



**THE
HAYLING
COLLEGE**

**Year 9
Options
Booklet
2026**



Happy
Healthy
High Performing



Welcome

Welcome to the GCSE option process! The subjects and qualifications you study over Years 10 and 11 will affect how you spend your time during your next two years at Hayling. It could also help set you up for the career or college course you want later, so it is a very important process. In this booklet is an outline of the important upcoming events.

In order to provide appropriate information and guidance in making choices, we have devised a full programme to support your child.

How do I choose my options?

There are some subjects that are so important that everyone has to take them, but you also have option choices in Year 9 that are the first steps in deciding your future. To help, start by asking yourself what you enjoy doing and what you're good at.

Think about:

- What you're interested in: it could be other cultures and languages, writing projects, helping people, being outdoors or designing things?
- What types of activity you enjoy most – working things out and thinking them through, practical activities or artistic options like painting, acting, drawing or performing in music events?
- What you're like at home, as well as in school – what skills have you developed following outside interests?

Don't think about:

- What your friends are choosing. Even if you pick the same subjects, you are unlikely to be placed in the same class as there are four different options blocks (so a 25% chance of being together!)
- Picking a subject because you like a particular teacher (or not picking one because you don't)! We have multiple teachers for each subject so there is no guarantee who you are going to get.

Curriculum Offer

Core compulsory Curriculum Subjects

English Language and Literature
Mathematics
Statistics
Science*
PE (core)
Personal, Social, Health and
Economic Education
Religious Studies (RS)

Option Curriculum Subjects

Art
Computer Science
Dance
Design and Technology
Drama
Food Preparation and Nutrition
Music
PE
Spanish
Triple Science
Geography
History

Science *All students will study Science. Most students will study Combined Science, worth 2 GCSE grades. Some students might study Separate Sciences (3 GCSE grades – Physics, Biology and Chemistry), which cover the same topics as Combined Science in more depth and complexity.

Studying Separate Sciences (Triple) must be carefully considered and will be discussed with our science team. If triple science is taken it will be one of the Option choices.

Special Educational Needs

Some students may continue to need specialist teaching at KS4 to address their learning needs. Arrangements will be made on an individual basis to ensure that every student has the best possible learning support to gain the greatest success. If you have any questions, please discuss them with Mr Tindall, SENCo.

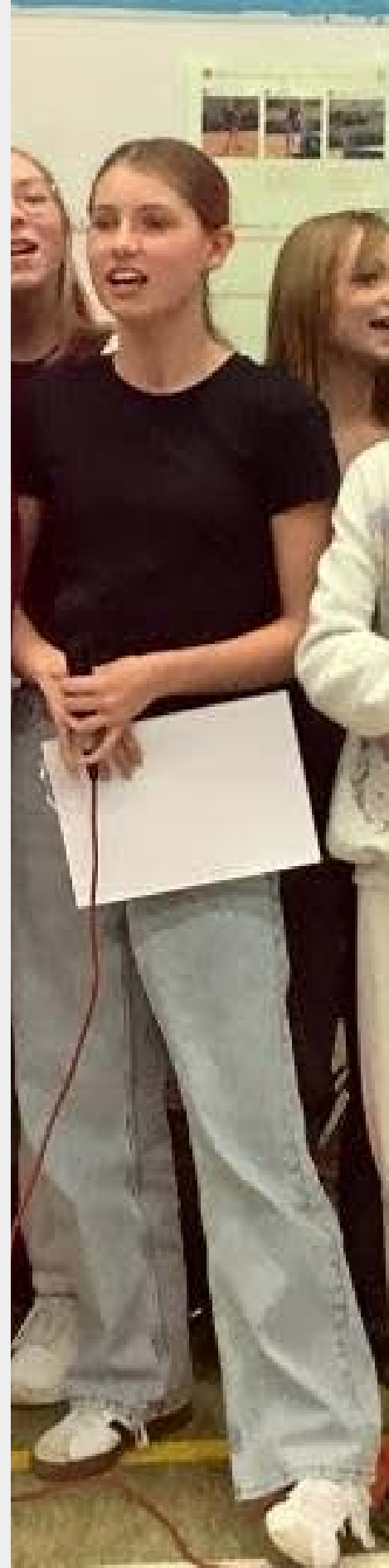
Most students will study four option subjects starting in Year 10.

Each option subject is described in detail, including coursework requirements and guidance on potential future career paths. Please note that if a course does not meet the minimum number of enrolments, it may not be offered. Similarly, if a course is oversubscribed, we may not be able to accommodate all students. Students are required to select reserve choices so that they would be happy to study, in case their preferred options cannot be timetabled.

A WORD OF CAUTION:

When picking your option subjects, it is essential that you pay attention to the skills required to do well on that course. This is particularly true for subjects like computer science, the performing arts and physical education – there may be more than meets the eye:

1. Computer Science requires you to be able to think logically, solve problems and have keen attention to detail. Students wishing to study Computing should be forecasted at least a GCSE Grade 4 in Mathematics. Computer Science bears very little resemblance to ICT!
2. Dance, Drama and Music all have a requirement to perform. You must be committed to this aspect of the course; students who do not wish to perform cannot enrol on these courses.
3. PE course will require all students to practically perform. It is highly advisable and advantageous if students regularly participate in at least one sport to a reasonably high standard.



