



**St Benet Biscop Catholic Academy**  
**Year 9 Options**  
**Subject Information Booklet**  
**for Courses Starting**  
**September 2026**

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# How do the Options Work?

All students select their Options by choosing 3 subjects to study alongside the core curriculum. The combination of subjects students choose differs slightly depending upon which Options Pathway they follow.

**Pathway 1:** Students have the option to choose Triple Science and are advised to choose 2 subjects from Geography, History, French and Triple Science and then have free choice for their third option.

**Pathway 2:** Students are advised to choose 1 subject Geography, History and French and then have free choice for their other 2 options.

The Online Options Form specific to each student can be accessed by following the link within student's personalised options letters.

## Additional Information

Most Key Stage 4 courses currently offer a pathway for progression in to Sixth Form. However, the curriculum is reviewed annually so progression is not guaranteed. The courses offered in the Options process will only run if they are selected by a viable number of students.

# GCSE English Language & Literature

## **Who is this course suitable for?**

All students will sit GCSE English Language and GCSE English Literature. Students gain a huge amount from the study of these two subjects. Through English Language, students can develop an awareness of how to communicate across a range of media and for a variety of different purposes or audiences. Through English Literature, students are exposed to unfamiliar contexts and scenarios, with the intention of providing new ethical and philosophical perspectives from which to view the world around them.

## **What is the content of the course?**

Across Years 10 and 11, students will study for examinations in English Language and English Literature. The Literature course requires the study of a Shakespeare play, a drama, a 19<sup>th</sup> century novel and an anthology of 15 poems. The Language course requires the study of a range of fiction and non-fiction extracts in order to extract meaning and analyse language use, as well as developing skills in narrative and discursive writing for a variety of audiences and purposes.

## **What is the assessment model for this course?**

Both courses are 100% examination at the end of Year 11.

**English Literature** - 2 papers, lasting a total of 4 hours, based on the study of the novels and poetry covered in Years 10 and 11.

**English Language** - 2 papers, lasting a total of 3 hrs 45 minutes, based on the analysis and creation of fiction and non-fiction texts.

## **Why should I study English and English Literature and what might it lead to?**

**Progression routes:** A Level English/English Literature.

**Careers:** Journalism, Marketing, Advertising, Teaching and many more!

# GCSE Mathematics

## Who is this course suitable for?

All students will sit GCSE Mathematics. Mathematics supports everyday thinking and analysis skills needed to better understand the world around us. It can help give a better understanding of a range of issues from mortgage rates to understanding the economy, from being able to understand whether claims in a newspaper are overexaggerated to managing your own finances. Students who have completed this course will be able to apply their knowledge to real life situations and will be better equipped for sixth form, further education or entering the world of work. This course places a much greater emphasis on problem solving and using mathematics in context and therefore will give students an advantage when it comes to critical thinking and considering all the steps it takes to solve a problem in all situations, in and out of the classroom. Many other subjects and further education courses rely on maths to provide a way of modelling or understanding different situations, in many ways an improvement in your knowledge of maths will help to improve your understanding of many other subjects and topics.

## What is the content of the course?

The subject content of this course matches that set out in the Department for Education's national curriculum document. This content is common to all mathematics courses. The content has been organised into broad topic areas as follows: Number; Algebra; Ratio; Geometry and Probability and Statistics. All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

## What is the assessment model for this course?

The course is linear with 3 final examinations in year 11. All topics are assessed on each examination. Papers 1 and 3 allow the use of a calculator. Paper 2 does not allow the use of a calculator. The qualification can be taken at either Foundation or Higher tier. Foundation tier covers grades 1 to 5 and Higher tier covers 4 to 9.

## Why should I study maths and what might it lead to?

Students who have completed this course will be able to apply their knowledge to real life situations and will be better equipped for further education or entering the world of work. Maths can help with many areas of your understanding by supporting the study of other subjects such as science, IT and geography. **Progression routes:** If you want to take mathematics further we offer courses within our Sixth Form and from there you may wish to start applying for mathematics courses at higher education institutions. Mathematics is a highly respected subject and can lead to degrees in mathematics, engineering, psychology, management, astronomy, communications and computer science. **Careers:** Studying mathematics can lead to careers as a teacher, an actuary, an astronomer, an economist, an engineer, a scientist, a civil engineer, a sports car technician, an analyst, a programmer and many more.

