

Swavesey Village College



Year 8 Guided Choices
KS4 Course Information
Booklet 2026

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GUIDED CHOICES TIMELINE

Thursday 15th January
<p>Year 8 assembly in Lifeskills</p> <p>Key Stage 4 Course Information Booklet published</p> <p>Look through this booklet with your parents/guardians. Discuss with your Tutor, LifeSkills Tutor and students in KS4.</p> <p>Options and Careers discussions each Thursday Lifeskills sessions during this term to help you decide. Look on the website for further advice.</p> <p>https://www.swaveseyvc.co.uk/year-8-guided-choices/</p>
Thursday 12th February 2026
<p>Guided Choices Evening</p> <p>An opportunity to find out more about the courses and speak to subject leaders about your potential in that subject.</p>
Thursday 12th March 2026
<p>Parents' Evening</p> <p>An opportunity to talk to individual teachers about your progress and potential within a given subject. Prioritise teachers whose subjects you are considering as options.</p> <p>Options Form ONLINE opens for your choices</p>
Monday 16th March 2026
Deadline for Key Stage 4 Guided Choices
What happens next?
<ol style="list-style-type: none"> 1. Information collated and reviewed by school leaders to make decisions about how many classes we are running in each subject and how many places are therefore available. (The decision may be made to not run certain courses.) 2. School leaders will review individual student choices and direct form tutors to have conversations with students where necessary. 3. Mr Suckling creates the four "blocks" of subjects for next year's timetable. 10 options classes are on at the same time. 10 in block A, 10 in B, 10 in C and 10 in D. Each student needs to have a subject/class in each of those blocks. 4. Families will be sent a copy of their child's four subjects in May. There is then a chance for students and families to discuss this and any potential amendments. 5. In the summer term, students will be given a copy of their new timetable and will be able to see which classes they are in, not just their subjects. They will start their new timetable in the last week of term.

YEAR 8 GUIDED CHOICES

KS4 COURSE INFORMATION BOOKLET 2026

INTRODUCTION

This booklet contains all the information you need to make your choices for Year 9-11. It is divided into five sections which will lead you through your decisions.

1. Personalising Learning at SVC
2. Curriculum & Assessment
3. Course Information
4. Careers Education, Information, Advice and Guidance
5. Frequently Asked Questions

To help you make the right choices **and for the right reasons, please read the information in this booklet carefully**. Once option courses have been allocated it is difficult to make changes, and your preferred subject may no longer be available due to timetable and group size restrictions.

PERSONALISED LEARNING AT SWAVESEY VILLAGE COLLEGE

Swavesey Village College is committed to achievement for all and will support every student to achieve the qualifications and grades that reflect their ability, needs and aspirations.

This is an outstanding school with a history of achieving excellent outcomes for our students, both in terms of grades and destinations. We believe that this is because we find the right balance between personalisation and consistency, between specialisation and similarity.

As an inclusive school with a comprehensive intake, we are proud of how wide a range of courses we offer – right across the academic and vocational spectrum.

And we ensure that students are supported to make appropriate decisions about which paths to follow into further education.

How do we support our students?

3. 1-to-1 academic mentoring with their form tutor.
4. Appointments with a qualified careers advisor.
5. Verified target setting, assessment and review meetings.
6. Adapting our curriculum and teaching to suit students' needs.
7. Additional interventions beyond their lessons.
8. Regular communication with families.

How do I make the right choices?

This is an exciting time for Year 8 students, but we understand that making decisions about your future can feel confusing and overwhelming. We call this the **guided choices** process because it is a collaborative process between students and the adults supporting them – both at home and in school.

There is a vast range of guidance and support available about potential choices. This booklet is a starting point, but please also approach your form tutor as a first point of contact, as well as your teachers.

We recommend talking through the following questions – finding answers and seeing how well they work together.

1. In which subjects am I most likely to succeed?
2. Which subjects will help me to progress to further education course(s) that I'm interested in?
3. Which subjects help me to keep my options open?
4. Which subjects do I enjoy?
5. What subjects work well together?

We would strongly encourage every student to carefully consider a range of courses that will enable them to succeed and progress appropriately. It is important to maintain a **well-balanced curriculum** that gives opportunities for different styles of learning and study and broad progression routes to post 16.

Why do I need reserves? Why do I need to rank my choices?

We ask students to choose "reserve" subjects in addition to their choices. It is important that you choose reserve subjects that you would be happy to study because it is not possible to make every combination work when building the timetable. Furthermore, we must maintain reasonable class sizes and have a maximum number of classes that we can run in each subject, meaning that subjects are sometimes oversubscribed. Ranking your choices means that we can make informed decisions based on how much of a priority that subject is for a student. Equally, we may choose not to run a course if too few students choose that subject.

Submitting your choices is not the end of the process. You might change your mind. We might need to talk through your choices with you if we have concerns, e.g. having too much coursework to do. It might be that a combination doesn't work in the timetable, so we want to check that you're happy to do your reserve.

CURRICULUM & ASSESSMENT

Compulsory Core Curriculum – 6 Qualifications

The Key Stage 4 Curriculum is made up of a mixture of “core” subjects and “options” subjects. To meet the requirements of the national curriculum, all students study English, Maths, Science, Religious Studies (Ethics) and Physical Education.

The core curriculum is approximately 17 periods a week. The remaining 8 periods form part of our Guided Choices programme through access to up to **4 more qualifications**.

This booklet outlines the range of qualifications that Swavesey offers at Key Stage 4 and we know that collectively these courses provide every student with the appropriate qualifications and courses to achieve their individual potential.

“Breadth” – 2 More Qualifications

This year, the government has made some changes to the national curriculum. From now on, there is an expectation that all students gain qualifications in at least two of the following categories. The Department for Education refers to these as adding “breadth” to a student’s curriculum and this is more extensive than the previous guidance.

Languages	Humanities	Creative Subjects
French Spanish German	Geography History	Art / Photography DT Dance Drama Music

The vast majority of students will continue with the language that they studied in Year 8. The small number of students who didn’t study a language in Year 8 must choose one subject from the list of creative subjects to meet this requirement.

We ask that all students choose 1 more subject from this table and a reserve.

Open Choices – 2 More Qualifications

Students then make two additional choices from the full list of subjects on page 8 of this booklet (and one further reserve).

The vast majority of students will achieve 10 qualifications by the end Year 11. And our process offers a good amount of choice so that students can find a combination of subjects that suits their personality, their strengths and their ambitions.

How are courses assessed?

For some subjects, students will study for three years and then sit two exams to see what grade they achieve. In other subjects, they may have controlled assessment or another form of NEA – what is commonly referred to as coursework. We appreciate that some students will want to have some coursework “banked” and reduce the number of exams that they are

sitting in the summer of Year 11. For other students, they would rather not have the pressure of a period of coursework in Year 10. **Use this booklet and conversations with teachers to identify how you will be assessed in each subject.**

We find that students can only manage a certain amount of coursework as they have similar deadlines and require students to spend additional time working with their teachers and using specialised equipment in sport, music or technology. **Therefore, students will only be placed in a maximum of three of the following subjects:**

- Art or Photography
- Creative iMedia
- Child Development
- Hair & Beauty
- Health & Social Care
- Hospitality & Catering
- Construction or Engineering
- Design Technology
- Dance
- Drama
- Music
- Sport

Vocational Qualifications

Swavesey Village College is committed to providing every student with the opportunity to achieve high quality vocational and applied qualifications alongside their traditional GCSE subjects. We recognise the benefits these courses offer students in terms of the skills developed beyond those fostered on traditional GCSE courses. These subjects use a different grading system (pass, merit, distinction, distinction*) rather than Grades 9-1, but they have equal value with a traditional GCSE qualification.