Will I get my options?

Although every effort will be made to accommodate all students' choices, it is possible that certain alterations have to be made.

1. In some cases, courses do not run as there are insufficient numbers to make them viable, and in other cases there is a maximum number of students due to staffing.
2. Also, as we offer such a wide range of possible subject combinations it is likely that we will not always be able to meet every student's requests.



Remember that everyone is individual and will have different strengths and weaknesses from someone else. For example, some people are very creative and can put that creativity into words when others are excellent at drawing or painting or designing and making.

You need to think about what you are really good at in order to succeed and to enjoy the subject. We want you to keep as many choices open as possible and there will be some subjects that you will have to study – and this is detailed at the front of this booklet – but we will also help you to choose the right subject for you.

Look at the careers software:

<https://www.myworldofwork.co.uk/option-choices/> and <https://www.careerpilot.org.uk/> and decide what skills are required, how jobs that interest you might affect your life and which subjects will help you achieve your ambitions.

Why do you think people choose certain subjects? Try to answer these questions for yourself – please circle ✓ or x as it might apply to you.

Like or am interested in the subject	✓	x
Help in future job	✓	x
Want subjects which can be passed at GCSE	✓	x
Good at the subject	✓	x
Would help in home or hobbies	✓	x
Want a variety of subjects – leave career open	✓	x
Would help understand the world	✓	x
Do not like other options	✓	x
Do not want to waste three years' work	✓	x
High exam marks in subjects in year 9	✓	x
Want to do new subjects	✓	x
Parents want me to choose a certain subject(s)	✓	x
No good at other options	✓	x
Like the teachers who teach the subject	✓	x
Teachers advise me to choose their subject	✓	x
Want some easy subjects	✓	x
Not able to choose the subjects I wanted to	✓	x
Cannot think what else to do	✓	x

Mathematics

Course Title	Mathematics
Course Leader	Paul Arbon
Course Teachers	Paul Arbon, Marta Morgan, Adam Brett, Charlotte Knights, Cynthia Phillips, Mark Critchard
Exam Board and Course Number	Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics (1MA1)
Course Information	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
Assessment Exam Papers	The Pearson Edexcel Level 1/Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers: ● Foundation tier - grades 1 to 5 available ● Higher tier grades – 4 to 9 available (grade 3 allowed). The assessment for each tier of entry consists of three externally-examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series.
Content Overview	The course will cover the following content headings: 1 Number 2 Algebra 3 Ratio, proportion and rates of change 4 Geometry and measures 5 Probability 6 Statistics
Skills Developed	The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics are to enable students to: ● develop fluent knowledge, skills and understanding of mathematical methods and concepts ● acquire, select and apply mathematical techniques to solve problems ● reason mathematically, make deductions and inferences, and draw conclusions ● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
Possible Further Education or Career Progression	This qualification prepares students for progression to further study of mathematics at AS and A level, and also to the study of Core Mathematics. These Level 3 qualifications prepare students for a variety of further progression routes. Students should seek advice about which of these qualifications best prepares them for their intended progression routes. GCSE Mathematics is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE Mathematics after the age of 16 if they have not achieved the qualification at Key Stage 4.

Statistics

Course Title	Statistics
Course Leader	Mr Arbon
Course Teachers	Mr Arbon, Ms Phillips, Mrs Knights, Mr Brett, Mrs Morgan.
Exam Board and Course Number	Edexcel Level 1/Level 2 GCSE (9-1) in Statistics (1ST0)
Course Information	
Content Overview	The course will cover the following content headings: 1. The collection of data 2. Processing, representing and analysing data 3. Probability
Skills Developed	The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through: ● the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc. ● identifying trends through carrying out appropriate calculations and data visualisation techniques ● the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general ● critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life ● understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data ● understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing ● applying appropriate mathematical and statistical formulae, and building on prior knowledge.
Possible Further Education or Career Progression	Students can progress from this qualification to: ● GCE AS or A Level Mathematics and GCE AS or A Level Further Mathematics ● Level 3 qualifications, such as GCE in Biology, Economics, Geography, Psychology and Sociology, and vocational qualifications such as a BTEC in Business ● training and employment where quantitative methods are used.

