

YEAR 8 OPTIONS

Welcome to the Year 8 Options Information for 2024.

On these pages you can explore the full range of subjects that you will and can study from Year 9 onwards.

Click below to go to:

CORE – these are subjects that you will study

OPTION SUBJECTS – these are the subjects that you can choose to study.

CORE SUBJECTS

These are the subjects that you will be studying in Year 9-11.

You can scroll down through all the subjects or click on the link to go straight to one of your choices. Use the “return to menu” links to come back to this page.

- [English Language](#)
- [English Literature](#)
- [Mathematics](#)
- [Religious and Personal Studies \(RPS\)](#)
- [Physical Education \(PE\)](#)
- [Science](#)

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ENGLISH LANGUAGE

What sort of student does well at this subject?

Students who do well are able to read and understand a range of texts, both fiction and non-fiction. You also need to be able to write fluently and accurately for a range of different purposes

Paper 1: Explorations in creative reading and writing 1 hour 45 minutes written exam. 50% of GCSE.

Section A: Reading
Section B: Writing

Paper 2: Writers' viewpoints and perspectives 1 hour 45 minutes written exam. 50% of GCSE.

Section A: Reading
Section B: Writing

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ENGLISH LITERATURE

Students who do well enjoy reading and responding to a range of literary texts, including novels, plays and poetry. You will need to write well-structured essays and use quotations to support your views. You should be prepared to discuss your ideas in class.

Paper 1: Shakespeare and the 19th century novel

1 hour 45 minutes

64 marks

40% of the GCSE

Students study Romeo & Juliet and A Christmas Carol.

Paper 2: Modern texts, poetry and unseen poetry

2 hours 15 minutes

96 marks

60% of the GCSE

Students study 'An Inspector Calls' and Conflict and Power poetry

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MATHEMATICS

The course

The Edexcel Maths 1MA1 GCSE course covers a broad range of mathematical topics including Number; Ratio and Proportion; Algebra; Shape, Space and Measure; and Data Handling and Probability.

The course has two tiering options: Foundation (grades 1-5) and Higher (grades 4-9).

The course has three attainment objectives: fluency, reasoning and problem-solving. During the GCSE you will focus on all three of these areas within each unit of study. Rather than just knowing methods and procedures, you will learn how to apply your maths skills to solve sophisticated and challenging problems.

For further information on the course, see: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

What sort of student does well at this subject?

To succeed in GCSE Maths you need to be a resilient learner who is prepared to make lots of mistakes and learn from them. Successful students seek and act on the feedback their teachers provide.

Students are required to work independently and ensure that all homework is completed each week to the best of their ability.

Students will be required to keep detailed notes and must ensure they are fully equipped for lessons, including a pen, pencil, ruler, eraser, protractor, compass and a school-approved scientific calculator.

The work you would do

In year 7 and 8 you will have studied fundamental mathematical content linked to the National Curriculum. From the start of year 9 until February/March in year 11 you will build on this knowledge studying 14 topic units based on the GCSE course.

In the spring and summer terms in Year 11 you will complete a weekly practice paper in the style of a GCSE exam. Your performance on these is closely monitored and you receive targeted feedback in class about how to improve.

There are three 1.5 hour GCSE examinations in May / June of Year 11. These include one non-calculator paper and two calculator papers.

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RELIGIOUS AND PERSONAL STUDIES

All students in years 9, 10 and 11 follow a non-examined course in RPS. This course incorporates elements of PSHE education (personal, social, health and economic education), citizenship, careers and religious education.

Students will be exposed to topics which are designed to be relevant to life in the UK, and will enable them to become better citizens within the world in which they will live.

Over the three-year course students will study a number of topics including:

- Lifestyle choices (including the risks associated with alcohol and drugs)
- World conflicts
- Sex and relationship education
- Medical ethics
- Government and politics
- Relationships
- The world of work
- Financial responsibility
- Moral philosophy
- Crime and punishment

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PHYSICAL EDUCATION - CORE

All students follow a common core curriculum in Year 9 through to Year 11.

In Key Stage 4 teaching groups are set by ability wherever possible and as the students progress through the years an element of choice is introduced.

All students will be inducted into Activate during Year 10 / Year 11 and following this students are able to access Teen Gym as part of the PE enrichment offer.

Students must be organised with their PE kit and equipment, bringing it to every lesson and knowing what activity they are studying and where.

