ST JOHN FISHER
HARROGATE

GCSE Options Guidance 2026

Nurturing ambition, confidence and success

Dear Parent/Carer

This GCSE Pathways Guidance outlines the subjects available to your son or daughter at Key Stage 4 and the process by which they will select their GCSE subjects.

All students will continue to follow a core programme of RE, English, Mathematics, Science, PSHCE and Core PE.

Along with our Year 9 GCSE Pathways Evening, I hope you find this booklet useful in order to support this important options process. It contains detailed course information about all the subjects we offer, compulsory and optional. We strongly encourage parents and students to discuss choices with one another and with subject teachers and form tutors.

I look forward to welcoming you at our Year 9 GCSE Pathways Evening on **Tuesday 3rd February** and supporting your son or daughter in progressing to the next stage of their education with enthusiasm and endeavour. Pleased be assured I am committed to ensuring they have the highest quality of education so they can prosper and flourish in life, in the present moment, and in life beyond these school years.

The schedule for Year 9 GCSE Pathways process is as follows:

Thursday 8th January - Year 9 Parents' Consultation Evening

Thursday 29th January Year 9 Options Assembly to students. GCSE Pathways Booklet and GCSE Pathway Preference Form shared with students and parents

15th - 27th January Careers Guidance

Tuesday 3rd February Year 9 GCSE Pathways Evening Options (Parents & Students)

Wednesday 11th February 9am Student submission of GCSE Pathway Preference Form to Form Tutor

Any queries you might have following the Options Information Evening can be directed to your child's Head of Year, Mr Thomas or Deputy Head Teacher, Mrs Luke.

I look forward to welcoming you to our Year 9 GCSE Pathways Evening on **Tuesday 3rd February**.

Mr Mort
Head Teacher

What are my options?

Over the next few weeks, you will make choices about the design and content of your Key Stage 4 curriculum. The courses and qualifications you choose will help to shape your future.

The majority of students will select three subjects that you will study from September 20265 through to the end of Year 11.

This booklet outlines the courses that are available to you.

Use the next few weeks to start refining your thoughts about which courses you would like to study at GCSE level. Use people around you to help with your decisions; speak to your parents/carers or older siblings/friends/family members who have been through this process.

Make sure that you also speak to your teachers, ask them about the GCSE course in their subject areas, particularly if it is a subject that you have not experienced ay Key Stage 3.

Making the right choice

Think about the lessons that you enjoy and have a passion for; these are often the subjects that will enable you to fulfil your potential.

Also think about the subjects that fit well with any future career interests that you may have or be considering.

Do **not** choose a subject just because one of your friends is also making the same choice, your choices must reflect your interests and aptitudes. Furthermore, there is no guarantee that you would be placed in the same class. Similarly, do not make choices based on your favourite teachers as they may not be teaching your class next year.

Think carefully about your subject choices, you are committing to study these subjects and they will determine the structure of your curriculum for the next two years. It is crucial that you get your option choices right for you, **unless there are exceptional circumstances, you will not be able to change GCSE courses in Year 10 or Year 11**.

A balanced curriculum

We encourage all students to think carefully about their subject choices. Selecting options from a range of subject areas, including those with more practical and creative elements, will nurture and develop a wide range of skills and attributes. Something that you would be able to demonstrate when applying for further education or employment.

There is extensive evidence about the benefits of studying art/creative based qualifications (Art, Dance, Drama, Design Technology, Media and Music) as part of your formal education. These subjects challenge you to develop your ability to solve problems and think creatively and innovatively, skills that are valuable in further education and employment. They also develop your ability to work independently and collaboratively, as well as demonstrating that you can respond to constructive feedback and refine your work in order to make improvements