Terminology

- **Controlled Assessment:** work that must be produced in school under the supervision of a member of staff and makes up a percentage of the final grade.
- **NEA:** Non-exam assessment, which is research or project-based work or an assessment of practical skills in subjects such as engineering. NEA is the current exam board terminology for coursework and makes up a proportion of the final grade.
- **External Assessment:** Work that will be assessed by an exam.

Some courses in KS4 will have an element of controlled assessment or NEA and a final exam or set of exams, each of which contributes a certain proportion to the final overall grade.

Your son or daughter will receive a wide range of support on how to prepare effectively for exams, throughout Years 9-11, from their class teachers, form tutor and through extended curriculum days. Information evenings throughout these years, will also help you to understand the exam procedures and provide practical ideas for how best to support their revision at home as you progress through your KS4 years.

If you have any questions about individual exams or entries, please contact:

- Peter Hoornaert, Exams Officer: phoornaert@swaveseyvc.co.uk
- Chris Suckling, Deputy Headteacher: csuckling@swaveseyvc.co.uk
- Michelle Dodson, Data Manager: mdodson@swaveseyvc.co.uk

COMPULSORY SUBJECTS

English Language	1 GCSE
English Literature	1 GCSE
Mathematics	1 GCSE
Combined Science/Separate Sciences	2 or 3 GCSEs
Ethics (Religious Studies)	1 GCSE
(You will start this course in Year 9 and sit the GCSE exam in Year 10)	

Foreign Language	1 GCSE
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(A small number of students must choose a “creative subject” if they did not study a language in Year 8. All other students will **continue with the same language** that they studied in Year 8.)

In addition to the above range of GCSE compulsory (core) and chosen subjects, which will take up most of the taught week, all pupils will have at least one lesson of **Physical Education**.

At the end of Year 11, students will sit exams for either Combined Science (covering GCSE Biology, Chemistry and Physics, worth two GCSEs) or Separate Sciences (separate GCSEs in Biology, Chemistry and Physics, worth three GCSEs). The selection for which course is suitable takes place in Year 10 and will be decided based on progress in science throughout Years 9 and 10. Therefore all students will study the same course until Year 10. The subject content for both types of examination is largely similar with all students studying Biology, Chemistry, and Physics as part of the course. However, those who sit the separate GCSEs will require a larger subject knowledge than for Combined Science, and each exam paper has a longer duration. Both courses allow students the opportunity to take Higher tier exams as well as Foundation, however, the expectation would be that students on the triple science course would take the higher tier exam papers. Obtaining two GCSEs through Combined Science as opposed to three GCSEs through Triple Science does not restrict students from applying for science courses beyond GCSE.

Similarly, those students who choose Sports Studies will study a core programme throughout Year 9, selection for either BTEC or GCSE entry will take place at the end of Year 9 and the decision based upon progress. From the start of Year 10 onwards, until the end of the course, students will study their subject of entry, either BTEC or GCSE.

KS4 OPTION SUBJECTS

Students will ultimately study **four** of the following subjects in addition to the core curriculum of English, Maths, Science and Ethics.

Curriculum Area	Subject	Page Number
Computing	GCSE Computer Science	8
	Level 2 Cambridge National in Creative iMedia	9
Technology	BTEC Construction & The Built Environment	10
	GCSE Design Technology	11
	Level 1/2 Cambridge National in Engineering Manufacture	12
	Level 1 and 2 Certificate in Hospitality and Catering	13
Humanities	GCSE Geography	14
	GCSE History	15
Visual Arts	GCSE Art and Design	16
	GCSE Photography	17
Performing Arts	GCSE Dance	18
	GCSE Drama	19
	GCSE Music	20
Health and Wellbeing	Level 2 Cambridge National Certificate in Child Development	21
	VRQ Level 1 and 2 Technical Awards in Hairdressing & Beauty Therapy	22
	BTEC Tech Award Health and Social Care	23
Modern Foreign Languages	GCSE French	24
	GCSE German	26
	GCSE Spanish	28
	GCSE Latin	30
Physical Education	GCSE Sports Studies CNAT Sports Studies	31

COMPUTER SCIENCE

Course Type: GCSE Grading System: 9-1

Exam Board: OCR

Number of Option Choices: 1



Why study Computer Science?

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges. You will develop problem solving and programming skills, learn through exploration, solve real-world problems, and open the door to your future career.

What will I study? Course Content

You will understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs. You will be given an opportunity to think creatively, innovatively, analytically, logically, and critically. You will understand the components that make up digital systems, and how they communicate with one another and with other systems, understand the impacts of digital technology to the individual and to wider society, and apply mathematical skills relevant to Computer Science.

Component 1	Component 2
1. Systems architecture	1. Algorithms
2. Memory and storage	2. Programming fundamentals
3. Computer Networks, connections and protocols	3. Producing robust programs
4. Network security	4. Boolean logic
5. Systems Software	5. Programming language and Integrated Development Environments.
6. Ethical, legal, cultural and environmental impacts of digital technology	

How will I be assessed?

Component 1: Computer systems – 1 hour 30 written examination (50%)

Component 2: Computational thinking, algorithms, and programming – 1 hour 30 written examination (50%)

Practical programming – all students will be given the opportunity to undertake a programming task during the course of study. Students may draw on content from both components when engaged in programming.

Recommendation from the Subject Leader (Mr Slade):

This course is aimed at students who are interested in learning about how computers work and problem solving. You should enjoy working your way through new, exciting, and often challenging problems. This course is excellent if you wish to go on and study or work in the field of Software Development, Networking, Systems Analysis, Web/App/Game/Robot Development, or Cyber Security.

CREATIVE IMEDIA

Course Type: Cambridge National **Grading System:** Level 1 Pass – Level 2 Distinction*

Exam Board: OCR



Number of Option Choices: 1

Why study Creative iMedia?

This is an engaging qualification where you will use your learning in practical, real-life situations, such as: developing visual identities for clients; planning and creating original digital graphics; planning, creating and reviewing original digital media products. This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

What will I study? Course Content

In this course you will be provided with opportunities to develop knowledge and understanding of the creative media industry. You will learn how products are designed to meet the needs of a target audience and the different roles and responsibilities that exist within the media sector. You will also be provided with opportunities to develop practical skills and create your own media products to meet the needs of a client brief. You will learn to effectively plan and evaluate your design products.

Unit R093	Unit R094	Unit R097
In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.	In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.	In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds.

How will I be assessed?

R093: Creative iMedia in the media industry – 1 hour 30 external written examination

R094: Visual identity and digital graphics – in-class assessment (NEA)

R097: Interactive Digital Media – in-class assessment (NEA)

Recommendation from the Subject Leader (Mr Slade):

This course is aimed at students who can think creatively and innovatively to produce creative iMedia products. You should enjoy a hands-on approach to learning to fulfil client briefs. This course will provide opportunities to learn a range of practical and technical skills to develop creative iMedia products, as well as opportunities to develop useful transferable skills such as research, planning, and review, as well as working with others and communicating creative concepts effectively. This is not an Information Technology (IT) course.

BTEC CONSTRUCTION & THE BUILT ENVIRONMENT

Course Type: BTEC Tech Award in Construction and the Built Environment
Level 2 Distinction

Grading system: Level 1 Pass –

Exam Board: Pearson Edexcel



Number of Option Choices: 1

Why Study Construction and the Built Environment?

