

Guided Choices 2026



Information



Core Programme

English Language and English Literature

Mathematics

Science

Religious Education

Choices

Art

Business Studies

Computer Science

Design and Engineering

Drama

Food Preparation and

Nutrition

Geography

Health and Social Care

History

Modern Foreign

Languages

(French or German)

Music

Sports Studies

Our Curriculum

When developing the school curriculum, we follow **six key principles**:

- 1.** Provide a *broad* and *balanced* curriculum for all our students.
- 2.** Ensure our curriculum meets *all statutory requirements*, including lessons on important issues (e.g. S.R.E - Sex and Relationships Education, Religious Education etc.)
- 3.** Ensure our curriculum offers *equal opportunities* to all our students; including students with special and additional needs (see SEN policy for more details), and students of all abilities; including stretch and challenge for more-able students.
- 4.** Regularly review our curriculum and respond to recent developments and *incorporate best practice*.
- 5.** Offer a curriculum that promotes learners' enthusiasm for learning and *recognises progress and achievement*.
- 6.** Encourage students to continue their learning outside of conventional lesson time; through further independent research/study and *high quality Curriculum Plus* activities.



What will be on student timetables next year?

Teachers will help guide our students to make the right choices when it comes to their GCSEs. Along with post-16 decisions, the choices they make now will play a big part in how successful they are in the future and what they progress on to in education and employment in the years to come.

Students will be guided onto different pathways according to their academic attainment, and this will give them a series of subjects to choose from.

All students are required to study a core curriculum of GCSE and non-GCSE subjects. Every student will sit the following 5 GCSEs: English Language, English Literature, Mathematics and Science (dual award). Students are also required to study Religious Education, which they will take as a short course GCSE. Finally, all students are required to participate in Physical Education lessons; these are only part of a GCSE if Physical Studies is selected as an option.

Personal, Social, Health and Careers Education (PSHCE) and Relationships and Sex Education (RSE) will be delivered through the tutorial programme.



Core Curriculum

English Language

English Literature

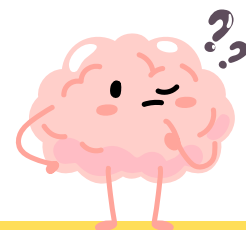
Mathematics

Science (dual award)

Religious Education (short course)

Core PE (non-GCSE)

How are the choices made?



We offer **three pathways** at GCSE:

Yellow Pathway

Students will study triple science rather than dual award. They will then choose either French or German, and either History or Geography, and then make one additional selection.

Blue Pathway

Students choose a language (French or German) or a Humanities subject (Geography or History), and then make **two** additional choices.

Red Pathway

Students choose either French or German, and either History or Geography, and then make **one** additional selection.

Students will be guided by their Head of House or SLT Mentor when they are making their final choices.

Advice

We encourage our students to make positive, well-informed choices. Whatever they choose, it is a two-year commitment and they will need to be successful in each subject. Students need to choose courses in the areas that will enable them to get the right qualifications for education and employment in the future.

Students often change their minds about their future career ideas. Choosing a broad range of subjects keeps their options open, and is especially important for students who have no clear idea about what they would like to do in the future.

GCSEs and Other Qualifications

The subjects listed on the options form are GCSE qualifications unless otherwise stated. We also offer a selection of vocational courses in the areas of Health & Social Care (BTEC) and Sports Studies (Cambridge Nationals). Each of these vocational courses is equivalent to a GCSE.

The GCSE Grading System

GCSEs in England have gone through a number of changes recently. Their content and method of assessment has been revised, but, crucially, students are now graded using a numerical nine-point scale in their GCSE subjects.

This replaces the old eight point A*-G grading system, with 9 as the top grade and 1 the lowest. Broadly the same proportion of students will achieve a grade 4 or above as would have previously achieved a grade C or above. However, these students' achievements will be spread over six different grades (4 up to 9), as opposed to the previous four (C up to A*), providing greater differentiation in student performance at this level.

Ofqual

Grading new GCSEs

New grading structure	Former grading structure
9	A*
8	
7	
6	B
5	C
4	
3	
2	D
1	E
	F
	G
U	U



Core Subjects

- English Language
- English Literature
- Mathematics
- Science (Dual Award)
- Religious Education (Short Course)
- Core PE (Non-GCSE)

English Language and English Literature

All colleges and employers demand a good grasp of English from applicants. It is, therefore, essential that all students are aware of the importance of this subject and commit themselves to achieving their full potential.