English Language

Course Title	AQA GCSE English Language
Course Leader	Mrs Coram
Course Teachers	English Department
Exam Board and Course Number	AQA 8700
Course Information	https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification/specification-at-a-glance
Content Overview	Students will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
Skills Developed	This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. For GCSE English Language students should: • read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism • read and evaluate texts critically and make comparisons between texts • summarise and synthesise information or ideas from texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively
Possible Further Education or Career Progression	Teaching, Law, Marketing, Journalism, Administration and public services

English Literature

Course Title	AQA GCSE English Literature
Course Leader	Mrs Coram
Course Teachers	English Department
Exam Board and Course Number	AQA 8702
Course Information	https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification/specification-at-a-glance
Assessment Exam Papers	Paper 1: Shakespeare and the 19th-century novel What's assessed Romeo and Juliet A Christmas Carol How it's assessed written exam: 1 hour 45 minutes 64 marks 40% of GCSE Questions Section A Romeo and Juliet: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B A Christmas Carol: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Paper 2: Modern texts and poetry What's assessed An Inspector Calls Love and Relationships poetry anthology Unseen poetry How it's assessed written exam: 2 hour 15 minutes 96 marks 60% of GCSE Questions Section A An Inspector Calls: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Love and Relationships Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen Poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English Literature

Content Overview	Students will draw upon a range of texts as reading stimuli and engage with a real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
Skills Developed	This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. • literal and inferential comprehension: understanding a word, phrase or sentence in context; • exploring aspects of plot, characterisation, events and settings; distinguishing between what • is stated explicitly and what is implied; explaining motivation, sequence of events, and the • relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point • of view by referring to evidence in the text; recognising the possibility of and evaluating • different responses to a text; using understanding of writers' social, historical and cultural • contexts to inform evaluation; making an informed personal response that derives from • analysis and evaluation of the text • evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing • and evaluating how language, structure, form and presentation contribute to quality and • impact; using linguistic and literary terminology for such evaluation • comparing texts: comparing and contrasting texts studied, referring where relevant to theme, • characterisation, context (where known), style and literary quality; comparing two texts • critically with respect to the above • producing clear and coherent text: writing effectively about literature for a range of purposes • such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and • maintaining a point of view; selecting and emphasising key points; using relevant quotation • and using detailed textual references • accurate Standard English: accurate spelling, punctuation and grammar. •
Possible Further Education or Career Progression	Teaching, Law, Marketing, Journalism, Administration and public services

Combined Science

Course Title	Combined science.
Course Leader	Mr Mitchell
Course Teachers	Science team
Exam Board and Course Number	AQA 8464
Course Information	https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification/general-administration
Assessment Exam Papers	
NEA	N/A
Content Overview	AQA GCSE Combined Science (Trilogy) studies Biology, Chemistry, and Physics topics, split across six exams (two for each science), covering core concepts like cell biology, genetics, atomic structure, chemical reactions, energy, and forces, plus essential practical skills, leading to two GCSE grades.
Practical Project	Combined “trilogy” science has 21 “required practicals” that assess a range of disciplinary skills. Students are expected to have had an opportunity to practice each one in school, and be able to identify the variables being investigated, how to be safe, and identify patterns in their results.

Combined Science

Skills Developed	1. Practical and Investigative Skills (Working Scientifically) ● Experimental Design: Planning, testing hypotheses, and selecting appropriate techniques, apparatus, and materials. ● Technical Proficiency: Using specialist equipment, such as microscopes, sensors, and titration apparatus, with accuracy and confidence. ● Safety Management: Identifying hazards and minimizing risks in chemical, biological, and physical procedures. ● Data Collection & Analysis: Taking accurate, precise measurements, identifying anomalies, and calculating means, ratios, and percentages. ● Evaluation: Critically evaluating methods to suggest improvements and identifying sources of error. 2. Analytical and Mathematical Skills ● Data Interpretation: Constructing and interpreting data, including frequency tables, bar charts, and histograms. ● Graphing Skills: Plotting, drawing, and interpreting graphs, including determining the gradient, slope of a tangent, and area under a curve. ● Quantitative Analysis: Applying mathematical techniques such as moles, titration calculations, and percentages. ● Modeling: Using scientific models to explain phenomena, such as particle models in physics or circuit diagrams in electronics. 3. Subject-Specific Technical Knowledge ● Biology: Detailed understanding of microbiology, the brain and eye, plant tissue, and advanced homeostasis. ● Chemistry: Proficiency in testing for ions, organic chemistry, electrolysis, and advanced calculations. ● Physics: In-depth knowledge of astrophysics, static electricity, nuclear fission/fusion. 4. Critical Thinking and Communication ● Scientific Communication: Presenting information using scientific, technical, and mathematical terminology. ● Critical Evaluation: Evaluating environmental, ethical, and social implications of scientific advances. ● Logical Reasoning: Developing a structured, logical approach to problem-solving.
Possible Further Education or Career Progression	Medicine, engineering, pharmacy, tree surgery, research, hairdressing!

Triple Science

Course Title	Triple “separate” science.
Course Leader	Mr Mitchell
Course Teachers	Science team
Exam Board and Course Number	AQA GCSE Biology 8461 GCSE Chemistry 8462 GCSE Physics8463
Course Information	https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification
Assessment Exam Papers	
NEA	N/A
Content Overview	Triple and combined science are GCSE of equal difficulty and share a significant amount of the curriculum. However, the Triple science exam is ½ an hour longer, and covers additional content student will learning during their option time. Triple Science provides a more comprehensive start to any further science subjects studied after secondary school (but is not a prerequisite). It also means the triple course awards three separate qualifications, as opposed to two, that can all be sat at different tiers. Students can therefore attain different grades in each GCSE, whereas the combined award does not. Further information about the assessments can be found here: https://filestore.aqa.org.uk/resources/science/AQA-GCSE-SCIENCE-EXAMS-EXPLAINED.PDF
Practical Project	Each science GCSE has around 9 “required practicals” that assess a range of disciplinary skills. Students are expected to have had an opportunity to practice each one in school, and be able to identify the variables being investigated, how to be safe, and identify patterns in their results.