In addition to the core curriculum, students are actively encouraged to participate in the extra-curricular programme of activities that are offered. Clubs, team training and fixtures are organised both at lunchtime and after college.

Activities taught include:

- Athletics
- Badminton
- Basketball
- Cricket
- Fitness
- Football
- Netball
- Rounders
- Table Tennis
- Tennis

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SCIENCE

In Year 9, all students will cover the fundamental ideas: cells, energy, atomic structure and the periodic table and particle model of matter. The purpose of Year 9 is to build up their skills and develop the basic key ideas at GCSE level to give a deep and clear understanding of each discipline, which can then be applied to new concepts. Most students will follow the Combined GCSE Science course by AQA. During Years 10 and 11, students will continue studying the rest of the content across Biology, Chemistry and Physics and at the end of Year 11 they will be awarded 2 separate GCSEs in 'Science'. The course is 100% exam with all exams conducted at the end of Year 11.

Going into Year 9, 3 classes of students will be selected to follow the GCSE separate sciences. This selection will depend on performance and work ethic throughout Year 8. The students selected for this course will explore the individual sciences in greater depth with an additional lesson a week to accommodate the extra demand and content that will be covered. At the end of Year 11, students studying the separate Science course will complete the same number of exams as those on the Combined Science course, however the exams are longer to allow for assessment of the extra content. At the end of the separate Science course, students will gain 3 GCSEs, one each in Biology, Chemistry and Physics.

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SUBJECT OPTIONS

You can scroll down through the subject options or click on the link to go directly to those you are interested in. The “return to menu” links will bring you back to this page.

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ART

In Y9 students will complete extended projects on a variety of themes including natural forms and landscapes. The purpose of Y9 is to build skills and confidence in a range of art techniques.

Y10 students will work within the GCSE coursework framework; working on their coursework component throughout year 10. In Y11, students will complete a full trial exam in the autumn term which will then be added to the portfolio of coursework. In the final term, students will complete the externally set assignment, planning and preparing for the 10-hour practical exam.

There are some additional costs to GCSE Art. Although we provide all materials required during lesson time, there is also an opportunity to buy an Art pack from the school at a very reasonable price. Students also require an A1 portfolio folder from the start of year 10.

What sort of student does well at this subject?

Students must have a passion for art and an interest in learning about other artists. They should be able to work independently when developing original ideas, and show energy and commitment to improving their skills both in and out of lessons. Drawing is an essential element of all GCSE Art and Photography projects. Written annotation is a compulsory component of the course.

The subject breakdown:

Art GCSE is 60% coursework and 40% exam. The portfolio of coursework is made up from 4 main skill areas; drawings from observation (including photography), artist research, development of ideas and the final piece. The Y11 externally set task (exam) consists of an extended preparation time and 2 timetabled days in a practical exam.

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CAMBRIDGE NATIONAL CREATIVE iMEDIA

Why Study Creative iMedia?

Creative and Digital Media plays an important part in many areas of our everyday lives and is an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provides you with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. There are common aspects to all digital media products.

What will I study?

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products, which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files. Visual identity is a vital component of any business, product or brand. It makes a brand recognisable and helps sell a product or idea to a target audience. In this qualification, you will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics to engage target audiences.

Software that will be used

- Image editing software (Adobe Photoshop and Adobe Illustrator)
- Video editing software (Mini Movie Clip – Video Editor)
- Sound editing software (Audacity)

The qualification will encourage independence, creativity and awareness of the digital media sector. It is vital that students who opt for this course have good IT skills to complete the controlled assessment tasks and good time management, as they will only have a set time to complete each controlled assessment, the topic of which is set by the exam board and not the school. Literacy is a very important part of the controlled assessment, as this will affect students' overall mark.

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CAMBRIDGE NATIONAL ICT

Why Study Information Technologies?

Information Technology plays an important part in many areas of our everyday lives and has been and continues to be a vital part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more products become digitised. The Information Technologies course provides students with specific as well as transferable skills for the future, whether it is in higher education or employment. The IT industry is vast and getting bigger all the time, providing opportunities for work in many different sectors including large, multinational companies. Students with a good grounding in IT will be well prepared for work in the future.

What will I study?

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles in the IT and business industries. You will develop a deep understanding in the use of IT in the digital world. Look at how to apply design tools, the principles of human computer interactions, the use of data and testing, as well as cyber-security and legislation when creating an IT solution or product. You will also develop the technical skills which can be used to plan, design, create, test and evaluate IT solutions and look at Augmented Reality (AR) products that are appropriate for a defined target audience meeting set requirements.

