



CASTLE
DONINGTON
COLLEGE

KS4

CURRICULUM

OPTIONS

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INTRODUCTION

Dear Year 9 Students,

At Castle Donington College we recognise the importance of the decisions that you will be making in the next few weeks regarding your transition into Key Stage 4. This booklet is intended to help you and your parents/carers plan the next two years of your schooling.

It is important that you receive clear and impartial advice about the choices available to you and our Transition Programme is designed to ensure that you are fully equipped to make informed decisions when choosing courses for Years 10 and 11.

We offer an exciting range of subjects. The qualifications you gain at the end of Key Stage 4 are an essential springboard for the future. The choices you make should optimise your chances of success in subjects you enjoy and in which you have ability and interest. We want you to have a challenging, broad and balanced education that stimulates your desire to learn and enables you to fulfil your aspirations.

Read the information in this Option Booklet carefully and use it to help you make informed decisions about the subjects you opt for. Our aim is to ensure that we help get you onto the right courses next year. Your teachers are on hand to offer any guidance that you may require and to discuss the opportunities, which are available. We are here to help. Take your time and talk to people before you make your final choices. Talk to your parents or carers, your tutor and subject teachers. They will tell you if they think that an option will suit you and explain why; they will also help you to explore and think about the alternatives. Speak to the people who know you, like older friends, relatives and siblings, mentors, coaches and learning support staff. They want the best for you and can talk to you about their experiences.

YOUR KEY STAGE 4 CHOICES

Our Key Stage 4 curriculum has been designed to ensure that students are able to follow a broad and balanced range of subjects. It provides the skills, knowledge and qualifications which form a strong foundation for the next stage, whilst providing some choice to follow subjects that match students' interests and aspirations.

There are two parts to the curriculum, 'The Core Curriculum' and 'Option' subjects.



Core Curriculum

These subjects are compulsory. All students will follow GCSE courses in English Language and English Literature, Maths and Science as well as non-examined Religious Studies and Physical Education. The Core Curriculum also includes the statutory subjects of Citizenship Education, Sex and Relationships Education as well as Personal, Social and Health Education, Study Skills and Careers Education.



Options

Students choose four subjects from the Options available. We aim for as many students as possible to study their preferred choices, but this is not guaranteed. If, for example, very few people show an interest in a particular course it may not run, if too many students opt for a course we may make a decision about which students are most suitable.

In addition, exam boards occasionally make changes to the content of courses and so they may not reflect exactly what is published in this booklet. We will always try to discuss any changes with students and help them to select subjects that are best suited to their strengths and aspirations.

Students should aim for a balanced range of subjects whilst following your own interests. The choices made now should allow progression beyond Year 11 to Post-16 study and beyond.

MAKING YOUR CHOICES

You are approaching a very important stage of your education where key decisions need to be made. It is important that you take time to consider and think carefully about your choices as they may have a direct impact on decisions you make at the end of Year 11. Ask for advice from your teachers, parents and other students who have started courses and the courses they followed for GCSE. We encourage you to think about:

1. **Where are you most successful?**

Choose subjects which you feel you will do well in. Use your teachers' feedback to help you make informed choices. Different courses will suit different needs because of the way they are delivered and assessed. Look for subjects that suit the way you like to learn.

2. **What motivates you?**

Choose subjects which interest you. If you choose a subject that you enjoy, you are more likely to work hard and be successful.

3. **What you want after Year 11**

You will be expected to stay in some form of education or training until you are 18. At the end of Year 11, you will decide on Post 16 pathways. Many students will enter a sixth form or a further education college, where the courses cater for a wide range of ability and interests; other students may opt for an apprenticeship, which combines employment and training.

4. **What about the future?**

Try to consider a balance of subjects. You might have ideas about your future but you could change your mind. That is why we offer a broad curriculum, which keeps options open for the future. We want to make sure that you are educated in a way that means you can adapt to changes during your working life and respond to new opportunities in the future. Use the internet to find out which subjects and qualifications are required for any career you might be interested in.

Throughout the whole process your teachers will be able to guide you and help you make decisions. If you have any questions about qualifications for particular courses or careers, speak to your Tutor, Head of Year or a member of SLT

TIMELINE

OPTIONS PROCESS

Keep track of the process here

DATE	ACTIVITY	DESCRIPTION
Early Jan	Options booklet	Issued to students
29th Jan	Options evening	Meet the teachers
29th Jan	Options Form	Options form opens (link sent via ParentPay)
13th Feb	Options Form deadline	Options form closes
Summer Term	Options issued	Students find out their allocation

This timeline is a guide and is subject to change throughout the year

OPTIONS CHOICES

All students will begin a nine GCSE pathway.
On this pathway you will first choose one of:

French or Spanish

Or one of:

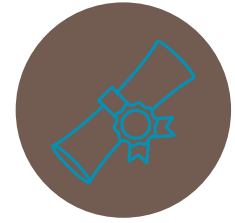
History or Geography

You will then choose three more options from the following list:

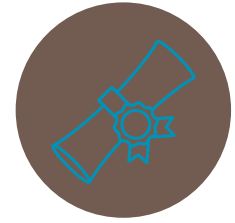
Art (GCSE)
Child Development (Cambridge National Level 2)
Citizenship (GCSE)
Computer Science (GCSE)
Design and Technology (GCSE)
Drama (GCSE)
Food Preparation and Nutrition (GCSE)
French (GCSE)
Geography (GCSE)
Graphics (GCSE)
History (GCSE)
Information Technology (Cambridge National Level 2)
Media (GCSE)
Music (GCSE)
PE (GCSE)
Spanish (GCSE)
Textiles (GCSE)
Triple Science (GCSE)

As there is no guarantee students will get their preferred options, students must also select two reserve subjects from the same list.

This will all be completed via an MS Form that will be sent out to families via ParentPay.



OPTIONS CHOICES



Important Information:

You must not have duplicate options. Each option must be different.

*For students wishing to choose Separate Science (Triple), it is recommended that they have a Current Outcome Marker of "Secure" or "Greater Depth" in both Maths and Science. Students should seek the advice of their teacher before selecting this option.

**For students wishing to choose Computer Science, it is recommended that they have a Current Outcome Marker of "Secure" or "Greater Depth" in both Maths and Computing. Students should seek the advice of their teacher before selecting this option.

***Students can only choose Art, Graphics or Textiles. These courses cannot be done together.

Please note that some option subject may not be available if staff or timetabling constraint prevent them from running.

Core Curriculum

This is the part of the curriculum that you do not choose.

All students study the following courses at Key Stage Four:

English

All students will study GCSEs in English Literature and English Language.

Maths

All students will study GCSE Maths.

Science

There are two separate routes in science.

You may take Combined Science (worth two GCSEs) or Separate Sciences (Triple) consisting of three GCSEs (Biology, Chemistry and Physics).

We recommend that students wishing to study Separate Sciences (Triple) should be at least "secure" in their Current Outcome Marker in Maths and Science.

Students wishing to pursue Separate Science (Triple) will choose this as one of their options.

PE

All students will take part in one PE lesson a week (Core PE). Students wishing to take a qualification in PE can choose this as one of their options.

Personal Development

All students will study PSHE, citizenship, RE and Careers for an hour a week. These lessons enable the development of important skills and help students to gain confidence in preparation for their life and the next stage of education. Students who wish to take a GCSE in Citizenship can choose this as one of their options.

MATHEMATICS



Exam Board AQA

Exam Specification GCSE Mathematics 8300

Course Overview

The Mathematics GCSE signals a stronger emphasis on students' ability to reason, interpret and problem solve within Mathematics and in other contexts.

Course Breakdown

GCSE Mathematics content is divided into six main domains

- 1.Number
- 2.Algebra
- 3.Ratio, Proportion, rates of change
- 4.Geometry and measures
- 5.Probability and Statistics

Assessment

Students will sit three written examinations at the end of Year 11.

There are 80 marks available for each paper.

Paper 1- Non calculator- 90 minutes

Paper 2- Calculator- 90 minutes

Paper 3- Calculator- 90 minutes

To be successful on this course

Mathematics is one of the best subjects to develop your analytical, research and problem solving skills.

Not only will studying Mathematics help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

All students take GCSE Mathematics, a small number will be invited to take Further Maths or Entry Level Maths.

ENGLISH LANGUAGE



Exam Board Edexcel

Exam Specification GCSE English Language 1ENO

Course Overview

This course is designed to prepare students to read and analyse a range of challenging fiction and non-fiction texts. It will also prepare students to write both non-fiction and fictional pieces

Course Breakdown

Students will sit two written examinations at the end of Year 11:

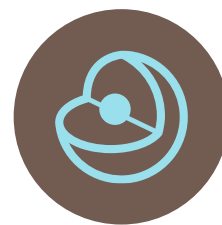
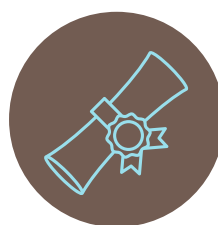
Paper 1	Fictional and Imaginative Writing	105 minutes	40%
Paper 2	Non-Fiction and Transactional Writing	125 minutes	60%

All students will study GCSE English Language and Literature.