Students will study two GCSEs in English:



- ***English Language***
- ***English Literature***



Both courses include the study of Shakespeare and English Literary heritage as well as a range of different writing types and styles.

Course Outline

The new GCSE will comprise wholly of exams:

- ***Two English Language Papers***
- ***Two English Literature Papers***

Mathematics

Mathematics teaching in school aims to introduce students to the many and varied aspects of Mathematics, to stimulate interest in mathematical ideas, to develop useful mathematical skills and to lay foundations for future study.

GCSE Mathematics currently follows the AQA syllabus.

Course Outline

All students will follow a course in Mathematics to GCSE standard.

GCSE's may be taken at one of two levels:

- ***Higher Tier: Grades 4-9***
- ***Foundation Tier: Grades 1-5***

All students will follow a linear course where the final grade will be awarded according to the standard reached in three examination papers, meaning there is no coursework element to the GCSE in Mathematics. The three papers will consist of 1 non-calculator and 2 calculator papers. It is really important that all students have their own scientific calculator for working at home and at school.

We must stress that a student who does not reach a satisfactory standard may be ungraded, even though he/she may be entered at Higher or Foundation Level. It is important, therefore, to ensure the correct level of entry and this will be done as the course progresses, after consultation between staff, students and parents/carers.



Science

In order to ensure that all aspects of the National Curriculum are covered, and that students gain a broad and balanced Science education which provides a solid base for understanding of the world around them, all students will study for one of the pathways below:

Triple Science

GCSE (9-1) Biology
GCSE (9-1) Chemistry
GCSE (9-1) Physics

Combined Science

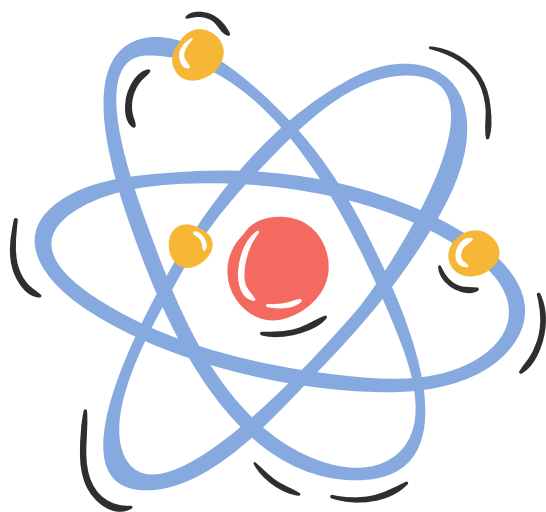
GCSE (9-1) Combined Science
(Double Award)

There is no single GCSE Science qualification option.

Combined Science is worth two GCSE qualifications and comprises separate units in biology, chemistry and physics. Triple Award Science offers students the opportunity to gain three distinct GCSE grades in biology, chemistry and physics.

GCSE may be taken at one of two levels:

- ***Higher Tier: Grades 4-9***
- ***Foundation Tier: Grades 1-5***



Science

Knowledge and application of practical skills will also be required for the written assessments.

Questions assessing students' use of mathematical skills will make up:

Biology 10%
Chemistry 20%
Physics 30%

Course Outline

The GCSE syllabus will be delivered during Years 10 and 11, with examinations taking place in May and June of Year 11.

Students will sit six examinations, split into the following:

Assessment	Topics
Biology Paper 1	B1, B2, B3, B4
Biology Paper 2	B5, B6, B7
Chemistry Paper 1	C1, C2, C3, C4, C5
Chemistry Paper 2	C6, C7, C8, C9, C10
Physics Paper 1	P1, P2, P3, P4
Physics Paper 2	P5, P6, P7 (+P8 triple only)

Time allowed per paper:

- **Combined science - 1hr 15mins**
- **Triple science - 1hr 45mins**

A scientific calculator is required for all science examinations.

Religious Education

All students complete a Short Course GCSE qualification – they begin the learning for this in Y9 and complete the exam in Y10.