Software that will be used

- Microsoft Suite (including Word, Excel, PowerPoint and Outlook)
- Augmented Reality software (XR Plus)
- Other relevant software (Draw.io, Adobe Acrobat)

The qualification will encourage independence, creativity and awareness of the business IT sector. It is vital that students who opt for this course have good IT skills to complete the Non-examined assessment tasks and are well organised as each controlled assessment must be completed in a set time. Topics are set by the exam board and not the school college. Literacy is a very important part of the controlled assessment, as this will affect students' overall mark.

Breakdown of the course

- R050 - IT in the Digital World - 40% Exam
- R060 - Data Manipulation Using Spreadsheets - 30% NEA
- R070 - Using augmented reality to present information - 30% NEA

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CITIZENSHIP

At Wyvern we follow the AQA GCSE specification for Citizenship Studies.

You will learn how people can take an active part in democracy and work together for a better society; locally, nationally and globally. GCSE Citizenship Studies builds on your prior learning in year 7 to 9 RPS lessons. The GCSE aims to give you the skills and knowledge to understand what living in Britain today is really like and to understand the different factors which can influence and affect our everyday lives.

You will study four broad topics:

- Life in modern Britain
- Politics and participation
- Rights and responsibilities
- Taking practical citizenship action

You will learn about power, democracy, government and the legal system, and the role of the UK in the wider world. You will explore topics including national identity; multicultural Britain; human rights; civil and criminal laws; crime; the media and free press; and our rights and responsibilities as a member of society.

You will also plan and take part in a practical citizenship campaign in a small group and learn from trying to make a difference in school or the local community.

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COMPUTING

Computer Science is the qualification to study if you would like to improve your logical thinking. You will learn skills that will future proof your career including computational thinking and logic. Skill in programming is now expected across a broad spectrum of Science and engineering subjects at university level. You will learn the skills that will be useful at the forefront of an ever-changing world.

What will I study?

- The central processing unit (CPU)
- Computer memory and storage
- Data representation
- Wired/wireless networks and network topologies
- System security and system software
- Ethical, legal, cultural and environmental concerns associated with computer science
- Computational thinking
- Understanding algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and integrated development environments

What kind of person does well in computer science?

All kinds of people! But in general those who like new technology, are able to think logically and who are doing well in maths are the most successful.

What should I be aware of before I opt for computer science?

Computer science is more than just coding and includes a strong theory component. You will spend time learning facts and you will spend time writing essay style answers.

How will this qualification be examined?

You will sit two examinations:

- **Computer systems (01)**
- **Computational thinking, algorithms and programming (02)**

Each exam will be 1 ½ hours long

Each exam is worth 50% of the final grade

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CORE PREMIUM

What is it?

Core Premium provides students with additional specialist teaching in English and Maths. It provides an excellent opportunity for students to focus on these two essential key core subjects.

Students will receive 5 lessons per fortnight.

Additionally, students will undertake study in Functional Skills.

Functional Skills qualifications are designed to enable students to develop confidence and fluency in maths and English. They equip students with the practical skills to get the most out of education, work and everyday life and to help them function more confidently, effectively and independently.

This option is by invite only. However, if you would like to be considered for additional English / Maths please do feel free to contact the college.

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DANCE

60% of the assessment is practical non-exam assessment, which will be assessed in school and externally moderated by AQA:

Performance 30%

Set phrases through a solo performance (approximately one minute in duration).
Duet/trio performance (three and a half minutes in duration).

Choreography 30%

Solo or group choreography – solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Appreciation 40%

40% of the exam is in the form of a written paper, 1 hour 30 minutes long.

Questions are based on students' own practice in performance and choreography and the AQA dance anthology.

Knowledge and understanding of choreographic processes and performing skills.

Critical appreciation of own work.

Critical appreciation of professional works.

What sort of student does well at this course?

Students who are interested and prepared to study different styles of dance will enjoy this course and do well. As with all Performing Arts subjects, you must be committed to practising and perfecting your performance as there is a higher practical coursework element. Regular performance before an audience is developed and encouraged. Dedication, motivation, team work, confidence and organisational skills will underpin your success and will add value when applying for all college courses, dance related or not, at 16+.