ASSESSMENT	ACTIVITY	WHAT IS BEING ASSESSED
Paper 1	Reading	<ul style="list-style-type: none">• Short-answer and an extended-answer responses based on an unseen extract from the 19th century.
	Imaginative Writing	<ul style="list-style-type: none">• Creative writing based on the theme of Section A.
Paper 2	Reading	<ul style="list-style-type: none">• Short and extended response, including comparisons based on unseen texts from both the 20th and the 21st century
	Transactional Writing	<ul style="list-style-type: none">• Extended writing based on the theme presented in Section A.
	Speaking and Listening	Students will be expected to speak in a formal manner. Although this task does not have any weighting towards the final GCSE, it is a compulsory element.

To be a good GCSE Language student you need to be able to pick a variety of texts apart and consider why certain language features are used. Asking questions about the text, the author and the context of the writing will deepen your understanding.

ENGLISH LITERATURE



Exam Board Edexcel

Exam Specification GCSE English Literature 1ETO

Course Overview

This course is designed to prepare students to study and respond to key literary works including Shakespeare and the Romantic Poets.

Course Breakdown

Students will sit two written examinations at the end of Year 11:

Paper 1 Shakespeare and Post-1914 Literature 105 minutes 50%

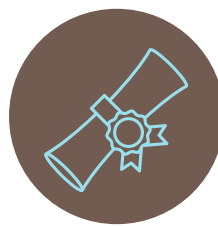
Paper 2 19th Century Novel and poetry since 1789 135 minutes 50%

All students will study GCSE English Language and Literature.

ASSESSMENT	ACTIVITY	WHAT IS BEING ASSESSED
Paper 1	Shakespeare	<ul style="list-style-type: none">Two questions: one on an extract and one on the play as a whole.
	Post 1914 Literature	<ul style="list-style-type: none">Post 1914 British drama or novel. Choice of essay question based on the studied text.
Paper 2	19th Century Novel	<ul style="list-style-type: none">Two questions: one on an extract and one on the whole novel.
	Poetry	<ul style="list-style-type: none">Two questions. One comparing a named poem from the studied collection with another from the anthology. The second is a comparison of two unseen poems.

To be a good GCSE Literature student you need to be enthusiastic about learning. You need to be a good detective and try to ask questions about the texts you study. Being able to work independently is important, as there will be times when you will be expected to read and study the texts alone. Especially as part of your revision.

COMBINED SCIENCE



Exam Board AQA

Exam Specification Trilogy Double Award 8464 (Counts as two GCSEs)

Course Overview

All students start the GCSE course in Year 9. (Those opting for Triple Science will begin the Triple elements of the course in Year 10)

Students study key aspects of the three major disciplines within Science; Biology, Chemistry and Physics, covering topics such as genetics, bonding and structure and electricity. Students will develop an understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them. Students are taught about Working Scientifically through a range of practical investigations that are always clearly related to the science content in the programme of study.

SUBJECT	ACTIVITY	DURATION
Biology	Two Papers	75 minutes each
Chemistry	Two Papers	75 minutes each
Physics	Two Papers	75 minutes each

To be a good GCSE Science student you need to be interested in learning about Science, particularly how Science is used in the outside world to benefit society. For example, how Scientists do research to see which foods are healthy for you. You need to be organised in order to carry out experiments on your own, complete homework on time and to be able to revise in time for the examinations.

All students will study a minimum of Combined Science (Two GCSEs), some may choose Triple Science as an Option, these students will take 3 GCSEs in Science. Triple Science is limited to students who will be entered for the Higher tier.

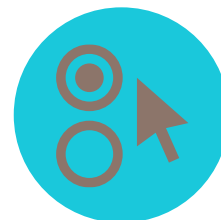


OPTION SUBJECTS

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ART



Exam Board AQA

Exam Specification GCSE Art and Design: Fine Art 8202

Course Overview

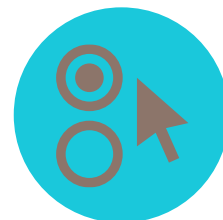
GCSE Fine Art explores ideas, conveys experiences or responds to a theme or issue. Alongside improving practical expertise, students will learn how to develop, refine and record ideas, present a personal response; improve creative skills through the use of media, materials, techniques, processes and technologies; use visual language and the formal elements e.g. colour, line, form, shape, tone, texture and use drawing skills for different needs and purposes.

ASSESSMENT	DURATION	DESCRIPTION
Portfolio	Three Terms	A portfolio of work that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of intentions and a selection of further work undertaken during the student's course of study. It is set and marked by the College and moderated by the exam board during the GCSE examination period.
Externally set assignment	Prep + 10 hours	Students must select and respond to one starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Fine Art is a great choice. You will be able to work independently and dedicate your own time to building up a portfolio of evidence. You will enjoy the challenge of expressing your ideas and how you see the world in a range of visual forms.

Please be aware that this subject cannot be done alongside Graphics or Textiles.

CHILD DEVELOPMENT



Exam Board OCR

Exam Specification Cambridge National Level 1 / Level 2 National Certificate in Child Development J809

Course Overview

This qualification covers all aspects of child development, parental and care-giving responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being in both the home and nursery setting.