Key Stage 4 Pathways

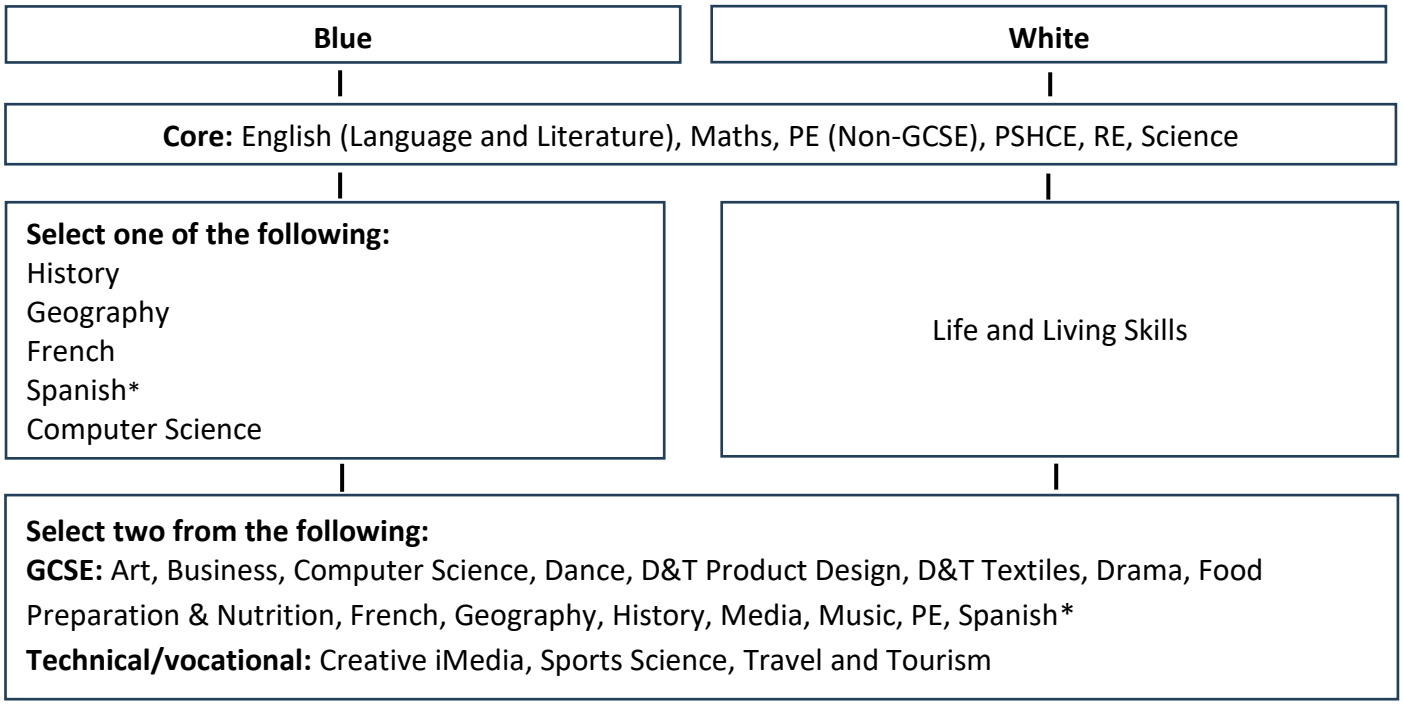
Compulsory Subjects
All students will continue to study the following subjects throughout Key Stage 4. These are:

- English Language and English Literature (2 GCSE qualifications)
- Mathematics
- Science (2 or 3 GCSEs – combined or separate Sciences)
- Religious Education
- Core PE (not a GCSE qualification)
- PSHCE (not a GCSE qualification)

Beyond the core curriculum, students will study three additional subjects. Students are guided towards one of two pathways designed to maximise both choice and support for their individual needs. Both pathways provide a balanced and varied choice of options – both GCSE and technical/vocational. Our recommendations are based on the wealth of information we hold on each student and aim to maximise their potential.

The Blue Pathway combines aspiration with flexibility whilst also retaining breadth and variety with opportunity to engage with academic and creative aspects of the curriculum. It guides students towards studying a language (French or Spanish), humanities (History or Geography), Computer Science alongside two free choices.

The White Pathway is a very personalised approach for a small number of our learners and enables us to provide a tailored combination of subjects to develop students' life skills alongside two free option choices. Students will follow The Life and Living Skills course, an Entry Level Qualification, which provides the bespoke support to meet individual learning needs in preparation for their next steps in education or employment alongside specialist English and/or maths support. This qualification allows students to work at their own pace to support their preparation for adulthood and may incorporate learning activities outside of the classroom environment. Assessment is through completion of a portfolio. **If this pathway has been recommended, there will have been individual discussions with the student and the parent/carer to ensure it meets need and guide them through the options process.**



*You must have studied Spanish in Year 9 in order to take this option at GCSE.

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CORE (COMPULSORY) SUBJECTS INFORMATION

RELIGIOUS STUDIES

What will I study?
All students are required to study Religious Education at GCSE level. This GCSE is based on AQA Specification B, Catholic Christianity, Judaism and Thematic Studies, the content of which includes three key components.

Component 1: Catholic Christianity

This component of the course will include elements of Catholic beliefs, teachings, practices, sources of authority and forms of expression.
These will relate to six topics:
· Creation
· Incarnation
· The Triune God
· Redemption
· Church and the Kingdom of God
· Eschatology

Component 2: Judaism: Perspectives on faith
This component of the course will include elements of Jewish beliefs, teachings and practices.
· Judaism: Beliefs
· Judaism: Practices

Component 3: Thematic Studies.

This component of the course will include elements of ethical and philosophical themes including:
· Theme A: Religion, Family and Relationships
· Theme B: Religion, Peace and Conflict

How will I be assessed?
The examination structure will include two exams each worth 50% of the overall GCSE grade. Each paper will take 1hr 45mins.

· Paper 1: Catholic Christianity

· Paper 2: Judaism: Perspectives on faith **and** Thematical Studies

Opportunities:
The RE GCSE course allows students to develop their critical thinking skills which encourages students to assess a range of evidence (belief, practices, and teachings) and reach a reasoned conclusion. Critical thinking skills are transferrable to other subjects and considered desirable for employers recruiting those who can demonstrate teamwork and the ability to consider different viewpoints.

