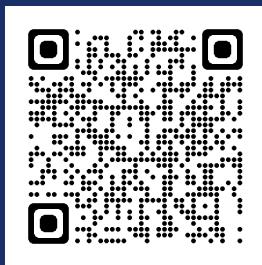




# Year 8 into Year 9 Options Book



Opportunity . Achievement . Success



[www.all saints.notts.sch.uk](http://www.all saints.notts.sch.uk)

2026 - 2027

# Introduction

Dear Parents/Carers

Welcome to the option process for 2026. This booklet is part of the support available to help your child choose the best learning pathway for them from the beginning of Year 9 through Years 10 and 11 and beyond.

As well as excellent exam results, employers want young people who can solve problems, work in a team, think creatively and apply the knowledge they have acquired. They are also interested in people who show independence, manage their time, be flexible and who can lead others.

It is therefore important that students consider the types of skills they want to develop and the way in which they can best learn rather than just making choices about the subjects they like. At All Saints' the Key Stage 4 Curriculum consists of the Core Subjects which everyone studies. These are English Language and Literature, Mathematics, Religious Studies, Science, Physical Education and PSHCE which contains modules on Careers and Citizenship.

In addition to these, students will choose a number of subjects to study. Students have different learning pathways and by choosing the right subjects for their learning profile, they are more likely to enjoy their studies and to be successful.

The learning pathways lead to exam routes; the appropriate pathway is arrived at using the student's combination of KS2 test scores, attitude and behaviour to learning and current attainment and progress.

Students will be given the opportunity to discuss their options with their subject teachers and should be given the opportunity to speak to parents or guardians about such important decisions. The timeline given later in this booklet provides an overview of the whole option process and further details about the different courses are included for reference.

Whichever choices students do make, we will ensure that the curriculum provided will enable them to:

Plan their progression through school and prepare themselves for lifelong learning.

- Take a lead in their own learning and motivate themselves.
- Develop spiritually, morally, emotionally, academically and physically.
- Think creatively and solve problems.
- Communicate effectively in different situations.
- Have respect for themselves and have tolerance of others.
- Understand the world they live in and the richness it provides.
- Maintain a healthy lifestyle and develop their physical skills.
- Become an active citizen and valuable member of the community.

# Introduction

Details of each subject are also available on the school website:

<https://www.all saints.notts.sch.uk/teaching-learning/options-information/>



Building from last year's process, we are confident that the proposed option blocks will offer most students satisfaction and success. However, we must say that although we try very hard to make sure students get the subjects they choose, this is not always possible.

Some subjects may not run if too few people want to do them. If too many people want to do a subject, we may not have enough staff to let everybody take it. For this reason, students will be asked to identify multiple choices within each subject block. The option blocks need to work within the whole school timetable, where commitments have already been made to enable students in Year 9 to 13 to study specific subjects.

The school will select subject choices for some students. Further choices are allocated based on prior attainment and current progress in the core subjects of English and Maths and also MFL and Humanities. Unless there is a medical reason put forward, we will not change the student's allocated options. This is a critical piece of information as each year parents / guardians contact the school requesting option changes because a student has not been allocated their first choice in each option block or because they have changed their mind. With nearly 200 students in the year group, it is not logistically possible to make alterations, and the school will not change the allocated options.

This information will be processed and students will be informed about which of their selected subjects they have been allocated. If there are difficulties with any particular courses or selection, we will contact you directly for further discussion and planning. If students do not select preferences within each block or select the same preferences in each block, it will be assumed that they are equally happy to study any of the other subjects if they do not get allocated their first choice. If you need any further help during the process, please contact school and you will be directed to the most appropriate member of staff.

Mr C Hutchinson

Acting Deputy Headteacher

# Who can help you

If you have any questions at any time during the process there are identified staff who you can refer to. Parents can contact the relevant staff at the school by email at [admin@allsaints.notts.sch.uk](mailto:admin@allsaints.notts.sch.uk) or by telephone on 01623 474700

Who	Where	What
Curriculum Leaders	Specific options queries	
Subject Teachers	Course content, structure, entry requirements, progression routes	
Form Tutors	Making choices and knowing your strengths	
Year Progress Leader	Office in the PA Block	Making choices and general information
Mrs Bamford (Head of Learning Support)	Office in X2	Specific alternative options queries
Mrs Kilday (Assistant Headteacher)	Office in PA block	General information/ Careers Advice/ Off-sit placements.
Mr C Hutchinson (Deputy Headteacher)	Office in the main block corridor.	General information/ Options allocation.



# Timeline for Options

Date	Process
<b>January 2026</b>	SLT/Subject Leaders discuss and plan the subjects which may be available for different students.
<b>January 2026</b>	An assembly where students begin thinking about the next stage of their education.
<b>Wednesday 11 February 2026</b>	<p><b>Guidance evening for parents. Virtual meeting for all parents/ guardians via Microsoft Teams.</b></p> <p>Presentations about the process</p>
<b>Wednesday 11 February 2026</b>	<p>Option booklet and routes given to students with time for students to speak to subject representatives and advisers to gather information about courses and progression routes.</p> <p>Students will have this advice in school. Parents who wish to discuss options will need to contact school via phone or Microsoft Teams.</p>
<b>Monday 9 March 2026</b>	<p>Completed forms submitted to the school office by Monday 9th March 2026.</p> <p><b><u>No further changes can be made to the forms after this point.</u></b></p>
<b>March– April 2026</b>	<p>Additional guidance provided where necessary.</p> <p>Subject Leaders check whether students have made appropriate choices.</p>
<b>April - May 2026</b>	<p>Further guidance and individual interviews with students where necessary e.g. where a subject does not run because numbers do not make it viable. Consultation in the event of any difficulties with allocated choices.</p>
<b>July 2026</b>	Subject allocations given to students.
<b>Mid July 2026</b>	Final adjustments completed and all students' choices confirmed.