Course Breakdown

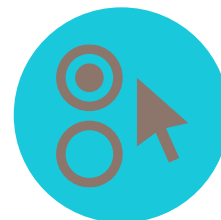
All students will study three mandatory topics as follows:

1. Health and Development for a child
2. Creating a safe environment and understanding nutritional needs of a child from birth to 5 years of age
3. Understand the development of a child from 1-5 years.

ASSESSMENT	DURATION	DESCRIPTION
Examination	75 minutes	Health and Development for a Child
Centre Assessed tasks- OCR moderated	12-14 hours	• Creating a safe environment and understanding nutritional needs of a child 0-5 years
	10-12 hours	• Understand the development of a child from 1 to 5 years

Students should have a genuine interest in children and families. There are strong links to biology so a good knowledge of this would be useful. Much of the course is portfolio based and so not examined. You will be expected to work independently therefore preparing, planning and research are key skills. There is a strong practical element to the course and the ability to work well with others in discussion and activities is essential.

CITIZENSHIP



Exam Board OCR

Exam Specification GCSE Citizenship J270

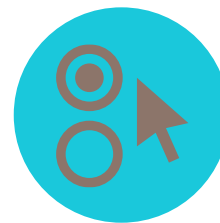
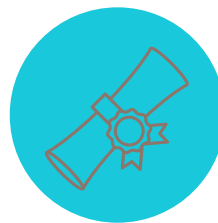
Course Overview

GCSE Citizenship will enable learners to deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society. The course should enable students to think critically, evaluate evidence, debate ideas, make persuasive arguments and justify their conclusions. Lessons should enable students to acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and build the foundations for further learning and study. By the end of the course, students will know and understand what democracy is, how the government works and different systems of government beyond the UK. It will help them understand the role of the law in society, how laws are shaped and enforced and how the justice system works and it will help them understand how taxes are raised and spent by governments.

ASSESSMENT	DURATION	DESCRIPTION
Citizenship in Perspective	50 minutes	Includes questions on the legal system, democracy and the UK and wider world.
Citizenship in Action	105 minutes	Includes questions on the legal system, democracy and Citizenship Action.
Our rights, our society, our world	60 minutes	Includes questions on the legal system and the UK and the wider world.

Citizenship is a good course for anyone who is interested in law or politics and a real interest in current affairs in the UK – what happens in the news and in politics – is hugely beneficial! There are similarities to work in History and Geography and what you learn in Citizenship will help you understand more about the work you do in those subjects. The Citizenship Action project will allow and encourage you to get involved as good citizens in the College and your local communities and the methods you use here will be evaluated in the exam – so you will have lived the experience you need to write about.

COMPUTER SCIENCE



Exam Board OCR

Exam Specification GCSE Computer Science

Course Overview

The GCSE Computing qualification presents an opportunity for students who want a deeper technical knowledge of how computers work and communicate. They will have an opportunity to develop computer programs to solve real world problems. Students will develop their understanding of programming, understand how they work and apply this knowledge and understanding in a range of contexts. They will acquire and develop technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.

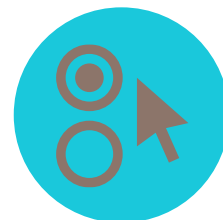
This qualification is linear so students will sit all their exams and submit their programming project at the end of the course. The units covered are as follows:

1. Computer systems, Networking, Security and wider impacts of computing on society
2. Algorithms, Programming Techniques, and Producing Robust Programs
3. Python Programming skills

ASSESSMENT	DURATION	DESCRIPTION
Paper 1	90 minutes	Written assessment –A mix of multiple choice, short and longer answers assessing theoretical knowledge
Paper 2	90 minutes	Computational thinking and problem solving Written exam set in practically based scenarios. Practical programming skills assessed within paper 2. Students will need to write programs using either python, pseudocode to solve each problem.

GCSE Computer Science is ideal for students who enjoy problem-solving, logical thinking, and creativity. If you're curious about how technology works, keen to learn coding, and excited by the idea of shaping the digital future, this course is for you. It is recommended that students only choose Computer Science after having a conversation with the Head of Computing and they are at least Secure in Computer Science and Maths. Computing students use a wide vocabulary of terms and you need to be willing to learn and understand them. Programming is a vital element of the course, and some students find this difficult. You will be expected to spend time outside of lesson practicing your programming skills.

