



**ST EDMUND'S  
CATHOLIC ACADEMY**

**Year 9  
Options  
Booklet**

*To Love and Serve the Lord*

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# YEAR 9 OPTIONS

At this point in your child's education at St Edmund's, they are half way between Year 7 and GCSE's, and it is time now for them to choose the pathway which will lead them on from Year 9. The courses they will study to the end of this year will give them a firm foundation on which to build, but they now have the opportunity to shape much of what they do over the next two years by choosing their option courses.

St Edmund's is a successful school with experienced and dedicated staff who can help your child make the right choices for their future. This booklet sets out the core subjects, which every student follows, and the options, from which they will choose their GCSE/BTEC subjects. Please make sure that you read this booklet with your child to gain an overview of all subjects.

During our Year 9 Options Information Evening being held on Thursday 8th January 2026 you will be given information in regards to how your child can make their Options choices using our online portal. Please ensure your child makes their Options choice by Friday 27th February 2026.

You will be receiving your child's Progress Check data at the end of January so you are able to see the progress your child is making in their subjects this year. We will also be holding our Year 9 parents evening on Thursday 29th January 2026, where you will have the opportunity to talk to your child's subject teachers before they make their choices.

I hope you find this booklet useful. Please do not hesitate to talk to me if you need any further help with your option choices.

With best wishes,



Mrs Gill  
Senior Assistant Principal (Curriculum and Assessment)

# TIMELINE

Option process begins

TUESDAY 6TH JANUARY 2026

THURSDAY 8TH JANUARY 2026

Options Assembly for students

THURSDAY 8TH JANUARY 2026

Options Information Evening for parents

THURSDAY 29TH JANUARY 2026

Year 9 Progress Evening

FRIDAY 30TH JANUARY 2026

Options Form opens online      Options close

FRIDAY 27TH FEBRUARY 2026

FRIDAY 27TH MARCH 2026

Options confirmed

# GENERAL ADVICE

There are a number of people and resources here to guide and support you within the Academy:

Mr Rawal, who manages the careers education and guidance programme and who provides advice about the choices available to you.

Your Form Tutor, who knows you as an individual student in the school.

Your Subject Teachers, who provide an objective assessment of your ability in their subjects.

Mrs Henry, Head of Year 9, who will be able to assist and advice your best choices.

Parents and Carers, who know you best of all as a person.



DO evaluate your subjects in terms of preference and ability. Then check your short-list against need – is this a subject you need for a particular career?

DO keep your options open. Don't try and specialise at this stage but aim for a good balance of subjects.

DO work to your own strengths: if you like a lot of reading and writing then choose appropriate subjects, otherwise consider more practical subjects.

DON'T choose a subject because a friend is choosing it. There is no guarantee that you will be in the same teaching groups!

DON'T choose a subject because you like your teacher. Again, there is no guarantee that he/she will be teaching your group next year.

# FREQUENTLY ASKED QUESTIONS

## **I KNOW THE CAREER I WANT TO GO INTO, SHOULD I JUST CHOOSE THOSE SUBJECTS BEST SUITED FOR THIS?**

If you have a particular career in mind, check your GCSE subject choices with Mr Rawal to ensure that you are not restricting your future options. Universities can be quite prescriptive in their requirements.

## **WHICH SUBJECTS WILL THE TOP UNIVERSITIES BE LOOKING FOR?**

We strongly recommend that you refer to the Informed Choices document available at <https://www.informedchoices.ac.uk/> which is a useful tool to find out what subjects you may need to study at school in order to take a particular degree.

## **WHICH SUBJECTS ARE EMPLOYERS LOOKING FOR?**

First and foremost, employers are looking for Mathematics and English GCSE at the equivalent standard of grades 5-9. The higher your grades in all your subjects, the better chance you will have of securing your dream job.

## **“I STILL DON’T KNOW WHAT SUBJECTS TO CHOOSE”**

If you have no idea about a career at this stage, don’t worry. You have plenty of time in the future to consider your career choice. Your aim now should be to choose a selection of subjects that will keep as many options open to you as possible. Choose subjects that you enjoy and are good at.

## **WHAT HAPPENS WHEN I HAVE FILLED IN THE CHOICE OF SUBJECTS FORM?**

*This must be completed online by Friday 27/02/2026*

After this date students will be seen by staff to ensure that their choices:

- Fit their interests
- Are suitable for any career plans they may have

It may be necessary to see students more than once, but in all discussions staff will pay careful attention to choices of subjects on the form.

## **WILL I BE ABLE TO DO WHAT I WANT?**

Most students are able to study most of all chosen subjects. If this is not possible it may be because:

- Your choice does not match your career plan
- The option group is too large to include everyone
- The option group is too small and has been withdrawn

Although staff will try to make it possible for you to have your preferred choice of subjects, the final decision will rest with the school. Similarly, any decisions about sets within each subject will be made by staff who will take into account the progress you have made in Year 9.

## **SOME SUBJECTS ARE NEW. HOW DO I KNOW WHETHER TO CHOOSE THEM?**

As well as information available from this booklet, more information will be available from the Heads of Department. Information will also be given to students during lessons. You can also speak to the teachers responsible for each subject as detailed in this booklet.

## **HOW DO I CHOOSE IF I AM NOT SURE ABOUT MY CAREER PLANS?**

You will continue to study compulsory subjects in Years 10 and 11: English, Mathematics, Science, Religious Studies, non-examined Physical Education, non-examined Personal Development and either History or Geography.

These subjects will give you a broad base for any choices that you will make beyond Year 11. If you are still unsure how your choice of subjects might affect your future career plans, you will still have the opportunity to discuss this with Mr Rawal, our Careers Adviser.

### **CAN I CHANGE LATER?**

You should not need to change if you choose carefully in the first place. Before the summer it might be possible to change if there is a very good reason why you need to do so and if there is room in the group to which you wish to transfer.

After the new timetable begins in September you will not be able to change unless there are quite exceptional circumstances and all members of staff concerned are in agreement. There will be no changes after mid September.

### **HOW SHOULD I CHOOSE MY SUBJECTS?**

There are many good reasons why you might choose a subject. The obvious ones are because you are good at that subject or find it particularly interesting. When you apply for a job or for a place on Further or Higher Education, the person who considers your application may well be more interested in the quality of your results than in actual subjects you have taken (apart from English, Maths and Science).

So choose subjects where you have a good chance of doing well throughout the course.