# Completing the Options Form

All students will be given a personalised form with their options on.

Students need to rank the subjects in each block with the required numbers (1-4, 1-2)  
Below is an example of a completed form.

## Option Block 1

**Choose 4 from the following and rank in order of preference from 1 to 4 (1 being most preferred, 4 being least preferred). Leave blank the subjects you do not wish to take.**

GCSE Business Studies	GCSE Drama	BTEC Health and Social Care	GCSE Product Design (Resistant Materials)	GCSE Textiles	GCSE Art
1		3	2		4

## Option Block 2

**Choose 4 from the following and rank in order of preference from 1 to 4 (1 being most preferred, 4 being least preferred). Leave blank the subjects you do not wish to take.**

GCSE Art	GCSE Business Studies	CAMBRIDGE NATIONAL CERTIFICATE Creative iMedia (Level 2)	GCSE Computing	GCSE/BTEC Physical Education	GCSE Food and Nutrition	GCSE/BTEC Music
	2	3	1		4	

### Humanities (rank in order of preference from 1 to 2)

GCSE Geography	GCSE History
2	1

### Languages (rank in order of preference from 1 to 2)

GCSE French	GCSE German
2	1

In the example above, you can see the student has selected GCSE Business studies as their first choice in Option block one; if we were unable to allocate this, we would look at their second choice, which would be, GCSE Product Design and so on and so forth for Option Block one. The options left blank are those which the child does not want to study but options 1-4 are possibilities, with one expressing greatest appeal.

**Forms which have not used the full ranking system will be returned and will not be processed until completed correctly.**

Please photocopy your child's form before they bring it back into school so you have a copy of their original choices.

There are some incompatible choices across option blocks and these will be listed on the Option form your child receives, so please ensure you read it carefully.

Guardians will sign the form, consenting to their child's choices. Any forms which are not signed, will be returned.

Further examples: In Option block 2, the first choice is Computing; in the Humanities block, their first choice is History and in the Languages block, their first choice is German.

Therefore, if this child was allocated first option choices in each block, they would study: Business, Computing, History and German into KS4.

*\*This form is for illustration purposes and does not reflect the Option choices in 2026 nor does it reflect the option for pathways two or three.\**



# GCSE & EQUIVALENT COURSES

# GCSE Art And Design

## Outline of the course

The GCSE Art and Design course is suitable for students who wish to develop their interest and enthusiasm for Art, Craft and Design. This course encourages students to develop their creative and imaginative powers, practical skills, expressive ideas, experimental capabilities and knowledge of Art, Craft and Design, looking at a range of contemporary and historical art.

Students follow the endorsed Art and Design course. This course encourages students to express their creativity in a variety of different materials, processes styles and techniques, in two and/or three dimensions including some elements of ICT.

Work on this course can cover painting and drawing, three dimensional design, print, mixed media, installation, photography and sculpture.

The coursework theme is "Natural forms".

## Assessment

Students respond to four assessment objectives which are all equally weighted: Observational work, Artist research, Idea development, their final piece relates to their prep/sketchbook work.

The qualification is divided into; Coursework which makes up 60% of the final GCSE mark, and the externally set examination which is 40% of the final grade.

Prior to the final examination students are given preparatory time, followed by the ten hour controlled practical exam. Students are required to respond to a theme given by the exam board.

All coursework is continually assessed throughout the year and feedback is given to pupils so that they may improve on and refine their work.



## Why study Art?

The course aims to develop pupils' creative and imaginative powers and their practical skills for communicating and expressing ideas, feelings and meanings in Art, Craft and Design. Pupils will be able to build up a portfolio of work which demonstrates their investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.

A GCSE Art grade 6 or above is needed to go on to study Art 'A Level' at All Saints'. The Art department strives to inspire and motivate our students by encouraging them to participate in workshops/activities and gallery exhibitions/visits.

During the course students have the opportunity to take part in these organised activities in order to broaden their knowledge and understanding and inspire new contemporary ways of working.



For more information about this subject and the course, please contact:  
Mrs M Merrington-Ingleby

# GCSE Business

## Outline of the course

- Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.
- Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows

Theme 1 topics	Theme 2 topics
<ul style="list-style-type: none"><li>Enterprise and entrepreneurship</li><li>Spotting a business opportunity</li><li>Putting a business idea into practice</li><li>Making the business effective</li><li>Understanding external influences on business</li></ul>	<ul style="list-style-type: none"><li>Growing the business</li><li>Making marketing decisions</li><li>Making operational decisions</li><li>Making financial decisions</li><li>Making human resource decisions</li></ul>

## Assessment

- There are 2 exam papers, one for each theme, each paper is 1 hour 45 minutes, worth 90 marks.
- Both papers will consist of calculations, multiple-choice, short-answer and extended-writing questions (short essay style questions).
- Both papers will include questions that target Mathematics at a minimum of Key Stage 3 level.
- Questions in Sections B and C will be based on Business contexts given in a Source Booklet.



## Why study GCSE Business?

Choosing Edexcel GCSE Business gives students a practical and engaging understanding of how real businesses operate in the modern world. The course develops valuable skills such as problem-solving, decision-making and data analysis, while helping students

understand topics like marketing, finance, operations and entrepreneurship. It uses real-world contexts and current business issues, making learning relevant and interesting, and it supports strong exam technique through clear command words and accessible case studies. Edexcel GCSE Business also provides an excellent foundation for further study at A level, apprenticeships, or future careers in business and management.