If you want a career working with people such as in caring and health care, teaching, journalism, law and policing this will provide important knowledge and understanding of diversity, beliefs and moral values.

ENGLISH

English is invaluable for your future no matter what you are aiming for. A good command of the spoken and written word will help you every day and benefit all your other GCSEs too. Whatever you end up doing, English is a must have subject for college, university, work and life!

What will I study?
All students will complete 2 GCSEs in English: English Language and English Literature.

GCSE English Language will allow you to become a critical reader of fiction and non-fiction texts and develop both creative and persuasive writing skills.

GCSE English Literature offers you the chance to study classic literature and some contemporary novels, plays and poetry too.

What will I learn?
Speaking and Listening - learn these essential skills through presentations and discussion.

Writing - learn how to write for a specific audience or purpose to inform, persuade or take a viewpoint, as well as writing creatively.

Reading - discover how writers use their skills when writing fiction or non-fiction.

Poetry - use the skills you have learnt to interpret poems.

Shakespeare, modern play and nineteenth century novel - understand the themes, ideas, characterisation and how the writers craft these famous texts.

How will I be assessed?
English Language:

- Paper 1 Examination: Explorations in creative writing and reading. 50% of GCSE
- Paper 2 Examination: Writers' viewpoints and perspectives. 50% of GCSE
- Non-examination assessment: Speaking and listening. Separate endorsement on GCSE Certificate.

English Literature:

- Paper 1 Examination: Shakespeare and the 19th century novel. 40% of GCSE
- Paper 2 Examination: Modern texts and poetry. 60% of GCSE.

MATHS

All students are required to study GCSE mathematics at a level that is appropriate to their ability.

GCSE maths has a FOUNDATION tier (Grades 1 to 5) and a HIGHER tier (Grades 4 to 9). Students must take three question papers at the same tier.

What will I study?

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The subject content is split into three groups:

- Content that all students should master
- Content that should be taught but higher achieving students should master
- Content that will be taught only to higher achieving students and mastered by the highest achievers (those likely to go on to A-level study in mathematics).

How will I be assessed?

Paper 1: non-calculator	Paper 2: calculator	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed	**What's assessed** Content from any part of the specification may be assessed	**What's assessed** Content from any part of the specification may be assessed
How it's assessed • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessment	**How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment	**How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	**Questions** A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	**Questions** A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

SCIENCE

GCSE Science has 3 different routes:

- Separate Science – 3 GCSEs: 1 in Biology, 1 in Chemistry and 1 in Physics
- Trilogy (Combined) Science Higher – 2 GCSEs in Combined Science
- Trilogy (Combined) Science Foundation - 2 GCSEs in Combined Science

All students are required to study GCSE Science. The route of study will be based on evidence from their progress. We follow the AQA Science specifications.

GCSE Science has a FOUNDATION tier (Grades 1 to 5) and a HIGHER tier (Grades 4 to 9). Students must take six question papers at the same tier.

Students' performance across Year 7 and 8 will be assessed, and in combination with an end of year 8 test students will be streamed in Year 9. The science GCSE content is taught from the start of Year 9, and **all students will be taught separate science material initially**. Assessments will take place throughout Year 9 and following the end of year tests students will be placed into Separate Science or Trilogy (Combined) Science groups moving into Year 10. (As there is no extra curriculum time to teach separate science, not all students will be able to access the demands of the syllabus in the time available. We use Year 9 to assess which students will be able to manage the extra workload and the pace of teaching moving forward.) Assessment will continue throughout Year 10 and 11 to ensure that students enter the most suitable pathway for their GCSEs.

Trilogy (Combined) Science Higher/Foundation: 2 GCSEs in Science

Biology: Cell biology, organisation, infection and Response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves and magnetism and electromagnetism.

Examination
Students will sit six exams leading to two Science GCSEs

Biology 1 - 1 hour 15 minutes – 70 marks – 16.7% of GCSE
Biology 2 - 1 hour 15 minutes – 70 marks – 16.7% of GCSE
Chemistry 1 - 1 hour 15 minutes – 70 marks – 16.7% of GCSE
Chemistry 2 - 1 hour 15 minutes – 70 marks – 16.7% of GCSE
Physics 1 - 1 hour 15 minutes – 70 marks – 16.7% of GCSE
Physics 2 - 1 hour 15 minutes – 70 marks – 16.7% of GCSE

The questions across all six papers will be a combination of multiple choice, structured, closed short answer and open response (maximum of 6 marks).

Separate Sciences: 3 GCSEs in Science

Biology: Cell biology, organisation, infection and Response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism and space physics.

Although the topic titles are mainly the same as in combined science, there is lots of extra knowledge within each topic in separate sciences and so the speed of delivery needs to be much faster within the classroom and there is less time for consolidation and revision.