Triple Science

Skills Developed	1. Practical and Investigative Skills (Working Scientifically) ● Experimental Design: Planning, testing hypotheses, and selecting appropriate techniques, apparatus, and materials. ● Technical Proficiency: Using specialist equipment, such as microscopes, sensors, and titration apparatus, with accuracy and confidence. ● Safety Management: Identifying hazards and minimizing risks in chemical, biological, and physical procedures. ● Data Collection & Analysis: Taking accurate, precise measurements, identifying anomalies, and calculating means, ratios, and percentages. ● Evaluation: Critically evaluating methods to suggest improvements and identifying sources of error. 2. Analytical and Mathematical Skills ● Data Interpretation: Constructing and interpreting data, including frequency tables, bar charts, and histograms. ● Graphing Skills: Plotting, drawing, and interpreting graphs, including determining the gradient, slope of a tangent, and area under a curve. ● Quantitative Analysis: Applying mathematical techniques such as moles, titration calculations, and percentages. ● Modeling: Using scientific models to explain phenomena, such as particle models in physics or circuit diagrams in electronics. 3. Subject-Specific Technical Knowledge ● Biology: Detailed understanding of microbiology, the brain and eye, plant tissue, and advanced homeostasis. ● Chemistry: Proficiency in testing for ions, organic chemistry, electrolysis, and advanced calculations. ● Physics: In-depth knowledge of astrophysics, static electricity, nuclear fission/fusion, and advanced mechanics (moments, levers). 4. Critical Thinking and Communication ● Scientific Communication: Presenting information using scientific, technical, and mathematical terminology. ● Critical Evaluation: Evaluating environmental, ethical, and social implications of scientific advances. ● Logical Reasoning: Developing a structured, logical approach to problem-solving.
Possible Further Education or Career Progression	Medicine, engineering, pharmacy, tree surgery, research, hairdressing!

Hospitality and Catering

Course Title	Level 2 Vocational Award in Hospitality and Catering (GCSE Equivalent)
Course Leader	Ms Bees
Course Teachers	TBC
Exam Board and Course Number	EDUQAS 603/7022/1
Course Information	The Eduqas Level 1/2 Vocational Award in Hospitality and Catering equips learners with the knowledge, understanding, and skills required to pursue a career within the food and restaurant industry. This course focuses on applied learning, encouraging students to develop high-level practical cooking techniques alongside a deep understanding of how the hospitality and catering sector operates in the real world.
Assessment	Unit 1: The Hospitality and Catering Industry - A written examination taken in Year 11. - Worth 40% of the final grade. Unit 2: Hospitality and Catering in Action (NEA) - An internal assessment where students plan and prepare a menu in response to a brief. - Includes a 4-hour practical session to showcase skills. - Worth 60% of the final grade.
Content Overview	By studying Hospitality and Catering, learners will: - Understand the environment in which hospitality and catering providers operate (e.g., hotels, restaurants, airlines). - Learn about health, safety, and food safety requirements within the industry. - Understand the importance of nutrition when planning menus for specific groups of people. - Develop professional skills in preparing, cooking, and presenting a wide variety of dishes to a high standard.
Practical Project	Year 1 focuses on mastering advanced culinary skills, including meat and fish preparation, complex sauce making, and professional presentation techniques. Students explore food safety and hygiene in a commercial kitchen context. Year 2 focuses on the NEA Unit 2, where students work to a specific brief (e.g., a hotel bistro or local cafe) to plan, prepare, and cook two nutritional dishes within a timed, controlled assessment.
Skills Developed	Communication, Independence, Team Work, Organisation, Resilience, Time Management, Professional Manufacturing, Safe Kitchen Practices, and Industry Health & Hygiene Standards.
Possible Further Education or Career Progression	Professional Roles: Executive Chef, Sous Chef, Front of House Manager, Maître d'hôte, Pastry Chef, or Concierge. Career Paths: Hotel Management, Event Planning, Catering Services, Hospitality Marketing, Nutritionist, or Food Technologist.