An equally good reason is that the subject is needed for entry to a particular career or course. If you are not sure what is required in your case, it is important to seek information and advice from Mr Rawal.

Another poor reason is to choose a subject simply because your friend has chosen it. It is important you make your own choice which will suit your abilities and help prepare you for your future. Even if you do choose the same subject as a friend, you may find that you are in separate groups.

### **WHAT HAPPENS AFTER YEAR 11?**

You may choose to enter the Sixth Form at St Edmund's to follow more advanced courses.

You may prefer to go to a Further Education College, or to enter employment or begin an apprenticeship. With careful planning and hard work in lessons and at home, there is a very bright future for students and the vast majority opt to stay and study at St Edmund's.

### **WHAT IS THE EBACC (ENGLISH BACCALAUREATE)?**

The English Baccalaureate (EBacc) is not a qualification in its own right. It has been established to provide information to parents, and others, about the achievements of students in a core set of academic subjects (English, Mathematics, two Sciences, History or Geography (referred to as Humanities), and a language, which are shown to enhance the chances of progressing on to further study.

### **WHICH EXAMINATION WILL I TAKE?**

In the majority of cases, St Edmund's students will be entered into GCSE (General Certificate of Secondary Education), BTEC (Business, Technology and Education Council) examinations awarded by EDEXCEL or OCR National Qualification.



## WHAT IS BTEC/OCR NATIONAL?

They are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education. A BTEC/OCR National takes a practical approach to learning, without missing any of the important theory.

## HOW ARE BTEC/OCR NATIONAL ASSESSED?

BTEC/OCR National are part exam-based qualifications. Each BTEC/OCR National is made up of units. Students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace.





# LET US PRAY

Spirit of Wisdom,

I stand at a crossroads, choosing my path,  
I fear the unknown, I am anxious about my future.

Calm my fear,

shed your light in my mind that I may see my choices  
more clearly.

Fill my heart with your love,

that I may listen gratefully to the advice offered to  
me.

Give me your peace, that I may accept all the  
consequences of my decisions,

making the best of all events.

Bless my work, fulfil my hopes and give  
me the joy that is in Christ Jesus.

Amen

# CORE SUBJECTS

All pupils study the following subjects in Years 10 and 11, these are classed as our CORE subjects.

GCSE Religious Education

GCSE Maths

GCSE English Language

GCSE English Literature

GCSE Biology, Chemistry and Physics (as either a Combined Trilogy GCSE or Separate Triple GCSEs)

GCSE Geography OR GCSE History

Core PE (no exam)

Personal Development (no exam)

Please note: The importance of attaining good grades in Maths and English GCSEs cannot be over-emphasized. Students should be aiming for a strong pass in English & maths, at a grade 5.

The following pages describe the CORE subjects that all students in Year 9 will continue to study:



# RELIGIOUS EDUCATION

Pearson GCSE Route A - 1RA0

*"Science without religion is lame; and religion without science is blind." - Albert Einstein*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

The course encourages students to:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of Catholic Christianity and Judaism
- Consider the influence of the beliefs, values and traditions associated with those faiths
- Consider religious and other responses to moral issues and to examine ethical theories and philosophical ideas
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life
- Develop skills relevant to the study of religion including discussion and evaluation; critically analyse and access viewpoints including humanist and atheist perspectives

## WHAT IS COVERED IN THE COURSE?

### Area of Study 1 : Study of Religion - Catholic Christianity (50%)

- Beliefs and Teachings
- Practices
- Sources of Wisdom & Authority
- Forms of Expression and Ways of Life

### Area of Study 2: Study of Religion - Judaism (25%)

- Beliefs and Teachings
- Practices

### Area of Study 3: Philosophy and Ethics (25%)

- Existence of God - Philosophy
- Marriage and Family - Ethics

## HOW IS THE COURSE ASSESSED?

Paper 1: Written exam - 1 hour 45 minutes (50%)

Paper 2: Written exam - 50 minutes (25%)

Paper 3: Written exam - 50 minutes (25%)

## HOW WILL THIS COURSE BE USEFUL?

Students will be equipped with a variety of transferable skills such as observation and deduction, critical thinking, logical evaluation, reflection and empathy.

Religious Education is a subject that can launch you into many areas of study and careers such as:

- Academia
- Law
- Psychology
- Social Work
- Political Science
- Journalism
- Ministry
- Civil Service
- Caring Professions

Speak to Mrs Harris for more information.



# MATHEMATICS

OCR GCSE J560

*"Without mathematics, there's nothing you can do. Everything around you is numbers."*  
- Shakuntala Devi

## WHAT ARE THE MAIN AIMS OF THE COURSE?

This course aims to give students:

- The knowledge, skills and understanding to become fluent with mathematical methods and concepts
- The techniques to solve real life and abstract problems
- The ability to reason mathematically, make deductions and inferences and draw conclusions
- The skills and knowledge required to comprehend, interpret and communicate mathematical information in an appropriate form, relating to the context

## WHAT IS COVERED IN THIS COURSE?

Students will study for either Higher or Foundation tier, completing work in the five main areas of mathematics:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Statistics and Probability

Students will be required to make links between all topic areas, drawing together knowledge and skills from different aspects of Mathematics to solve problems. They will also be encouraged to recognise cross-curricular aspects of Mathematics so they are able to apply their mathematical skills in other subject areas.

## HOW IS THE COURSE ASSESSED?

Two tiers of study are available at KS4: Foundation (grades 1 to 5) and Higher (grades 4 to 9). Tier of entry will be finalised in Year 11. For both tiers, assessment is through 3 written exam papers. Each exam is 1 hour 30 minutes and is worth 100 marks. There are two calculator papers and one non-calculator paper. Each exam paper is worth one third of the final grade.

## HOW WILL THIS COURSE BE USEFUL?

All students are required to study GCSE Mathematics and employers consider this to be an essential basic requirement. A good GCSE Mathematics grade is highly desirable and will broaden your choice of future career and improve your higher education options. A large number of students go on to study Mathematics at A Level, and many at degree level. A degree in Mathematics is highly desirable.

Careers using Mathematics include:

- Business Leader
- Economist
- Retail Manager
- Finance
- Engineering
- Doctor
- Scientist
- Management
- Architect
- Planner

Speak to Mr Morris for more information.