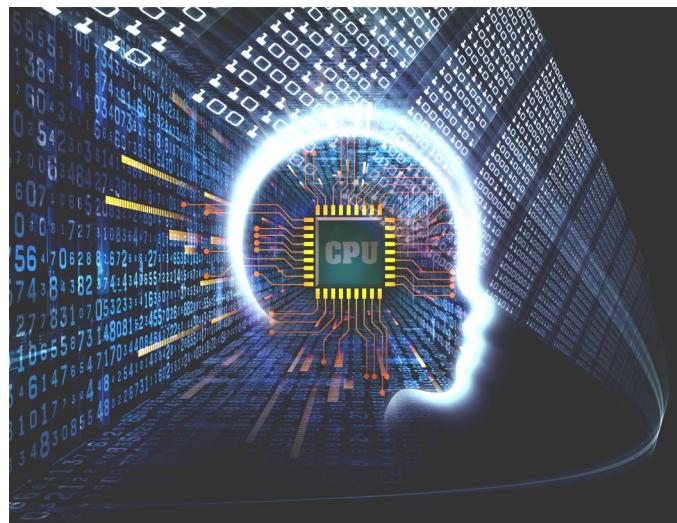
For more information about this subject and the course, please contact:  
Mrs H Kempin

# GCSE Computer Science

## Outline of the course

Taking Computer Science GCSE is your first step into the world of computer science and programming. It is an ideal course for those who want to learn about computer systems and how they work. This course is suitable for those with a high ability in Mathematics - an absolute minimum level 4 is required.

You must also be extremely keen on ICT and curious about how technology works. There is a strong component of programming; therefore a precise and logical mind is a necessity.



## Assessment

GCSE Computer Science is assessed in three ways:

**Written examination:** Computer systems - 1 hour and 30 minutes 50% of the qualification

**Written examination:** Computational thinking, algorithms and programming  
1 hour and 30 minutes  
50% of the qualification



**Practical Programming:** Students will be given the opportunity to undertake programming tasks to a specification during their course of study.

## Why study GCSE Computer Science?

As the world becomes more reliant on computers, programming skills are sought after by employers.

This challenging and technical GCSE is an excellent choice for hard working students who have ambition for further study of computer science at college and/or university, or those who aim to have a future career in the IT industry.

Student Quote: *"Computer science is a really difficult subject but it is great if you are really into programming. It is really tough learning how to write programs but I get a big sense of achievement when I see an application working."*



For more information about this subject and the course, please contact:  
Mr M Walton or Mrs C Hunt

# Creative iMedia

## Outline of the course

This qualification will suit those students who have an interest in developing their ICT skills. Digital Media plays an important part in many areas of our everyday lives and is also 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. Cambridge Nationals in Creative iMedia provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The course will also provide you with an essential foundation for any further courses including courses specific to the use of computers and new technology such as A-level and vocational courses.

## Assessment

The Creative iMedia course is based around the media industry and is more coursework-focused than a traditional academic GCSE, although it does include one exam. There are two coursework units, and the marks contribute to the final grade.



**Unit R093:** Creative iMedia in the media industry explores the wide range of traditional and new media sectors, job roles and products, from freelancers to large multinational companies. You will learn about common industry practices such as pre-production, planning, legal and ethical issues, media codes, and how to choose appropriate formats and properties to engage audiences effectively. This unit provides core skills for further study or entry into creative media roles.

**Unit R094:** Visual identity and digital graphics focuses on how visual identity communicates a brand's values through logos, typography, colour theory, composition, User Interface and User Experience. You will learn to develop visual identities for clients and create original digital graphics to engage a target audience, providing a foundation for further study or a wide range of media careers.

**Unit R097:** Interactive digital media covers the design and creation of interactive products such as games, websites and apps. You will learn to combine multimedia content with effective User Interface and User Experience design, selecting, editing and repurposing media to create engaging interactive experiences for chosen platforms, supporting progression into creative or technical media roles.

## Why study iMedia?

ICT skills are necessary for success in many areas and are among the basic skills required by employers. Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming and animation, and have IT at their heart. As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills.

For more information about this subject and the course, please contact:  
Mr Walton

# GCSE Geography

## Outline of the course

Board: EDUQAS GEOGRAPHY B

Geography GCSE is a current and up-to-date course which investigates many of the most important issues facing the world today, as part of the course you will study :

- Human Geography - Urbanisation in a higher and lower income country and development issues.
- Physical Geography - Coasts, rivers and weather and climate.
- Environmental Geography - Water, desertification, ecosystems and climate change.
- Decision making - How to come to a decision on a solution to a geographical issue.
- Fieldwork - How to formulate an enquiry, gather data for it to present and evaluate your findings.



## Assessment

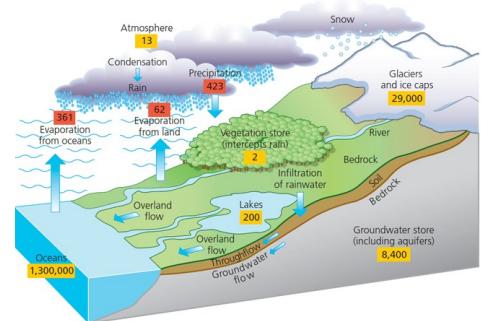
All students sit the same exam papers, which will cover grades 9-1.