During this course students will be looking at a number of different moral issues relevant to either their everyday lives or the world around them, and begin to develop their own ideas and standpoints regards these up to date and ever changing issues.

Why is Religious Studies useful?

A GCSE pass in Religious Studies is a welcome addition to any Curriculum Vitae or Application Form, as its broad-based syllabus allows students to investigate and appreciate moral dilemmas which affect today's society. It is a progressive subject promoting an enquiring, critical and sympathetic approach to Christianity, Islam and the World via Humanist and Atheist viewpoints too.

There are a great number of jobs that require students to use the skills that they have obtained through Religious Studies, such as communication, empathy and problem solving;

- Legal, Social, Welfare Professionals
- Retail, Catering and Hospitality
- Educational Professionals
- Business, HR and Finance
- Healthcare
- Marketing, PR and Sales professionals.

Following this course helps students have deeper understanding of the issues that face people in today's multicultural society including but not limited to persecution, racism, potential changes in the law, and why we need laws in todays society.

In addition, Religious Education helps promote logical thinking skills, as well as independent learning, which are vital skills for anyone who hopes to progress to Further or Higher Education.

Course Outline

The course is broken down into four separate sections:

- Peace and Conflict
- Marriage and Family Life
- Christianity
- Islam

They will be examined in all four of these in a 1 hour 45 minute exam in the summer of Y10.

Guided Choices

- Art
- Business Studies
- Computer Science
- Design & Engineering
- Drama
- Food Preparation & Nutrition
- Geography
- Health & Social Care
- History
- Modern Foreign Languages
 - (French or German)
- Music
- Sports Studies

Guided Choices Videos



Scan this QR code to visit the
Guided Choices 2026 Playlist on
our YouTube channel.

Art

GCSE Art & Design: Fine Art (AQA)

Studying Art “allows the next generation of artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future.” (Serota, 2012)

Course Structure

Fine Art students study drawing, painting, printmaking, photography and mixed media. The work of other artists/designers and crafts people from contemporary and historical context is used to inspire and inform. Students will complete 2 practical projects with written artist analysis, skills workshops and gallery visits. In Year 11 students will complete an externally set assignment ending with a practical exam. They will then go on to display artwork in the GCSE exhibition.

Students opting for GCSE Fine Art need to be highly motivated, creative, and able to work independently on practical work and written critical analysis. We expect students to research and respond to projects, along with visiting exhibitions/galleries. Students will also be expected to spend time after school/at home working on their artistic projects. Students may discuss their suitability for the course with their teacher.

Assessment

- **Component 1: Personal Portfolio (60%)**

Portfolio containing 2 extended projects; including preparatory studies, visual and written research, sketchbooks and final pieces, in addition to workshops, gallery visits and independent study.

- **Component 2: Externally Set Task (40%)**

Externally Set Task beginning in January of Year 11, including a 10-week preparation period, then 10 hours supervised time to produce a final piece under exam conditions.

What next?

Studying Art at GCSE will form a solid base from which students can then go on to study Art based courses at college/A Level and then university.

Art related career opportunities include: architecture, fine artist, illustration, graphic design, photographer, advertising, furniture design, journalism, product design, jeweller/silversmith, textiles, make up artistry, ceramics, museum/gallery curation, teaching, art therapy, fashion, computer games design, animation, concept artist, TV and film, theatre/costume design, interior design and many more.



Business Studies

This course will introduce you to the world of business. You will need to demonstrate your ability to communicate your thoughts and ideas, think creatively and apply mathematical theory to solve business problems.

Course Outline

The course is made up of two units and broadly requires the study of the following topics:

- 1. **Business Start Up** - How small businesses are set up and managed*
- 2. **Production** - How products are made*
- 3. **Marketing** - How products are marketed from research and development through to their design, promotion/advertising and launch e.g. how firms use the media to boost sales*
- 4. **Finance & Accounting** – How to budget (another useful life skill) and produce cash flow forecasts, How to produce balance sheets and profit and loss accounts and how to raise finance for businesses*
- 5. **Managing People** - How to carry out the recruitment of new staff from the job advert, to the job applications and CVs to the interviews themselves - the students will learn how to do all of these from both the employee and employer's point of view*
- 6. **Business Growth** – How business organisations grow*
- 7. **Business Plan** – How to and why prepare a business plan*

A sound understanding of Mathematics is required for the course as It is expected that 20% of the paper will contain mathematics questions based on business formula and calculations. Examples of this would be calculating interest rate repayments and gross profit margin percentages.