Maths Department Saint - St Hubert



# ENGLISH LANGUAGE

AQA GCSE 8700

*"English is the language of the future, the most important tool you'll ever need, no matter what career you choose." - Benjamin Zephaniah*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

The aim of the course is to enable students of all abilities to develop the skills they need to read, understand and analyse a range of different texts, as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

## WHAT IS COVERED IN THIS COURSE?

GCSE English Language students:

- Read a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell correctly
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively

## HOW IS THE COURSE ASSESSED?

**Paper 1 : Explorations in Creative Reading and Writing** (50% of GCSE)

Section A : Reading (one fiction text)

Section B : Writing (descriptive or narrative writing)

**Paper 2 : Writers' Viewpoints and Perspectives** (50% of GCSE)

Section A : Reading (one non-fiction text and one literary non-fiction text)

Section B : Writing (writing to present a viewpoint)

**Non-Examination Assessment** : Spoken Language

Students are assessed on their ability to present and respond to questions.

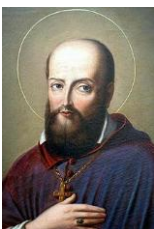
## HOW WILL THIS COURSE BE USEFUL?

Employers in all areas value the following skills, which are taught through the study of English Language:

- Communication
- Collaboration
- Critical Thinking
- Independence
- Adaptability
- Resilience

Being able to articulate what you mean and interpret what others mean is a key skill for all aspects of life.

Speak to Ms Higham for more information.





# ENGLISH LITERATURE

AQA GCSE 8702

*"A reader lives a thousand lives before he dies. The man who never reads lives only one."*  
- George R. R. Martin

## WHAT ARE THE MAIN AIMS OF THE COURSE?

This GCSE course encourages learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It aims to extend learners' interest in and enthusiasm for literature as they develop an understanding of the ways in which literature is rich and influential. The course prepares learners to make informed decisions about further learning opportunities and career choices.

## WHAT IS COVERED IN THIS COURSE?

GCSE English Literature students:

- Read a wide range of classic literature and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistics terms they need to criticise and analyse what they read

## HOW IS THE COURSE ASSESSED?

Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel (40% of GCSE)

Section A: Shakespeare

Section B: 19<sup>th</sup> Century Novel

Written Exam: 1 hour 45 minutes

Paper 2: Modern Texts and Poetry (60% of GCSE)

Section A: Modern Drama Text

Section B: Power and Conflict Poetry

Section C: Unseen Poetry

Written Exam: 2 hours 15 minutes

## HOW WILL THIS COURSE BE USEFUL?

The study of GCSE English Literature allows students to progress onto A-Level English Literature and you can also study English Literature at degree level.

The ability to interpret and appreciate literature in different forms is a lifelong skill, and promotes a love of reading which can last a lifetime.

The study of English Literature is useful in a range of new media and traditional careers such as:

- Journalism
- Law
- Teaching
- Digital Content-Writing
- Marketing
- Public Relations

Speak to Ms Higham for more information.





# BIOLOGY, CHEMISTRY AND PHYSICS

AQA GCSE 8461, 8462, 8463

*"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less." - Marie Curie*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

To provide students with opportunities to:

- Apply their understanding of Science to the real world
- Develop their understanding of how to work scientifically and carry out investigations
- Develop their scientific literacy in order to understand the world around them
- Give students the grounding in Biology, Chemistry and Physics that can lead into A-Level study or prepare them for a scientific related career

## WHAT IS COVERED IN THIS COURSE?

**Biology** : Cell biology; Organisation; Disease; Bioenergetics; Homeostasis; Inheritance and Evolution; Ecology.

**Chemistry** : Atoms, Bonding and Moles; Chemical Reactions and Energy Changes; Rates, Equilibrium and Organic Chemistry; Analysis and The Earth's Resources.

**Physics** : Energy and Energy Resources; Particles At Work; Forces In Action; Waves, Electromagnetism and Space.

## HOW IS THE COURSE ASSESSED?

For each individual science (Biology, Chemistry, Physics) there are two 1 hour 45 minute exams (6 exams in total).

Each examination is worth 50% of the final grade.

Students get a separate GCSE grade for each subject.

## HOW WILL THIS COURSE BE USEFUL?

This course leads to three separate GCSE qualifications. It will enable you to go on to study science A-Levels.

Specific science related careers include:

- Doctor
- Dentist
- Pharmacist
- Vet
- Engineer
- Astronomer
- Dietician
- Biochemist
- Biomedical Scientist
- Environmental Health

Degrees in science are highly desirable.

Speak to Mr Rawal for more information.



# COMBINED SCIENCE : TRILOGY

AQA GCSE 8464

*"I am among those who think that science has great beauty. A scientist in his laboratory is not only a technician; he is also a child placed before natural phenomena which impress him like a fairy tale."*  
- Marie Curie

## WHAT ARE THE MAIN AIMS OF THE COURSE?

To provide students with opportunities to:

- Apply their understanding of Science to the real world
- Develop their understanding of how to work scientifically and carry out investigations
- Develop their scientific literacy in order to understand the world around them
- Give students the grounding in Biology, Chemistry and Physics that can lead into A-Level study or prepare them for a scientific related career

## WHAT IS COVERED IN THIS COURSE?

**Biology** : Cell biology; Organisation; Disease; Bioenergetics; Homeostasis; Inheritance and Evolution; Ecology.

**Chemistry** : Atoms, Bonding and Moles; Chemical Reactions and Energy Changes; Rates, Equilibrium and Organic Chemistry; Analysis and The Earth's Resources.

**Physics** : Energy and Energy Resources; Particles At Work; Forces In Action; Waves and Electromagnetism.

## HOW IS THE COURSE ASSESSED?

Assessment for this double award subject is through six exams, each one lasting 1 hour 15 minutes.

There are two exams in each of Biology, Chemistry and Physics. Each examination is worth 16.7% of the final 2 grades for GCSE.

## HOW WILL THIS COURSE BE USEFUL?

This course will give you a double award GCSE (two GCSE grades) in Combined Science. It will enable you to go on to study science A-Levels, BTEC Applied Science Level 3 or a Science Apprenticeship.

Specific science related careers include:

- Doctor
- Dentist
- Pharmacist
- Vet
- Engineer
- Astronomer
- Dietician
- Biochemist
- Biomedical Scientist
- Environmental Health

Speak to Mr Rawal for more information.