The construction sector is rapidly growing with great demand for skilled workers in all areas of construction. A skills gap means that training in construction is vital to the growth of our economy. On this course you will be:

- inspired and enthused in order to consider a career in the construction sector.
- have opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry.
- be supported to progress into more specialised level 3 vocational or academic construction course or an apprenticeship.
- have the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

What will I study? Course Content

The Tech Award gives learners the opportunity to develop broad knowledge and understanding of construction methods, materials and design, applying mathematical and scientific principles. Throughout the Tech Award learners will learn theory while developing practical skills such as modelling techniques and using tools and materials safely with vocationally correct techniques, interpreting and understanding the requirements for safe and efficient work, and specialist design techniques.

In addition, learners will develop key skills such as planning work, interpreting technical information, designing to meet a client brief, and measuring and checking quality of work completed.

How will I be assessed?

- Component 1 - Construction Technology – paper based externally set exam.
- Component 2 - Construction in Practice, carpentry & joinery controlled assessment
- Component 3 - Construction & Design, design and planning a construction project controlled assessment

Recommendation from the Lead Teacher (Mr Mackintosh):

Our construction specialists will equip you with the knowledge, skills and understanding to enter apprenticeships or full-time courses for the following occupations: architect, architect's technician, surveyor, plumber, electrician, bricklayer, carpenter and joiner.

DESIGN TECHNOLOGY

Course Type: GCSE Design and Technology **Grading System:** 9-1

Exam Board: AQA

Number of Option Choices: 1



Why study Design and Technology?

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

What will I study? Course Content

The Design and Technology (Product Design) course we offer at Swavesey Village College, will provide students with a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

All the theory that is covered in lessons will be reinforced through practical projects that you can take home.

How will I be assessed?

[AQA GCSE Design and Technology](#)

Question paper (Externally Assessed) 2 hours (100 marks) – 50% of GCSE

Coursework (Practical) (100 marks) – 50% of GCSE

Recommendation from the Subject Leader (Mr Heaton):

The two components in the qualification give learners the opportunity to develop broad knowledge and understanding of the art and design sector, and relevant skills such as research, problem solving, communication and practical skills at Levels 1 and 2.

ENGINEERING

Course Type: Engineering Manufacture
Grading System: L1 Pass – to L2 Distinction

Exam Board: OCR (Cambridge National Level 1/Level 2)

Number of Option Choices: 1



Why Study Engineering?

If you are enthused by making practical projects, experimenting with materials and problem solving. If you are inspired to design solutions to make our lives easier and better, then this is the course for you. It is an exciting and interesting subject where you will learn all about modern materials and manufacturing while also working in teams to build and test practical projects.

The course will also work closely with industry and engineering students will have the opportunity to work with companies during the course.

What will I study? Course Content

RO14: Principles of engineering manufacture (External exam 40%)

RO15: Manufacturing a one-off product (Internal 40%)

RO16: Manufacturing in quantity (Internal 20%)

How will I be assessed?

The qualification consists of three units that give learners the opportunity to develop broad knowledge and understanding. RO15 and RO16 will be assessed through internal assessment and verification of standards reviewed by external examiners. RO14 is a synoptic external assessment which builds on the knowledge gained from the first two units of work. Students will be given a set brief which will require them to investigate and create solutions in 2D and 3D form.

Recommendation from the Lead Teacher:

*Students should choose this course who wish to acquire technical skills by studying mechanical, electrical/electronic and engineering design and manufacturing. Engineering students need to demonstrate accuracy and attention to detail in order to produce work of a high standard. Students who enjoy **Maths** and have high levels of attainment in this subject will often excel in Engineering!*

HOSPITALITY AND CATERING

Course Type: Vocational - Level 1 / 2 **Grading System:** Level 1 Pass – Level 2 Distinction*

Exam Board: Eduqas / WJEC

Number of Option Choices: 1



Why study Hospitality and Catering?

Hospitality and Catering equips students with both the knowledge, understanding and skills required to cook a varied range of dishes and with an understanding of how the Hospitality and Catering industries operate. Students learn how to apply the principles of nutrition and healthy eating as well as hygiene and safety in the production of dishes and how to successfully meet the needs of customers.

What will I study? Course Content

By studying Hospitality and Catering students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of foods whilst using different cooking techniques and equipment.
- Understand the relationship between diet, nutrition, and health, including the effects of poor diet on health.
- Show consideration of many factors including environmental issues when planning menus to meet customers' needs.
- Understand how food can cause ill health and the legislation surrounding food safety.
- Understand the structure of the industries including different establishments and types of food service and the factors which affect the success of a business.
- Learn about different job roles and responsibilities within the industries and how legal health and safety requirements are met whilst people carry out their jobs.
- Be able to recommend and review different Hospitality and Catering provisions to meet customer needs.

How will I be assessed?

Written Exam (40%): study for an exam at the end of Year 11.

Coursework portfolio (60%): 1 assessment – title set by the exam board: Hospitality and Catering in Action.

Recommendation from the Lead Teacher:

Hospitality and Catering is a brilliant and interesting subject but don't choose to take it simply because you like cooking (or like eating!) You must be aware that the theory content is worth approximately 70% of your final grade and commitment to regular homework is needed too. We cook most weeks and you are responsible for providing your own ingredients so personal organisation is vitally important too. During the NEA window, if you miss a session, you will be expected to attend an after school catch up to complete your work. https://www.wjec.co.uk/media/ukvev1a/wjec_l1-2-vocaward-hospitality-and-catering_spec-26-07-2022_e.pdf

Please note that there are a limited number of places on the course and that Year 8 ATL and Progress will be used to determine suitability.

GEOGRAPHY

Course Type: GCSE

Grading System: 1-9

Exam Board: AQA



Number of Option Choices: 1

Why study Geography?

Earth has formed over 4.5 billion years, and it is the result of the tectonic forces at the Earth's interior, and an ever-changing climate. Over the last 12,000 years, the success of our population has enabled it to grow, but this has come with new challenges. You will use your skills from sciences to understand the processes at work, your design skills to understand how we keep people safe, and historic examples to learn about the places and spaces where we live. You will be able to use your skills to think about how you might play a role in helping to solve the challenges we face in the 21st Century.

The **transferable skills** which geography fosters are an asset in the **complex world of employment** today. Geography is about the future and encourages **critical thinking**.

What will I study? Course Content

Paper 1: Our Natural World This will give you a sound understanding of important natural processes that affect the Planet. The topics include: *Tectonic Hazards, Weather Hazards, Changing Climates, Sustaining Tropical Rainforest Ecosystems, Hot Deserts, Coastal and River Environments.*

Paper 2: Challenges in the human environment In a similar way to Paper 1, this unit links together to build an overall understanding of human geography. The topics include: *Urban Issues and Futures in LICs and HICs, Dynamic Development and the Challenge of Resource management.*

To complete the Geography GCSE you will be required to complete two days of exciting fieldwork, which has in the past taken place on the Suffolk coast and a local setting. This is all designed to further enhance your understanding of the natural world.

How will I be assessed?

Paper 1 and 2 are revision based exams (worth 70% of your final grade). The exams will take place in the summer term of Year 11 and each paper will be 1 hour 30 minutes.

Paper 3 is a making Geographical decisions exam (worth 30% of your final grade). This is an open book skills-based exam assessing students' ability to make decisions about geographical issues which involves **no revision!** It will be 1 hour and 15 minute exam.

Recommendation from the Subject Leader (Mr Howell):

Top Geographers take an interest in the world around them and can use what they have seen/heard to discuss issues that have affected the Planet. GCSE Geography will help you to develop and extend your knowledge of places, environments, and processes on Planet Earth.

HISTORY

Course Type: GCSE

Grading System: 1-9



Exam Board: Edexcel

Number of Option Choices: 1

Why study History?