Examination
Students will sit six exams leading to three GCSEs

Biology GCSE (2 exams)
Biology 1 - 1 hour 45 minutes – 100 marks – 50% of GCSE
Biology 2 - 1 hour 45 minutes – 100 marks – 50% of GCSE

Chemistry GCSE (2 exams)
Chemistry 1 - 1 hour 45 minutes – 100 marks – 50% of GCSE
Chemistry 2 - 1 hour 45 minutes – 100 marks – 50% of GCSE

Physics GCSE (2 exams)
Physics 1 - 1 hour 45 minutes – 100 marks – 50% of GCSE
Physics 2 - 1 hour 45 minutes – 100 marks – 50% of GCSE

The questions across all six papers will be a combination of multiple choice, structured, closed short answer and open response (maximum of 6 marks).

All GCSE routes cover a wide variety of science topics, and we aim to give students confidence in their scientific ability throughout the course. Within each topic, we aim to link the concepts covered to everyday situations and try to help students see the links between the theory in the classroom and the wider world.

PHYSICAL EDUCATION (CORE PE - Non GCSE)

Students have two hours of PE per fortnight where the emphasis is on developing a lifelong interest in sport and physical activity. Each half term students will cover one of the following activity areas:

Invasion Games - Examples of the sports covered include football, rugby, basketball, netball.
World Games - Examples of the sports covered include dodgeball, Gaelic football, Aussie rules, American football.
Net Games - Examples of the sports covered include volleyball, badminton, table tennis, short tennis.
Health Related Fitness
Athletics
Striking and Fielding games - Examples of the sports covered include cricket, rounders, Danish longball.

As in year 7-9, the following PE kit should be worn:

Boys

- Navy/sky/white reversible rugby shirts OR navy SJF sports tops
- Navy SJF shorts
- Navy SJF football socks
- Suitable sports footwear (including studded football/rugby boots)
- SJF logoed hoodies (optional)
- Navy tracksuit bottoms (optional)

Girls

- Sky blue SJF sports tops
- Navy SJF shorts
- Sky blue skorts or SJF logoed leggings
- Navy SJF football socks
- Suitable sports footwear (including studded football boots)
- SJF logoed hoodies (optional)

PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION - Non-examined)

The PSHCE curriculum at St. John Fisher has four core themes, which aim to enhance the well-being of every student. These are:

1. **Health and Wellbeing**: this theme looks at the foundations of our well-being and how to keep ourselves physically and emotionally healthy.

2. **Relationships**: this area of the curriculum explores our relationships with others and how to maintain a variety of healthy relationships.

3. **Living in the Wider World**: this theme explores our rights as well as our responsibilities as members of our diverse communities.

4. **Citizenship:** this theme encourages students to be active citizens as they learn about the importance of democracy and the law.

Through the PSHCE curriculum, we aim to build on our learning in Key Stage 3 and encourage our students to develop the skills and understanding to get the most out of their time at St. John Fisher as well as prepare them for life as active citizens in 21st century Britain.

Curriculum content for Key Stage 4:
Year 10 lessons include topics such as:

- Healthy relationships - the improtance of communication.
- Work skills - preparation for life after school and developing skills to improve employability as well as writing a CV.
- Gambling awareness - how to recognise the warning signs of problem gambling and how to get help.
- Mental health - ways to improve mental wellbeing and spot the signs of someone struggling.

Year 11 lessons include topics such as:

- Healthy relationships - abusive realtionships and managing unwanted attention.
- Keeping healthy - coping with exam stress and the importance of sleep.
- Families - parenting qualities, different types of families and dealing with berivement and grief.

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OPTIONAL SUBJECTS INFORMATION

ART & DESIGN

What will I study?
The Art Department offers a GCSE course that is designed to take account of the aptitudes, interest and abilities of individual students. Coursework should reflect a unique response to design problems and show the student's ability to investigate and develop ideas. An integral part of the course involves homework and research work. Students are required to offer assignments from one or more of the following areas:

ART & DESIGN (a minimum of 2 of the following disciplines)

a. Drawing and Painting
b. 3D Studies and installations
c. Photography and/or film
d. Print making
e. Textiles
f. Graphics

How will I be assessed?

(a) Within School:

- During Year 10 the course's starting briefs will be given relating to all areas of study.
- In Year 11, students will be able to specialise in one area or more. Half-termly assessments will be made.

(b) At GCSE:

The scheme of assessment consists of:

- Externally Set Assignment 40% (8 weeks + 10 hours)
- Coursework 60%

The work (externally set assignment and coursework) of each candidate will be assessed separately at the end of the course in an exhibition.

Opportunities
The Art & Design qualification is essential for any student intending to take an Art or Art History course at 'A' level which in turn can be a stepping stone to Higher Education in specialist Art and non-specialist courses.

GCSE Art can lead to careers in many obvious forms of visual design. In brief, Advertising, Archaeology, Book Publishing, TV, Film, Video, Textiles/Fashion, Interior Design, Production Methods, Exhibition Work, Forensic Model Making, Public Relations, Illustration, Make-up, Special Effects, Jewellery, Window Dressing, Theatrical Design, Antique Restoration, Animation, Architecture, Web Designer and many more.