Written stamina is essential in order to gain a higher grade in Business Studies as students will be required to write essay style answers to many of the exam questions. Often these answers will be a minimum of 1 side of A4 in length.

Good numeracy and literacy skills are therefore of the upmost importance to all students selecting the course.

To be successful in Business Studies, students need to be responsible and have a mature outlook. It is a valuable and enjoyable course which gives an insight into modern business technology. This is an excellent foundation for A' level or vocational qualifications.

Business Studies

Assessment

The table below summarises the structure of the EDEXCEL GCSE Business Studies course. There are 2 units to be studied over the two year period, each is assessed separately.

Content	Assessment	Weighting
Theme 1 - Introduction to small businesses Includes: Enterprise, spotting a business opportunity, putting a business idea into practice, making the business effective, understanding external influences.	External Written Exam The Paper will consist of calculations, multiple choice, short- answer and extended-writing questions.	50% of the overall GCSE grade
Theme 2 - Building a business Includes: Growing the business, making marketing decisions, making operational decisions, making financial decisions, making human resource decisions.	External Written Exam The paper will consist of calculations, multiple-choice, short answer and extended writing questions.	50% of the overall GCSE grade

Functional Skills

Business Studies provides opportunities for developing knowledge and skills of a range of functional skills as follows:

- *Communication*
- *Application of number*
- *Information Communication Technology*
- *Working with others*
- *Improving your own learning and performance*
- *Problem solving*



Computer Science

GCSE Computer Science (OCR J277)

Our GCSE in Computer Science encourages students to develop their understanding and application of the core concepts in computer science. Students analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. You should be willing to put in maximum effort to get this very rewarding qualification.

This course contains two components:

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Programming

Students are also given the opportunity to undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

This qualification will suit students who want to know how computer systems work, who want to explore future trends in technology and apply creative and technical skills to the programming of computers. Students should also be aspiring to achieve well with their grades.



Computer Science

How can the subject help with possible careers?

If you've studied computer science, you will have gained many technical and non-technical skills which are highly valued by employers, from leadership to programming. The increasing scope of computer science means you have plenty of choice in a wide variety of highly specialized areas.

Computer technologies are integral to modern life, so you're likely to find your computer science skills in high demand across many different industries. These include financial organizations, management consultancy firms, software houses, communications companies, data warehouses, multinational companies, governmental agencies, universities and hospitals.

Assessment overview

Component	Marks	Duration	Weighting
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Computer systems (01)	80	1 hour 30 mins	50%
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Calculators **not** allowed

Computational thinking, algorithms and programming (02)	80	1 hour 30 mins	50%
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Calculators **not** allowed

Design Engineering

GCSE Design and Engineering, specialising in Resistant Materials and Design Engineering, will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences in Design and Technology including historical, social, cultural, environmental and economic factors. They 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.

GCSE Design and Engineering develops thinking skills leading towards inventive and creative design solutions to proposed real and relevant situations. This will help them to advance their practical skills and technical knowledge to manufacture prototypes. The course will prepare them to become critical and creative designers, engineers and knowledgeable consumers of the future.

Year 10

In Year 10, students will undertake activities and theory work to develop their core knowledge of all areas of Design and Engineering. They will also complete a range of focused mini-projects and practical tasks to develop a more in-depth knowledge of their chosen material area.

Year 11

Students complete an Iterative Design Challenge as an extended piece of coursework which will involve students producing a design folder, a series of models and one final prototype in their chosen material area. The content of this work is very thorough, and students should expect to produce a number of PowerPoint slides to evidence research, designing, testing, and evaluating the final prototype. This will be in response to a design context which will be supplied by the exam board each year. The written examination (2 hours) brings together and tests students' core knowledge and in-depth knowledge of their chosen material area which will require an extensive amount of technical knowledge, mathematical skills, and design ability.

Design Engineering

Assessment

Iterative Design Challenge

50% June Year 10 – March Year 11

Written examination : 50% May/June Year 11

Tiers Target Grades

There is only one standard tier in this subject.