The work you will do

GCSE Dance is an exciting and challenging course that explores knowledge of dance in a practical environment. It is totally different to any dance classes you may have experienced and embraces many different styles from contemporary to Urban (Street Dance).

Each student will bring something different to the course. You will grow in confidence as you work collaboratively with your peers whilst developing your choreography skills.

PLEASE MAKE A PARENTS EVENING APPOINTMENT WITH MRS LOWE IF YOU ARE CONSIDERING OPTING FOR DANCE AT GCSE.

IT IS ALSO ADVISED THAT YOU ATTEND A DANCE WORKSHOP SESSION.

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DESIGN AND TECHNOLOGY

GCSE Design and Technology qualification is an exciting and creative course which equips learners with the knowledge, understanding and skills required to apply iterative design processes through exploring, creating and evaluating a range of outcomes. The study of Design and Technology seeks to prepare learners to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on D&T, including: historical, social/cultural, environmental and economic factors. Learners should use their creativity and imagination to design and make prototypes and products that solve real and relevant problems, considering their own and others' needs, wants and values. The course should allow learners to apply knowledge from other subjects including mathematics, science, art, computing and humanities.

Students will be able to specialise in **one** of the areas below which they will cover alongside the core knowledge required by all D&T students.

- Fibres & Textiles
- Natural & Manufactured Timbers

It is important when taking your options that you think about which of these areas you will prefer to work in as this will be your main material when completing your NEA in year 11.

What sort of student does well at this subject?

You should enjoy working with a range of materials and components and be inquisitive about making and how products work. You should enjoy working accurately and methodically and be prepared to think about problems and do independent research and analysis. You should feel confident about using ICT skills to support your designing and making and express your ideas and opinions through writing and drawing.

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DRAMA

Course Content

If you love Drama and have a passion for performing and exploring theatre than this subject is for you. This new course will offer you the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. You will be introduced to key practitioners, theoretical influences and influential playwrights practically whilst developing and building on your core practical performance skills. The subject content for GCSE Drama is divided into three components:

1. Understanding drama (written exam) 40% (this is an open book written exam of 1¾ hours)
2. Devising drama - practical performance – (10%) and a supporting coursework portfolio (30%)
3. Texts in practice (practical performance to an audience) – 20%

Drama offers you the opportunity to explore a range of creative as well as critical thinking skills while engaging and encouraging you to become an imaginative and confident performer or designer. It implements and instils key skills applicable to a variety of careers as you learn to present yourself in public with confidence. You will also learn to collaborate, communicate and negotiate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, you will emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

This course is for you if you intend to study AS or A-level Drama, as you will already have become familiar with studying whole set texts for the written papers. You will also have built solid foundations in reviewing a live theatre production and in interpreting key extracts.

Drama students go on to pursue careers in Performing Arts, Entertainment Industry, Media, Politics, Teaching, Events Management etc. while Universities view Drama A level in conjunction with other appropriate subjects as acceptable for study in Medicine and Law.

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ENTERPRISE & MARKETING

This course is ideal for creative, curious and determined learners who are interested in different types of Business and how those Businesses research, develop and market products to bring them to the consumer. You'll become entrepreneurs as you generate your own product ideas, create a pitch to gain investment, produce and sell your own product.

You'll develop strong transferrable skills in communication, presentation, independent research, creative thinking and in analytical skills such as problem solving.

Both the course content and skills developed provide not only a wonderful basis for those wanting to set up their own business but for careers in Marketing, Finance and Human Resources.

This option subject is a mixture of non-examined assessment and one examination worth just 40% of the overall mark. The course is therefore aimed at those students who prefer practical project work rather than exams.

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FILM STUDIES

Why study film studies?

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies.

Film Studies GCSE has 3 parts to it:

70% = 2 written exam papers

30% = 1 coursework element (create a script or a film section, shooting script and evaluation)

For GCSE Film Studies we watch diverse films and reflect on developments in social attitudes. Film is globally recognised art form which tells the stories of our country's cultures. In film studies we view films from a wide range of cultures, eras and genres. The films are fascinating and thought-provoking.

What films do we study for the exams?

From *Rebel Without A Cause* (1955 America) and *Ferris Bueller's Day Off* (1986 America) to contemporary representations – *Ladybird* (2017 America) and *Wadjda* (2012 Saudi Arabia), we analyse the ways in which representations of teenagers differ as they form their identities in a changing world.