BUSINESS STUDIES

AQA BUSINESS STUDIES

The specification provides the opportunity to explore real business issues and how businesses work. The clear and straightforward structure to the specification supports your learning. You apply your knowledge and understanding to different business contexts ranging from small enterprises to large multinationals.

What units will I study?

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

How will I be assessed?

There are two assessments:

Paper 1 – Influences of operations and human resource management on business activity.

- Units 1,2, 3 and 4 are assessed
- Written exam of 1 hour 45 minutes
- 90 marks and 50% of GCSE

Paper 2 – Influences of marketing and finance on business activity.

- Units 1, 2, 5 and 6 are assessed
- Written exam of 1 hour 45 minutes
- 90 marks and 50% of GCSE

There is a mixture of multiple choice, short answer questions and case study/data response stimuli with questions in both papers. Each paper has the same format.

Opportunities after GCSEs

The knowledge and skills gained from this specification will provide you with a firm foundation for further study of business. AQA A level Business is offered in our Associated Sixth Form Centre. After this you can access business related courses at university and pursue a career in business.

You might have an interest in business from watching TV programmes such as Dragons Den or The Apprentice or have a dream to set up your own business. You may just have an enquiring mind and what it takes to be a great entrepreneur.

COMPUTER SCIENCE & CREATIVE iMEDIA

Why You Should Study GCSE Computer Science or Creative iMedia

Choosing to study GCSE Computer Science or Creative iMedia can be a transformative decision, opening doors to a world of opportunities and equipping you with skills that are increasingly valuable in today's digital age. Here are several compelling reasons why you should consider these subjects:

1. Future-Proof Your Career
In an era where technology is rapidly evolving, having a solid understanding of technology and digital media skills can future-proof your career. Many industries, from healthcare to finance, rely heavily on technology, and having these skills can make you a valuable asset in any field.

2. Develop Problem-Solving Skills
Computer science teaches you how to think logically and solve problems efficiently. You'll learn to break down complex issues into manageable parts and develop algorithms to solve them. These problem-solving skills are not only crucial in tech-related fields but are also highly transferable to other areas of study and work.

3. Creativity and Innovation
Studying computer science or Creative iMedia allows you to be creative and innovative. Whether you're designing a new app, developing a game, or creating a website, you'll develop the skills and tools to bring your ideas to life. This creativity can be incredibly fulfilling and can lead to exciting career opportunities.

4. High Demand and Competitive Salaries
The demand technologically minded professionals is high and continues to grow. Jobs in this field often come with competitive salaries and excellent benefits. By studying computer science or Creative iMedia, you position yourself for a career that is both financially rewarding and in high demand.

5. Understanding the Digital World
In today's digital world, understanding how computers work and how to use them effectively is essential. From the basics of coding to the complexities of cybersecurity these subjects provide you with the knowledge to navigate and understand the technology that underpins modern life.

6. Foundation for Further Study
GCSE Computer Science and Creative iMedia provide a strong foundation for further study in the field. Whether you choose to pursue A-levels, a university degree, or vocational training, the skills and knowledge you gain will be invaluable.

7. Empowerment and Independence
Learning in computer science or Creative iMedia empowers you to be more independent with technology. You'll be able to troubleshoot issues, understand how software and hardware interact, and even create your own programs. This independence can be incredibly empowering and useful in everyday life.

COMPUTER SCIENCE

What will you study?

You will learn how computers work from the inner workings of the CPU to the fundamentals of the Internet. You will be able to design and create computer programs which will solve complex problems, this is a rare and much sought after skill.

Component 1: Computer Systems

- All about the workings of a computer including CPU, RAM and storage
- How data is stored in binary
- How networks and the internet work
- Cyber Security
- Operating Systems and specialist software
- Moral, social, legal, cultural and environmental concerns

Component 2: Computational Thinking, Algorithms and Programming

- How to design and write computer programs
- Algorithms for searching and sorting
- Computational logic and logic gates
- The types of languages used in programming, both high level and low level

How will you be assessed?

Each component has a 90-minute exam, worth 50% of your final grade.

Creative iMedia

What will you study?

This course gives you an understanding of imaging and multimedia software and how to design and create effective products for specified purposes and audiences. You will design and create a range of multimedia products using a wide range of industry standard software.

CREATIVE iMEDIA

Creative iMedia in the media industry (written exam)

This is assessed by taking an exam. 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. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Visual identity and digital graphics (coursework)

This is a practical assessment where you will be tasked with:

- **Developing a visual identity** (e.g., logo, branding elements).
- **Planning and producing a digital graphic** that aligns with the visual identity.
- **Building a portfolio** demonstrating planning, rationale, and technical application.

Interactive digital media (coursework)

This is a further practical assessment where you will be tasked with working through a **client brief** to plan, create, and evaluate an **interactive digital media product**. Options for this could include:

- Websites
- Mobile apps or e-learning tools
- Information kiosks
- Digital maps

How will I be assessed?