Art

Course Title	GCSE Art & Design				
Course Leader	Carolyn Green				
Course Teachers	Carolyn Green & Amy Tomlin				
Exam Board and Course Number	Eduqas C650QS				
Course Information	GCSE Art & Design				
Assessment Exam Papers	Externally set assignment 40% of the qualification				
NEA	Portfolio 60% of qualification				
Content Overview	The WJEC Eduqas GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.				
Practical Project	A major practical project/theme-based portfolio and outcome/s with integrated critical and contextual analysis. Assignments, briefs or themes undertaken are to be determined by the student and teacher. This component is designed to enable students to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences which build fundamental learning, knowledge, contextualisation skills and critical thinking.				
Skills Developed	Design Skills		Presentation Skills		
	Practical skills		Digital Communications		
Possible Further Education or Career	Illustrator	Graphic Designer	Photographer		

Computer Science

Course Title	Computer science.
Course Leader	Mr Foster
Course Teachers	Mr Foster
Exam Board and Course Number	Pearson Edexcel GCSE
Course Information	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html
NEA	N/A
Content Overview	This new, up-to-date qualification reflects the fast-changing world of Computer Science. The course helps students develop computational skills that they will need for a future IT career beyond the classroom. We teach Computer Science with a practical focus on real-life programming, developing skills that are relevant to the future, innovative, and include an on-screen practical programming assessment.
Practical Project	The practical paper requires students to design, write, test and refine programs in order to solve problems using an offline development environment.

Skills Developed	● Computational thinking. Understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables. ● Data. Understanding of binary, data representation, data storage and compression. ● Computers. Understanding of hardware and software components of computer systems and characteristics of programming languages. ● Networks. Understanding of computer networks and network security. ● Issues and impact. Awareness of emerging trends in computing and how technology affects the world and society around us. ● Technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. understanding what algorithms are, what they are used for and how they work in relation to creating programs ● Programming. understanding how to decompose and analyse a problem. Ability to read, write, refine and evaluate programs.
Possible Further Education or Career Progression	● AI developer. ● Cyber Security Analyst. ● Cyber Security Consultant. ● Digital Forensics Investigator. ● Graduate data engineer. ● Graduate IT analyst. ● Graduate software developer. ● IT consultant.

Music Practice

Course Title	Pearson BTEC Tech Award Music Practice
Course Leader	Mrs A. McIntyre
Course Teacher	Mrs A. McIntyre
Course Code	Pearson, 603/7055/5
Course Information	The Pearson BTEC Tech Award in Music Practice is designed for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts. The course includes components that explore music products and styles, develop music skills, and respond to a music brief. Learners are expected to be musically accomplished, either instrumentally or vocally. <i>This course is designed for those with musicianship. Having instrumental lessons is strongly recommended.</i>
NEA	It is a 100% practical course with no written exams, focusing on skills such as performance, composition, and production.



Content Overview	Coursework consists of: two non-exam internally assessed components, which will be assessed through Pearson-set Assignments. These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. These assignments are being used to formally assess their performance against the learning outcomes. Component 1: Exploring Music Products and Styles (30%), Year 10 ● Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. ● Learners will produce a portfolio of evidence for Task 1 and Task 2. Task 1 shows knowledge and understanding of four genres of music including pop, film and the Western tradition. Task 2 is the creation of 3 music products including a live performance, music for film and an original composition, Component 2: Music Skills Development (30%), Year 11 ● Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. ● Learners will create a skill audit and development log culminating in recording two pieces relating to a given brief. Component 3: Responding to a Music Brief (40%), Year 11 ● Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. Learners create a performance of an existing song in a different genre from a list set by the brief. ● Learners will produce a project consisting of a number of recordings in response to a given brief.
	The course will allow learners to develop understanding of diverse musical products (e.g., live performances, creating music and performing music in a mixture of styles and genres) and developing knowledge of stylistic features across genres.

Dance

Course Title	BTEC Level 2 Tech Award in Performing Arts- Dance
Course Leader	Mrs R. Long
Course Teachers	Mrs R. Long
Exam Board and Course Number	BTEC Level 2 Tech Award in Dance, 603/70543
Course Information	This course allows learners to study the performing arts discipline of Dance, giving the opportunity to develop knowledge and technical skills in a practical learning environment. Learners will examine the roles and responsibilities of different performance artists and practitioners such as a dancer, choreographer and director; as well as the different approaches and styles used, such as jazz, street dance, contemporary and musical theatre. Experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.
Assessment	Learners are assessed through three components completed over the two-year course: Component 1: Exploring the Performing Arts (30% - <i>internally assessed coursework</i>) <i>Year 10</i>. - Learners will study two pieces of professional Dance repertoire in two different styles, participating in a variety of workshops to gain a full understanding of the style and technique through practical and theory-based research tasks. Alongside a written logbook. Component 2: Developing Skills (30% - <i>internally assessed performance</i>) <i>Year 11</i>. - Learners are required to perform an existing piece of dance repertoire in a chosen style, focusing on practical performance skills and movement memory. Component 3: Responding to a Brief (40% - <i>externally assessed coursework and performance</i>) <i>Year 11</i>. - Learners receive an externally set stimulus from the exam board and are required to plan, create and perform a workshop performance responding to the specific details given. There is opportunity to complete this in Year 10 and re-submit in Year 11 if necessary.
NEA	Coursework consists of: Component 1: Exploring the Performing Arts - Set Brief given by the exam board, two learning aims (A & B) to be covered in 2 tasks (2 Dances), producing one portfolio of evidence, out of 60 marks. Component 2: Developing Skills Three learning aims (A, B & C) to be covered in 3 tasks (Task 1, 2 & 3). - Task 1 (12 marks), video footage of your rehearsal for the professional repertoire at a milestone point with written reviews (10m). - Task 2 (24 marks), video footage of performance repertoire in front of an audience. - Task 3 (23 marks), written review, supported by your logbook. Component 1 and 2 will be taught and assessed/marked by the teacher and moderated by the exam board.