# GEOGRAPHY

OCR GCSE J383

*"Geography is the subject that holds the key to our future." - Michael Palin*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

To provide students with opportunities to:

- Develop an understanding of processes and factors that produce dynamic and diverse human landscapes
- Understand the interdependence of physical environments and the interactions between people and sustainable management
- Appreciate the differences and similarities between people, places and cultures
- Through fieldwork develop questioning, critical thinking, problem solving with the use of maps and visual media to obtain, present and analyse information

## WHAT IS COVERED IN THIS COURSE?

### Component 1 : Living in the UK Today

- Landscapes of the UK – a field trip to Carding Mill Valley
- People of the UK – a field trip to Birmingham
- UK Environmental Challenges

### Component 2 : The World Around Us

- Ecosystems of the Planet
- People of the Planet
- Environmental Threats to Our Planet

### Component 3 : Geographical Skills

Geographical skills are integrated into all aspects of the subject. Learning these skills in the context of components 01 and 02 stimulates students to 'think geographically' and apply the skills in a range of contexts.

## HOW IS THE COURSE ASSESSED?

### Component 1: Living in the UK Today

Paper 1 Exam - 1 hour - 30% of GCSE

### Component 2 : The World Around Us

Paper 2 Exam - 1 hour - 30% of GCSE

### Component 3 : Geographical Skills

Paper 3 Exam - 1 hour 30 minutes - 40% of GCSE

## HOW WILL THIS COURSE BE USEFUL?

Geography is a dynamic and relevant subject for all young people as the course inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.

Geography equips students with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

Geography is regarded as a highly academic qualification by colleges and employers so it will help you get to the next step.

Speak to Mr Petrie for more information.



# HISTORY

OCR GCSE J411

*"I believe that the more you know about the past, the better you are prepared for the future."*  
- Theodore Roosevelt

## WHAT ARE THE MAIN AIMS OF THE COURSE?

- Encourage students to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past
- Help students to address fundamental issues in human history
- Bring together people, events and issues that students will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past and their own lives now

## WHAT IS COVERED IN THIS COURSE?

### Component 1 : British History

Thematic Study One - The People's Health, c.1250 to present

British Depth Study One - The Elizabethans, 1580 - 1603

### Component 2 : History Around Us

A study of Kenilworth Castle through time. A fieldwork visit included.

### Component 3 : World History

Period Study One - The Making of America, 1789 - 1900

World Depth Study One - Living Under Nazi Rule, 1933 - 1945

## HOW IS THE COURSE ASSESSED?

### Component 1: British History

Paper 1 Exam - 1 hour 45 minutes - 40% GCSE

### Component 2 : History Around Us

Paper 2 Exam - 1 hour - 20% of GCSE

### Component 3 : World History

Paper 3 Exam - 1 hour 45 minutes - 40% of GCSE

## HOW WILL THIS COURSE BE USEFUL?

All elements of the course address knowledge of significant historical issues that will help learners in their further study of history and in making sense of their world.

Students will gain set skills of historical enquiry to make sense of a diverse content in each of the studies. They will learn to formulate arguments, compare and analyse sources and learn about cultural differences and changes.

The subject offers an in depth perspective about some of the greatest and most influential people from various periods.

History is regarded as a highly academic qualification by colleges and employers so it will help you get to the next step.

Speak to Mr Petrie or Mr Endean for more information.



# PERSONAL DEVELOPMENT

## WHAT ARE THE MAIN AIMS OF THE COURSE?

At St Edmund's we firmly believe that education should extend to learning opportunities beyond the classroom curriculum. Therefore, Personal Development focuses on supporting students in developing into well-rounded, healthy, confident and kind young people, preparing them for the challenges and opportunities they will encounter upon leaving the Academy.

The aim of personal development to help students understand how they are developing personally and socially, and to tackle many of the moral, social and cultural issues that are part of growing up. Personal Development provides students with opportunities to learn about British Values and appreciate what it means to be a member of a diverse society.

## WHAT IS COVERED IN THE COURSE?

Students will receive an hour a week dedicated to Personal Development, Careers and RSE (Relationship and Sex Education) and these sessions are tailored to each year group. In year 10 and 11 students engage with 5 core themes; relationships, staying safe online and offline, health and well-being, diversity and equality and life beyond the Academy.

Topics covered include:

- Recognising abuse in relationships
- Forming professional relationships beyond the Academy
- Keeping data safe online
- Managing money
- How to communicate assertively
- Handling unwanted attention online and offline
- Examining and monitoring health including cancer prevention, screening and self-examination
- Risks concerning cosmetic and aesthetic procedures and sun bed use

Students also engage with the Call It Out Campaign, the focus for year 10 is challenging ableism and the focus for year 11 is challenging sexism.

## HOW IS THE COURSE ASSESSED?

Assessment in Personal Development sessions will not be measured in the same way as other subjects. There is no assessment or final exam. Progress checks may be carried out by teachers, but this will be in terms of updated knowledge, or a change of values and opinions within a lesson, or across a unit.

## HOW WILL THIS COURSE BE USEFUL?

Personal development sessions encourage students to;

- Be confident and autonomous; able to live safe, healthy and fulfilling lives
- Make informed judgements and have an understanding of the biological, social, emotional, legal, religious, moral and pastoral aspects of sex, sexuality and family life
- Make a positive contribution to society
- Prepare for life beyond the Academy
- Understand and convey the values and teaching of the Catholic Church, making them aware of the fullness and meaning of life rooted in the love of God

Speak to Miss Rowland for more information.

# PATHWAYS

## YEAR 9

CORE subjects that include  
GCSE Triple Sciences

Option 1: GCSE History  
or GCSE Geography

PATHWAY

Option 2 and 3: Any of the  
subjects listed on the next  
page.

Whilst not compulsory we  
strongly encourage you to  
choose either GCSE French  
or GCSE Spanish as one of  
your Options.

CORE subjects that include  
GCSE Trilogy Sciences

Option 1: GCSE History  
or GCSE Geography

PATHWAY

Option 2 and 3: Any of the  
subjects listed on the next  
page.

Whilst not compulsory we  
encourage you to choose  
either GCSE French or  
GCSE Spanish as one of  
your Options.

CORE subjects that include  
GCSE Trilogy Sciences

Option 1: Functional skills  
(Maths & English)

PATHWAY

Option 2 and 3: Any of the  
subjects listed on the next  
page.

Whilst not compulsory we  
encourage you to choose  
either GCSE Geography,  
GCSE History, GCSE French,  
GCSE Spanish as one of your  
Options.