History is a subject that will allow you to gain a thorough understanding of how Britain and the wider world came to be as they are today. It is a subject that encourages you to think critically about information and not just accept it at face value. History also develops skills of analysis, debate and extended writing and because of this, it is considered to be a reputable and demanding subject that is well respected by colleges and employers. History is fun, interesting and rewarding!

What will I study? Course Content

1. *Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.* This is our thematic unit in which students will study the changes and continuities in the development of medicine in Britain over the last millennium. They will learn how individuals and institutions; science and technology; and attitudes in society influenced the development of medicine. This unit will finish with a study on injuries and treatments in the British trenches during the First World War.
2. *Anglo-Saxon and Norman England, c1060-88.* This British depth study will enable students to learn about late Anglo-Saxon society and to understand how the Normans set up the nation of England. It will include work on the Norman Conquest and control (in far more detail than the taste students get in Year 7), life under the Normans (including the feudal system and Domesday Book) and the power of the Norman Church.
3. *Superpower relations and the Cold War, 1941-91.* Our period study will be an examination of the development of the Cold War after the Second World War right up to the collapse of the Soviet Union. It will look at the key differences between capitalism and communism and how the USA and Soviet Union competed to have greater influence around the world. Students will learn about a number of key events that shaped the second half of the 20th Century. Some key events studied are: the development of nuclear arms, The Berlin Airlift, building of the Berlin Wall, Cuban Missile Crisis and the Soviet invasion of Afghanistan.
4. *The USA, 1954-75: conflict at home and abroad. The Modern Depth Study.* The Modern Depth Study will focus on a short time span within America. Students will learn about the Civil Rights Movement in America, focusing on a range of individuals, organisations and events that played a big part in the struggle for African American equality within the United States. The second part of this unit will focus on the United States involvement in the Vietnam War. Students will learn about the development of the war, the nature of combat and tactics during the war as well as the impact the war will have within American society.

How will I be assessed?

Paper 1: *Thematic Study and Historic Environment* – 1 hour 20 minutes exam worth 30% of the final grade

Paper 2: *Period Study and British Depth Study* – 1 hour and 50 minutes exam worth 40% of the final grade

Paper 3: *Modern Depth Study* – 1 hour and 30 minutes exam worth 30% of the final grade

Recommendation from the Subject Leader (Ms Scott):

If you are someone who wants to be able to make sense of the key events in the world today and you are fascinated by the thoughts and actions of people in the past, then this exciting course is for you. You will be challenged in your lessons, but if you can justify your views with evidence and explaining it to others, then you have the tools to be an effective historian.

ART & DESIGN

Course Type: GCSE Grading System: 1-9

Exam Board: Eduqas

Number of Option Choices: 1



Why study GCSE Art and Design?

This fast-paced course is an exciting and rewarding option which encourages a self-motivated and adventurous approach to art and design. It is important to have a commitment to, and love of the subject.

What will I study? Course Content

- 1) The course starts with a skills-based unit looking at either portraiture, architecture or still life. Using your chosen subject matter, you will have the opportunity to experiment with different mediums such as painting, drawing, sculpture and printmaking. This will allow you to explore your strengths, develop your skills and grow in confidence.
- 2) The GCSE coursework component is made up of two projects which build on previous skills-based knowledge allowing you to develop technical skills in more depth whilst exploring your own ideas. There will be a range of themes to choose from for both projects to accommodate everybody's interests. The second project is also used to prepare you for the ten-hour mock exam in July.
- 3) Alongside the GCSE coursework component, you will achieve your Bronze Arts Award.
- 4) The final project is an externally set brief where you will be able to develop ideas and explore materials prior to producing the final piece in the ten-hour exam.
- 5) The course culminates in learning how to hang your own exhibition so all staff, parents and students can attend.

How will I be assessed?

Coursework (60%): Internally set and marked (produced during Years 9/10/11). All coursework produced during the three years goes towards this grade.

Exam (40%): Externally set and internally marked brief, where all sketchbook preparation is produced in lesson time. Final piece is produced in the ten-hour exam just after Easter. Both the sketchbook preparation and final piece count towards this 40%.

Recommendation from the Subject Leader (Mrs Norton):

Recommended for art students that are enthusiastic, creative and imaginative. This course is excellent if you wish to go on to study creative courses such as animation, architecture, fashion, graphics, illustration, photography, textiles or set and costume design. Not to be taken with Photography GCSE. Minimum level of Inline recommended.

PHOTOGRAPHY

Course Type: GCSE Grading System: 1-9

Exam Board: Eduqas

Number of Option Choices: 1



Why study GCSE Photography?

This in-depth look into the digital photography specialism is suitable for those students who relish capturing the world in a different way, have a keen eye for detail and are keen to explore this in a creative and dynamic way.

What will I study? Course Content

- 1) The course starts with a skills-based unit looking at how to use a DSLR, exploring key functions of the camera and learning how to get the perfect shot. This will allow you to explore your strengths, develop your skills and grow in confidence.
- 2) The GCSE coursework component is made up of two projects which builds on previous skills-based knowledge allowing you to develop technical skills in more depth whilst exploring your own ideas. There will be a range of themes to choose from for both coursework projects to accommodate everybody's interests. The second project is also used to prepare you for the ten-hour mock exam in July.
- 3) Alongside the GCSE coursework component you will achieve your Bronze Arts Award.
- 4) The final project is an externally set brief where you will be able to develop ideas and explore materials prior to producing the final piece in the ten-hour exam.
- 5) The course culminates in learning how to hang your own exhibition so all staff, parents and students can attend.

How will I be assessed?

Coursework (60%): **Internally** set and marked (produced during Years 9/10/11). All coursework produced during the three years goes towards this grade.

Exam (40%): **Externally** set and internally marked brief, where all sketchbook preparation is produced in lesson time. Final piece is produced in the ten-hour exam just after Easter. Both the sketchbook preparation and final piece count towards this 40%.

Recommendation from the Subject Leader (Mrs Norton):

Recommended for students that are independent, creative and perceptive. This course is excellent if you wish to go on to study photography or filmmaking post 16. Not to be taken with Art & Design GCSE. Minimum level of Inline recommended.

DANCE

Course Type: GCSE Grading: 1-9



Exam Board: AQA

Number of Option Choices: 1

Why study GCSE Dance?

Dance is a powerful and expressive subject which encourages students to study various styles of dance and build confidence in performance skills.

The course can help prepare students for a career in dance, but will also develop critical appreciation for the arts, creativity and compositional skills that are transferable to many careers, in the creative sector and beyond the industry. It builds a confidence in presentation, core strength and fitness alongside a creative understanding of culture.

What will I study? Course Content

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing the basis for progression and therefore students need to demonstrate attainment across all components, in order to achieve the qualification.

Component 1 PERFORMANCE Internal assessment/external moderation (30%) 1 min solo and 3 mins duet/trio

Component 2 CHOREOGRAPHY Internal assessment/external moderation (30%) 2 min solo dance and 3 min group dance – all based on an AQA set stimulus

Component 3 DANCE APPRECIATION – External assessment (40%) Analyse, interpret and evaluate their own choreography and six set works studied

Alongside the GCSE coursework component, you will achieve your Bronze Arts Award.

How will I be assessed?

Component 1 and 2 are internally assessed - we rehearse and record your work

Component 3 is externally assessed and sat as a 1 hr 30 exam at the end of Year 11

Recommendation from the Subject teacher:

No specific prior experience required but will suit students with a passion and interest for dance, either through impressive progress, interest and passion shown in our foundation years at KS3 or who have already been taking dance classes (of any genre). You will need to be prepared to study theory, do homework, and attend extra rehearsals, in addition to timetabled hours.