The sense of 'otherness' we often find in literature – think *War Of The Worlds* is explored through *District 9* (2009 South Africa).

And, because what's a film course without looking at a great global franchise? Bond makes the cut too - *Skyfall* (2012 UK).

We also study films and the film industry including:

How films are constructed through cinematography (camerawork and lighting),
mise-en-scène (how sets, locations, props and costume are used in film) editing and sound

How films are organised into structures: genre (the different kinds of film)
narrative (how films tell their stories)

How films can be used – artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)

How learners make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

What sort of student does well in the subject?

Students enjoy film studies because they enjoy looking at different films and analysing the way directors tell their story in their unique way.

To succeed in film studies, we need to be able to connect with a film's ideas and to use our knowledge of the film world to critique the representations in a film – how realistic are they? What is the director wanting us to understand?

In year 10 we also create a script, or a film and an evaluation from brief set by the exam board. This makes up 30% of the overall GCSE, so there's less pressure in the 2 final exams as 30% of the course is completed in advance.

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FOOD PREPARATION AND NUTRITION

The Course

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

What sort of student does well at this subject?

You should have an interest in the creative aspect and enjoyment of food. You should be happy to work with and explore a range of different food ingredients and be excited about the preparation of these ingredients from their raw state. You should be interested in the relationship between diet, nutrition and health including the physiological and psychological effects of diet and health. Students need to have an active interest in the whole process of sourcing, preparing, processing, storing, cooking and serving a range of food types including traditional British and international recipes.

The work you would do

Over the course students will develop practical making skills, while exploring the scientific principles of ingredients and their function. Food hygiene and safety will be an integral aspect of the course and underpin all practical and theoretical sessions. Students will learn about cooking techniques and ingredients of British and two international cuisines. In Y11 students will sit a 1 hour 45 minute terminal examination, which is worth 50% of the final grade. The NEA (Non-examined assessment) work undertaken is a scientific investigation into the properties of food (15%) and producing a 3 course menu under exam conditions (35%).

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FRENCH

The course

The course is comprised of the following main themes:

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

What sort of student does well at this subject?

- Someone who has studied French in KS3
- Someone who can work both independently and as part of a group
- Someone who enjoys communicating
- Someone who enjoys learning about and experiencing other cultures
- Someone who is willing to build their confidence with the language by contributing orally in class & using the target language in lessons at every opportunity.
- Someone who is willing to take positive risks in lessons in order to improve their fluency and accuracy.

The work you would do

- You will study a wide range of topics within the different themes.
- You will build up your listening, reading, speaking and writing skills for each topic.
- You will be assessed on listening, reading, speaking and writing at the end of Year 11.
- You will sit your final exams either at foundation tier or higher tier. All four skill areas will have to be entered at the same tier and each skill is worth 25% of your final grade.

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GEOGRAPHY

Geography is the study of people and places and the interaction between them. If you are interested in the awe and wonder of the natural world, are keen to discover more about people in the UK and other countries and want to learn about how the planet can sustain itself in the future, then Geography is for you. We will study events that have changed the world and current topical issues.

The GCSE Geography course builds on topics and skills from Year 7 and 8 Geography.

It has 3 exams taken in year 11; one based on physical geography (the natural things including; natural hazards, climate change, rivers, coasts, rainforests and deserts), one based on human geography (how people change and shape the world including; megacities, global finance, food, energy and water supplies around the globe) and an exam based on students own fieldwork for which we visit two contrasting fieldwork locations (one day in year 10 and one in year 11) that also support the physical and human examinations.

The weighting of each exam is below:

Unit 1: Living with the physical environment. The study of physical processes and patterns.
1 hour 30-minute exam. 35%

Unit 2: Challenges in the human environment. The study of human geography themes and issues.
1 hour 30-minute exam. 35%

Unit 3: Geographical Applications
Issue evaluation based on a seen resource booklet.
Fieldwork in two contrasting environments.
1 hour 30-minute exam. 30%

To support the awe and wonder element of our course and foster a lifelong love of travel and learning we try to run a foreign fieldtrip on a biannual basis. In the past these destinations have included Switzerland, New York and Iceland but it is important to note that such fieldtrips are not guaranteed when choosing option subjects.

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GERMAN

The course

The course is comprised of the following main themes:

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

What sort of student does well at this subject?