**Component 1 (40%)** This exam paper includes questions about physical, human and environmental Geography.

**Component 2 (30%)** This exam paper is a Problem Solving Exercise.

**Component 3 (30%)** This exam paper includes questions about fieldwork.

**Students are required to take part in two days fieldwork during the GCSE course which both carry a small, one-off cost. Where students and guardians may need financial support in meeting the costs, students should not hesitate to speak to the curriculum leader and the school will do its best to help.**



## Why study Geography?

Geography is a wide ranging subject that will help you become more aware of the world around you. It includes interesting content and a large number of skills that are valuable for many future courses or jobs. Many employers value the ability of geographers to analyse a wide range of materials including graphs, diagrams, written text, photographs and maps and then explain the key points shown by the data. Geography links well with both science and arts subjects, as it contains both physical and human elements and students can go on to a variety of jobs or 'A' level studies, some of which use Geography directly, like conservation, river management or teaching, and some of which use the skills developed through Geography, like banking, civil service or armed forces.

For more information about this subject and the course, please contact:  
Miss C Dowdall or your geography teacher.

# GCSE History

## Outline of the course

**You will study four topics**

### **THE HISTORY OF MEDICINE 1250-Present day**

This aspect of the course traces a single development over a long period of time, a fascinating study of the way in which people have dealt with injury and disease across the centuries. There is also an in depth focus on the developments in medicine and trench warfare in World War One.

### **EARLY ELIZABETHAN ENGLAND 1558-88**

This study looks at society, government, political rivalries and exploration.

### **SUPERPOWER RELATIONS AND THE COLD WAY 1941-91**

This aspect of the course covers the origins, crises and end of the Cold War on a global scale.

**WEIMAR & NAZI GERMANY 1918-39** This depth study investigates the effects of World War I upon Germany; the coming to power of Adolf Hitler and life in Germany under Nazi rule.



## Assessment

100% of the final GCSE grade is based on 3 examination papers.

Paper 1 - The History of Medicine (30%)

Paper 2 - Early Elizabethan England and Superpower Relations and the Cold War (40%)

Paper 3 - Weimar and Nazi Germany (30%)



Each paper requires you to recall specific events, use historical skills and compare features of different time periods to achieve highly. Extended writing is key to doing well, command words such as 'explain', 'significance', 'importance', 'analyse' and 'how far' feature heavily.

During this course, there will be opportunities that are course related that carry a small, one-off cost. Where students and guardians may need financial support in meeting the cost/s, students should not hesitate to speak to the curriculum leader and the school will do its best to help."



History is a well established, popular option. A key feature of the course are the variety of topics studied of the course build upon your Year 8 studies. The course involves the development of useful skills such as analysis, evaluation and interpretation which are valued by employers and demonstrate well a student's ability. If you have found History interesting in the first two years of study, you will certainly find GCSE History an enjoyable and challenging option.

## Why study History?

For more information about this subject and the course, please contact: Mrs O Varney or your history teacher.

### Outline of the course

The GCSE course follows on logically from KS3 and is divided into the four skills of Listening, Speaking, Reading and Writing. It is based around the following themes:

- **People and Lifestyle** (relationships, healthy living, school)
- **Popular Culture** (free time, culture and festivals, celebrity culture)
- **Communication and the world around us** (holidays, media, the environment and town)



### Assessment

The four skills of Reading, Listening, Writing and Speaking are examined at Foundation and Higher Level and are all worth 25% each.

Reading, Listening and Writing are examinations at the end of the course. Speaking will also be an exam at the end of the course, sat with the teacher and will consist of role play and conversation. Regular practice, vocabulary learning and testing is therefore important throughout the course in all four skills.

### Why study French or German?

#### French

- Useful for careers in the car industry, insurance, law, fashion and beauty, journalism, airlines and politics.
- There is lots of culture associated with the French language such as literature, film, food, fashion and music.
- French is slowly losing its popularity to Spanish, so it is important to emphasise the importance of the French language.
- More than 300,000,000 people speak French so you will be able to interact with lots of people world wide.



#### German

- Useful for careers in all areas of technology, engineering, pharmaceuticals, law, finance and business.
- Fewer people in the world speak German so you will really stand out in the job market.
- It is a logical language which has many rules so ideal for logical thinkers and those good at science and maths.
- It is a phonetic language making it easy to read and speak.
- Germany has the largest economy in Europe.



For more information about this subject and the course, please contact:  
Mrs B Dennis or your French or German teacher

# GCSE Performing Arts - Drama

## Outline of the course

Drama is an exciting, creative and challenging course; it aims to develop your skills as a performer and to understand the process leading to performance. You will use imagination, creativity and sensitivity and be able to develop skills of analysis in the study of performance texts, genres and performance activities. You will devise original pieces of work and perform existing repertoire.

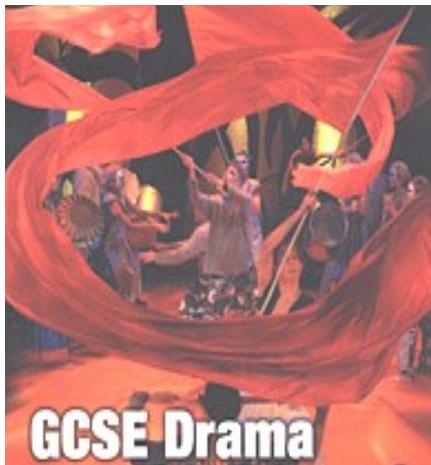
The course is divided into three components which you will study over the course:

1. Understanding drama
2. Devising drama
3. Texts in practice.

## Assessment

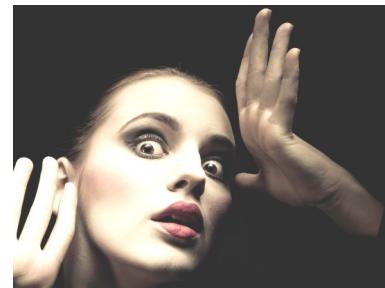
### Unit 1 – Understanding Drama – 80 marks - worth 40% of final GCSE mark

This is the final written paper of 1 hour 45 minutes that you will undertake in year 11. Here you will complete 3 sections – A,B,C. Section A is multiple choice on staging types, roles and responsibilities in the theatre and stage positions, section B is typically on Blood Brothers and section C is a theatre review based on a performance you have seen during the course.