DESIGN AND TECHNOLOGY



Exam Board AQA

Exam Specification GCSE Design and Technology 8552

Course Overview

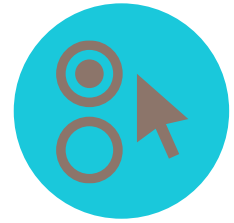
GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological and design orientated world. Students will gain awareness of the global impact of design and learn from wider influences including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The objectives of the Design and Make task include; Identifying and investigating design possibilities; Producing a design brief and specification; Generating design ideas; Developing design ideas; Realising design ideas; Analysing & evaluating

ASSESSMENT	DURATION	DESCRIPTION
Examination	120 minutes	Written exam: based on the three sections outlined above. This exam includes a mixture of multiple choice and short answer questions and extended response questions to assess in-depth knowledge and understanding of technical principles.
Centre Assessed Tasks	35 hrs (Approx)	Contextual challenges are released by the exam board on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA

To be a good GCSE Design student you will enjoy being creative. You will be a good communicator, through speech, in written work (such as annotation and evaluation) and in expressing your design ideas too. You will be well organised and happy to dedicate time and energy to building up a portfolio of evidence. This will mean working independently, so resilience is a key attribute. You will be curious about how things work and determined to find solutions to real life issues.

DRAMA



Exam Board Edexcel

Exam Specification GCSE Drama 1DR0

Course Overview

This course equips students with the skills they need in order to become a performer, director or set designer, giving them an exciting insight into the inner workings of theatre: both onstage and behind-the-scenes. Students are taught about all aspects of performance, including acting skills, staging skills, and design skills relating to costume, sound, lighting, set and props. They learn how to both craft their own performance and analyse other directors' work. Lessons combine high-energy practical activities with creative written tasks and are designed to help students become confident, independent learners and theatre-makers.

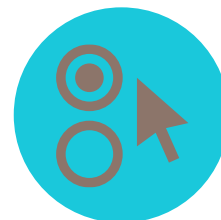
- Students type up a piece of coursework called a 'portfolio' which documents the process of creating and rehearsing a group performance.
- Students perform the piece they created in their group.

- Students perform, or design for, two extracts from a published play.

- In Section A of the exam paper, students describe and analyse their design choices for a hypothetical production of 'The Crucible' by Arthur Miller, a historical drama about the Salem Witch Trials.
- In Section B, students critique a piece of live theatre we will have gone to see in person, evaluating performers' acting skills and the director's staging and design choices.

This course is perfect for students who enjoy working with others, being creative and being physical. You do not need to be a confident performer to take GCSE Drama; this course is designed to BUILD confidence, gradually, over the two years and, although all students participate in performance games and exercises, there is the option to be assessed as a designer rather than a performer. If you thrive in a fast-paced, fluid environment and relish a creative challenge, Drama could be for you.

FOOD PREPARATION AND NUTRITION



Exam Board AQA

Exam Specification GCSE Food Preparation and Nutrition 8585

Course Overview

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on both practical skills and food science to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials

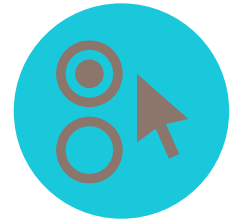
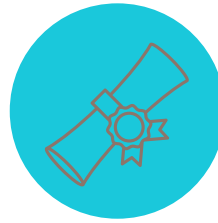
Food preparation skills are integrated into five core topics:

1. Food nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

ASSESSMENT	DURATION	DESCRIPTION
Paper 1	105 minutes	Written exam. Theoretical knowledge of food preparation and nutrition. Includes multiple choice and longer answer questions
Food investigation	1500-2000 words	Submit a written report including photographic evidence of the practical investigation
Food preparation	Three dishes in Three hours	Prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence.

The course suits students who are motivated and challenged by learning how food works. You should have an interest in food science, health and cooking. You will be excited by the opportunities to showcase your creativity and cooking skills. You might create a street food menu, delicious international dishes or cook up a menu for a student on a budget. You will enjoy investigating the scientific principles that underpin the preparation and cooking of food.

FRENCH



Exam Board AQA

Exam Specification GCSE French

Course Overview

GCSE French covers four skill areas; Listening, Reading, Speaking and Writing. Students will develop an understanding of French in a variety of contexts and develop the ability to communicate effectively. They will acquire awareness and understanding of countries and communities where French is spoken and recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of language.

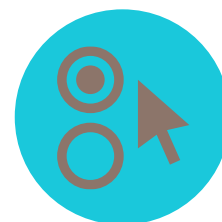
There are Three key themes followed throughout the GCSE course.

1. People and Lifestyle
2. Popular Culture
3. Communication and the world around us

ASSESSMENT	AREA	DESCRIPTION
Paper 1	Listening	Answering in English, Dictation in French
Paper 2	Speaking	Role play, Reading aloud and short conversation, Photo card discussion
Paper 3	Reading	Questions in English, Translation French to English
Paper 4	Writing	Up to 5 pieces of writing, including translation into French

Students taking this course should ideally have enjoyed French at KS3, picked French in Year 9 and be confident learners of language. You must be prepared to work independently and to learn vocabulary every week.