- Someone who has studied German in KS3
- Someone who can work both independently and as part of a group
- Someone who enjoys communicating
- Someone who enjoys learning about and experiencing other cultures
- Someone who is willing to build their confidence with the language by contributing orally in class & using the target language in lessons at every opportunity.
- Someone who is willing to take positive risks in lessons in order to improve their fluency and accuracy.

The work you would do

- You will study a wide range of topics within the different themes.
- You will build up your listening, reading, speaking and writing skills for each topic.
- You will be assessed on listening, reading, speaking and writing at the end of Year 11.
- You will sit your final exams either at foundation tier or higher tier. All four skill areas will have to be entered at the same tier and each skill is worth 25% of your final grade.

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HEALTH AND SOCIAL CARE STUDIES

The BTEC Tech Award in Health and Social care is an introduction to vocational learning. The qualification gives learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

There are three components, which will be studied over a three-year course at both levels 1 and 2:

Component 1 – Human Lifespan Development

Component 2 – Health and Social care Services and Values

Component 3 – Health and Wellbeing

Assessment:

Components 1 and 2 are assessed through non-exam internal assessment.

There is one external assessment (exam), Component 3, which provides the main synoptic assessment for the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

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HISTORY

The Course

The History GCSE is an exciting combination of history from different periods through time, comprising of topics from the Medieval, Early Modern and the Modern era. If you opt for History, you will have the chance to study The Development of Germany, 1919-1991 (Nazi Germany, the Holocaust and the importance of Berlin in the Cold War) and The USA: A Nation of Contrasts, 1919-1929 (including the Jazz Age, the economic boom and problems people faced, such as racism). You will also have the opportunity to explore The Elizabethan Age, 1558-1603 (including the “Golden Age” of entertainment and threats to Elizabeth’s power like the Spanish Armada) and the Changes in Health and Medicine in Britain, 500AD to the present day (the development of surgery, treatment of disease and advances in medical knowledge). Students will follow the Eduqas specification for each of these topics.

Who will do well in History?

Students of all abilities who enjoy learning about the past. Students who have an enquiring mind, an interest in the world around them and who enjoy a subject which involves discussion, evaluating the evidence and justifying their opinions. Students will develop their understanding of the world today by studying people and events in the past, and their importance in the present. Students will learn to approach and handle historical evidence and data, which will develop their analytical and decision-making skills. Students will be given the chance to work independently, in groups and to present their findings. Ultimately students will be assessed based on their written work in the final exams. However, we try to give students the chance to present their knowledge and understanding in a variety of ways.

Subject Breakdown

History GCSE is assessed through four examined topics. They are equally weighted when determining the final GCSE grade at 25% each. They are:

- The Elizabethan Age: 1558-1603 (1-hour exam)
- The USA: A Nation of Contrasts, 1910-1929 (1-hour exam)
- The Development of Germany, 1919-1991 (45-minute exam)
- Changes in Health and Medicine in Britain, c. 500AD to the Present Day (1-hour 15 minute exam)

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HOSPITALITY AND CATERING

The course

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. Providing learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

What sort of student does well at this subject?

You should have an interest in the production and service of the Hospitality sector. You should be happy to work with and explore a range of different food ingredients and be excited about the preparation of these ingredients from their raw state. You should be interested in the running of business and the structure that helps them succeed as a business. You should like cooking and be willing to try new foods and new recipes. You will aspire to learn about a variety of jobs role and develop problem solving and communication skills.

The work you would do

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

It includes an external assessment that are graded; L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1 The Hospitality and Catering Industry
- Unit 2 Hospitality and Catering in Action

Learners must complete both units. This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to consider to be successful.

[Click here for more information](#)

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MEDIA STUDIES

Why study media studies?

Many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways.

Media GCSE has 3 parts to it:

70% = 2 written exam papers (each are 1 hour and 30 minutes)

30% = 1 coursework element (options include making an advert, radio clip, magazines)

Key skills

Media Studies will even help you to develop skills such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more.

The media world influences our daily lives even if we aren't aware of their impact.

Which brand of toothpaste or cereal had the most convincing advert? Why do you think that a film on your 'to watch' list is a good idea? What job do you want in the future?

What sort of student does well in the subject?

Students who succeed in media studies enjoy thinking about the role of the media in their daily lives and they enjoy reflecting on their own work to improve it.

Media studies has lots of practical tasks such as making your own adverts from the initial ideas in a storyboard to taking your own images or video to make the advert.