9-1

Certification

AQA – GCSE Design and Technology with a focus on Resistant Materials (timber, metals and polymers).

The course provides an opportunity for students to design and develop creative products using timbers, polymers and metals. Students develop skills with tools and workshop machinery, as well as CAD and CAM to understand computerised production techniques.

They will also have the opportunity to explore electrical and mechanical components if they choose to, combining them to meet the needs of a client.

Students will make careful, thoughtful and skillful use of Resistant Materials and associated pre-manufactured items and components to make high quality prototypes.

It would be beneficial for students on the course to have a good understanding of mathematics and practical skills, however, students who have enjoyed KS3 Resistant Materials will find the course motivating, challenging, enjoyable and fulfilling.



Drama

Examination Board - EDEXCEL - Specification Code (1DR0)

This course is suitable for you if:

- *You are really interested in any aspect of drama.*
- *You like working creatively in groups.*
- *You like performing in front of an audience.*



Course Outline

The course has three components:

Component 1: Devising (*Component code: 1DR0/01)

Non-examination assessment

40% of the qualification - 60 marks

Content overview

- Create and develop **a devised piece from a stimulus** (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Assessment Overview

- AO1, AO2 and AO4 are assessed.
- Internally assessed and externally moderated.

*There are **two parts** to the assessment:*

1) A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, 30 marks assessing AO1 and 15 marks assessing AO4).

The Portfolio submission recommendations are:

- Can be handwritten/ typed evidence between 1500 - 2000 words.
- or can be recorded/ verbal evidence between 8-10 minutes.
- or can be a combination of handwritten/ typed evidence (between 750 - 1000 words) and recorded / verbal evidence (between 4-5 minutes).

2) A devised performance/ design realisation (15 marks assessing AO2).

Drama

Component 2: Performance from text (*Component code: 1DR0/02)

Non-examination assessment

20% of the qualification - 48 marks

Content overview

- Students will either perform in and/or design for **two key extracts** from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Assessment Overview

- AO2 is assessed.
- Externally assessed by visiting examiner or by examiner assessing the recorded live performance. Centres are free to cover the performance / designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose group, solo and/or partner based routes for assessment.
- Performance/ design realisation covering both key extracts is worth 48 marks
- If two separate performances are done covering two key extracts, then each performance/ design realisation is worth 24 marks.

Component 3: Theatre makers in Practice (*Paper code: 1DR0/3A or 3B)

Written examination: 1 hour 45 minutes

40% of the qualification - 60 marks

Content overview

- Practical exploration and study of **one complete performance text**.
- Choice of 12 performance texts.
- Live theatre evaluation.

Assessment Overview

3A - covers the List A performance text choices.

3B - covers the List B performance text choices.

Section A: Bringing Texts to Life

- 45 marks, assessing AO3
- This section consists of one question broken into five parts (short and extended responses) based on an **unseen extract** from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation

- 15 marks, assessing AO4.
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is an exciting and challenging course, we cover a wide range of theoretical content, which is reinforced through a range of practical sessions. Students will have the opportunity to develop a range of practical skills and will be cooking roughly once a fortnight.

Through a combination theory and practical lessons, student will develop a thorough understanding of the five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice – linked to the various life stages
- Food provenance (Where does food come from?)

Students will be expected to provide ingredients for practical sessions, recipes can be modified to suit your family's requirements.

Students who choose this course will have the opportunity to:

- *Work with a range of foods, to develop essential practical skills.*
- *Carry out practical investigations in groups to gain knowledge of how recipes work.*
- *Develop, test out and evaluate ideas, before making final products.*
- *Use ICT and specialist software, to present their work professionally.*

How will you be assessed?

Paper 1: Food Preparation and Nutrition (50% of the total GCSE)

Written exam: 1 hour 30 minutes

Questions:

Are a combination of short answer structured questions and longer answer discussion based questions including 8, 10 and 12 mark questions.

Controlled Assessment

Task 1: Food Investigation (15% of the total GCSE)

Task example: Research and investigate which type of flour would be most suitable to make bread products.

This takes the form of report (1500–2000 words) including photographic evidence of the practical investigation.

In September of Year 11 students will be set an investigation by the exam board, which will test their understanding of the working characteristics, functional and chemical properties of ingredients.