You will achieve a qualification worth the equivalent of one GCSE. This will be graded at either Level 1 or 2 and be awarded a Pass, Merit, Distinction or Distinction *. There will be 1 written exam and 2 pieces of coursework each worth 33% of the final grade, as outlined above.

DANCE

GCSE Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph in, providing it meets the assessment criteria.

Students must complete **both** assessment components.

Component 1: Performance and choreography
Performance 30% of GCSE • Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three and a half minutes in duration) **Choreography** 30% of GCSE • Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2: Dance appreciation
• Knowledge and understanding of choreographic processes and performing skills • Critical appreciation of own work • Critical appreciation of professional works
How it's assessed • 40% of GCSE • Written exam: 1 hour 30 minutes

Why choose Dance?

- To develop physical skills, critical skills and social development
- To increase fitness and wellbeing
- To develop self esteem through performance
- To develop awareness and sensitivity towards others through team working
- To develop creativity and problem solving skills through choreography
- To develop knowledge, opinion and preferences through viewing professional dances.

What will I study?

- All dance styles: such as jazz, contemporary, street dance, ballet and musical theatre are studied. Creating dances is a major part of the course. You will learn how to structure dance and create movement both individually as part of a duo/group. Theory lessons will involve the analysis of dance by studying the works of leading choreographers from contemporary dance, ballet and musical theatre.

For further information regarding GCSE Dance please visit the AQA website
http://www.aqa.org.uk/subjects/dance

DRAMA

What will you study in GCSE Drama?
In Drama we follow the AQA GCSE course. This course fosters candidates' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes students' enjoyment of drama as performers, devisers, directors and designers. It provides opportunities for students to attend a range of live theatre performances and to develop their skills as informed and thoughtful audience members.

Through the study of this course, students will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances. Students will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that drama provides significant opportunities for expressing cultural and personal identity.

What skills are developed in GCSE Drama?
Drama promotes a vast range of inter-personal and transferrable skills, educating our students for life. Students work in groups often and therefore teamwork, organisation, time management, trust and respect are core skills. Additionally, students perform and present their work regularly and so rigour, resilience, determination and confidence are also intrinsically developed through Drama. It aims to prepare learners to make informed decisions about further learning opportunities and career choices. Our past pupils regularly state that Drama is one of the only subjects they continue to use on a daily basis in their careers. When AI can do many of the jobs that exist globally; creativity will really count as an invaluable skillset!

How will I be assessed?
The course is 60% practical course work and 40 % written exam. The course assessment is:
Unit 1: Understanding Drama (40%) – a written exam comprising three sections: Knowledge of Drama and theatre roles and industry; study of a set play; live theatre evaluation.
Unit 2: Devising Drama (40%) – Students will be assessed on a practical devised performance, which they will create themselves from a stimulus. Accompanying the performance is a written log worth 60 marks.
Unit 3: Texts in Practice (20%) - Students will be assessed on a practical scripted performance, performing two extracts from one play.

Opportunities:
- We run regular theatre trips to the Leeds Playhouse, Harrogate Theatre, Bradford Alhambra and York Theatre Royal to see an exciting range of productions
- We run a "West End Experience" trip to London's West End every year in June. This trip is exclusively for current and potential GCSE Drama and Dance students and comprises two top West End shows, a tour around London's Theatreland, 2 nights overnight stay and a West End Theatre workshop with professional performers.
- We offer workshops with professional theatre makers to further develop student's skills as performers. Past workshops have included Physical Theatre company "Folding Space" and award winning devising company "Kill The Beast"

DESIGN & TECHNOLOGY (Product Design with Electronics)

Overview:
GCSE 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. The GCSE in Design Technology allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Assessment Details:
Examination (2 hours) 50%
Non-Exam Assessment (NEA) 50%

Course content:
The examination is divided into 3 sections:
Section A
Core technical principles (20 marks) – A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
Section B
Specialist technical principles (30 marks) – Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
Section C
Designing and making principles (50 marks) – A mixture of short answer and extended response questions.

The **NEA** consists of a substantial design and make task. This will require the students to work with a variety of materials including wood, metal and plastics. Students will be marked on the following:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Contextual challenges will be released annually by AQA on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA

Rationale
You may wish to study Design Technology for one or more of the following reasons:

- It is highly relevant to the modern world and our activities in it.
- It can lead to an enormous range of career and educational opportunities.
- There are opportunities to carry out practical activities and to learn through making.
- It is highly satisfying and very rewarding.

Opportunities
Technology subjects can be the gateway to an enormous range of educational and career opportunities. Employers are particularly keen on the problem solving and systems approaches employed on these courses and value the research and analysis skills learnt in Design Technology to develop realistic design solutions. Students will be able to continue their study of Design Technology at A level by opting for GCE Product Design.

DESIGN & TECHNOLOGY (Textiles)

Overview:
Within the GCSE Design & Technology, there is the possibility to choose elements of the course that allow students to specialise in textiles. This is taught as a separate option. This particular pathway will provide students with a more specialised approach to Fashion and Textiles design, materials techniques and equipment. They will also have the opportunity to study specialist technical principles of Textiles in greater depth.