# OPTION SUBJECTS

As pupils will have already selected either Core GCSE Geography or Core GCSE History, they have TWO remaining options. Pupils will study two subjects from a set of guided pathways. Please note courses will run if there is sufficient demand.

Potential GCSE subject options:

- GCSE Art + Design
- GCSE Business Studies
- GCSE Computer Science
- GCSE Design & Technology
- GCSE Drama
- GCSE French
- GCSE Music
- GCSE Spanish
- GCSE Three Dimensional Design

Potential BTEC/OCR National Level 1/2 Awards:

- BTEC Enterprise
- BTEC Health & Social Care Level 1/2 Hospitality & Catering
- OCR National in Information Technology
- OCR National in Sports Studies

Please note due to an overlap in subject content, students cannot opt for the following combination of subjects:-

BTEC Enterprise and GCSE Business – they can only choose one of these subjects.

GCSE Art & Design and GCSE Three Dimensional Design – they can only choose one of these subjects.

OCR National in Information Technology and GCSE Computer Science – they can only choose one of these subjects.

Alongside these options, if your child is fluent in reading, writing, speaking and listening in a home language, they will be able to sit their GCSE in Year 10 as an additional subject to their options. For further information on home language GCSE's, please see Ms Synowiec.

The following pages describe the optional subjects you can choose to study at GCSE or BTEC level:



# ART AND DESIGN

OCR GCSE J170

*"Art is not what you see, but what you make others see." - Edgar Degas*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

Students develop a collection of practical skills in a range of different materials including painting and printmaking. These skills are then developed further through the application to pieces of the students' own creation.

Students are then encouraged to develop their own ideas and create their own final pieces on a range of different topics.

## WHAT IS COVERED IN THIS COURSE?

GCSE Art and Design is suitable for students with an interest in drawing and painting who are willing to be creative.

Students are encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end using a range of 2-Dimensional and 3-Dimensional materials.

Students will study the work of a number of artists, incorporating and adapting ideas from their observations and explorations of these artists.

## HOW IS THE COURSE ASSESSED?

There are two areas of assessment:

- A portfolio of practical work, which is worth 60% of the total GCSE.
- An externally set task, which is worth 40% of the total GCSE. For this task, students fill a portfolio boards based on their chosen theme, from the exam paper, and then create a final piece in exam conditions.

## HOW WILL THIS COURSE BE USEFUL?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art and Design is a great choice.

This subject encourages self-expression and creativity and can build confidence as well as a sense of individual identity.

The skills you gain, such as critical thinking and the ability to interpret the world around us, make it a great complement to other subjects.

In many careers, the ability to present and display material in a way that is aesthetically pleasing, is important.

Speak to Mr Deeming or Mr Parker for more information.



# BUSINESS STUDIES

AQA GCSE 8132

*"Whenever you see a successful business, someone once made a courageous decision." - Peter Drucker*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

- Develop applied knowledge and practical skills in business.
- Allow students the opportunity to explore real business issues and how businesses work

## WHAT IS COVERED IN THIS COURSE?

Learners are given the opportunity to develop sector specific knowledge and skills in a practical learning environment, through the study of six units.

### Unit 1 - Business in the real world

- The purpose of business activity, the role of business and how businesses change in response to these influences
- Develop an awareness of the impact business in the real world has on the four functional areas of business (Operations, HR, Marketing and Finance)

### Unit 2 - Influences on business

- The importance of external influences on business and how businesses change in response to these influences
- Develop an awareness of the impact influences on business have on the four functional areas of business (Operations, HR, Marketing and Finance)

### Unit 3 - Business operations, Unit 4 - Human resources, Unit 5 - Marketing, Unit 6 - Finance

- Understand the interdependent nature of business operations, human resources, marketing and finance
- What business operations involve, their role within the production of goods and the provision of services
- The purpose of the human resources function, marketing and finance, their role within a business and how they influence business activity

## HOW IS THE COURSE ASSESSED?

2 x 1 hour 45 minutes written exams, each worth 50% of the GCSE

Paper 1 assesses Units 1, 2, 3 and 4 (90 mark paper)

Paper 2 assesses Units 1, 2, 5 and 6 (90 mark paper)

## HOW WILL THIS COURSE BE USEFUL?

Develop skills that can be applied in other subjects and careers. Clear progression routes to further studies including Level 3 Business, Economics and/or Law. Develop skills that employers value, such as analytical thinking and research skills.

Careers in Business include:

- Accountancy
- Advertising
- Banking, Investment and Financial Services
- General Management
- HR/Personnel
- Management Consultancy
- Public Relations

Speak to Mrs Winwood for more information.

Social Sciences Department Saint – Mother Teresa



# COMPUTER SCIENCE

OCR GCSE J277

*"Be nice to nerds. Chances are you'll end up working for one." - Bill Gates*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

Computer Science is a fast-moving field where it pays to be at the cutting edge of technological developments. Every year, new devices are released, which continue to push the boundaries of what we can do with Information Technology.

Now, you can change the TV channel by speaking to it or control your games console using gestures. By choosing this course, you are entering a world that will continue to grow beyond what is currently possible. You will be joining a group of people responsible for shaping the future of Computer Science.

## WHAT IS COVERED IN THIS COURSE?

This is a course with real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes".

Through the study of computer programming, the course will help learners develop critical thinking, analysis and problem-solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects.

Computational Thinking Skills continue to have a growing importance and it is likely that there will be a growing demand for professionals who are qualified in this area.

## HOW IS THE COURSE ASSESSED?

Assessment is through two 90 minute written examination papers with equal weighting.

## HOW WILL THIS COURSE BE USEFUL?

- Gives learner a real, in-depth understanding of how computer technology works.
- Provides excellent preparation for higher study and employment in the field of Computer Science.
- Develops critical thinking, analysis and problem-solving skills, through the study of computer programming; these are transferable skills which are valued in a wide range of careers.

Careers in Computer Science include:

- Software Developer
- Web Developer
- Digital Marketing
- Games Designer
- IT Consultant
- Computer Programmer

Speak to Mr Langford for more information.



# INFORMATION TECHNOLOGY

OCR Cambridge National Level 1 / 2 J836

*"Be nice to nerds. Chances are you'll end up working for one." - Bill Gates*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

This qualification focuses on using applications and tools to design, create, and evaluate IT solutions and products, including developing data manipulation solutions and augmented reality prototypes. Through This, students build independence and confidence with skills that are relevant to the IT sector.