Food Preparation and Nutrition

Task 2: Food Preparation Assessment (35% of the total GCSE)

Task example: Research the nutritional needs of a particular life stage e.g. teenagers and develop three dishes to match their requirements.

Start date: November of Year 11 and must be completed by February half term.

This involves a written portfolio (maximum 20 x A4 sides) including photographic evidence.

Students will:

- Conduct background research into the healthy eating guidelines, different dietary groups and culinary traditions.
- Research a range of possible recipe ideas looking at skills and techniques.
- Select three suitable recipes, calculate the cost of ingredients, the nutritional content and consider food provenance and seasonality.
- Research presentation techniques to ensure their dishes are presented to a professional standard.
- Write a comprehensive 3 hour time plan including both food quality and food safety checks.
- During the 3 hour assessed practical students will gather photographic evidence of the skills demonstrated and their final products.
- Carry out sensory testing and complete a comprehensive evaluation of all products and each section of their written assessment.

Practical is an integral part of the course and as such students will be required to bring ingredients to support their learning.



Geography

Step into the fascinating world of Geography, where you'll explore the ever-changing planet we call home. This dynamic and modern course is designed to answer some of the most intriguing questions about the world around us:

-  *Why do UK storms now have names?*
-  *Why are natural landscapes so different across the country?*
-  *What's behind global climate change?*
-  *Why are some countries wealthier than others?*
-  *Where did Liverpool's famous 'Scouse' accent come from?*

Through GCSE Geography, you'll uncover the answers to these questions - and so much more!

But it's not just about knowledge. Geography equips you with essential skills for the future. You'll take part in two exciting data collection activities, where you'll explore real-world issues, gather your own data, and analyze it to draw meaningful conclusions. This hands-on learning experience will form part of your final exams, giving you the chance to reflect on the bigger picture.

Geography opens doors to endless opportunities. Whether you're interested in the environment, urban planning, global development, or simply making sense of the world, this subject provides a solid foundation.

Exam Board: AQA

Embark on the journey to better understand your world - choose Geography!

Topics you will cover:	The examinations you will sit:	How the qualification is split up:
Natural Hazards (Tectonic Weather, Climate Change) The Living World (Ecosystems) Physical Landscapes of the UK (Coasts and Rivers)	Unit 1 – The Physical Environment 88 marks 1 hour 30 minutes	35% of the total GCSE
Urban Challenges The Changing Economic World The Challenge of Resource Management	Unit 2 – The Human Environment 88 marks 1 hour 30 minutes	35% of the total GCSE
Issue Evaluation Fieldwork	Unit 3 – Geographical Applications 76 marks 1 hour 30 minutes	30% of the total GCSE

History

During their history studies, students are encouraged to think for themselves. Most lessons are enquiry-based with students developing communication and analysis skills, at the same time as questioning and interpreting historical evidence. History lessons are stimulating and varied - students should expect to work individually and in groups, answering questions, carrying out research, presenting information and communicating ideas orally and in writing. The History Department is well stocked with written and visual resources and makes use of available technology to enhance the learning of all students.

Course Outline

- **A development study on Medicine in Britain, c.1250 – present**

This area of study will focus on how medicine changed over four key periods: Medieval, Renaissance, the 18th and 19th Centuries and Modern. Key factors will be analysed, including the impact of the Church, government, attitudes in society, science and technology and individuals, have all impacted medicine. Alongside, this we will also study sources related to the injuries and treatments during World War One.

- **Early Elizabethan England, 1558-1588**

This course will study the early reign of one of Britain's strongest female monarchs: Elizabeth I. We will study how she solidified her legitimacy, dealt with religious tensions, family troubles with Mary, Queen of Scots, defeated the Spanish Armada and helped to establish the origins of the British Empire.

- **The American West**

This in-depth study focuses on the conflict and tension between the expanding nation of the 'United States', and the major tribes of the Great Plains. This topic will investigate the lives and culture of the Indigenous Peoples of the Plains, and the attempts of settlers to colonise the plains leading to conflict, culminating in the Battle of Little Bighorn and the Wounded Knee Massacre.