GEOGRAPHY



Exam Board Edexcel

Exam Specification GCSE Geography B1GB0

Course Overview

The GCSE Geography course aims to develop and extend students' knowledge of locations, places, environments and processes. It will help them to gain an understanding of the relationship and interactions between people and the environments they live in. It will also develop and extend their skills in fieldwork, using maps, research and investigation. Students begin to study GCSE Geography in Year 9. There are 3 key units, which are covered throughout the course. Students complete Fieldwork in Year 10 and are examined at the end of Year 11

Year 9 Hazardous Earth

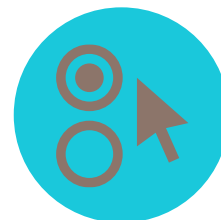
Year 10 Development, Urbanisation, Physical & Human Landscapes, Fieldwork

Year 11 Forests under threat, Consuming Energy and Decision Making

ASSESSMENT	DURATION	DESCRIPTION
Paper 1	90 minutes	The Hazardous Earth, Development Dynamics, Challenges of an Urbanising World
Paper 2	90 Minutes	UK's Physical Landscapes, UK's Human Landscapes, Geographical Investigations
Paper 3	90 Minutes	People and the Biosphere, Forests Under Threat, Consuming Energy Resources

A good geographer requires a variety of skills, many of which will be taught and developed throughout the course. You will need to retain and recall a large amount of information so it is important you are good at remembering what you have learned. Being organised will help you to do this. Fieldwork skills that you have learned in Key Stage 3 will be useful, but it is important that you are observant and can interpret the data that you collect and use in your work. Finally, the Geography examinations require you to write at length, so good written communication skills are also important.

GRAPHIC DESIGN



Exam Board AQA

Exam Specification GCSE Art and Design: Graphical Communication (8203)

Course Overview

Graphic Communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

This course is aimed at students who are interested in any aspect of graphic design, including sourcing ideas and design.

Students are required to study and produce work in one or more area(s) of graphic communication, such as those listed below:

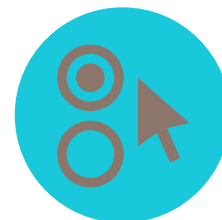
- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- multi-media
- signage
- exhibition graphics.

ASSESSMENT	DURATION	DESCRIPTION
Portfolio	Three terms	Portfolio of work that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of intentions and a selection of further work undertaken during the student's course of study.
Externally set assignment	Prep + 10 hours	Students must select and respond to one starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.

This course will suit students who are motivated and challenged by learning through hands-on experiences. You should have an interest in visual communication that combines images, words and ideas to convey information to an audience. You will enjoy designing print or electronic forms of visual information for advertisement, publication or a website. It is ideal for those students with good personal organisation skills and who are able to work independently.

Please be aware that this subject cannot be done alongside Textiles or Art.

HISTORY



Exam Board Edexcel

Exam Specification GCSE History 1H10

Course Overview

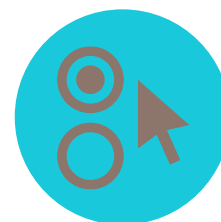
The GCSE History course aims to extend the knowledge of key events, periods and societies in British and World History. It will develop students as independent learners and critical thinkers. It will develop their ability to ask relevant questions, to investigate issues and to test historical interpretations. It will also help them to organise and communicate what they learn in a variety of ways.

There are 4 key units, which are covered throughout the course. Students are examined at the end of Year 11

ASSESSMENT	DURATION	DESCRIPTION
Paper 1	75 minutes	Crime and Punishment The Historic Environment: Whitechapel
Paper 2	105 Minutes	British America , 1713-1783: Empire and Revolution Early Elizabethan England 1558-1588
Paper 3	80 Minutes	Weimar and Nazi Germany

There are many qualities that are important to be a good historian, many of which will be taught and developed throughout the course. There is a lot of information to remember when studying history so you will need to be able to learn and retain this information to use in the exam. It will help if you are organised. It is also important to be critical in history – not accepting what you see and hear as the truth, but instead questioning it. A good historian does not just look at the evidence but tries to interpret it as well. Written communication is important in history because you will be answering questions that require you to write long answers. History is a well-respected qualification and can lead to a wide variety of further studies and career options.