DRAMA

Course Type: GCSE **Grading System:** 1-9

Exam Board: Eduqas

Number of Option Choices: 1



Why Study Drama?

Develop your self-confidence and communication/presentation skills.

Develop ability to work effectively as part of a team.

If you have a genuine interest in and enjoyment of performance/theatre/performance art.

What will I study? Course Content

3 Units Devising theatre (40%) Study and performance of text (20%) Written exam (40%)

You will be given opportunities to develop further the skills introduced to you in Drama lessons throughout Years 7-8. In addition, you will be able to develop and improve your ability and talent as a performer and director. You will be required to reflect on your own work, and the work of others and be willing to write about the process of rehearsal. You will need to see a range of live theatre performances during the course, both to inform the process of writing reviews but also in order to be exposed to a range of genres and technical styles which should inform your own practice. In the written exam you will answer one question on a set text you will have studied, from the perspective of an actor, director, set or technical designer and one question in relation to a live performance you will have seen during the course.

Alongside the GCSE coursework component, you will achieve your Bronze Arts Award.

How will I be assessed?

A combination of teacher assessed/externally moderated and by a visiting examiner.

Recommendation from the Subject Leader (Mr Hyde):

Visit the theatre as often as you can and see as much varied live performance as possible. Participate in at least one extra-curricular performance or performance-based activity during the course (e.g. school production/Super league challenge/acting class/workshop outside school e.g. Drama club, festival play). Be willing to work independently on research tasks and be prepared to plan rehearsals and to work with others in your group in the role of a director AND performer.

MUSIC

Course Type: GCSE **Grading System:** 1-9

Exam Board: OCR

Number of Option Choices: 1



Why Study Music?

The Music course aims to develop your performing and composing abilities alongside your general listening skills. You will get the opportunity to explore and be creative in a variety of ways and open your ears to new and exciting genres. The course will help you make sense of the music in your world and introduce you to new ideas and sounds. Alongside this, there is always the added opportunity to develop a wide range of creative, personal and social skills.

What will I study?

Course Content Areas of Study (40% Listening/written paper) Performances x2 (30%) Compositions x2 (30%)

- My Music: exploring the capabilities of your instrument (inc. voice).
- The Concerto Through Time: Baroque to Late Romantic music
- Rhythms of the World: music from India and the Punjab; Eastern Mediterranean and the Middle East; Africa; Central and S. America
- Film and Gaming music
- Conventions of Pop from 1950s – 2020s

Alongside the GCSE coursework component, you will achieve your Bronze Arts Award.

How will I be assessed?

Integrated Tasks: a performance on your instrument and a composition exploring your new skills (30%)

Practical Portfolio: a group performance and a composition based on a stimulus set by OCR (like a commission) (30%)

Listening Test: a written paper responding to audio tracks which assesses your knowledge and understanding of Areas of Study 2, 3, 4 & 5 above (40%)

Recommendation from the Subject Leader (Mr Allen):

A fantastic course for anyone involved in music who are interested in learning about all aspects of the subject. Although there is no requirement for you to have had instrumental or vocal lessons prior to beginning the course, you will need to either begin 1-1 instrumental lessons (this can be organised within school), regularly attend a music club and/or have an instrument at home which you are willing to practice on regularly. All GCSE music students are required to join at least one college music club which will further support and enhance their skills, and they should enjoy listening to a range of music and exploring instrument roles and characteristics of genres.

CHILD DEVELOPMENT

Course Type: Cambridge National **Grading System:** Level 1 Pass, Merit, Distinction, Level 2 Pass, Merit, Distinction, Distinction*



Exam Board: OCR

Number of Option Choices: 1

Why study Child Development?

As well as being ideal for anyone who is considering a career working with children and young people, this course could suit a student who wants to design products or services with young children or new and expectant parents in mind. Typical careers may be within a care setting as a nurse, nursery nurse, midwife or in education as a playgroup worker, teacher or teaching assistant.

What will I study? Course Content

There are 3 Units; Health and Well-being for Child Development, Creating a Safe Environment and Understand the Nutritional Needs of Children from birth to five years, Understand the Development of a Child from one to five years.

How will I be assessed?

You will be assessed in the following modules:

Health and Wellbeing is a written exam of 1hr 15mins and worth 40%

Safe Environment and Nutrition is a centre assessed task and worth 30%

Understanding Development is a centre assessed task and worth 30%

One of the centre assessed tasks will take place in year 10 and one in year 11. The exam is sat at the end of year 11.

Recommendation from the Lead Teacher:

If you are still unsure about your career path this qualification will help you develop valuable skills of planning, organisation, research and presentation whilst gaining knowledge about how children grow and develop.

Please note that if you miss any lessons where controlled assessment is taking place, you will be expected to attend an after school catch up session to complete the work missed.

HAIR & BEAUTY THERAPY

Course Type: VRQ Level 1 and 2 technical awards in Hairdressing and Beauty therapy

Grading System: L1 Pass – L2 Distinction*

Exam Board: VTCT

Number of Option Choices: 1



Why study Hairdressing and Beauty Therapy?

The course aims to give learners a broad and comprehensive understanding of the hair and beauty sector and develop academic and study skills that will support progression not only within hair and beauty but also a wider range of qualifications.

This qualification includes units that can be applied to any sector or vocational area. In this qualification, learners will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media, and business) to develop themselves and the skills and attributes prized by employers, further education colleges and higher education institutions.

Other subjects that compliment this course are Science, Design and Technology, Art and Design, History and Geography.

What will I study? Course Content

UC909: Business and entrepreneurship in the hair and beauty sector

UC091: Anatomy, physiology and cosmetic science

UC092: Design in the hair and beauty sector

How will I be assessed?

1 NEA (non-exam assessment) and 1 exam both taken in Year 11.

Recommendation from the Subject Leader:

Learners who choose this course as an option choice to study will need to understand that even though this qualification is level 1/2, this does not give you a “practical” qualification to practice within the industry. The VTCT course is a theory-based qualification that gives you all the underpinning knowledge that is needed to understand how the industry is built up, how businesses operate and the scientific makeup of the hair and skin. Learners will be introduced to the practical elements of Hairdressing and Beauty therapy throughout the course with regular practical assessments, but the qualification does not award for practical skills gained.

Learners who successfully complete this qualification will be prepared to continue their studies at Level 3. This could include vocationally related qualifications in Hairdressing and Beauty Therapy, an apprenticeship or A levels in business management or study cosmetic science.

Note that if any NEA lessons are missed, pupils are expected to catch up on work in an after-school session.

Please note that there are a limited number of places on the course so previous effort will be considered.

HEALTH AND SOCIAL CARE

Course Type: BTEC Tech Award **Grading System:** Level 1 Pass, Merit, Distinction, Level 2 Pass, Merit, Distinction, Distinction*

Exam Board: Edexcel

Number of Option Choices: 1



Why Study Health and Social Care?

To learn about the diverse career opportunities in the Health and Social Care industry such as Nursing, working in Childcare, working with the Elderly and vulnerable and other NHS careers.

You can also develop skills, knowledge and understanding that will enable you to

- Communicate and interact well with other professionals, as well as people you may encounter, within the Health and Social Care Sector.
- Understand the needs of your clients, young children, the elderly, people with additional needs and the general public.

What will I study? Course Content

Component 1: Human Lifespan Development (changes throughout our lives).

Component 2: Health and Social Care Values (how to recognise good practice in your work).

Component 3: Health and Wellbeing (looking at physical, social, intellectual and emotional factors).

How will I be assessed?