- **Weimar and Nazi Germany, c.1919-1945**

In this module we will look at how the end of the WWI in 1918 and its impact on Germany and eventually led to the beginning of World War II. This module will look at the creation of the Weimar Republic and the problems it faced until its collapse. We will look at the rise of the Nazis, including how Hitler managed to take full control of the country. There will also be opportunity to study what life was like in Hitler's 'Third Reich' including the persecution of minorities.

All assessments are exam based:

- **Paper 1 (Medicine): 30%**
- **Paper 2 (Early Elizabethan) 20%**
- **Paper 2 (American West) 20%**
- **Paper 3 (Weimar and Nazi Germany) 30%**

Health and Social Care

The Cambridge National in Health and Social Care will encourage students to:

- Understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

The OCR Cambridge National in Health and Social Care consists of three units:

R034 Creative and therapeutic activities

In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

R033 Supporting individuals through life events

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual

R032 Principles of care in health and social care settings

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security

Health and Social Care

How will it be assessed?

RO34 and RO33 will be internally assessed via OCR-set assignments, these will be provided by OCR and contain between two and four tasks to be completed individually and will make you 60% of the total grade

RO32 will be assessed via an exam at the end of the course and is worth 40% of the total grade.

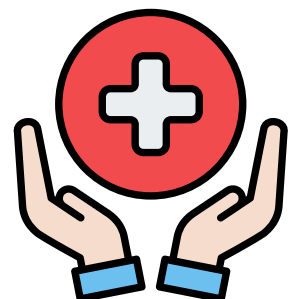
Is Health and Social Care the right subject for you?

If you're interested in working with people, or want to care for and help others this is the course for you. This GCSE course gives you the background knowledge and skills needed if you are considering working with people.

You will:

- Learn through investigation.
- Develop knowledge and understanding about health, social care and early years.
- Learn about and understand the world you live in.
- Research occupations you may want to work in.

This is ideal preparation for progression to more detailed study of health, social care and early years.



Modern Foreign Languages

The UK has long been facing a shortfall in people who can speak foreign languages and your skills as a linguist are in high demand.

There are a whole host of reasons why it's important to speak a language other than English. Learning a language at The Bolsover School will equip students with the skills to communicate in French or German and to acquire further foreign languages later in life, as well as supporting students' study of English. Speaking the language of other nations will be a huge factor in how successful we are in the future. So in the world of work, language skills are going to be increasingly important in organisations and businesses who want to remain competitive on an international level.

Economics and employability aren't just the factors at play here. By speaking a language other than English, the world opens up to you. You have an asset for life! Languages help us build friendships with people across the globe, and understand and experience different cultures in a way that enriches our own lives too. They open up travel opportunities, the chance to study or live abroad and, ultimately, allow us to experience things that speaking English alone we simply wouldn't be capable of.

Languages are used in a wide range of careers:

Business Services, Central Government, Construction, Creative and Media, Engineering, Event Management, Financial Services, Hair and Beauty, Health, Medicine and Social Care, Land-based and Environmental, Law, Local Government, Manufacturing, Marketing, Public Services, Retail, Teaching, Technology and Computer Gaming, Translation and Interpreting, Travel and Tourism.

Course Outline

As the Year 9 cohort currently studies French and German, the courses offered are:

- **GCSE French (Board: EDEXCEL)**
- **GCSE German (Board: EDEXCEL)**

Students have the opportunity to study one or both of these languages.

Listening, speaking, reading and writing are the four skill areas which are assessed in equal measure, and with equal value in one final exam for each skill at the end of Year 11.

The GCSE thematic contexts are shown below:

Theme 1: My Personal World

Theme 2: Lifestyle and Wellbeing

Theme 3: My Neighbourhood

Theme 4: Media and technology

Theme 5: Studying and my future

Theme 6: Travel and tourism

Each theme is broken down into a range of topics and these topics form the Scheme of Work for students from the beginning of Year 7.

Modern Foreign Languages

What studying a language says about me:

- I am brave. Some people think languages are really hard and quite scary.
- I have a good memory.
- I can communicate in another language and therefore I must be good at communicating on my own.
- I am literate. I can read well in other languages as well as my own.
- I am open-minded.
- I am culturally aware.
- I am international and want to discover the rest of the world.
- I am confident.
- I am able to multi-task.
- I have highly developed listening skills.
- Now that I know how to learn a foreign language, I could use those skills to learn more languages.
- I can think logically.
- I can solve problems.
- I can see patterns.
- I persevere. Some bits are hard but I stick at it.