# GCSE Science including Triple Science

## Who is this course suitable for?

Science is a core GCSE subject which all students will study. The Science Department offers two different Science courses. Both of these courses set Science in a relevant context and provide students with opportunities to discuss their ideas and to investigate current scientific developments. Students also study how Scientists work and consider the applications of Science in modern society.

The courses that we offer at GCSE Science are suitable for all students including those who want to undertake further studies in Science for example A levels, Degrees, or vocational courses and Science based apprenticeships.

## What is the content of the course?

There are two routes that students follow in Science both of these are linear courses with all exams being sat in the Summer of Year 11. There is no longer a coursework component for Science GCSEs.

1. **Combined Science:** AQA Trilogy, this will lead to the award of two Science GCSEs in Science levels 1 to 9. The vast majority of students will follow this course.
2. **AQA Triple Award Science:** Students will achieve a GCSE in Biology, Chemistry and Physics levels 1 to 9. Students studying this course will have 15 lessons of science per fortnight, 5 in each subject area (Biology, Chemistry & Physics). Those who wish to study this course will need to select Triple Science as one of their options.

## What is the assessment model for this course?

The assessment for both Science GCSEs is by terminal examination.

The Combined science route comprises, 2 Biology, 2 Chemistry and 2 Physics exams each of 1 hour and 15 minutes.

The triple science route comprises, 2 Biology, 2 Chemistry and 2 Physics exams each of 1 hour and 45 minutes in length. All three subjects must be studied.

## Why should I study Science and what it might lead to?

**Progression routes:** Both of these courses allow students to study the full range of individual Sciences at A level, subject to KS5 course requirements.

**Careers:** Science will help you get ahead in most STEM (Science, Technology, Engineering & Maths) careers and more besides.

# GCSE Religious Education

## Who is this course suitable for?

All students will sit GCSE RE. We live in a multi-cultural, multi-faith society, with religious ideas underpinning our social harmony and cohesion. You cannot properly understand society without some awareness of the part that religion plays and has played in it.

- Religious Education is described by the Russell Group universities as good preparation for A Level.
- Allows you to investigate ultimate questions such as “why does evil exist?” and “what is the purpose of life”.
- It promotes tolerance, respect and mutual understanding.
- Religion and belief continue to top the news agenda and Religious Education helps young people make sense of it.
- Improves philosophical thinking skills and the ability to think outside of the box.
- Develop communication skills and learn to clearly express your views and increase your self confidence.

## What is the content of the course?

Eduqas Route B Roman Catholic Christianity and Judaism

During this course you will cover three components:

- **Foundational Catholic Theology:** you will investigate and evaluate key questions on ‘The Origins and Meanings’ of the world we live in and analyse the concept of ‘Good and Evil’
- **Applied Catholic Theology:** you will investigate and evaluate key questions on the concept ‘Sin and Forgiveness’ and analyse ‘Life and Death’ issues.
- **Study of a World Faith Judaism:** You will study key beliefs, teaching and practices of Judaism.

## What is the assessment model for this course?

### Externally Set Assignment (Exam): 100% of final grade

Three exam papers. One on each of the three components studied.

Foundational and Applied Catholic Theology papers are 1 hour 30 minutes

Judaism paper is one hour

## Why should I study Religious Education and what might it lead to?

**Progression routes:** If you want to take Religious Education further we offer a Religious Studies A Level within our Sixth Form. Religious Studies A Level is highly regarded for a number of degree courses.

**Careers:** Religious Studies is a relevant qualification for any job which involves working with other people. The UK is a multi-faith society and an understanding of our differences will help us live and work together peacefully. (Medicine, Police Officer, Lawyer, Teacher, Social Worker)

# BTEC Tech Award in Child Development

## **Who is this course suitable for?**

If you have an interest in how children grow and develop into young adults and how children learn through their Early Years, this course is for you. The course looks at the needs of young children and how factors can influence their development throughout childhood. This course compliments the study of health and social care.