Assessment Details:
Examination (2 hours) 50%
Non-Exam Assessment (NEA) 50%

Course content:
The examination is divided into 3 sections:
Section A
Core technical principles (20 marks) – A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
Section B
Specialist technical principles (30 marks) – Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
Section C
Designing and making principles (50 marks) – A mixture of short answer and extended response questions.

The **NEA** consists of a substantial Textiles based design and make task. Students will be marked on the following:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Contextual challenges will be released annually by AQA on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA

Rationale
You may wish to study Design Technology (Textiles) for one or more of the following reasons:

- It is highly relevant to the modern world and man's activities in it.
- It can lead to an enormous range of career and educational opportunities.
- There are opportunities to carry out practical activities and to learn through making.
- It is highly satisfying and very rewarding.

Opportunities post 16
Technology subjects can be the gateway to an enormous range of educational and career opportunities. Employers are particularly keen on the problem solving and systems approaches employed on these courses and value the research and analysis skills learnt in Design Technology to develop realistic design solutions. Students will be able to continue their study of Design Technology (Textiles) at A level through opting to study GCE Fashion & Textiles.

FOOD PREPARATION & NUTRITION

Overview
The specification is designed to provide opportunities for investigation, designing, making and evaluation which focus on the use of food as a material. In order to apply the appropriate skills, candidates will need to acquire a knowledge of the complex nature of food as a material, its various properties and the selection and use of forming tools and processes.

What will I study?
The subject content has five different strands:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

How will I be assessed?

1. A written exam: 1 hour 45 minutes
   The exam paper will be marked out of 100 and make up 50% of the GCSE marks.
2. Non- exam assessment (NEA) – the coursework.
   The coursework will be marked out of 100 and make up 50% of the GCSE marks.

What will the exam paper look like?

1. Multiple choice questions (20 marks)
2. Five questions extended writing questions (80 marks)

What will the coursework look like?

1. **Two tasks**
   Food Investigation – 15% of GCSE marks taking no more than 10 hours to complete.
   Food Preparation Assessment – 35% of GCSE marks.

2. **Assessment criteria**
   Twelve different food preparation skills are core to the specification have to be integrated throughout the course.

3. **Tasks**
   The food investigation assessment: written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

   The food preparation assessment: a three-hour practical in which 3 products must be prepared, cooked and presented.

Future pathways.
A successful completion of the GCSE course can lead to a Level 3 course available in the Associated Sixth Form

GEOGRAPHY

If you are interested in people, the physical world and the environment, then this is the subject for you.

The course is designed to prepare students for life in the 21st Century and help raise awareness about the way the world works, other cultures / ways of life and to give students an insight into future challenges such as climate change, poverty and sustainable resource use.

Students will become active learners and will be challenged to think about key questions during the course. They will develop an awareness of human's responsibility to other people, the environment and the future of the planet.

Course Structure
Students will study a broad range of subject content.

Unit 1 – Living with the Physical Environment

The content for this unit are the topics **Natural Hazards, Physical Landscapes** and **The Living World.**

Natural hazards

- Study of the cause and effects relating to earthquakes, volcanoes & tropical storms
- Study of the impact of extreme weather in the UK
- Analysis of how to reduce the damaging effects of hazards
- Understanding the cause and impact of climate change and how to manage it

Physical Landscapes in the UK

- Study of the characteristics of river landforms
- Study of the characteristics of coastal or glacial landscapes in the UK
- An understanding of how coasts or glaciers and rivers can be managed to protect people and the environment.

The Living World

- An understanding of what an ecosystem is and the relationships between the living and non living components of an ecosystem
- A study of the characteristics of Tropical Rainforests
- Cold Environments - such as the Antarctic and Alaska

Unit 2- Challenges in the Human Environment

The content for this unit are the topics **Urban Issues and Challenges, The Changing Economic World** and **Resource Management**

Urban Issues and Challenges

- Focusing on how urban growth can create challenges
- Analysing how inequalities are being reduced in urban areas in developed countries
- Investigating what the opportunities and challenges of urban growth are in developing countries
- Assessing how urban living can be sustainable.

The Changing Economic World

- Exploring the global variations in economic development and quality of life
- Studying the strategies for reducing the development gap
- Changing economies of the UK & Nigeria as a developed and developing country

Resource Management

- Understanding the global distribution of food, water and energy is uneven
- Resource Management within the UK
- Studying energy insecurities – causes, impacts and management

How will I be assessed?

GCSE Assessment Formal Examination towards final grade:

Unit 1: Living with the Physical Environment (written paper, 1 hour 30 mins, 88 marks, worth 35%) - All Physical Geography

Unit 2: Challenges in the Human Environment (written paper, 1 hour 30 mins, 88 marks, worth 35%) - All Human Geography

Unit 3: Geographical Applications (Written paper 1-hour 30 mins exam, worth 30%, 76 marks). Decision making exercise based on a pre released booklet, questions about fieldwork theory and their own fieldwork conducted in years 10 and 11.

