Delivery

GCSE History is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

- A Level
- With further training or study students go into careers such as Historian, Archaeology, Anthropology Museum Curatorship, Journalism, and Librarianship

### What other students say about this course

- "I enjoy History very much—I'm learning a lot about a wide variety of things."*
- "We are learning about the uprising of the Nazi party—and I find the politics side of it very interesting."*
- "I am looking forward to the Northern Ireland trip."*
- "The topics are good and there are a good variety of topics to choose from for the coursework."*
- "I chose it because I thought it would challenge me—it does, and it is very rewarding."*

For further information about the History course please see Mr J Mitton

## OPTIONAL - GCSE PHYSICAL EDUCATION

### Course Content

Students study a range of topics including:

- Circulatory System
- Respiratory System
- Muscular System
- Skeletal System
- Movement Analysis
- Sports Injuries
- Diet
- Methods of Training
- Components of Fitness
- Principles of Training
- Reasons for Taking Part in Physical Activity
- Sports Psychology
- Practical Sport

### Assessment

- Two written examinations (60%)
- Practical performance (30%)
- Personal Exercise Programme (PEP) (10%)

### Additional Information

The GCSE Physical Education course is heavily weighted on the theory side and there are two written examinations in the summer of Year 11.

There are a range of sports on offer and each student must choose one team sport, one individual sport and their third choice can be a team sport or an individual sport.

Senior students are encouraged to help with the coaching of teams and organising extra-curricular activities both at lunchtime and after school. They will play in, and help with, the House Sports Competition and will have the opportunity to become Sports House Captains.



### PHYSICAL EDUCATION

Qualification – 1 GCSE  
Examination Board: Edexcel  
Qualification Number: 601/8161/8

### Delivery

GCSE Physical Education is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11 and consists of 4/5 theory lessons and 1 practical lesson.



### Further Opportunities

- A Level Physical Education
- BTEC National Diploma/Certificate/Award in Sport.
- Advanced VCE in Leisure and Recreation
- Careers opportunities in Sports and Leisure Centres and Outdoor Activities Centres

### What other students say about this course

*"P.E. teaches us teamwork skills."*

*"It's competitive but fun."*

*"There is quite a lot of theory work, but it is interesting."*

For further information about the Physical Education course please see Mr B Richardson

## OPTIONAL GCSE COURSE - GCSE SEPARATE SCIENCES

### Course Content

#### Physics:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

#### Chemistry:

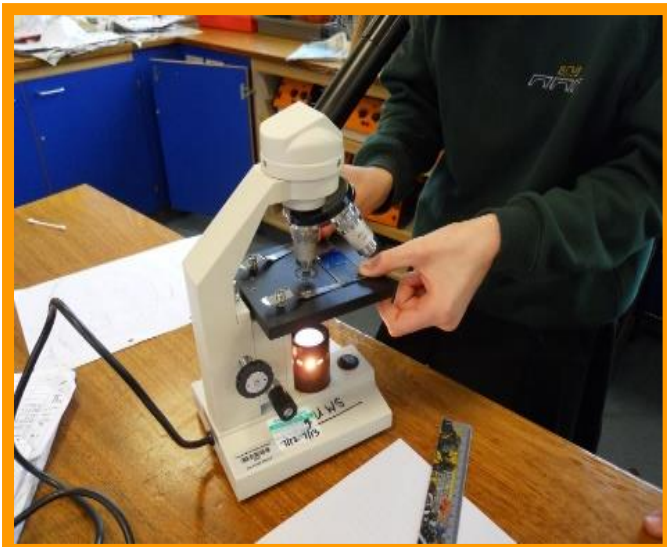
- Atomic structure and periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Biology:

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Assessment (for each separate subject)