Students who study Child Development have the stepping stone to multiple career pathways in working with young people in a health or care setting.

## **What is the content of the course?**

**Component one:** Children's Growth and Development - Family, health professionals and early years practitioners are all responsible for monitoring and checking whether a child's growth and development meets expected patterns of development, or milestones. You will learn to recognise the importance of the physical, environmental, social and financial factors that can have an impact on a child's development.

**Component two:** Learning Through Play – You will look at the different stages of play and types of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning.

**Component three:** Supporting Children to Play, Learn and Develop - You will develop knowledge and understanding of the individual needs that can have an impact on a child's learning and development. You will learn about the physical, cognitive/intellectual, communication and language, and social and emotional needs that children may experience. You will also investigate the role of the adult in making sure that all children are safe when engaging in play activities.

## **What is the assessment model for this course?**

Year 10: Component one and two are assignment based written reports.

Both of the Pearson-set Assignments will be completed in approximately 6 hours of supervised assessment.

Year 11: Component three is an externally set exam unit which is sat in January with the opportunity to re-sit in the summer.

## **Why should I study Child Development and what might it lead to?**

**Progression Routes:** Child Development is currently offered within Sixth Form as well as both single and double HSC. Child Development prepares students for studying Child Care related courses at Level 3 and beyond in the preparation for working with children in the future such as becoming a Primary School teacher and supporting children with additional needs. It also is interesting for students to learn about how their childhood environment and experience has shaped them to become the person they are today.

**Careers:** Social care and Education careers such as Early years teacher, childminder, family support worker, play therapist, primary school teacher, social worker and special educational needs teacher are all relevant to this course.

Health careers such as paediatric nursing, midwifery, speech and language therapy and occupational therapy may also be considered after this course.

# **BTEC Tech Award in Digital Information Technology**

## **Who is this course suitable for?**

This qualification is designed for those students who want a hands-on taste of the ICT sector and the skills and confidence to take their next steps. ICT is an essential part of life and is an essential skill when entering higher education or employment. The course allows students to develop transferable skills which will be of great benefit to their future. The course will enhance young people's overall digital literacy and give them a solid foundation for further study and employment.

## **What is the content of the course?**

You will explore user interface design and development principles, investigate how to use project planning techniques to manage a digital project, discover how to develop and review a digital user interface, explore how data impacts on individuals and organisations, draw conclusions and make recommendations  
Unit 1 – Exploring User Interface Design Principles and Project Planning Techniques. (Internal Assessment)  
Unit 2 – Collecting, Presenting and Interpreting Data (Internal Assessment)  
Unit 3 – Effective Digital Working Practices (Exam)

## **What is the assessment model for this course?**

The qualification has three components:

Components 1 and 2 are assessed through non-exam internal assessments. The non-exam internal assessments for these components has 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. The internal assessment is set by the exam board and marked by the teacher. The Assignment will be completed in approximately 6 hours of supervised assessment.

Component 3 is externally assessed and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations. The assessment is 1 hr. 30 mins.

## **Why should I study Digital Information Technology and what might it lead to?**

**Progression Routes:** Technical Award in Digital Information Technology provides knowledge, understanding and skills for learners to progress to other level 2 qualifications, level 3 vocational qualifications (BTEC Nationals), other academic qualifications (Computer Science, IT A levels, BTEC IT awards, Industry qualifications and many other courses)

**Careers:** Employment within the world beyond school such as apprenticeships, employment with any IT business or self-employment through establishing their own technology enterprise.

# BTEC Tech Award in Health & Social Care

## Who is this course suitable for?

Health and social care are the study of physical health and mental well-being of individuals across their lifespan. During the two-year course, you will study the NHS and care systems in the UK, relationships, life events and how these shape an individual's development. The course prepares you for working with individuals in either a health, education or care setting in the future. You will look at the roles and responsibilities of professionals and how their care can support some of the most vulnerable patient groups, such as the young, elderly and disabled.