### Unit 2 – Devising Drama - 80 marks - worth 40% of final GCSE mark

Here you will work in a small group to create your own performance based on a topic. You will rehearse with your group and perform to the rest of the class (20 marks). You will create an accompanying Drama log which forms your coursework for this course and is worth 60 marks. Here you will talk through how you chose your initial idea and how you developed this to the rehearsal stage then to final performance. You will evaluate your final performance and analyse whether or not it was successful.



### Unit 3 – Texts in Practice - 40 marks - worth 20% of final GCSE mark

You will work either on your own to perform a monologue, as a pair to perform a duologue or as a small group. You will perform 2 extracts from one text to an examiner. You will need to know these extracts off by heart as no prompts or scripts are allowed.

## Theatre trips

Students enrolled in the Drama GCSE course are required to attend two mandatory theatre trips as part of their preparation for the final written examination. Each trip will involve a one-off cost. For students who may require financial assistance to cover these costs, we encourage them to speak with the Performing Arts curriculum leader, and the school will make every effort to provide support. Attendance at any additional theatre trips beyond the two compulsory ones will be optional.

## Why study Drama?

If you have a love for performance and the desire to take part in creative processes then drama could be the subject for you. If you feel you strive for excellence in all aspects of your work then please apply for this subject. Students studying drama enjoy the support of an active, enthusiastic and committed team of teachers; we expect the same from our students. This course requires enthusiasm, dedication and hard work. **This course is not suitable for students who do not wish to perform in front of an audience on a regular basis.**

For more information about this subject and the course, please contact:  
Miss Bentley, Mrs Novell or Miss Seaton.

# BTEC Tech Award: Music Practice

*“Music gives soul to the universe, wings to the mind, flight to the imagination and life to everything”* Plato.

Music at KS4 is an exciting a popular option to take. Students will utilise all of the performance and composition skills they have learned at KS3.

## Outline of the course

Both employers and universities see creative subjects as assets. Music is able to provide students with a range of skills that enhance their employment prospects. The discipline of learning an instrument, along with resilience and determination, thinking and creating, using one's initiative, and being able to communicate ideas are all invaluable assets. Universities and employers are always impressed by the skills musicians have due to their well-balanced curriculum.



The Music course is a creative qualification and the course is able to support students with acquiring a variety of skills that future employers will value. The course also supports learners with their confidence and will challenge them to try new concepts and ideas. Students are able to develop a wide variety of transferable skills ranging from:

### Teamwork

- Leadership
- Self-management
- Communication

### Develop and present musical ideas to a set brief

- Time management
- Meeting deadlines
- Exploring new genres of music

### Analysing, evaluating and enhancing their learning

- Broadening their repertoire
- Using specific musical vocabulary
- Review and reflect different approaches

## Assessment

Through the different vocational units students will get hands on experience and listen to a wide variety of music across several genres and decades to trace the history of modern music. Students will develop their performance, composition and production / music technology skills.

Units include:

- Component 1 - Exploring Musical Products and Styles (30%)
- Component 2 - Music Skills Development (30%)
- Component 3 - Responding to a Commercial Music Brief (40%)



## Why study Music?

- Practical based: you make music.
- Builds confidence and transferable skills.
- Working in a group and on your own.
- Learn specific instrument skills.
- Compose new exciting music.
- Use your imagination and creativity.

The music industry covers a vast array of opportunities from journalist to blogger, live sound to recorded music, composer to performer, classroom teacher to instrumental tutor. The list is endless!

The Music BTEC Tech Award can support your child's development into other creative areas.

Media, film, TV and radio, all incorporating musical and artistic skills.

However, if they don't want to study music beyond KS4, is it still a smart choice? The course provides many transferrable skills. From presenting ideas and pitching projects, through to analysing and recreating music - the Music Tech Award prepares students for a wide range of real-life situations.

In other Professions Music is highly regarded as a subject that works in harmony with your other studies in leading to a professional career such as medicine, law and accountancy.



# Examination PE - GCSE PE

In Year 9, all students will begin “Examination PE” and cover fundamental theoretical concepts crucial to both the GCSE and BTEC pathway. A decision about which route each student will take into Year 10 and 11 will be made during Term 2 of Year 9 by the school and this will be based on each student’s progress in the theoretical and practical components.

## Outline of the GCSE course

Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. The content of OCR’s GCSE in Physical Education is divided into three components. Each component is further sub divided into topic areas and the detailed content associated with those topics.

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Carnegie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

### Component 01 (30%): Physical factors affecting performance

Topic areas: Muscular, skeletal and cardio-respiratory systems; Movement analysis; Planes, axis and levers, Optimising Physical training.

### Component 02 (30%): Socio-cultural issues and sports psychology

Health, fitness and well-being; Classification of skills and goal setting; Ethical and socio-cultural issues in sport, such as using performance enhancing drugs and the influence of commercialisation.

**Component 03 (40%): Performance in physical education (NEA)**- Performance of three activities taken from the two approved lists\*. Furthermore, students will complete one piece of course work, Analysing and Evaluating Performance (AEP), contributing to 10% of the NEA.