## WHAT IS COVERED IN THIS COURSE?

The first unit covers design and testing concepts for IT solutions, exploring topics like design tools, Human Computer Interface (HCI), data and testing, cybersecurity, digital communications, and the Internet of Everything (IoE).

To prepare you for meeting the needs of business, in the next unit, you will learn how to plan, design, create, test, and evaluate a data manipulation spreadsheet solution to meet a client's requirement.

## HOW IS THE COURSE ASSESSED?

Assessment is through one examination paper (IT in the Digital World) and two coursework assignments (Data Manipulation using spreadsheets and Using Augmented Reality to Present Information). In the final unit, you will learn how to design, create, test, and review an Augmented Reality (AR) model prototype to meet a client's requirements, covering key topics like AR design, creation, testing, and evaluation.

## HOW WILL THIS COURSE BE USEFUL?

In addition to IT-specific skills, the course fosters abilities applicable to broader life and work situations, such as planning and designing IT solutions, selecting appropriate tools to solve problems, and using creativity in problem-solving. It also emphasises organised task completion through effective planning techniques and exploring different software tools and techniques.

Careers in Computer Science include:

- Data Analyst
- IT Solutions Developer
- Augmented Reality Developer
- Business Intelligence Analyst
- Digital Marketing Specialist

Speak to Mr Langford for more information.





# DESIGN TECHNOLOGY

AQA GCSE 8552

*"Engineering is magic. Or at least the closest thing to magic that exists in the real world."*  
- Elon Musk

## WHAT ARE THE MAIN AIMS OF THE COURSE?

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life solutions. This qualification aims to relate authentic real world awareness of iterative design practises and strategies used by the creative, engineering and manufacturing industries.

Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values whilst incorporating Product Design, Resistant Materials and Engineering where appropriate.

## WHAT IS COVERED IN THIS COURSE?

Students will take into consideration: design briefs, specifications and criteria related to product development; health & safety and social issues with regard to themselves; generate, develop and communicate design ideas. They will also use Computer Aided Design and Computer Aided Manufacture via laser cutter and Industry Standard software.

In each unit students will cover the following Design Principles:

- **Core technical principles** - new and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices; materials and their working properties.
- **Specialist technical principles** - selection of materials or components; forces and stresses; ecological and social footprint; sources and origins; using and working with materials; stock forms, types and sizes; scales of production; specialist techniques and processes; surface treatments and finishes.
- **Designing and making principles** - investigation, primary and secondary data; environmental, social and economic challenge; the work of others; design strategies; communication of design ideas; prototype development; selection of materials and components; tolerances; material management; specialist tools and equipment.

## HOW WILL THIS COURSE BE USEFUL?

Gaining a qualification in Design Technology opens opportunities to study A-Level Design and Technology, Level 3 Engineering or take an apprenticeship in Engineering.

This course, alongside Maths and Science (STEM) allows for study of specialist qualifications in Engineering.

Potential careers include:

- Architecture
- Automotive Engineering
- Aerospace Engineering
- Mechanical Engineering
- Product Design
- Electrical Engineering
- Biomedical Engineering
- Structural Engineering

Speak to Mr Deeming for more information.





# DRAMA

OCR GCSE J316

*"Greatness is not this wonderful, esoteric, elusive, god-like feature that only the special among us will ever taste, it's something that truly exists in all of us." - Will Smith*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

As well as being a platform for you to develop the drama skills you acquired in KS3, GCSE Drama enables you to develop the key skills that employers look for; collaboration, public speaking, confidence, communication and many more. The new course specification provides a range of different performance opportunities and is an extremely rewarding practical subject. There is, however, a significant written element to this GCSE (approx. 70%).

## WHAT IS COVERED IN THIS COURSE?

### **Component 01/02 : Devising Drama**

Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

### **Component 03 : Presenting and Performing Texts**

Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts allow for sufficient exploration of dialogue, plot and characterisation for students to work in depth on their acting or design skills.

### **Component 04 : Performance and Response**

Students explore practically a whole performance text and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance.

## HOW IS THE COURSE ASSESSED?

**Component 01/02 (30%)** : Non-examined assessment of written work (portfolio of evidence completed during the devising process and an evaluation of their drama) together with their final performance.

**Component 03 (30%)** : Non-examination assessment of the showcase performance

**Component 04 (40%)** : Written examination of 1 hour 30 minutes

## HOW WILL THIS COURSE BE USEFUL?

Confidence and presenting skills are essential to the modern day world. Students will become more confident not only in their acting skills but also in adapting to different scenarios.

A live theatre trip is organised in Year 11. The appreciation of live performance is something we aim to develop. We hope students will develop a lifelong love of live theatre.

Students are able to be creative in devising their own drama, and learn to work collaboratively with others. Collaborative working is a key skill valued by many employers.

Speak to Mr Reynolds or Mr Hughes for more information.



# THREE-DIMENSIONAL DESIGN

OCR GCSE J175

*"Design is not just what it looks like and feels like. Design is how it works." - Steve Jobs*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

Three-Dimensional Design is defined as the design, prototyping and modelling of primarily functional and aesthetic consumer products, objects and environments. Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Three-Dimensional Design.

## WHAT IS COVERED IN THIS COURSE?

Learners are required to work in one area of Three-Dimensional Design, such as:

- Architecture
- Interior
- Product Design
- Sculpture

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as:

- Computer Aided Design
- Model Making
- Prototyping
- Constructing
- Assembling

## HOW IS THE COURSE ASSESSED?

### Component (01) : (60% of Grade)

Design and Make activity.

Portfolio of work produced throughout the course of the two years.

Worth 120 marks, assessed in school and moderated externally.

### Component (02) : (40% of Grade)

Design and Make activity.

Portfolio of work produced throughout the course of the two years.

Worth 80 marks, assessed in school and moderated externally.

## HOW WILL THIS COURSE BE USEFUL?

Develop critical understanding through investigate, analytical, experimental, practical, technical and expressive skills.

Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.

Speak to Mr Deeming for more information.



# FRENCH

EDEXCEL GCSE 1FR1

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." - Nelson Mandela*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

To provide students with opportunities to:

- Provide a coherent, satisfying and worthwhile course of study
- Develop confidence in, and a positive attitude towards, French and to recognise the importance of languages
- Provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- Develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes
- Develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- Build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language
- Enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken

## WHAT IS COVERED IN THIS COURSE?

The skills of listening, reading, speaking and writing are developed through the study of the following topics:

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

## HOW IS THE COURSE ASSESSED?

Students will be entered for either the Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). A decision on tier of entry will be made during Year 11. For both tiers there are four exams. Each exam is worth 25% of the final GCSE grade.