Overall you will study society and develop more of an understanding of the world you live in.

This course compliments the study of child development.

## What is the content of the course?

**Component one:** The study of human growth and development across life stages and the factors that affect it including life events and how individuals cope with them.

**Component two:** The study of different types of health and social care services and barriers to accessing them. Followed by the implementation of care values in settings.

**Component three:** The study of physiological and lifestyle indicators, and what they mean for someone's state of health.

You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets.

Finally, you will explore the difficulties an individual may face when trying to make these changes.

## What is the assessment model for this course?

**Year 10:** Component one and two are assignment based written reports including a group role play based around effective care and demonstration of the care values.

Both of the Pearson-set Assignments will be completed in approximately 6 hours of supervised assessment.

**Year 11:** Component three is an externally set exam unit which is sat in January with the opportunity to re-sit in the summer.

## Why should I study Health and Social Care and what might it lead to?

**Progression Routes:** Health and social care will broaden knowledge and understanding of the physical and mental state of individuals preparing students for related courses at A Level and beyond.

**Careers:** This course can lead on to the career paths of multiple NHS, care, education and community justice sector roles varying from nursing, teaching, social work, physiotherapy, policing and counselling.

# BTEC Tech Award in Business Enterprise

## Who is this course suitable for?

This qualification is for learners who want to start a career in business. It is an ideal qualification for learners intending to progress directly to employment in a business, to a Level 3 Technical qualification, Apprenticeship or A levels. This course will introduce you to various aspects of the world of Business. This is a qualification for learners who wish to study the context of Business in the vocational sector. The skills learnt in studying a BTEC will aid progression to further study and prepare learners to enter the workplace. The course covers various relevant modules such as Business Enterprise, Marketing, Finance, Human Resources, Sales and Branding. BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context, building the foundation of knowledge, understanding and skills, which would form a basis for further study and assist in future employment.

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

## What is the content of the course?

**Unit 1:** Exploring Enterprise (Internal Assessment)

**Unit 2:** Planning for and pitching for an Enterprise (Internal Assessment)

**Unit 3:** Marketing and Finance for an Enterprise (Exam)

## What is the assessment model for this course?

**Components 1 and 2** are assessed through non-exam internal assessments. The non-exam internal assessments for these components has 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. The internal assessment is set by the exam board and marked by the teacher. The Assignment will be completed in approximately 6 hours of supervised assessment.

**Component 3** is an externally assessed unit that students will sit as an exam. This component requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of that enterprise.

## Why should I study Business Enterprise and what might it lead to?

**Progression routes:** Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this sector. Students can study level 3 BTEC Business, Applied Business Studies or A level Business within Sixth Form. This course will also help with pursuing apprenticeships.

**Careers:** Business, Human resources, Marketing, Finance sector, Retail and complements IT Industry.

# BTEC Tech Award in Sport

## Who is this course suitable for?

The course is for learners who want to acquire sector-specific applied knowledge and skills. They will explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. Learners are expected to have a keen interest in sport and take part in competitive sport either within school (school sport teams) or outside of school for a club.

## What is the content of the course?

### **Component 1: Preparing Participants to Take Part in Sport and Physical Activity.**

Explore types and provision of sport and physical activity for different types of participant. Examine equipment and technology required for participants to use when taking part in sport and physical activity and be able to prepare participants to take part in sport and physical activity.

### **Component 2: Taking Part and Improving Other Participants Sporting Performance.**

Understand how different components of fitness are used in different physical activities. Be able to participate in sport and understand the roles and responsibilities of officials. Finally, learners will demonstrate ways to improve participants sporting techniques.

### **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.**

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

## What is the assessment model for this course?

Components 1 and 2 make up **60% of the course = COURSEWORK**

Component 3 makes up **40% of the course = Terminal EXAM (No re-sit)** sat in Year 11

## Why should I study BTEC Tech Award in Sport and what might it lead to?

**Progression routes:** If you want to take Sport further, we offer Level 3 Sport courses within our Sixth Form and from there you may wish to start applying for a range of Sport related courses at Higher Education Institutions or Apprenticeships.