For more information on GCSE Languages and how learning a language can help you, take a look at the following websites:

www.whystudylanguages.ac.uk/ks4

www.languageswork.org.uk

***“A different language is a different vision of life.”
- Federico Fellini, Italian film director***

Music

Examination Board – EDUQAS – 601/8131/X)

This course is designed for you, if you:

- are really interested in and have a passion for music.
- can play an instrument or sing or willing to have lessons on an instrument to develop their competency on their instrument.
- can read treble and bass clef notation comfortably.
- enjoy learning about different styles of music.

Students should be aware that GCSE Music is very different to the music lessons they are used to at Key Stage 3. The majority of the lessons are theory based developing our understanding of music and music theory and analytical skills. It would be expected that students have a good understanding of the musical elements and be comfortable in their reading of Treble and Bass clef notation. To gain the best results in this subject students need to be competent on a musical instrument playing with fluency and musicality.

Course Outline

The course has three components:

Paper 1 - Performance Coursework 30%

You will have to perform and record solo and ensemble pieces of music and must have at least 4 minutes' worth of performance coursework by the end of Year 11. To do well in this component it is essential that you play an instrument or are willing to start instrumental tuition to develop your level of skill.

Paper 2 - Composition Coursework 30%

You will learn how to compose your own music and so it is essential to be able to read treble clef and bass clef notation. You will compose several pieces of music over the course of the GCSE but will only have to submit the best two. You will be taught how to use subject specialist software to help you complete this element of the course.

Paper 3 - Listening Exam 40%

You will listen to and analyse music and learn how to recognise music from many different countries, genres and historical periods. There are four main areas of study and 2 set works that you will learn how to analyse. What is most important is that you are committed throughout the course. It is hard work but very rewarding!

Sports Studies

Level 1/2 Cambridge National Certificate in Sports Studies - Course Outline

The Level 1/2 Cambridge National Certificate in Sports Studies course follows the OCR examination board syllabus.

The teaching of this qualification will be predominantly theory based, with only a small amount of practical lessons.

60% of the qualification is assessed by coursework set and marked by the class teacher and moderated by the exam board. This will be done throughout the duration of the course, in the form of 2 separate assignments.

To ensure the qualification is robust and as stretching as a GCSE, the course has an examination element worth 40% of the final grade.

The exam content covers the following topics:

- ***Issues which affect participation in sport.***
- ***The role of sport in promoting values.***
- ***The implications of hosting a major sporting event for a city or country.***
- ***The role National Governing Bodies (NGBs) play in the development of their sport.***
- ***The use of technology in sport.***

The 3 units which are currently assessed during the course can be found below:

Units assessed	Method used to assess	% of overall mark
R184: Contemporary issues in sport	Written exam paper 1 hour 15 minutes (80 marks)	40%
R185: Performance and leadership in sports	Centre assessed task (NEA Coursework) OCR moderated (80 marks)	40%
R186: Sport and the media	Centre assessed task (NEA Coursework) OCR moderated (40 marks)	20%

The course offers both Level 1 and 2 grades, from Pass to Distinction*.

Max Uniform Mark	Qualification Grade							
	Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
200	180	160	140	120	100	80	60	0



You have reached an exciting point in your educational journey where you can start to really focus your learning efforts into areas you find most interesting and enjoyable. Some students may find it difficult to choose their GCSE subjects, and others will find it simpler. You should make sure you discuss your choices and make solid academic decisions. If you have a long term career aim, or if you know what you would like to study at university, then you need to make sure you are choosing subjects which will lead you to your chosen course/career. If you do not know what you want to do in life, then that is OK too. If that is the case, then we recommend that you pick a range of subjects which train/use different skills. But make sure that you are good at it and that you enjoy it too.

Students can contact Mrs D Crossley - Careers Adviser

d.crossley@thebolsoverschool.org.uk

Contact Mrs Crossley in school, at any time to make an appointment to discuss their future career aspirations, course choices and so on; together with input from form tutors, Heads of Houses and subject teachers we aim to help students make informed choices at every stage.





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**WHAT WILL YOU
CHOOSE?**