Component 1 & 2: Internally assessed and graded at Level 1, Level 2 (Pass, Merit and Distinction). Each unit is worth 30%

Component 3: Externally assessed exam, internally supervised over 2 hours. (40%)

Recommendation from the Lead Teacher:

Learners who successfully complete this qualification will be prepared to continue their studies at Level 3. This could include vocational related qualifications and GCE A Levels. Learners could also progress to an Apprenticeship.

Please note that if you miss any sessions where assessment work is taking place, you will be expected to attend an after-school session to catch up on the missed work.

FRENCH

Course Type: GCSE

Grading System: 1-9

Exam Board: AQA

Number of Option Choices: 1



Why study French?

Language learning cultivates academic rigour and develops good communicators and problem solvers. The specifications are designed for the modern world and include a wide variety of topics such as discussing world issues, the media and practical situations encountered in a French speaking country. The speaking examination aims to mirror real life situations. All skills are of equal value as learning a language is a combination of communication and understanding.

What will I study? Course Content

Theme Overview for GCSE MFL AQA		
Theme 1	People and Lifestyle	<ol style="list-style-type: none"> Identity and Relationship with Others (Describing family, friends, identity, nationality, relationships, marriage and civil partnership.) Healthy Living and Lifestyle (Fitness, mental health, parts of the body, going to the Doctor, addiction, food and drink) Education and Work (My studies, my school, Post-16, jobs and ambitions)
Theme 2	Popular Culture	<ol style="list-style-type: none"> Free-time Activities (weekend activities and socialising, e.g. sport, TV and films, the arts, music, reading, food shopping and eating out) Customs, Festivals and Celebrations (birthdays, religious, national and cultural celebrations and traditions across the French speaking world.) Celebrity Culture (The world of media, music, fashion, fame and influence.)
Theme 3	Communication and The World Around Us	<ol style="list-style-type: none"> Travel and Tourism (Holidays, places of interest, transport and weather) Media and Technology (Technology, social media and internet safety) The Environment and Where People Live (Home, neighbourhood, region, and social, political and environmental concerns.)

How will I be assessed?

Speaking	KS4 GCSE MFL Exam Overview	Writing	
<ul style="list-style-type: none"> ❖ 50 marks at F&H ❖ 15 minutes supervised prep F&H, ❖ then exam: 7-9 mins F, 10-12 mins H ❖ 3 sections <p>Role-play</p> <ul style="list-style-type: none"> ❖ Instructions in English ❖ Social conversations using 'tu' ❖ 5 tasks (2 pts each) ❖ Incr⁺ asking a specified question. ❖ Lasts 1-1.5 minutes <p style="text-align: right;">/10 marks</p> <p>Reading aloud plus conversation</p> <ul style="list-style-type: none"> ❖ Short passage-35/50 words F/H /5m ❖ Followed by 4 prescribed questions on the same topic /10m ❖ Lasts 2-2.5 mins F, 3-3.5 mins at H /15 marks <p>Photo card (2 photos) plus conversation</p> <ul style="list-style-type: none"> ❖ Description of both photos (same theme) for 1-1.5mins /5m ▪ Unprepared conversation on same theme for 3-4mins F, 4.5-5.5mins H /20m ❖ Marked out of communication, use of grammar and language. ❖ Total 4-5 minutes F, 6-7 mins at H /25 marks 	<p style="font-size: 1.2em; font-weight: bold;">AQA</p> <ul style="list-style-type: none"> ❖ Two tiers: Foundation Tier (F): grades 1 to 5 Higher Tier (H): grades 4 to 9 ❖ Three assessment objectives: Through speaking and writing respond to and demonstrate understanding of: 1. Spoken language; 2. Written language; and 3. Accurate application of grammar and vocabulary. ❖ Four papers: Speaking, Listening, Reading and Writing, which carry an equal weighting of 25% 	<ul style="list-style-type: none"> ❖ 50 marks at F&H ❖ 1 hour 10 mins F, 1 hour 15 mins H ❖ Instructions in English ❖ 5 sections at F, 3 sections at H <p>Foundation:</p> <p>Q1: Write 5 short sentences in response to a photo. /10 marks</p> <p>Q2: Write 50 words in response to 5 compulsory bullet points. /10 marks</p> <p>Q3: Complete 5 short grammar tasks /5 marks</p> <p>Q4: Translate sentences from English to French: 35 words. /10 marks</p> <p>Q5: Write 90 words in response to 3 compulsory bullets points; choice from 2 questions. /15 marks</p> <p>Higher:</p> <p>Q1: Translate sentences from English to French: 50 words /10 marks</p> <p>Q2: Write 90 words in response to 3 compulsory bullets points; choice from 2 questions /15 marks</p> <p>Q3: Write 150 words in response to 2 bullet points; open-ended; choice from 2 questions. /25 marks</p>	
	Listening	Reading	
	<ul style="list-style-type: none"> ❖ 40 marks at F (x 1.25 so /50), ❖ 50 marks at H ❖ 35 mins F, 45 mins H (inc 5ms prep) ❖ 2 sections <p>Q & A in English</p> <p>MCQ, multiple response & open ended /32 marks F /40 marks H</p> <p>Dictation</p> <p>Transcribe sentences in spoken French into written French. /8 marks F /10 marks H</p>	<ul style="list-style-type: none"> ❖ 50 marks at F&H ❖ 45 mins F, 1 hour H ❖ 2 sections <p>Q & A in English</p> <p>MCQ, multiple response & open ended plus inferring meaning of new words /40 marks</p> <p>Translation</p> <p>Sentences rom French to English min 35 words at F, 50 words at H /10 marks</p>	

Recommendation from the Subject Leader:

Languages are valued in the workplace and seen as serious subjects by universities. Studying a language keeps a wide range of degree courses open to you. Most universities offer a variety of single honour or combined courses with languages, many of which may include a year abroad.

GERMAN

Course Type: GCSE

Grading System: 1-9



Exam Board: AQA

Number of Option Choices: 1

Why study German?

Language learning cultivates academic rigour and develops good communicators and problem solvers. The specifications are designed for the modern world and include a wide variety of topics such as discussing world issues, the media and practical situations encountered in a German speaking country. The speaking examination aims to mirror real life situations. All skills are of equal value as learning a language is a combination of communication and understanding.

What will I study? Course Content

Theme Overview for GCSE MFL AQA		
Theme 1	People and Lifestyle	<ol style="list-style-type: none"> Identity and Relationship with Others (Describing family, friends, identity, nationality, relationships, marriage and civil partnership.) Healthy Living and Lifestyle (Fitness, mental health, parts of the body, going to the Doctor, addiction, food and drink) Education and Work (My studies, my school, Post-16, jobs and ambitions)
Theme 2	Popular Culture	<ol style="list-style-type: none"> Free-time Activities (weekend activities and socialising, e.g. sport, TV and films, the arts, music, reading, food shopping and eating out) Customs, Festivals and Celebrations (birthdays, religious, national and cultural celebrations and traditions across the French speaking world.) Celebrity Culture (The world of media, music, fashion, fame and influence.)
Theme 3	Communication and The World Around Us	<ol style="list-style-type: none"> Travel and Tourism (Holidays, places of interest, transport and weather) Media and Technology (Technology, social media and internet safety) The Environment and Where People Live (Home, neighbourhood, region, and social, political and environmental concerns.)

How will I be assessed?