Dance

Content Overview	The course has 3 components. These components all explore Dance practically, but written documentation is expected to be produced alongside this approach. Learners are expected to attend the Live Theatre Trips offered alongside this course, to develop appreciate of live dance and skills.
Practical Projects	Component 1: Exploring the Performing Arts (<i>Internally Assessed - 30%</i>) Component 2: Developing Skills (<i>Internally Assessed - 30%</i>) Component 3: Responding to a Brief (<i>Externally Assessed – 40%</i>)
Skills Developed	• Develop a range of dance skills and apply them to create performances • Work collaboratively to generate, develop and communicate ideas • Develop as creative, effective, independent and reflective learners able to make informed choices in process and dance performance • Contribute as an individual to a dance performance • Reflect on and evaluate their own work and that of others <i>The ability to take GCSE Dance alongside Drama and Music if the learner wishes to pursue a performing career.</i>
Possible Further Education or Career Progression	Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. A Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at Level 3, such as A Level Dance or BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

Design and Technology

Course Title	GCSE Design & Technology
Course Leader	Mrs Jackman
Course Teachers	Mrs Jackman
Exam Board and Course	AQA 8552
Course Information	GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.
Assessment: Exam Papers	2 hour exam paper 50% of final grade
Assessment: NEA	40 hour NEA Portfolio 50% of final grade
Content Overview	Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification should be delivered through the practical application of this knowledge and understanding. > Core Technical Principles > Specialist Technical Principles > Designing & Making Principles Core technical principles includes investigation into new and emerging technologies, energy production and materials and their properties. Specialist technical principles covers specialist technical principles where students will go into greater depth. Each principle should be taught through at least one material category or system. As a school we focus on Resistant & Graphic Materials Designing and making principles covers areas including: looking at the work of famous designers, market research, product analysis, drawing techniques, developing prototypes and working safely. At least 15% of the exam will assess maths and at least 10% will assess science.

Design and Technology

Practical Project	Year 1 of the course focuses on gaining practical skills and experience in a wide selection of resistant and graphic materials. Students undertake a 'round robin' of projects including woodworking, metalworking, CAD CAM and architectural design. Year 2 of the course focuses on the NEA portfolio which is derived from 3 design contexts determined by the exam board.					
Skills Developed	Designing Creativity Resilience Manufacturing Safe workshop practices			Communication Independence Team Work Organisation Working to & managing deadlines		
Possible Further Education or Career Progression	Product Design	Robotics	Industrial Design	Fashion Design	Interior Design	Games Industry
	Advertising	Marketing	Film & Media	Materials Development	Interior Design	Civil Engineering



Drama

Course Title	WJEC Eduqas GCSE Drama
Course Leader	Mrs R. Long
Course Teachers	Mrs R. Long and Mrs J. Maher
Exam Board and Course Number	Eduqas, C690
Course Information	The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The course has 3 components. The course offers a broad and coherent course of study which enables learners to: • Apply knowledge and understanding when making, performing and responding to drama. • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop a range of theatrical skills and apply them to create performancesLearners will be assessed on either acting or design.
Assessment Exam Papers	Component 3: Interpreting Theatre (40%) Year 11 Written examination: 1 hour 30 minutes 1. Section A: Set Text A series of questions <i>An Inspector Calls</i> by J.B Priestley Prepare to answer questions from the point of view of an Actor, Director, or Designer of a potential production of the text. 1. Section B: Live Theatre Review One question, from a choice of two, requires analysis and evaluation of a given aspect of a live theatre production seen during the course. Prepare answers to comment on performance elements and also design/directorial elements.
NEA	Coursework consists of: Component 1 – Devising Theatre (40%) Year 10. 1. Portfolio of Supporting Evidence of 750-900 words in three stages. E.g. how ideas have been researched, created and developed in response to the chosen stimulus. 2. An Evaluation of the final performance or design, completed as a 90-minute Controlled Assessment in three sections, where learners must analyse and evaluate of final performance Component 2: Performing from a Text (20%) Year 11. 1. Artistic Intentions Form, explaining to the examiner what it is you wish to communicate on stage.
Content Overview	The course has 3 components. These components all explore Drama practically, but written documentation is expected to be produced alongside this approach. Learners are expected to attend the Live Theatre Trips offered alongside this course, as they must watch a live piece of theatre. This is then studied in lessons as a class.

Drama

Practical Projects	Component 1 – Devising Theatre (40%) Making a play from scratch. Component 2: Performing from a Text (20%) Performing a written text, Component 3: Interpreting Theatre (40%) , Practically performing the exam text to understand character motivation from a designer, actor and director point of view.
Skills Developed	• Develop a range of theatrical skills and apply them to create performances • Work collaboratively to generate, develop and communicate ideas • Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance • Contribute as an individual to a theatrical performance • Reflect on and evaluate their own work and that of others <i>The ability to take GCSE Drama alongside Dance and Music if the learner wishes to pursue a performing career.</i>
Possible Further Education or Career Progression	Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. A Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at Level 3, such as a A Level Drama or BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.