**Careers:** Sports Coaching or Sports Development work. Other related sports industry work such as Physiotherapy, Sport/Leisure Management, PE teacher, Sports Psychologist, Sports Analyst and many more.

# GCSE Drama

## Who is this course suitable for?

Drama is suitable for the following students:

- Those who will undertake further studies in Drama or Performing Arts and like performing.
- Those who plan to work in any line of work where you will be expected to participate as part of a team and cooperate with others.
- Those who enjoy and wish to experience and explore working as part of a team and problem solving. This subject will also help to build your confidence.
- It is essential that you enjoy and have ability in the subject and you are creative and imaginative.

If you wish to go on to study Drama or a Drama related course then you should take the Drama GCSE.

## What is the content of the course?

- Drama GCSE is mainly practical but there is a written coursework element which supports the practical work. The course is exciting, innovative and fun!
- The course is designed to develop respect between students therefore broadening communication skills, building confidence and examining relationships through role-play and group projects.
- You will be working in small groups learning about a wide variety of performance skills and techniques through a practical approach.
- The devising unit is an exciting opportunity to get really creative by writing and directing your own piece of theatre; this will include costume, lighting and set design.
- You have the opportunity to act and direct a section from a scripted play.

## What is the assessment model for this course?

### Component 01/02: Devising Drama:

Working as a group member to create your own performance from a stimulus provided by the exam board and submit a written portfolio that charts your process. **(30% - 60 marks)**

### Component 02/03: Presenting and Performing Texts:

Working in a group to direct and perform a section of a play that is performed to a visiting examiner. **(30% - 60 marks)**

### Component 05: Drama Performance and Response

A written paper based on a set text that we study both practically and theoretically and a live theatre review. **(40% - 80 marks)**

## Why should I study Drama and what might it lead to?

**Progression routes:** If you want to work in the public sector like in Nursing, the Police, teaching or working within a team then this is the perfect subject for you as you are going to build your confidence and soft skills. For those of you who want to take Drama further we offer courses within our Sixth Form and from there you may wish to start applying for Drama or Performing Arts courses at Higher Education Institutions.

**Careers:** It is an ideal subject for a **broad range** of careers where you have to work with others including Teaching, Nursing, the Police and Armed Forces. The skills and confidence that you gain from a GCSE in Drama will enhance your confidence in dealing with **all** future careers.

# GCSE Fine Art

## **Who is this course suitable for?**

Anyone who is artistic, creative and practical, and who has an interest in art, design and culture will enjoy this course.

## **What is the content of the course?**

- Coursework Portfolio: Drawing, Printmaking, Painting, Photography and Sculpture. Sketchbooks and artworks to accompany the sketchbooks.
- Exam Project: Sketchbook and art works to accompany the sketchbook, plus the final piece which is produced under exam conditions. The title is set by the exam board, Edexcel. The exam project runs from January to April of Year 11.

The course involves creating and making artwork and researching, exploring and expressing ideas in a variety of different art genres, styles, materials, techniques, processes and disciplines. You will develop, broaden and refine your:

- Knowledge, understanding and skills in drawing, painting, printmaking, photography, collage, montage and sculpture.
- Knowledge and understanding of the creative process/artistic journey to help you create project work for your portfolio.
- Skills in research, analysis and evaluation.
- Knowledge and understanding of the work of other artists, designers and cultures.
- Your knowledge and understanding of art, design and crafts.
- Exploration and development of ideas,
- Your use, understanding and knowledge of materials and techniques to explore and express your ideas,
- Artistic and creative skills.

## **What is the assessment model for this course?**

- Coursework Projects. 60% of overall mark. February of Year 10 to December of Year 11.
- Exam Project. 40% of overall mark. January to April of Year 11. 3 months preparatory work constitutes approximately 75% of the exam grade. The final 10hour exam, conducted under exam conditions over 2 days, constitutes the final 25% of the exam grade.