KS4 GCSE MFL Exam Overview		AQA	
Speaking <ul style="list-style-type: none"> ❖ 50 marks at F&H ❖ 15 minutes supervised prep F&H, ❖ then exam: 7-9 mins F, 10-12 mins H ❖ 3 sections Role-play <ul style="list-style-type: none"> ❖ Instructions in English ❖ Social conversations using 'tu' ❖ 5 tasks (2 pts each) ❖ Inc' asking a specified question. ❖ Lasts 1-1.5 minutes <p style="text-align: right;">/10 marks</p> Reading aloud plus conversation <ul style="list-style-type: none"> ❖ Short passage-35/50 words F/H /5m ❖ Followed by 4 prescribed questions on the same topic /10m ❖ Lasts 2-2.5 mins F, 3-3.5 mins at H /15 marks Photo card (2 photos) plus conversation <ul style="list-style-type: none"> ❖ Description of both photos (same theme) for 1-1.5mins /5m ▪ Unprepared conversation on same theme for 3-4mins F, 4.5-5.5mins H /20m ❖ Marked out of communication, use of grammar and language. ❖ Total 4-5 minutes F, 6-7 mins at H /25 marks 	<ul style="list-style-type: none"> ❖ Two tiers: Foundation Tier (F): grades 1 to 5 Higher Tier (H): grades 4 to 9 ❖ Three assessment objectives: Through speaking and writing respond to and demonstrate understanding of: 1. Spoken language; 2. Written language; and 3. Accurate application of grammar and vocabulary. ❖ Four papers: Speaking, Listening, Reading and Writing, which carry an equal weighting of 25% 		Writing <ul style="list-style-type: none"> ❖ 50 marks at F&H ❖ 1 hour 10 mins F, 1 hour 15 mins H ❖ Instructions in English ❖ 5 sections at F, 3 sections at H Foundation: <p>Q1: Write 5 short sentences in response to a photo. /10 marks</p> <p>Q2: Write 50 words in response to 5 compulsory bullet points. / 10 marks</p> <p>Q3: Complete 5 short grammar tasks / 5 marks</p> <p>Q4: Translate sentences from English to French: 35 words. /10 marks</p> <p>Q5: Write 90 words in response to 3 compulsory bullets points; choice from 2 questions. /15 marks</p> Higher: <p>Q1: Translate sentences from English to French: 50 words /10 marks</p> <p>Q2: Write 90 words in response to 3 compulsory bullets points; choice from 2 questions / 15 marks</p> <p>Q3: Write 150 words in response to 2 bullet points; open-ended; choice from 2 questions. /25 marks</p>
Listening <ul style="list-style-type: none"> ❖ 40 marks at F (x 1.25 so /50), ❖ 50 marks at H ❖ 35 mins F, 45 mins H (inc. 5ms prep) ❖ 2 sections Q & A in English <p>MCQ, multiple response & open ended /32 marks F /40 marks H</p> Dictation <p>Transcribe sentences in spoken French into written French. / 8 marks F /10 marks H</p>	Reading <ul style="list-style-type: none"> ❖ 50 marks at F&H ❖ 45 mins F, 1 hour H ❖ 2 sections Q & A in English <p>MCQ, multiple response & open ended plus Inferring meaning of new words /40 marks</p> Translation <p>Sentences rom French to English min 35 words at F, 50 words at H /10 marks</p>		

Recommendation from the Subject Leader:

Languages are valued in the workplace and seen as serious subjects by universities. Studying a language keeps a wide range of degree courses open to you. Most universities offer a variety of single honour or combined courses with languages, many of which may include a year abroad.

SPANISH

Course Type: GCSE

Grading System: 1-9



Exam Board: AQA

Number of Option Choices: 1

Why study Spanish?

Language learning cultivates academic rigour and develops good communicators and problem solvers. The specifications are designed for the modern world and include a wide variety of topics such as discussing world issues, the media and practical situations encountered in a Spanish speaking country. The speaking examination aims to mirror real life situations. All skills are of equal value as learning a language is a combination of communication and understanding.

What will I study? Course Content

Theme Overview for GCSE MFL AQA		
Theme 1	People and Lifestyle	<ol style="list-style-type: none"> Identity and Relationship with Others (Describing family, friends, identity, nationality, relationships, marriage and civil partnership.) Healthy Living and Lifestyle (Fitness, mental health, parts of the body, going to the Doctor, addiction, food and drink) Education and Work (My studies, my school, Post-16, jobs and ambitions)
Theme 2	Popular Culture	<ol style="list-style-type: none"> Free-time Activities (weekend activities and socialising, e.g. sport, TV and films, the arts, music, reading, food shopping and eating out) Customs, Festivals and Celebrations (birthdays, religious, national and cultural celebrations and traditions across the French speaking world.) Celebrity Culture (The world of media, music, fashion, fame and influence.)
Theme 3	Communication and The World Around Us	<ol style="list-style-type: none"> Travel and Tourism (Holidays, places of interest, transport and weather) Media and Technology (Technology, social media and internet safety) The Environment and Where People Live (Home, neighbourhood, region, and social, political and environmental concerns.)

How will I be assessed?

KS4 GCSE MFL Exam Overview		Writing
AQA		
<ul style="list-style-type: none"> Two tiers: Foundation Tier (F): grades 1 to 5 Higher Tier (H): grades 4 to 9 Three assessment objectives: Through speaking and writing respond to and demonstrate understanding of: 1. Spoken language; 2. Written language; and 3. Accurate application of grammar and vocabulary. Four papers: Speaking, Listening, Reading and Writing, which carry an equal weighting of 25% 		<ul style="list-style-type: none"> 50 marks at F&H 1 hour 10 mins F, 1 hour 15 mins H Instructions in English 5 sections at F, 3 sections at H <p>Foundation:</p> <p>Q1: Write 5 short sentences in response to a photo. /10 marks</p> <p>Q2: Write 50 words in response to 5 compulsory bullet points. /10 marks</p> <p>Q3: Complete 5 short grammar tasks /5 marks</p> <p>Q4: Translate sentences from English to French: 35 words. /10 marks</p> <p>Q5: Write 90 words in response to 3 compulsory bullet points; choice from 2 questions. /15 marks</p> <p>Higher:</p> <p>Q1: Translate sentences from English to French: 50 words /10 marks</p> <p>Q2: Write 90 words in response to 3 compulsory bullet points; choice from 2 questions /15 marks</p> <p>Q3: Write 150 words in response to 2 bullet points; open-ended; choice from 2 questions. /25 marks</p>
Speaking	Listening	Reading
<ul style="list-style-type: none"> 50 marks at F&H 15 minutes supervised prep F&H, then exam: 7-9 mins F, 10-12 mins H 3 sections <p>Role-play</p> <ul style="list-style-type: none"> Instructions in English Social conversations using 'tu' 5 tasks (2 pts each) Inc' asking a specified question. Lasts 1-1.5 minutes /10 marks <p>Reading aloud plus conversation</p> <ul style="list-style-type: none"> Short passage-35/50 words F/H /5m Followed by 4 prescribed questions on the same topic /10m Lasts 2-2.5 mins F, 3-3.5 mins at H /15 marks <p>Photo card (2 photos) plus conversation</p> <ul style="list-style-type: none"> Description of both photos (same theme) for 1-1.5mins /5m Unprepared conversation on same theme for 3-4mins F, 4.5-5.5mins H /20m Marked out of communication, use of grammar and language. Total 4-5 minutes F, 6-7 mins at H /25 marks 	<ul style="list-style-type: none"> 40 marks at F (x 1.25 so /50), 50 marks at H 35 mins F, 45 mins H (inc 5ms prep) 2 sections <p>Q & A in English</p> <p>MCQ, multiple response & open ended /32 marks F /40 marks H</p> <p>Dictation</p> <p>Transcribe sentences in spoken French into written French. /8 marks F /10 marks H</p>	<ul style="list-style-type: none"> 50 marks at F&H 45 mins F, 1 hour H 2 sections <p>Q & A in English</p> <p>MCQ, multiple response & open ended plus Inferring meaning of new words /40 marks</p> <p>Translation</p> <p>Sentences rom French to English min 35 words at F, 50 words at H /10 marks</p>

Recommendation from the Subject Leader:

Languages are valued in the workplace and seen as serious subjects by universities. Studying a language keeps a wide range of degree courses open to you. Most universities offer a variety of single honour or combined courses with languages, many of which may include a year abroad.