- 100% written examination
- 24 required practicals

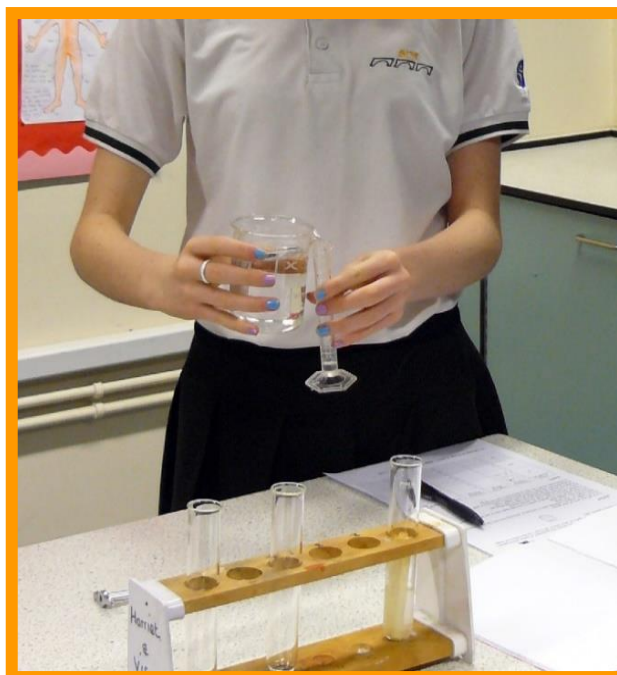


### SEPARATE SCIENCES PHYSICS, CHEMISTRY, BIOLOGY

Qualifications – 3 GCSEs  
Examination Board: Edexcel  
Qualification Numbers:  
Biology 601/8610/0  
Chemistry 601/8611/2  
Physics 601/8609/4

### Delivery

The separate science course is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11 by three teachers. There may be the option of after school extension sessions.



### Further Opportunities

- Science A Levels
- University Degree
- Engineering
- Construction

### What other students say about this course

*"I chose separate sciences because I would like to become a Midwife and I definitely need Biology to do that."*

*"I like all three of the subjects and want to follow a career in science"*

For further information about the Separate Sciences course please see Mr H Barton

## OPTIONAL - WJEC HOSPITALITY & CATERING

### Course Content

#### Unit 1: The Hospitality and Catering Industry:

Enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Topics Include:

- Hospitality and catering provision
- Contributing factors to the success of hospitality and catering provision
- Working in the hospitality and catering industry
- Food safety in hospitality and catering

#### Unit 2: Hospitality and Catering in Action:

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

Topics Include:

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes

### Assessment

- **Unit 1: The Hospitality and Catering Industry**  
Paper based assessment, externally marked (40%)
- **Unit 2: Hospitality and Catering in Action**  
Controlled assessment, internally marked (60%)



### HOSPITALITY & CATERING

Qualification: Vocational Award in Hospitality & Catering  
Level 1/2 Technical Award (Level 2 equivalent to 1 GCSE)

Examination Board: WJEC  
Qualification Number: 603/7022/1

### Delivery

WJEC Hospitality & Catering is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11. Both year 10 and 11 have a double lesson every fortnight

### Further Opportunities

- Dietician
- Nutritionist
- Environmental Health Officer
- Chef
- Food Scientist / Technologist
- Catering Manager
- Personal Trainer
- Health Promotion Specialist



### What other students say about this course

*"I like doing the practical lessons. The cooking is fun."*

*"Sometimes we are given the recipes and sometimes we choose our own."*

*"There's lots of working in pairs which is good."*

*"The catering course is mostly practical work but there is some writing to do."*

### Additional Information

This qualification is designed for students with an interest in food and cookery, but it will also give students transferable skills such as problem solving, organisation and time management, planning and communication.

Students will learn and practise different cooking techniques which could be a route into hospitality based further education courses or apprenticeships. However, it is a course which will give any student, regardless of career aspirations, in-depth food knowledge and cooking skills to take forward into their adult lives.

Students are required to successfully complete both units and the structure of the final grade is Pass, Merit, Distinction and Distinction\*.

For further information about the Hospitality & Catering course please see Mrs J Doidge

## OPTIONAL – BTEC DIGITAL INFORMATION TECHNOLOGY

### Course Content

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques:** Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

**Component 2: Collecting, Presenting and Interpreting Data**  
Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Component 3: Effective Digital Working Practices:** Learners will explore how organisations use digital systems and the wider implications associated with their use.