Exam (Foundation/Higher)

**Paper 1 - Speaking** 25% - 7-9 minutes/10-12 minutes (plus 15 minutes prep time)

**Paper 2 - Listening and Understanding** 25% - 45 minutes/1 hour

**Paper 3 - Reading and Understanding** 25% - 45 minutes/1 hour

**Paper 4 - Writing** 25% - 1 hour/1 hour 20 minutes

## HOW WILL THIS COURSE BE USEFUL?

Studying French will open up opportunities in your life, travel, career and education. It gives students a practical ability to communicate with the 275 million French-speaking people in the world. It introduces students to rich and varied cultures and examines what it means to live in a global society. It also provides language, communication and problem-solving skills which employers are looking for in all sectors. It is a well-regarded qualification for moving forward in further education and your career. A language GCSE is necessary to gain the Ebacc qualification.

Speak to Miss Blanchette for more information.



# SPANISH

## EDEXCEL GCSE 1SP1

*"To learn a language is to have one more window from which to look at the world" - Chinese Proverb*

### WHAT ARE THE MAIN AIMS OF THE COURSE?

To provide students with opportunities to:

- Provide a coherent, satisfying and worthwhile course of study
- Develop confidence in, and a positive attitude towards, Spanish and to recognise the importance of languages
- Provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- Develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes
- Develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- Build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world and better understand relationships between the foreign language and the English language
- Enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken

### WHAT IS COVERED IN THE COURSE?

The skills of listening, reading, speaking and writing are developed through the study of the following topics:

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

### HOW IS THE COURSE ASSESSED?

Students will be entered for either the Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). A decision on tier of entry will be made during Year 11. For both tiers there are four exams. Each exam is worth 25% of the final GCSE grade.

Exam (Foundation/Higher)

**Paper 1 - Speaking** 25% - 7-9 minutes/10-12 minutes (plus 15 minutes prep time)

**Paper 2 - Listening and Understanding** 25% - 45 minutes/1 hour

**Paper 3 - Reading and Understanding** 25% - 45 minutes/1 hour

**Paper 4 - Writing** 25% - 1 hour/1 hour 20 minutes

### HOW WILL THIS COURSE BE USEFUL?

Studying Spanish will open up opportunities in your life, travel, career and education. It gives students a practical ability to communicate with the 475 million Spanish-speaking people in the world. It introduces students to rich and varied cultures and examines what it means to live in a global society. It also provides language, communication and problem-solving skills which employers are looking for in all sectors. It is a well-regarded qualification for moving forward in further education and your career. A language GCSE is necessary to gain the Ebacc qualification.

Speak to Miss Blanchette for more information.



# BTEC ENTERPRISE

Pearson BTEC Tech Award

*"Business opportunities are like buses - there's always another one coming." - Richard Branson*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

This vocational qualification aims to:

- Develop applied knowledge and practical skills in enterprise and marketing
- Help those who want to progress onto other related study, such as qualifications in enterprise, marketing and business

## WHAT IS COVERED IN THIS COURSE?

The qualification gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment, through the study of three units:

### Component 1 : Exploring Enterprises

- Understand the main activities that need to happen to support a start-up business and the key factors to consider when starting up a business
- Understand how and why enterprises and entrepreneurs are successful
- Understand customer needs and competitor behaviour through market research
- Understand how the outcomes of situational analyses may affect enterprises

### Component 2 : Planning and Presenting a Micro-Enterprise Idea

- Choose an idea and produce a plan for a micro-enterprise idea
- Present a plan for the micro-enterprise idea to meet specific requirements
- Review the presentation of the micro-enterprise idea to meet specific requirements

### Component 3 : Marketing and Finance for Enterprise

- Explore how and why enterprises may target their markets and what marketing strategies are available to them
- Complete and interpret financial documents
- Use financial planning and analysis tools to make decisions for an Enterprise

## HOW IS THE COURSE ASSESSED?

Components 1 and 2 are assessed through Pearson Set Assignment

Briefhich are internally assessed

Component 3 is assessed via a 2 hour written exam

## HOW WILL THIS COURSE BE USEFUL?

Develop skills that can be applied in other subjects and careers.

Clear progression route to further studies including Level 3 Business, Economics and/or Law.

Develop skills that employers value such as critical thinking, understanding consumer needs, financial planning and pitching techniques.

Careers in Business and Marketing include:

- Accountancy
- Advertising
- Banking, Investment and Financial Services
- General Management/Management Consultancy
- HR/Personnel
- Public Relations

Speak to Mrs Winwood for more information.

Social Sciences Department Saint – Mother Teresa





# BTEC HEALTH AND SOCIAL CARE

Pearson BTEC Tech Award

*"As you grow older you will realise you have two hands, one for helping yourself and the other for helping others." - Audrey Hepburn*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

- Equip young people with the skills and concepts which are linked to working in the health, social care and early years' industry
- Provide students with an understanding of the attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector

## WHAT IS COVERED IN THIS COURSE?

The Award gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment. There are three components of study:

### Component 1 : Human Life Span and Development

- Understand human growth and development across life stages and the factors that affect it
- Investigate how individuals deal with life events

### Component 2 : Health and Social Care Services and Values

- Understand the different types of health and social care services and barriers to accessing them
- Demonstrate care values and review own practice

### Component 3 : Health and Well-being

- Demonstrate knowledge and understanding of factors that affect health and well-being
- Interpret health indicators
- Design a person-centred health and well-being improvement plan
- Demonstrate knowledge and understanding of how to overcome obstacles relating to health and well-being improvement plans

## HOW IS THE COURSE ASSESSED?

Components 1 and 2 are internally assessed through Pearson Set Assignments.  
Component 3 is assessed through a 2 hour written exam (40% of grade)

## HOW WILL THIS COURSE BE USEFUL?

Develop skills that employers value such as being able to apply care values, and understand the factors which affect people's health and well-being.

Clear progression route to further studies including Level 3 Health and Social, Sociology and/or Psychology.

Careers in Health and Social Care include:

- Nursing
- Social Work
- Child Care
- Residential Care
- Management

Speak to Mrs Winwood for more information.





# LEVEL 1/2 HOSPITALITY AND CATERING

WJEC Level 1/2 Award 5409

*"Entertaining doesn't need to be a difficult or daunting process. It just requires a little thought, creativity and heart." - Maury Ankrum*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

Students will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health & safety and food safety.