In year 10 we also create from a bank of tasks set by the exam board. This makes up 30% of the overall GCSE, so there's less pressure in the 2 final exams as 30% of the course is completed in advance.

What will I study?

Through textual analysis, looking at independent and mainstream films, newspapers, adverts in print and video, music videos and radio content, we break down the essential elements of each media form and genre to understand not only HOW a product has been put together, but WHY it makes sense of the producers at the time.

One example is the comparison between Dr Who in 1963 and His Dark Materials in 2020, we think about why a main broadcast company such as BBC keep making sci-fi based programmes and why audiences tune in, in their millions, to watch them.

From Bond to Kiss Breakfast, Arctic Monkeys to Blackpink, NHS video adverts to OMO print adverts, we look at what motivates an audience to want to connect with media products and critique those elements.

We use a theoretical framework to help us break down the media products we study:

Media LANGUAGE
Media INDUSTRIES
AUDIENCES
REPRESENTATIONS

*together these form the acronym LIAR,
it helps us understand that the media
world tells us fibs to make us want to buy,
listen to, or watch their products*

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MUSIC

The course

GCSE Music is a creative, practical course in which students develop their skills in musical understanding, composing and performing.

Key skills:

- Develop performing skills individually and in groups to communicate musically with fluency
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music
- Reflect upon and evaluate your own and others' music
- Read and write music notation competently
- Analyse music through listening and studying scores, using the musical elements to describe key features heard
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

What sort of student does well in this subject?

Any student with a keen interest in music should do well on this course. You need to be able to play a musical instrument and the ability to read and write music is an advantage. You will need to be organised and be able to meet deadlines.

Subject breakdown

Component 1: Performing Music: 30%

Component 2: Composing Music: 30%

Component 3: Appraising Music: 40%

All 3 components are approached through the 4 inter-related areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Final Listening exam- 75mins including questions on all 4 Areas of study.

Performance coursework- 2 performances of 4-6mins in total, 1 must be an ensemble

Composition coursework- 2 compositions, 3-6mins in total, 1 free composition 1 to a brief

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MUSIC TECHNOLOGY

The course

NCFE Music Technology is a creative course which empowers students with industry-relevant skills and knowledge for modern music production, recording studio techniques and sound creation.

Key skills:

- Develop technical computer skills which allow you to realise your musical ideas
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of a variety of virtual instruments, styles and approaches to composing and producing your own music
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of popular music and how music technology has developed and influenced different genres over time
- Reflect upon and evaluate your own and others' music
- Analyse music through listening, using the musical elements to describe key features heard
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

What sort of student does well?

First and foremost, students must have a passion for wanting to create music through the use of technology. As the course is made up from several large projects of work, students should be able to work independently for long periods and be enthusiastic about wanting to develop and explore their own original ideas. Students also need to be well organised and self-motivated in order to prepare evidence to the best of their ability.

Subject breakdown:

- Content Area 1: Introduction to music technology and the music business
- Content Area 2: The digital audio workstation (DAW)
- Content Area 3: Musical elements, musical style and music technology
- Content Area 4: Sound creation
- Content Area 5: Multitrack recording

All 5 contents are taught with assessed work produced not counting towards your final grade.

Enrichment opportunities – We encourage all NCFE Music Technology students to take part in a school concerts and production shows. Whether that is working on sound and lights or assistants backstage or work carried out in music & sound production before the shows begin.

The qualification has two assessments externally set by NCFE: one non-exam assessment, a 17-hour synoptic project to a brief 60% weighting and one written 2- hour exam assessment 40% weighting.

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PHOTOGRAPHY

The Course

In Y9, students will complete extended projects on a variety of themes including Connections and Reflections. The purpose of Y9 is to understand the process, build key skills of camera settings and their impact and build confidence in a range of Photography and photo manipulation techniques.

Y10 students will work within the GCSE coursework framework; working on their coursework components throughout year 10. In Y11, students will complete a full trial exam in the autumn term which will then be added to the portfolio of coursework. In the final term, students will complete the externally set assignment, working towards a 10-hour practical exam.

There are some additional costs to Photography. GCSE photography students will be required to own their own digital SLR camera. This will enable students to fully explore the assessment objectives in both their class work and homework, using specific settings and skills.

What sort of student does well at this subject?

Students must have a passion for photography and an interest in learning about other photographers and artists. They should be able to work independently when developing original ideas, and show energy and commitment to improving their skills both in and out of lessons. Written annotation is a compulsory component of the course and makes up a large element of the course.