LATIN

Course Type: GCSE **Grading System:** 1-9

Exam Board: EDUQAS



Number of Option Choices: 1

Why study Latin?

- Study the language and culture of the Ancient Romans
- Read Latin literature in its original form
- Learn about Roman culture that can be found in many areas of modern life: politics, literature, theatre, medicine, philosophy, global trade networks... the list goes on!

Latin is a subject that will allow you to develop your logical thinking skills and improve your knowledge of all languages, including English. Through studying a range of sources, you will acquire knowledge and understanding of selected aspects of the Classical World. The study of prose and poetry extracts in their original form will enable you to identify, analyse and appreciate a wide range of literary writing. Studying Latin will help you to become an effective independent learner and critical thinker.

If you are interested in Classics, Languages and History, Latin could be the subject for you!

What will I study?

Course Content:

- 1- Language: translation, comprehension and grammar exercises based on the Cambridge Latin Course
- 2- Literature: study of the Literature extracts in the original Latin language
- 3- Classical World: study of Roman civilisation and way of life

How will I be assessed?

Paper 1- Latin Language (50%)

Paper 2 – Latin Literature and Sources (30%)

Paper 3 – Either 3A: Latin Literature OR 3B: Roman Civilisation (20%)

Recommendation from the Subject Leader:

Latin provides an invaluable background for modern languages and many arts and science subjects at all levels. An awareness of the continuing influence of the Classical World on later times will enhance appreciation of contemporary art, architecture, theatre and literature. A GCSE in Latin is recognised by colleges and universities as being one of the more challenging examinations and is highly valued. A good grade in this subject would enhance a college or university application for any course as it indicates the ability to think logically and work with precision and accuracy. Latin is an interesting, demanding and rewarding subject which will mark candidates out from the crowd and impress future employers in a range of careers.

PHYSICAL EDUCATION

Course Type: Examination Physical Education

Grading Criteria: GCSE Physical Education (1-9) /Cambridge Nationals – Sports Studies (Pass, Merit, Distinction, Distinction *)

Exam Board: OCR

Number of Option Choices: 1



Why study Examination PE?

A practical and theory course aimed to equip students with the knowledge, understanding, skills and values to develop their performance in physical activities and understand the benefits to health, fitness and well-being.

Students seeking to study Examination PE need to have a real interest in both **playing sport (in and out of school)** as well as **a thirst for improving their knowledge** within a range of topic areas relating to sport and physical education; These include anatomy and physiology, psychology, biomechanics, officiating, leadership, coaching and nutrition.

What will I study?

In Year 9 Examination PE students will complete the same **foundation year** where they will be assessed using Pass, Merit and Distinction criteria. To ensure students achieve their maximum potential, they will be selected to move forward onto either the OCR GCSE Physical Education or OCR Cambridge Nationals – Sports Studies course during the summer term. There will be clear communication regarding this process to ensure students are happy and understand why they have been selected for a certain course.

Theoretical lessons (1 lesson per week). Topics over the year to include:

1. Components of fitness and fitness testing
2. Methods and principles of training
3. Contemporary Issues in Sport - The structure of sport in England, the role of NGBs and factors affecting participation.
4. Contemporary Issues in Sport – Sporting behaviours and Ethics in Sport
5. Sport and the role of media
6. Introduction to GCSE/Cambridge Nationals

Practical lessons (1 lesson per week):

In the first term practical lessons will include fitness testing and exploring different training methods. In terms 2 and 3 students will develop their skills in a range of practical activities including football, handball and badminton. Students will be assessed in each of these activities in order to help us understand the best course for pupils from Year 10 onwards.

How will I be assessed?

- Written End of Unit Examinations and an End of Year Examination
- Practical Assessments

Recommendations from the Subject Leader (Mr Hodgkinson):

1. Students are regularly participating in a minimum of **two** sporting activities inside and/or outside of school.
2. Students should have **an interest in theoretical concepts** relating to the sports industry and sporting performance itself.

CAREER ADVICE AND GUIDANCE

Students have access to the online resource called Unifrog. This website (www.unifrog.org) allows student to login, using their school email address, easily explore their interests, and start to consider the future career paths they might take to reach their goals!



The Resource Centre has a range of careers information (Mrs Spring can help you if you need to find something).

Every 6th Form & Further Education College in Cambridgeshire has their own websites which can be accessed for information about any transition course at the end of Year 11.

Cambridge Regional College	www.camre.ac.uk
College of Animal Welfare Godmanchester	www.caw.ac.uk
College of West Anglia	www.col-westanglia.ac.uk
Comberton Sixth form	www.combertonsixthform.org
Cottenham Sixth Form	www.cottenhamsixthform.org
Ely Sixth Form Centre	www.elycollege.com/sf
Hills Road Sixth Form College Cambridge	www.hillsroad.ac.uk
Huntingdon Regional College	www.huntingdon.ac.uk
Impington Village College Sixth Form	www.impington.cambs.sch.uk
Long Road Sixth Form College Cambridge	www.longroad.ac.uk
Northstowe Sixth Form	www.sixthform.northstowesc.org
The Oakes, Cambridge	www.oakescc.org
Parkside Sixth Form	www.parksidesixth.org.uk
Peterborough Regional College	www.peterborough.ac.uk
St Ivo School, St Ives	www.stivoschool.org
National website for apprenticeships	www.apprenticeships.org.uk

Local website for Cambridgeshire Youth Guidance (formally Connexions) www.youthoria.org

Useful Website: www.careersbox.co.uk/skillsexplorer

FREQUENTLY ASKED QUESTIONS

I like my teacher. Can I be in his/her group next year?

Answer: The teacher that you will be given will depend upon the choices you have made. It is not possible to choose a teacher. Choose a subject because you like the subject and think you can do well in it.

Can I do the same subjects as my friends?

Answer: This is not a good basis for making your decision. Your friends will have different ideas to you and may enjoy different types of subjects. Choose subjects for yourself and try not to be influenced by your friends.

Should I know where I want to go after SVC already?

Answer: No, not necessarily. It is always good to have this in mind if you can but for now make decisions based on areas you like and achieve well at. Make decisions around what leaves you with the best opportunities to make the next steps later on.

Where can I go for help?

Answer: You have a big support network around you. This includes your parents, tutor, siblings, friends and fellow tutees. Remember that lots of people have done this before so make use of their experience. You could even go online and start looking at colleges and sixth forms that you may be interested in. If you are at all worried, speak to your tutor or House Office.

Will I get the subjects that I have chosen?

Answer: We try our very best to give students the subject choices that they have requested. Unfortunately, in a small minority of cases, it is not possible to give all choices due to the combination of subjects that you are wishing to do. Please bear this in mind when choosing your reserve options.

What is a BTEC?

Answer: BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background.

WHAT TO DO NOW

1. Read the booklet carefully and speak to the teachers of the subjects you are interested in.
2. Use the subject review you prepared in your Lifeskills lessons.
3. Watch the presentations for the subjects you are interested in which will be available on Guided Choices evening on Thursday 12th February.
4. Along with your parents speak to your subject teachers at parents evening on Thursday 12th March.
5. Go to the submission links on emails (**will be emailed to students and parents on 12th March**) and select your choices.

Submission Date 16th March 2026