## WHAT IS COVERED IN THIS COURSE?

The main topics covered within the course are:

- The Hospitality and Catering Industry
- Hospitality and catering providers
- Working in the hospitality and catering industry and Working conditions
- Contributory factors to success
- Operation of the front and back of house
- Customer requirements and Providing to meet specific requirements
- Health & safety and Food safety
- Food related causes of ill-health and symptoms of food induced ill-health
- Preventative control measures and the Environmental Health Officer
- The importance of nutrition and Cooking methods impact on nutritional value of food
- Menu planning and Production planning
- Skills & techniques of preparation
- Cooking & presentation of dishes
- Food safety practices
- Evaluating products & skills

## HOW IS THE COURSE ASSESSED?

### Unit 1 : The Hospitality and Catering Industry

Written examination : 1 hour 20 minutes (40% of qualification)

The exam tests students knowledge on the main topics covers in the course. The exam is completed using IT.

### Unit 2 : Hospitality and Catering In Action

NEA controlled assessment : approx. 12 hours (60% of qualification)

## HOW WILL THIS COURSE BE USEFUL?

The hospitality industry offers a wide range of exciting opportunities which includes:

- Hospitality and Catering
- Food Science and Technology
- Food and Drink, including Bakery, Dairy, Confectionery and Butchery
- Chef de Partie; Commis Chef; Pastry Chef; Sous Chef; Executive Chef
- Concierge; Head Waiter; House-keeper; Maître d'Hôte, Receptionist
- Hospitality Management, e.g General Manager, Front of House Manager
- Food Manufacturing and Processing, e.g. New Product Development
- Recipe Development, Food Photography, Food Styling

Speak to Mrs Hobday for more information.



# MUSIC

OCR GCSE J536

*"I know I'm stronger in the songs than I really am. Sometimes I need to hear it myself. We all need to hear those empowering songs to remind us."*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

BTEC Music is the equal in size of a full GCSE and is recognised by Sixth Forms and Colleges as an equivalent. You will develop your knowledge acquired in KS3 and develop both your performance and compositional knowledge. Ideally, you will play an instrument or sing and will want to develop this to performance level. BTEC Music will fully equip you to go on to study at Sixth Form or College or enter the music industry via the many paths which you will uncover in your studies.

## WHAT IS COVERED IN THIS COURSE?

### Component 1 : Exploring Music Products and Styles

- Learning about music styles, artists and producers who have impacted music genres
- Learning about the development of technology
- Learning about types of music product and music performance techniques
- Learning about software used in making music

### Component 2 : Music Skills Development

- Demonstrate professional and commercial skills for the music industry
- Learning about the planning and management of making music
- Apply development processes for music skills and techniques
- Developing composing skills
- Developing logic skills and understanding tech effects

### Component 3 : Responding To A Music Brief

- The exam board will give you a brief - this is a scenario or event to make music for
- You will plan, create and evaluate a music product in response to this brief

## HOW IS THE COURSE ASSESSED?

All components are completed as coursework tasks. Components 1 and 2 (worth 30% of grade each) are marked internally and moderated externally with Component 3 (worth 40% of grade) being marked by the exam board.

## HOW WILL THIS COURSE BE USEFUL?

Students will develop a range of transferable skills, such as researching, designing, evaluating, improving a piece of work and personal management.

This course also allows students to be creative and develop their own ideas and preferences.

Possible career options include:

- Live Sound Engineer
- Performer
- Songwriter
- Music Journalist
- Studio Assistant
- Radio Presenter
- Publicist

Speak to Mr Hughes for more information.

Performing Arts Department Saint - St Cecilia



# OCR NATIONAL IN SPORTS STUDIES

OCR Cambridge National J829

*"Success isn't given. It's earned. On the track, on the field, in the gym. With blood, sweat and the occasional tear." - Nike Advertising Slogan*

## WHAT ARE THE MAIN AIMS OF THE COURSE?

The course gives learners a grounding in understanding the sport sector. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. Students will need a good sporting knowledge to undertake this course, alongside good analytical skills and the ability to analyse sporting performances and the basics of sport. The ability to meet deadlines is also a vital skill.

## WHAT IS COVERED IN THE COURSE?

The course will start with performance and leadership in sports activities as it gives the most enjoyable start to the course, due to its mixture of practical and theoretical elements. Learning will always be as practical as possible and most of the topics will be taught through a practical method. There will be theory lessons each week too, in order to complete the coursework and prepare for the examined unit. Students will learn about sports performance and leadership and contemporary issues in sport such as funding, participation, ethics, role models, and sport & the media.

## HOW IS THE COURSE ASSESSED?

### Mandatory Units

- R184 Contemporary Issues in Sport - Written exam paper 1 hour 15 minutes (70 marks)
- R185 Performance and Leadership in Sports Activities - Internally assessed. This set assignment consists of 5 tasks (practical and theory)

### Optional Units (one to be studied from the following two)

- R186 Sport and the Media - Internally assessed. This set assignment consists of 3 tasks.
- R187 Increasing Awareness of Outdoor and Adventurous Activities - Internally assessed. This set assignment consists of 4 tasks.

## HOW WILL THIS COURSE BE USEFUL?

Sports Studies provides opportunities for learners to progress to Level 3 PE and sport courses and then onto higher education or employment in the sports sector. Sports Studies is excellent preparation for roles such as sports leadership. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

This course can also lead to a variety of careers such as:

- Sports Coaching
- PE Teaching
- Physiotherapy
- Fitness/PT Instructor
- Events Management
- Leisure Industry
- Public Service
- Sports Innovation, Development and Science
- The Armed Forces

Speak to Mrs Cartlidge for more information.



# YEAR 9 OPTIONS FORM

The Option choices form will be completed online, this will indicate your preferred choice of options. Pupils will first need to select their 3 options (one of which must be History or Geography as per the pathway guidance). These 3 options must be selected in order of preference, your favourite option should be first.

You will then be required to choose two reserve subjects. These will be used if we cannot offer you your 3 preferences. This does not happen often as we run a 98% success rate of allocating students preferences, but for any reason you cannot be allocated your first 3 preferences you will be given your reserve choice.

**The Option choices form will be available online from Friday 30<sup>th</sup> January 2026.**

**The Options process will close on Friday 27<sup>th</sup> February 2026. Please ensure you have completed and submitted your Option form by this date.**













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