History

Course Title	GCSE History
Course Leader	Ms Hopkins
Course Teachers	Ms Linton & Ms Hopkins
Exam Board and Course Number	AQA Exam Board 8145
Course Information	This qualification is linear. Linear means that students will sit all their exams at the end of the course.
Assessment Exam Papers	GCSE History students must take assessments in both of the following papers in the same series: Paper 1: Understanding the modern world Paper 2: Shaping the nation
Content Overview	One period study – America 1920-1973 Opportunity & Inequality One thematic study - Migration, empires & the people c790 to the present day. One wider world depth study - Conflict & Tension 1918-1939 One British depth study including the historic environment – Elizabethan England 1568-1603 Each study is worth 25% of the overall marks.

Skills Developed	GCSE specifications in history should enable students to: 1. Develop and extend their knowledge and understanding of: specified key events periods and societies in the history of their locality, Britain, and the wider world; and of the wide diversity of human experience 2. Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers 3. develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context 4. Develop an awareness of how and why different interpretations have been constructed about people, events and developments from the past and why they may have been accorded significance 5. Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions 6. Recognise that the discipline of history and a knowledge and understanding of the past helps them to understand their own identity and significant aspects of the world in which they live, and provides them with the basis for further wider learning and study.
Possible Further Education or Career Progression	History is actually very practical, because it involves: ● Learning about people – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!) ● Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history? ● Learning to locate and sift facts – to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!) ● Presenting what you've learned in a way that makes sense to others – whether in graphs, essays or illustrated reports – and having the confidence to defend your findings. All these skills are valuable in a whole range of jobs. So you could look at careers where it will be an advantage if you've studied history. Potential careers: - Journalism & Media - Law - Armed forces - International Security - Research & data analyst

Geography.

Course Title	GCSE Geography
Course Leader	Ms Hopkins
Course Teachers	Ms Hopkins
Exam Board and Course Number	AQA 8035
Course Information	This qualification is linear. Linear means that students will sit all their exams at the end of the course.
Assessment Exam Papers	GCSE students must take assessments in three papers: Paper One: Living with the physical environment =35% of total marks. Paper Two: Challenges in the human environment =35% of total marks. Paper Three: Geographical Applications =30% of total marks.
Content Overview	Living with the physical environment Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK Challenges in the human environment Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management Geographical applications Section A: Issue evaluation Section B: Fieldwork
Skills Developed	There are a variety of key skills that Geographers develop throughout the GCSE course. 1. Cartographic Skills 2. Graphical Skills 3. Numerical Skills 4. Statistical Skills 5. Use of qualitative and quantitative data 6. Formulate enquiries and argument 7. The ability to communicate through a variety of written methods.

Geography.

Possible Further
Education or Career
Progression

There has never been a more important time to use geographical knowledge and skills to pursue a career. None of the changes and challenges facing the UK and the world in the 21st century, including:
climate change,
energy security,
migration,
urbanisation and globalisation,
can be properly understood, let alone tackled, without geography.
“Without Geography you are nowhere”



Health and Fitness

Course Title	V Cert Health and Fitness & GCSE PE (OCR)
Course Leader	Ms Aylott
Course Teachers	Ms Aylott, Mr Elrick and Mr Maloney
Exam Board and Course Number	Qualification number: 601/8442/5 V-Cert Health and Fitness QN: 603/7007/5
Course Information	V -Cert Health and Fitness 40% EXAM 60% NEA (COURSEWORK)
Assessment Exam Papers	V Cert Technical Award Health and Fitness 1 paper
NEA	Yes 60%
Content Overview	V Cert Health and Fitness -Non-exam assessment (NEA) Weighting (60%) Externally set, internally marked and externally moderated: • synoptic project Examined assessment (EA) Weighting (40%) Externally set and externally marked: • written exam.
Practical Project	Student will be assessed in practical sports ability