Information Technology



Exam Board OCR

Exam Specification Cambridge National Level 1/2

Course Overview

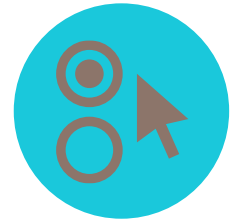
Information Technology is at the heart of modern life; from the apps we use every day to the systems that run businesses and organisations. The Cambridge National in IT gives you the chance to develop practical skills and knowledge that employers and colleges value highly. The course covers:

- IT in the Digital world
- Principles of human computer interfaces
- The uses of Internet of Everything and the application of this in everyday life
- Cyber-security and legislations related to the use of IT systems
- Data Manipulation
- Planning and designing a spreadsheet solution to meet client requirements
- Evaluating solutions based on the user requirements.
- Using augmented reality to present information
- Learning the purpose, use and types of augmented reality (AR)
- Developing the skills to be able to design and create an AR model prototype, using a range of tools and techniques

ASSESSMENT	DURATION	DESCRIPTION
NEA 1	10-12 Hours	Data Manipulation using spreadsheets Internally assessed tasks (30%)
NEA 2	10-12 Hours	Using AI to present information Internally assessed tasks (30%)
Examination	90 minutes	IT in the digital world (40%)

This course is perfect for students who enjoy using technology to solve problems and want to develop practical digital skills for the future. It suits those who like working with software, exploring how data is used, and preparing for careers or further study in the fast-growing world of IT. This course will help you build confidence in using a wide range of applications, from spreadsheets and databases to presentation tools, while also learning about cybersecurity and how organisations manage information. You'll gain valuable problem-solving and communication skills that are useful in everyday life and highly valued by employers.

MEDIA STUDIES



Exam Board Eduqas

Exam Specification GCSE Media Studies

Course Overview

This course is designed to introduce students to the key concepts for studying media, media language, representation, media industries and media audiences, in relation to examples from a wide range of media forms. Students will engage with a range of different media forms including the less familiar. They will consider products from different historical periods and those aimed at different audiences, providing rich and challenging opportunities for interpretation and analysis.

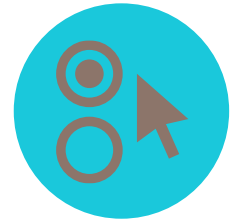
The course consists of three units: Investigating the media, Understanding the media and a Non Exam Assessment (NEA) piece. Within these units students will cover the following knowledge and skills:

Exploring Media Language and Representation, Exploring Media Industries and Audiences. The NEA provides the opportunity for students to create an individual media production for an intended audience in response to a set brief, applying knowledge and understanding of media language and representation.

ASSESSMENT	DURATION	DESCRIPTION
Paper 1	90 minutes	Exploring the Media
Paper 2	90 Minutes	Understanding Television and Film
NEA	One Term	Creating Media: Individual research and planning, in response to a choice of briefs set by exam board

To be successful on this course, you will enjoy accessing a wide range of media including radio, social media, TV, newspaper and other printed material. You will have good discussion skills and be able to contribute an opinion to the debate. You will be able to work independently and meet deadlines. You will be able to appreciate that different products might appeal to different audiences and will demonstrate creative ideas throughout your work. You will enjoy reading magazines and recognise the importance of media in your daily life.

MUSIC



Exam Board Eduqas

Exam Specification GCSE Music C660QS

Course Overview

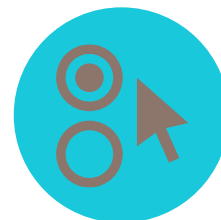
This GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.

Students engage with a variety of music from prescribed eras, through a range of performing, composing and appraising activities. They make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.

ASSESSMENT	DURATION	DESCRIPTION
Appraising	75 minutes	Listening examination. Written responses required
Composing		Students must compose two pieces one in response to a brief set by the exam board and one of free choice
Performing		A minimum of two pieces of which at least one must be as part of an ensemble performance. The other piece(s) may be performed either solo and/or as part of an ensemble.

To be a good GCSE music student you should enjoy listening to a wide range of music and have the ability to either play an instrument or sing with confidence. You will be expected to perform. It helps to work well under pressure, be well organised and have good time management and communication skills. You will also demonstrate the ability to work well in a team and as an individual throughout practice and performance. It would be an advantage but not essential to have some technical skills using computers, equipment and software to create and record music.

PHYSICAL EDUCATION



Exam Board AQA

Exam Specification GCSE Physical Education 8582

Course Overview

GCSE Physical Education covers all aspects of physical activity and sport. Students will be able to develop a well-rounded skill set and prepare them for progression to further studies.

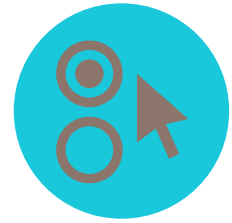
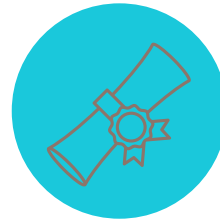
Students study three key areas in their study of physical activity and sport

- **The human body and movement**- Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data
- **Socio-cultural influences and wellbeing**- Sports Psychology, Socio-cultural Influences, Health, Fitness and Well-being, Use of Data
- **Practical performance**- In three different physical activities. A detailed written analysis and evaluation of performance to bring about improvements in one activity.