All artwork will be presented and submitted for marking as a portfolio of artwork.

## **Why should I study Fine Art and what might it lead to?**

**Progression routes:** We offer Fine Art A level within our Sixth Form and from there you may wish to start applying for Apprenticeships within the Creative Industries, or Foundation Diploma or Degree courses at Higher Education Institutions. The skills you gain complement other subjects; studying Fine Art will help you develop skills which are vital to working in a wide range of jobs and society in general, such as working independently, team work, collaborating and communicating with others, exploring, expressing and developing ideas, experimenting with purpose and analysing and evaluating outcomes, problem solving, resilience.

**Career Examples:** Art Gallery Curator, Art Therapist, Art Teacher, Art, Design or Art History Lecturer at University, Art Technician/Demonstrator at University, Art Valuer/Auctioneer, Fine Artist, Photographer, Painter, Sculptor, Printmaker, Digital or Media Artist), Illustrator, Digital Artist, Conservator, Art Admin and Fundraising, Architecture, Graphic Design, Advertising, Fashion, Textiles, Jewellery Design and Marketing, Media, Film and Theatre.

# GCSE Food Preparation and Nutrition

## Who is this course suitable for?

Food Preparation and Nutrition is suitable for students who enjoy cooking and want to develop their understanding of food and food products, those who are interested in the impact food has on our bodies, life and the world around us and those who would like to undertake further studies or want to pursue a career in Food. It is essential that you enjoy the subject and want to prepare and cook food. This subject combines well with Biology, Chemistry and Business Studies and develops a range of other skills such as planning, organising, working independently and time and budget management.

## What is the content of the course?

The course is split into five subject areas, with practical work being used to embed learning in all five sections:

1. Food, Nutrition and Health (Sources and functions of nutrients and the links between diet and health).
2. Food Science (How ingredients work and why particular ingredients are necessary in recipes).
3. Food Safety (Food spoilage, food, correct storage and preparation).
4. Food Choice (Lifestyle, seasonality, culture, labelling, marketing, sensory evaluation and Global cuisines).
5. Food Provenance (Food and the environment, sources, sustainability and production).

This course aims to develop student's practical cookery skills and nurture a strong understanding of nutrition and the role that food plays in ensuring a healthy mind and body for life. Around a third of the course in Y10 will be based on gaining practical experience. Y11 is predominantly focussed on producing the NEA content of the examination.

## What is the assessment model for this course?

**Examination: 50% of the GCSE.**

Paper 1: Theoretical knowledge is assessed in this written exam.

**NEA practical coursework: 50% of the GCSE.**

Task 1 – Food Science Investigation – an experimental approach to the working characteristics and functional properties of food (30 marks).

Task 2 – Food preparation exam – pre-planning to then cook and present 3 chosen dishes (70 marks)

## Why should I study Food Preparation and Nutrition and what might it lead to?

**Progression routes:** If you want to take Food Preparation and Nutrition further, we suggest studying related courses such as Biology, Chemistry and Sport in the Sixth Form and from there you may wish to start applying for courses in Food Science, Bio Processing, Food and Nutrition, Fitness, Nutrition and Health and Food and Consumer Science at Higher Education Institutions or apprenticeships in Food Technology and Food Manufacturing and Processing.

**Careers:** Studying Food Preparation and Nutrition will offer progression into several careers depending on a student's area of interest. Careers include Dietetics, Community Education Officer, Registered Nurse, Product Development, Barista, Butcher, Farmer, Food Stylist, Environmental Health Officer, Food Technologist, Caterer, Chef, Food Scientist, Hotel/Restaurant staff, Dietician amongst others.

# GCSE Geography

## Who is this course suitable for?

Geography is suitable for those intrigued by our world and its many processes. Geography involves exploring the processes and patterns that shape our world. Both human beings and physical forces have provided us with a fascinating world on which to live, and the study of Geography at GCSE will help you to better understand why our world is the way that it is. High profile events such as recent migration patterns, global energy prices, flooding in the UK, the Australian forest fires and the impacts of global warming show us how interconnected the world is and just how globalised many aspects of our world have become. The course has a variety of elements through both human and physical Geography and is best suited to pupils who are tenacious, positive, driven and motivated!