\* Students taking part in activity outside of school, such as skiing, can be assessed in this, they need to obtain the criteria from a member of PE and provide DVD evidence.

## Assessment

1. Theoretical Section: 60% of total grade / 2 papers.

Physical factors affecting performance / 60 marks / 1 hour long.

Socio-cultural issues and sports psychology / 60 marks / 1 hour long.

2. Non-exam assessment (NEA): Practical performance in physical activity & sport - 40% of overall grade/80 MARKS.

For further information on the sports that can be assessed, please visit <https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>

## Why study GCSE PE?

If you enjoy and are good at participating in a range of practical sports, but are also interested in learning more about PE and sport, such as knowing how the body systems change when playing sport, the delivery of sport from school to international level and how the media promote sport,

then GCSE is for you. You will be expected to complete homework and progress tests on time and actively participate in theory lessons. Within practical activities you are expected to always bring your PE kit and perform with maximum effort. This is a great course, but you only get out what you put in. Specification at a glance:



For more information about this subject and the course, please contact:

Miss D Humphreys or your PE teacher.

# Examination PE - BTEC PE

In Year 9, all students will begin “Examination PE” and cover fundamental theoretical concepts crucial to both the GCSE and BTEC pathway. A decision about which route each student will take into Year 10 and 11 will be made during Term 2 of Year 9 by the school and this will be based on each student’s progress in the theoretical and practical components.

## Outline of the course

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Students will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners’ experience and understanding of the varied progression options available to them.



## Assessment

The three components in the qualification give students the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.

Pearson BTEC Level 1/Level 2 Tech Award in Sport					
Component number	Component title	GLH	Level	How assessed	
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal	
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal	
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic	

## Why study BTEC PE?

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. Students 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 Sport, BTEC National in Sport and Exercise Science, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

For more information about this subject and the course, please contact:  
Miss D Humphries or a member of the PE Department

# GCSE Separate Sciences (Triple Science)

## Outline of the course

The AQA GCSE Separate Sciences courses (Biology, Chemistry and Physics) give students a strong foundation in scientific knowledge and practical skills. Each subject is studied as a full individual GCSE.

### What students study

Biology includes topics such as: Cells and Organisation, Disease, Bioenergetics, Homeostasis, Genetics and Evolution, Ecology

Chemistry includes topics such as: Atoms, Bonding and the Periodic Table, Quantitative Chemistry, Chemical Reactions and Energy Changes, Rates of Reaction, Organic Chemistry and Chemical Analysis, the Atmosphere and Resources

Physics includes topics such as: Energy and Electricity, Particle Model and Atomic Structure, Forces and Waves, Magnetism, Space



### Assessment:

Each science has two exam papers, covering all taught content. So there are six papers in total.

Each exam: 1 hour 45 minutes.

All papers include multiple-choice, short-answer and extended-response questions.

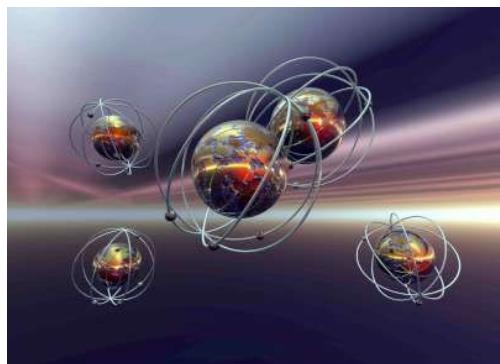
Questions cover a wide range of mathematical skills.



## Why study GCSE Separate Sciences

Studying separate sciences gives students a deep and detailed understanding of Biology, Chemistry and Physics. It builds confidence, strengthens problem-solving skills and helps students develop scientific thinking. This route is ideal for students who:

- Enjoy practical science and investigation.
  - Want to understand the world in a scientific, analytical way.
  - Are considering science-based A Levels such as Biology, Chemistry, Physics or Psychology.
  - Ideal for students interested in STEM careers (medicine, engineering, research, veterinary science, environmental science)



**It would be expected, due to the challenging nature of the Scientific content within the course, that students opting for Separate Sciences would be working at grade 7 as a minimum, to facilitate them being accepted onto the course. There is a limited number of places available for this course.**

For more information about this subject and the course, please contact:  
Mr S Growcott

# GCSE Technology: Fashion and Textiles

Ever dreamt of being a fashion designer, buyer, blogger, trend forecaster, fashion merchandiser, fashion illustrator or a design journalist? Then the GCSE in Design and Technology- Textiles is the perfect starting point for your career. \*From the International Space Station, Contemporary Fashion Design to the Olympics, how do we use textiles materials technology in the design and construction of modern products?

- How do designers incorporate both smart and modern materials into products?
- How do designers and materials specialists use ICT to design and manufacture new products?
- Can I use a range of modern tools and equipment that will give me the skills to progress beyond GCSE?



These and other questions will be answered in this creative, innovative and inspirational GCSE Design and Technology course, which aims to promote the selective and thoughtful use of contemporary design and manufacture to produce modern products. This course provides a ground-breaking and innovative qualification rewarding talent, flair and imagination and reflects both the contemporary use of materials and how industry uses the innovative and creative use of both Textiles and compliant materials to make products. Modern-day use of Information and Communication Technologies to aid research and design is an integral part of the course, as well as computer-aided-design and manufacture. CAD - CAM is utilised in this course in design, laser cutting, 3D printing and dye sublimation printing.

## **Outline of the course**

Students partake in design and making tasks within Y9 which will develop the skills they need in order to succeed in this qualification- projects include making a bag, hoodie and shorts and learning CAD programmes utilising the CAD CAM within the department.