Skills Developed	Physical & Sports Skills: Technical skills – mastering techniques in different sports and activities. Tactical awareness – understanding strategies and making decisions in game situations. Fitness development – improving endurance, strength, flexibility, and overall physical health. Cognitive & Analytical Skills: Analysis & evaluation – assessing performance and identifying areas for improvement. Problem-solving – making quick decisions in sports settings. Application of theory – understanding anatomy, physiology, and sports psychology. Personal & Social Skills: Leadership – organizing and motivating others in sports and team activities. Teamwork – working effectively with others in competitive and cooperative situations. Communication – giving and receiving feedback, coaching, and explaining tactics. Health & Wellbeing Awareness: Understanding of a healthy lifestyle – learning about diet, exercise, and mental well-being. Injury prevention & management – knowing how to stay safe and recover from injuries. Practical & Academic Skills: Data interpretation – using statistics to analyse performance and fitness levels. Time management – balancing training, coursework, and exams. Self-discipline & resilience – setting goals, staying motivated, and handling setbacks.
Possible Further Education or Career Progression	Further Education A-Level PE – A good choice if you're interested in sports science, coaching, or physiotherapy. BTEC Sport (Level 3) – A more practical course covering sports coaching, fitness training, and sports development. Cambridge Technicals in Sport & Physical Activity – Similar to a BTEC but with different assessment methods. Other A-Levels – Subjects like Biology, Psychology, or Sociology can complement PE if you're interested in health and sports science. Apprenticeships Personal Training or Fitness Instructor – Start working in gyms while gaining qualifications. Sports Coaching – Learn on the job while earning a coaching qualification. Physiotherapy or Sports Rehabilitation Assistant – Gain experience in healthcare or sports therapy. Career Options After Further Study If you continue studying PE-related subjects, you could go into careers such as: Sports Science, Physiotherapy or Sports Therapy, Teaching, Sports Coaching, Personal Training, Sports Journalism

Media Studies

Course Title	Media Studies
Course Leader	Mrs Coram
Course Teachers	English Department
Exam Board and Course Number	AQA – GCSE Media Studies (8572)
Course Information	GCSE Media Studies explores how different media products are created, how they communicate meaning and how audiences respond to them. Students study a wide range of media forms including television, radio, newspapers, magazines, advertising, online media, video games and music videos. Film is studied only as an industry, not as a main focus. Students use four key areas to analyse media: • Media Language • Media Representation • Media Industries • Media Audiences
Assessment Exam Papers	Two written exams, taken at the end of Year 11: • Paper 1: Media Language, Representation, Industries and Audiences • Paper 2: Television, newspapers or online media • Each exam lasts 1 hour 30 minutes and together they are worth 70% of the GCSE

Media Studies

NEA	Students create their own media product (such as a magazine cover, advert, website or music video) in response to a brief set by AQA. • Worth 30% of the GCSE • Includes a short Statement of Intent explaining choices made • Internally assessed and moderated by AQA
Content Overview	Students study all major media forms: • Television • Radio • Newspapers • Magazines • Advertising and marketing • Online and social media • Video games • Music video They analyse real media products and learn how media reflects society, audiences and culture. Film is studied only as part of media industries, such as production, ownership and distribution
Practical Project	Students plan and create a media product for a specific audience, using professional conventions and media language. This develops creativity, independence and practical understanding of how media products are made
Skills Developed	· Analytical and critical thinking · Creativity and design skills · Understanding of media influence on society · Written communication and subject-specific vocabulary · Planning, evaluating and problem-solving skills

Media Studies

Possible Further Education or Career Progression

GCSE Media Studies supports progression to:

- A-level Media Studies, Film Studies or related subjects
- Creative and digital courses
- Careers in media, marketing, journalism, social media, advertising, design or communications



Spanish

Course Title	GCSE Spanish
Course Leader	Mrs Blitz
Course Teachers	Mrs Ball
Exam Board and Course Number	Edexcel
Course Information	Students are assessed on... ● their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests. ● their understanding of spoken Spanish, across formal and informal contexts in familiar and unfamiliar settings. ● their understanding of written Spanish across formal and informal contexts in familiar and unfamiliar settings. ● their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to express ideas and opinions in Spanish.
Assessment Exam Papers	Paper 1 Speaking (25%) Paper 2 Listening and Understanding (25%) Paper 3 Reading and Understanding (25%) Paper 4 Writing (25%)
Content Overview	● My personal world ● Lifestyle and wellbeing ● My neighbourhood ● Media and technology ● Studying and my future ● Travel and tourism
Skills Developed	Students develop strong communication abilities. They gain critical thinking and problem-solving skills. They have improved memory, concentration, and a greater understanding of diverse cultures, contributing to a more globally aware perspective.
Possible Further Education or Career Progression	Interpreter/Translator Foreign Language Teacher Journalist Tourism Industry International business Diplomatic service Law Marketing and Advertising

French

Course Title	GCSE French
Course Leader	Mrs Blitz
Course Teachers	Mrs Ball
Exam Board and Course Number	Edexcel
Course Information	Students are assessed on... ● their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests. ● their understanding of spoken French, across formal and informal contexts in familiar and unfamiliar settings. ● their understanding of written French across formal and informal contexts in familiar and unfamiliar settings. ● their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to express ideas and opinions in French.
Assessment Exam Papers	Paper 1 Speaking (25%) Paper 2 Listening and Understanding (25%) Paper 3 Reading and Understanding (25%) Paper 4 Writing (25%)
Content Overview	● My personal world ● Lifestyle and wellbeing ● My neighbourhood ● Media and technology ● Studying and my future ● Travel and tourism
Skills Developed	Students develop strong communication abilities. They gain critical thinking and problem-solving skills. They have improved memory, concentration, and a greater understanding of diverse cultures, contributing to a more globally aware perspective.
Possible Further Education or Career Progression	Interpreter/Translator Foreign Language Teacher Journalist Tourism Industry International business Diplomatic service Law Marketing and Advertising