Subject breakdown:

Photography GCSE is 60% coursework and 40% exam. The portfolio of coursework is made up from 4 main skill areas; drawings from observation (including photography), artist research, development of ideas and the final piece. The Y11 externally set task (exam) consists of an extended preparation time and 2 timetabled days in a practical exam.

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GCSE PHYSICAL EDUCATION

AQA GCSE PE is a fantastic three-year course where a student's ability is tested in three key areas:

Theory (Exam Papers) (60%)
3 Practical sports (30%)
Coursework (Word processed) (10%).

The course

The theory element is split into 2 exams papers comprising of 6 units. 3 units in each exam paper.

Paper 1 units range from studying the human anatomy to how performers use fitness tests and train to improve performance.

Paper 2 units range from studying the barriers to participation in sport, to the impact sponsorship, media and technology have in the world of sport, to the psychology behind sport and exercise.

With over 50 sports to choose from students must choose three sports to be assessed in. Students must have 1 team sport and 1 individual sport within the 3 sports chosen.

The final element is a coursework task, which students will complete in college, focussing on identifying strengths and weaknesses of their own performance in a sport of their choice and then creating solutions to improve the identified weaknesses.

What sort of students do well in the subject?

Students who achieve high grades in this subject are academically strong, particularly in Science and English, to excel in the theory papers and coursework.

With reference to the practical sports, it is advantageous for students to be performing at club level or higher in at least two sports (ideally 1 team sport and 1 individual sport).

Students who can work independently and are effective at identifying strengths, weaknesses and finding solutions to improve their weaknesses would achieve well in the coursework element.

Finally, students must have an interest in sport, always remember their PE kit and are committed to sports both inside and out of school.

Studying this course could lead to...

The course is the perfect stepping stone for further education courses such as A level PE and University degrees which could benefit future careers as a Sports Physiotherapist, high performance coaching or a PE teacher.

For more information please follow the link below:

[AQA | GCSE | Physical Education | Specification at a glance](#)

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RELIGIOUS STUDIES

The course integrates the study of two religions with the study of four themes in philosophical and ethical studies in the modern world. Students will be challenged with questions about belief, values, meaning and purpose, enabling them to develop their own attitudes to life's big questions as well as exploring those of many Christians and Jews.

Over the three-year course students will study a number of topics, including:

- Christian and Jewish beliefs about:
 - The nature of God
 - Creation
 - Afterlife
 - Festivals
- The role of religion in the wider community
- Sex/sexuality, marriage and divorce
- Families and gender equality
- The origins of the universe and humanity
- The value of human life
- Philosophical arguments for and against the existence of God
- Crime and punishment, including capital punishment.

Students will be required to sit two exams, each lasting 1 hour 45 minutes.

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SPANISH

The course is comprised of the following main themes:

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

What sort of student does well at this subject?

- Someone who has a proven track record in their first foreign language
- Someone who can work both independently and as part of a group
- Someone who enjoys communicating
- Someone who enjoys learning about and experiencing other cultures
- Someone who is willing to build their confidence with the language by contributing orally in class & using the target language in lessons at every opportunity.
- Someone who is willing to take positive risks in lessons in order to improve their fluency and accuracy.

The work you would do

- You will study a wide range of topics within the different themes.
- You will build up your listening, reading, speaking and writing skills for each topic.
- You will be assessed on listening, reading, speaking and writing at the end of Year 11.
- You will sit your final exams either at foundation tier or higher tier. All four skill areas will have to be entered at the same tier and each skill is worth 25% of your final grade.

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SPORTS STUDIES

This is an option subject which caters for all learners who are enthused and motivated by sport! The course is largely non-examined assessment meaning students generate evidence against certain set criteria as they progress through the 3-year course.

Sport Studies takes a more sector-based focus, whilst also encompassing some core sport / Physical Education themes. Students will 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.

They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.

Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

There is only one examination worth 40% of the overall mark. The rest of the course is then supplemented by a piece of coursework worth 20%, performance and leadership unit which is practical and coursework combined to make up the final 40% of the overall mark.

If you want to develop your sports performance, become a strong sports leader and learn about more about the sporting industry, then this is the course for you!

This course is relevant if you wish to go on to study a Cambridge Technical in Sport at sixth form, or have ambition to go on and work in the sport and leisure industry.

[Click here for more information.](#)

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