Within Y10 students will complete a design project of their choice and have the freedom to explore design problems and produce creative solutions utilising and developing their making skills.

Within Y11 students will produce a NEA body of work where they are given a design brief and can showcase their talent and creativity producing a product that will satisfy the design problem. This is 50% of the exam.

## **Assessment:**

The qualification is worth a full GCSE ranging from 9 to 1 and is divided into:

Unit 1 – Written Paper - “theory” (50%) and

Unit 2 - NEA Designing and Making in Textiles (50%)

## **Why study GCSE Design and Technology?**

This very exciting GCSE specification in Design and Technology, with an emphasis on materials technology and technical manufacturing principles which will encourage all candidates to be stimulated encouraged and challenged by following a modern, broad, logical, satisfying and worthwhile course of study.

It enables them to gain insight into related post GCSE sectors, such as fashion design, graphic design, manufacturing, technology and engineering. It will prepare candidates to make informed decisions about further learning opportunities and career choices.



For more information about this subject and the course, please contact:  
Ms C Coupe.

# GCSE Technology: Food Preparation and Nutrition

## Outline of the course

How does food affect our lifestyles?  
How food affects our bodies? How should our diet change through our life? How ingredients work together in food?  
Learn how to use a range of modern tools and equipment that gives you the skills to progress beyond GCSE.



What other issues influence the food we eat?

These and other questions will be answered in this new GCSE Food Preparation and Nutrition course that aims to promote the careful and thoughtful use of food to adapt and create products that meet our needs. This course provides an innovative and creative qualification re-winding both flair and imagination.

Candidates have the opportunity to work with design concepts and materials in ways which recognise the need for wise choices being made in terms of; future work related learning, the environment and the whole social fabric of modern life.

## Assessment:

The qualification is worth a full GCSE ranging from 1 to 9 and is divided into:

Unit 1 – Written Paper worth 50% of the GCSE covering five key topics Food nutrition and health , Food science, Food safety, Food choice, Food provenance.

Unit 2 - Non examination assessment (NEA).

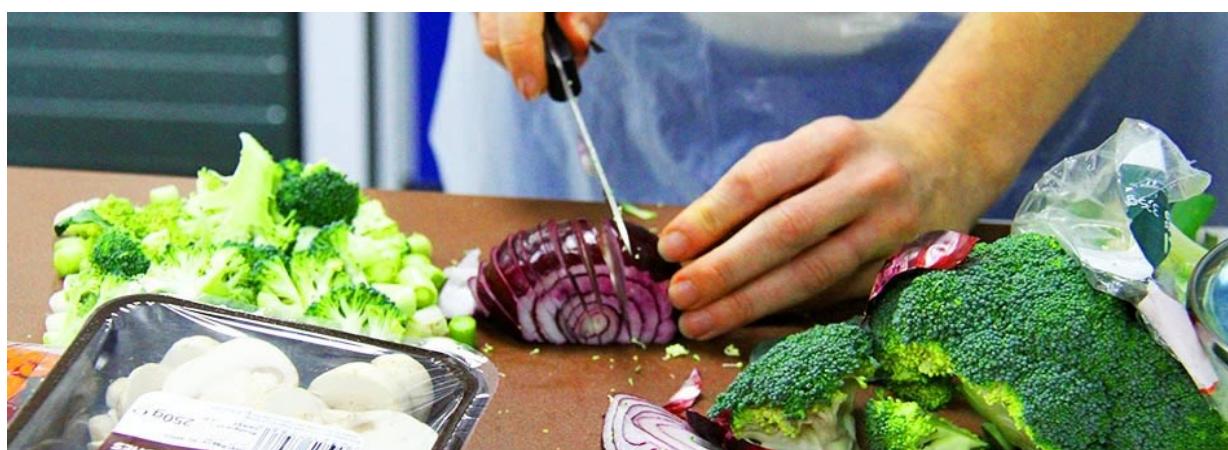
NEA 1 worth 15% is a food science experiment.

NEA2 worth 35% is a food preparation assessment that includes a three hour practical exam.

## Why study Food Preparation and Nutrition?

This very exhilarating GCSE specification will encourage all candidates to be inspired, motivated and challenged by following a modern, broad, coherent, satisfying and worthwhile course of study, and to gain an insight into related post GCSE sectors, such as nutrition, catering, food developer and manufacturing. It will prepare candidates to make informed decisions about further learning opportunities and career choices.

For example, careers in Food Technologies, Food Science, Dietician, Nutritionist, Food Microbiologist, Environmental Health, Industrial Food Science, Food Manufacture Management, Food-Based Product Design, Chef and Hospitality.



For more information about this subject and the course, please contact:  
Ms Coupe

# GCSE Technology: Resistant Materials (Product Design)

## Outline of the course

- From the; International Space Station, Contemporary Fashion Design, to the Olympic Stadium, how do we use materials technology in the design and construction of modern products?
- How do designers incorporate both smart and modern materials into brand new products?
- How do designers and materials specialists use ICT to manufacture a new product?
- Can I use a range of modern tools and equipment that will give me the skills to progress **beyond GCSE**?

These and other questions will be answered in this fantastic vocationally based GCSE Design and Technology course, which aims to promote the selective and thoughtful use of contemporary design and manufacture to produce modern products. This course provides a ground-breaking and innovative qualification rewarding talent, flair and imagination and reflects both the contemporary use of materials and how industry uses the innovative and creative use of both resistant and compliant materials to make products. Modern-day use of Information and Communication Technologies to aid research and design is an integral part of the course, as well as computer-aided design and manufacture.