## What is the content of the course?

### **AQA Geography GCSE 1 – 9**

#### **Paper 1: Living with the physical environment:**

Natural hazards: Volcanoes, earthquakes, tsunamis, tropical storms and climate change.

Living world: Tropical rainforests and hot deserts.

UK landscapes: Rivers and coasts.

#### **Paper 2: Challenges in the human environment:**

Urban issues: Lagos and Newcastle

Changing economic world: the causes, impacts and management of differing economies- Nigeria and the UK

Resource management: Global and local Food issues- supply and demand.

#### **Paper 3: Geographical applications: Issue evaluation and fieldwork.**

Pre-release information is provided before this exam that examines a particular issue from within the specification. Previous examples have been water issues in the UK, with a focus on the use of reservoirs and the Peruvian/Brazilian road building within the Amazon. The nature of this exam requires pupils to examine different sources of information and to make an informed decision on the issue provided. The field work element tests the pupils on fieldwork they have undertaken as well as 'unseen' data, assessing their Geographical skills.

## What is the assessment model for this course?

Paper 1: 1½ hour paper worth 35% of the GCSE course.

Paper 2: 1½ hour paper worth 35% of the GCSE course.

Paper 3: 1½ hour paper worth 30% of the GCSE course.

## Why should I study Geography and what might it lead to?

Embark on an exciting journey with Geography GCSE, where you'll explore the dynamic world around you, from the bustling cities to the serene landscapes. Geography isn't just about maps; it's about understanding the complex interactions between people and their environments. Recognized as one of the eight facilitating subjects, Geography is highly regarded by employers and universities alike. This subject opens doors to a plethora of exciting and well-paid career opportunities. Imagine yourself as an urban planner shaping the cities of the future, a climate scientist tackling global challenges, or a travel consultant exploring the world. With Geography, you can also venture into roles like environmental consultancy, GIS specialist, or even international development. These careers not only offer the thrill of discovery and adventure but also the satisfaction of making a significant impact on our world. Choose Geography and unlock a world of possibilities!

**Careers:** Urban Planner, Climate Scientist, Geopolitical Analyst, Environmental Consultant, Geospatial Information Scientist/Technologist, Cartographer, Remote Sensing Scientist, Transport Planner, Travel Consultant, International Development Specialist, Volcanologist.

# GCSE History

## Who is this course suitable for?

History is suitable for those intrigued by the world that we live in today, how events and people of the past have influenced the world we live in today and their continuing impact on the future. You need to have an enquiring analytical mind, the ability to evaluate actions of individuals and events of the past, considering their impact and looking for themes. The study of History at GCSE not only gives you the opportunity to explore an exciting range of historic time periods, it also develops a range of skills that will help you succeed at A Level or in the world of work.

You will study a range of Historic topics from a new perspective such as the Plagues of the Middle Ages and the Renaissance, Plots to overthrow Queen Elizabeth, Britain's first colonies and the impact of Trench warfare. You will study the expansionism of America at Home and abroad starting with the country's push westward, from a handful of states based in the East, to the country that we would now recognise as America. Along the way you study a range of stories such as those of the cattlemen and the early pioneers and the resulting conflict with the Indigenous. You will investigate Civil rights, understanding the journey that America and its citizens have undertaken in the quest for equality. You will explore the international actions of America in its war with Vietnam.

The course studies a variety of topics and periods. If you are interested in the past and how it has shaped the present, then History is an ideal course to study.

## What is the content of the course?

**Paper 1:** Thematic and historic environment study: Medicine in Britain, 1250-present and the British sector of the Western Front 1914-18: injuries, treatment and the trenches.

**Paper 2:** Period and British Depth Study: The American West, c 1835-1895 and Early Elizabethan England, 1558-88. Plots, rebellion and society during Elizabethan England.