ASSESSMENT	DURATION	DESCRIPTION
Paper 1	75 minutes	Theory examination - The human body and movement
Paper 2	75 minutes	Theory examination - Socio-cultural influences and wellbeing
Non Exam Assessment		Practical performance of one team activity, one individual activity and a third in either a team or in an individual activity. Analysis and evaluation of performance

To be a good GCSE PE student you will have a keen interest in sport and always look forward to your PE lessons, whether they are in a classroom doing theory work or practical lessons. You will enjoy participating in sport in the wider community. We encourage you to participate in sport outside school and engage with our extra-curricular programme. You will want to learn more about the benefits of sport, physical activity and the body in motion and want to improve your understanding of the main current affairs/topical issues in the world of sport.

SPANISH



Exam Board AQA

Exam Specification GCSE Spanish

Course Overview

GCSE Spanish covers four skill areas; Listening, Reading, Speaking and Writing. Students will develop an understanding of Spanish in a variety of contexts and develop the ability to communicate effectively. They will acquire awareness and understanding of countries and communities where Spanish is spoken and recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of language.

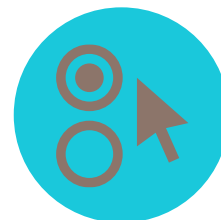
There are Three key themes followed throughout the GCSE course.

1. People and Lifestyle
2. Popular Culture
3. Communication and the world around us

ASSESSMENT	AREA	DESCRIPTION
Paper 1	Listening	Answering in English, Dictation in Spanish
Paper 2	Speaking	Role play, Reading aloud and short conversation, Photo card discussion
Paper 3	Reading	Questions in English, Translation Spanish to English
Paper 4	Writing	Up to 5 pieces of writing, including translation into Spanish

Students taking this course should ideally have enjoyed Spanish at KS3, picked Spanish in Year 9 and be confident learners of language. You must be prepared to work independently and to learn vocabulary every week.

TEXTILES



Exam Board AQA

Exam Specification GCSE Art and Design: Textiles

Course Overview

GCSE Textiles explores ideas, conveys experiences or responds to a theme or issue. Alongside improving practical expertise, students will learn how to develop, refine and record ideas, present a personal response; improve creative skills through the use of media, materials, techniques, processes and technologies; use visual language and the formal elements e.g. colour, line, form, shape, tone, texture and use drawing skills for different needs and purposes.

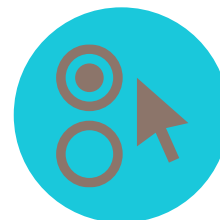
ASSESSMENT	DURATION	DESCRIPTION
Portfolio	Three Terms	Portfolio of work that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of intentions and a selection of further work undertaken during the student's course of study. It is set and marked by the College and moderated by the exam board during the GCSE examination period.

Externally set assignment	Prep + 10 hours	Students must select and respond to one starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.
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If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Textiles is a great choice. You will be able to work independently and dedicate your own time to building up a portfolio of evidence. You will enjoy the challenge of expressing your ideas and how you see the world in a range of visual forms.

Please be aware that this subject cannot be done alongside Graphics or Art.

TRIPLE SCIENCE



Exam Board AQA

Exam Specification Biology (8461) Chemistry (8462) Physics(8463) -Counts as three GCSEs

Course Overview

Throughout the two-year course you will study key aspects of the three major disciplines within science; Biology, Chemistry and Physics. This course allows you to develop your understanding of the world around us and to question many of the amazing things within it. Throughout the course you will not only study the theoretical side of science but also develop first-hand experience through practical investigations.

Similar coverage to Trilogy Science but some topics are covered in greater depth and additional concepts.

Each separate science has 2 exams. Exams include multiple choice questions, short closed questions, open responses, and structured questions, some of which may be on the Required Practicals .There are ten Required Practicals for Biology GCSE, seven for Chemistry GCSE and ten for Physics GCSE.

ASSESSMENT	DURATION	DESCRIPTION
Biology	105 minutes each	Two Papers
Chemistry	105 minutes each	Two Papers
Physics	105 minutes each	Two Papers

It is recommended that students only choose Triple Science after having a conversation with Science teachers and they are at least Secure in Science and Maths. You need to be interested in learning about Science, particularly how Science is used in the outside world to benefit society. You need to be organised in order to carry out experiments on your own, complete homework on time and to be able to revise in time for the examinations. Triple Science will be a selective option, only available to students who will be sitting the Higher Tier paper.

OPTIONS

All option forms must be completed by 13th February 2026

The entire form must be completed, including two reserve options.

Each option must be different. There can be no duplication of subjects.

Once you have made your choices you will have the opportunity to review them in the summer term. Please note that you may not be able to change them and once you begin your subjects in the new academic year, and that no changes can be made after the end of September.

Every effort will be made to provide students with their preferred options, but this is not a guarantee. Some options have limited space and some options may not run at all as they can be subject to timetabling and staffing restrictions.