### Assessment

- Component 1 - Internal Assessment – externally moderated
- Component 2 - Internal Assessment – externally moderated
- Component 3 - External assessment (90 minutes)

### Additional Information

Components 1 and 2 are assessed through non-exam internal assessment. These components have been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Component 3 is assessed through an external exam-based assessment. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

For further information about the Digital Information Technology course please see Mr A Lambert

### DIGITAL INFORMATION TECHNOLOGY

Qualification: BTEC TECH Award Level 1/2  
Examination Board: Edexcel  
Qualification Number: 603/7050/6  
(Equivalent to 1 GCSE)

### Delivery

Digital Information Technology is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

- Level 3 in ICT
- Level 3 in Digital Technology
- Other Level 3 qualifications (including A Levels)

Most jobs / careers require the use of ICT and technology, and this is an excellent opportunity for students to gain a qualification.



### What other students say about this course

*"ICT is different to other subjects because it is all practical work – it's nice to have a change from theory lessons."*

*"Everyone needs ICT for a lot of things every day."*

## OPTIONAL - BTEC PERFORMING ARTS

### Course Content

- **Exploring the Performing Arts:** Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.
- **Developing Skills and Techniques:** Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.
- **Responding to a Brief:** Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.



### Assessment

- **Exploring the Performing Arts:** Internally assessed
- **Developing Skills and Techniques:** Internally assessed
- **Performing to a Brief:** Externally assessed, internally recorded



### Additional Information

This qualification enables learners to develop specific skills, such as refining work and applying skills for a performance using vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The course offers a Musical Theatre trip to London.

### PERFORMING ARTS

Qualification: BTEC TECH Award Level 2  
Examination Board: Edexcel  
Qualification Number: 603/7054/3  
(Equivalent to 1 GCSE)

### Delivery

BTEC Performing Arts is taught in 5 lessons per fortnight in Year 10 and 6 lessons per fortnight in Year 11.



### Further Opportunities

- BTEC Nationals in Performing Arts
- Careers in performance on and off the stage
- A Levels in preparation for entry to Higher Education

### What other students say about this course

*"I want to be in the performing arts industry, so it was an obvious choice for me."*

*"I chose this course to help with my confidence and only 6 months in I really feel it has."*

*"I enjoy playing different characters and being able to express myself on the stage."*

For further information about the Performing Arts course please see Mrs D Gray



## YEAR 10 AND 11 PREFERENCES 2024 - 2026

**Please use the online form using the link which will be sent via email after Parents Evening, to indicate your preferences/choices.**

**Please follow the instructions below when completing the form**

- Students will study one subject from each block. (Students will be made aware if they are on the Triple Science pathway and this should be their choice in Block B)
- It is important to rank each subject in each block in order of preference (e.g. 1<sup>st</sup> Choice will indicate the subject you would prefer to study, 2<sup>nd</sup> choice will indicate your next preferred option should you not be able to study your 1<sup>st</sup> choice option etc.)
- Any subjects that are not numbered may result in the form being returned to you. Students **MUST** select **ONE ORANGE OPTION** (from any box) as their first choice. Every student must study one orange option.
- Subjects can only be chosen once (e.g., if you pick Art & Design in Block A you can't pick it again in Block D).
- Students can choose a maximum of 3 purple options (4 are not permitted).

Block A	Block B	Block C	Block D
PE	Triple Science	Hospitality & catering	French
Business	Geography	DT	Art
Art	Health and Social care	History	Business
Geography		Digital ICT	Performing Arts

Once you have submitted your form, you may then have a meeting to discuss your preferences, which need to be approved and agreed with subject teachers. Following this, your final choices will be confirmed.

A small number of students will do one fewer GCSE, **in Block B**, as this can be beneficial. This will be discussed with individuals and the final decision about the subjects studied and the number of qualifications taken lies with the school.

**The online form needs to be completed and submitted by:**

**FRIDAY 1<sup>st</sup> MARCH**

***Returns after this date will be given lower priority if courses become full.***