**Paper 3:** Modern Depth Study: The USA, 1954-75 Conflict at home and abroad.

## What is the assessment model for this course?

**Current Exam Board: Edexcel**

**Paper 1:** 1 hour 15-minute exam worth 30% of the GCSE course.

**Paper 2:** 1 hour 45-minute exam worth 40% of the GCSE course.

**Paper 3:** 1 hour 20-minute exam worth 30% of the GCSE course.

## Why should I study History and what might it lead to?

**Progression routes:** If you want to take History further, we offer A Level History at our Sixth Form and from there you may wish to start applying for History, Law, Archaeology, Marketing, and Business courses at Higher Education Institutions.

**Careers:** Education, Retail, Law, Civil Service, Accountancy, Banking, Publishing, Management Companies, Human Resources, Museums, Libraries, Charity Work, Marketing.

# GCSE Music

## **Who is this course suitable for?**

You will enjoy this course if you want to study a subject that

- involves performing
- involves listening to all kinds of music
- involves composing or arranging music
- gives you the opportunity to play music with others
- gives you the opportunity to learn more about and use music technology

## **What is the content of the course?**

### **Unit 1: Performing**

You will perform (play or sing) two pieces. One of the pieces will be a solo in any style and on any instrument. The other performance will be with other players. These performances may take place in the classroom, in school music groups or in designated exam conditions. They will be recorded and marked by your teacher.

### **Unit 2: Composing**

You will compose two pieces according to a brief set by the exam board plus one free choice. If you are interested in music technology, you may use computer sequences, multitrack recorders, digital recording, and sampling in the preparation and presentation of compositions.

### **Unit 3: Appraising**

There is one exam in the summer of Year 11. You will listen to a CD and answer questions on the four Areas of Study which cover Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

## **What is the assessment model for this course?**

**Unit 1: Performing** (35%) Internally assessed performances.

**Unit 2: Composing** (35%) Internally assessed assignments.

**Unit 3: Appraising** (30%) Listening Exam (May in Y11) Externally assessed.

## **Why should I study GCSE Music and what might it lead to?**

GCSE Music is a good preparation for further musical study and a solid foundation for the A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology). You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

# GCSE Spanish

## **Who is this course suitable for?**

Spanish is suitable for anyone who is keen to be able to communicate more confidently in a foreign language. We build on what you have already learnt at KS3 and further develop the language learning skills you have already acquired. This can lead to amazing job and travel opportunities. Being able to speak Spanish opens so many doors and knowing a foreign language will help to improve your cultural awareness, increase your adaptability and make you a more confident and effective communicator. It gives you a better insight into people and their different cultures whilst learning more about your own at the same time. If you continue to study Spanish at A-level and university you will have the opportunity to study abroad in a Spanish speaking country and you will be more likely to travel as part of your career. It is essential that you enjoy studying languages and have ability in the subject as the level of language studied increases in difficulty throughout the GCSE course.

## **What is the content of the course?**

### **Theme 1: People and lifestyle**

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

### **Theme 2: Popular culture**

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

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

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and Technology

Topic 3: The environment and where people

## **What is the assessment model for this course?**

### **Final External Assessments (Foundation or Higher Level)**

Paper 1: Listening Exam 25%

Paper 2: Speaking Exam 25%

Paper 3: Reading 25%

Paper 4: Writing 25%

## **Why should I study Spanish and what might it lead to?**

**Progression routes:** If you want to take Spanish further, we offer a course within our Sixth Form and from there you may wish to start applying for Modern Foreign Language courses at Higher Education Institutions. Spanish can be combined with many other subjects for further study e.g. English Literature and Business Studies.

Modern Foreign Languages are seen as facilitating subjects and are highly prized by university admissions departments as the study of a language demonstrates that the student can communicate to a high degree.

**Careers:** There are many job opportunities available for candidates who can speak more than one language. Below are just a few of the jobs that are suitable for people with foreign language skills.

Air hostess	Interpreter	Languages service professional
Bilingual PA	Translator	Teacher of Modern Foreign Languages
Rehabilitation officer	Social worker	Speech and language therapist
Importer/exporter	Tourist guide	Teacher of English to speakers of other Languages