- Students partake in design and making tasks within Y9 which will develop the skills they need in order to succeed in this qualification- projects include making a moonlight and a desk tidy as well as graphics project in Y9. Within Y9 students will be learning CAD programmes and utilising CAD CAM within the department.
- Within Y10 students will complete a design project of their choice and have the freedom to explore design problems and produce creative solutions utilising and developing their making skills.
- Within Y11 students will produce a NEA body of work where they are given a design brief and can showcase their talent and creativity producing a product that will satisfy the design problem. This is 50% of the exam.

## Assessment:

The qualification is worth a full GCSE ranging from 9 to 1 and is divided into:

Unit 1 - Written Paper - “The theory stuff” (50%) and

Unit 2 - Designing and Making in Resistant Materials (50%)

## Why study GCSE Design and Technology?

This very exciting GCSE specification in design and technology, with an emphasis on Materials Technology and Technical Manufacturing Principles will encourage all candidates to be stimulated encouraged and challenged by following a modern, broad, logical, satisfying and worthwhile course of study, and to gain an insight into related post GCSE sectors, such as design, manufacturing, technology and engineering. It will prepare candidates to make informed decisions about further learning opportunities and career choices. **For example, careers in Civil Engineering, Mechanical Engineering, Product Design, Design Engineering, Construction and Design Technologies, Materials Engineering, Graphic Design, Product Design, Industrial Design and Technology and Computer Aided Design, Creative and Media careers.**



For more information about this subject and the course, please contact:  
Ms C Coupe.

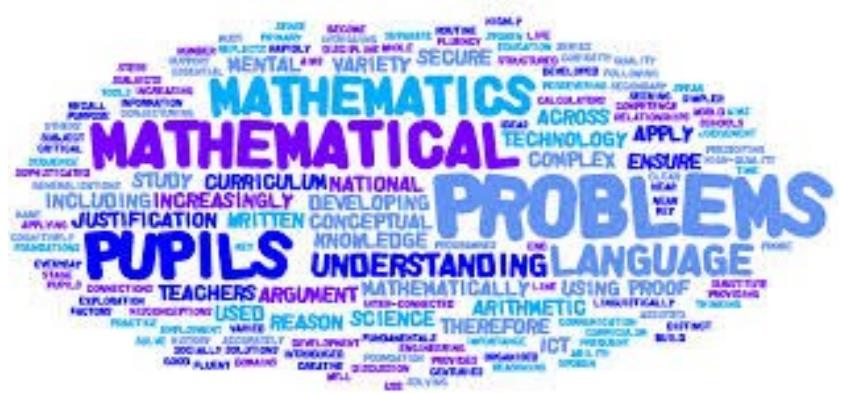
# Foundation Learning Pathway

## Foundation Learning Pathway

## What is the Foundation Learning Pathway?

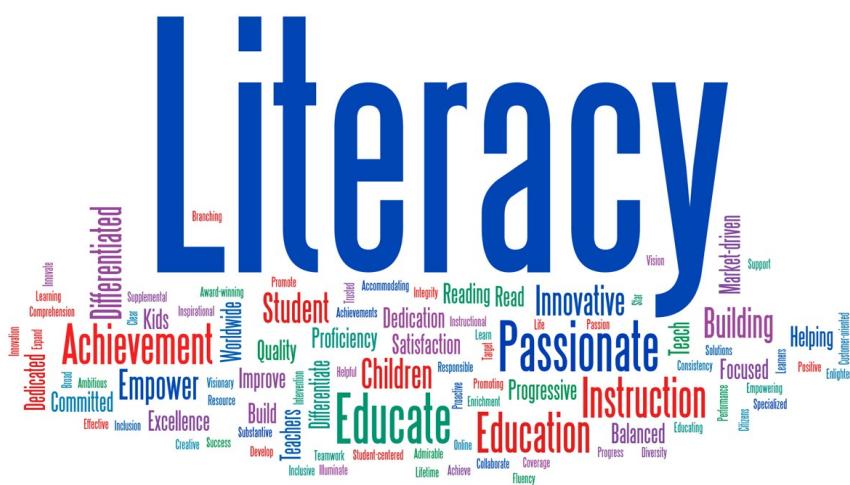
The Foundation Learning Pathway is designed to give your son/daughter the opportunity to select courses that run alongside their GCSE's building on basic and relevant literacy and numeracy skills. This pathway includes the Step Up English qualification and Entry Level Maths course, as preparation for their GCSE English and Maths.

The Entry Level Certificate helps students to develop and apply their mathematical and literacy skills in relevant contexts as well as engaging them in problem solving activities at an appropriate level. As the courses are running parallel to the GCSE's the benefits should have a positive impact.



## The Foundation Learning Pathway:

- Provides appropriate stretch and challenge whilst ensuring that the content is accessible.
- Courses are fully co-teachable with GCSE English Language and Mathematics, enhancing confidence and success.
- Improves literacy skills, that are transferable through other subjects promoting the prospect to achieve higher grades across the school and within other options.
- Promotes the opportunity to write clearly, coherently and accurately using a range of vocabulary and sentence structures.
- Gives greater chance of improved success within GCSE's enhancing opportunities Post 16, in sixth form or college.
- Some students will study literacy and numeracy, others literacy, depending on their progress in English and Mathematics.



For more information about this subject and the course, please contact:  
Mrs D Bamford (School SENCO).



# ALL SAINTS' CATHOLIC VOLUNTARY ACADEMY

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**Through Catholic values and principles,  
everyone will achieve their full potential  
spiritually, academically, socially, morally  
and physically.**