Opportunities

At least 2 full days will be spent on fieldwork during the GCSE course. There may be an opportunity to take part in a 5-day residential visit to Sorrento Italy in Year 10.

Geography is taken by many students at A Level, combining well with Arts and Science based options. Careers in Geography include the Travel & Tourism industry, Town planning, Hazard Management, GIS (Computer modelling), Government Agencies, Meteorologist, Surveyor, Cartographer, Charity work, Oceanographer and any job with lots of international travel.

Geography develops skills including decision making, evaluation, analysis, and investigative use of up-to-date data in order to reach valued conclusions. These skills are widely sought after and highly valued by a variety of employers.

HISTORY

What will I be studying?

In history, you will learn about how the modern world came in to being, helping to develop you in to an active and responsible citizen in the twenty-first century. You will develop a plethora of valuable and highly sought-after transferable skills such as analysis, evaluation, the ability to form and defend your own arguments. There are four key modules that you will study:

Medicine Through Time from 1250 – Present Day, with an environment study of the British sector of the Western Trenches of WW1

This module involves looking at how, and why medicine has changed and developed since the medieval ages to the present day. We will be looking at how and why our understanding of the cause of disease and illness has changed, and the ways in which our treatment of disease and illness has changed and developed over time. This will be supported with case studies of the Black Death, the Great Plague, John Snow and cholera, and modern NHS treatments.

Anglo-Saxon and Norman England from 1060 – 1088

This module looks at the impact of the Norman invasion of England in 1066. We will look at why England was so desirable in the 1060s, why William of Normandy was successful at the battle of Hastings, how the English rebelled against and accepted Norman rule, and how England changed during the Norman government.

Weimar and Nazi Germany 1918 – 1939

This module looks at the state of Germany after the first world war, and asks how the Nazis were able to democratically take Germany in 1933. We then look at how the Nazis established a dictatorship through a combination of a police state, censorship and propaganda before looking at how the lives of ordinary Germans changed as a result of Nazi government.

The Cold War and International relations 1941 – 1991

This module looks at the relations between two superpowers – the USA and the Soviet Union (Russia). We look at how and why the once allies fell out, to such an extent that there was nearly a nuclear war in the 1960s, before examining how and why the ideology of the USA was able to defeat the ideology of the Soviet Union in the 1980s and early 1990s.

How is the subject examined?

There will be three written exams at the end of year 11 which will make up 100% of the GCSE grade. There is no coursework.

Why should I choose History?

The most obvious answer is because you have enjoyed studying History so far in Year 7, 8 and 9 and you would like to study the subject further. History is an excellent subject to study at GCSE; it develops a huge volume of transferable skills such as explanation, analysis, evaluation and the ability to construct arguments. The subject is very highly regarded by universities and employers and would prepare students well for careers in journalism, law, politics, the civil service, teaching, business, publishing, social work as well as archaeology and the police.

What opportunities will studying History provide me?

This is a highly relevant course that helps to explain the world we live in today and the circumstances in which we find ourselves both nationally and internationally. History is also an important subject to study if you are considering studying topics such as Politics, Sociology, Economics and Law as well as History itself in the Sixth Form. We offer a trip to Belgium/France during Y10 where we visit a variety of sites associated with the trenches of the western front, which links to our medicine study and the impact of WW1 on Germany.

MEDIA STUDIES

What is Media?
Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are streaming Squid Games, scrolling TikTok, watching the news at teatime or listening to a podcast on your way to school, you are consuming media.

Why is Media important?
Chances are, you and your family will all interact with some form of media every single day and every piece of media shapes how we interpret significant issues and our society. Increasingly, our media is changing and it can be difficult to understand truth from fiction, mis-information and dis-information; Media Studies will help you to become a critical and careful consumer.

So, what will I study?
We follow the EDUQAS Media Studies course. As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. You will study lots of different media forms, such as:

- Television
- Advertising and Marketing
- Film
- Marketing
- Magazines
- Newspapers
- Online, Social and Participatory Media
- Music Videos
- Radio
- Video Games

You will also study the practical skills needed to complete your NEA (coursework). This is an exciting part of the course where you will construct your own media products in a response to a choice of briefs set by the exam board. The set production briefs will change every year, requiring learners to create a production in a different genre/style and/or for a different intended audience. For example, you may be set a brief to create an opening sequence for a Crime drama and create a website page promoting the show.

How will I be assessed?
Assessment will consist of a mixture of examinations and non-examined assessment.
Component 1: Exploring the Media Written examination: 1 hour 30mins, 40% of qualification
Component 2: Understanding Media Forms and Products Written examination: 1 hour 30mins, 30% of qualification
Component 3: Creating Media Products Non-exam assessment: Media Production, 30% of qualification

How do I know if I will like Media Studies if I have never done it before?
You will have covered some media skills in English lessons, like Romeo and Juliet in Y9 when you explored how the film presents the play. In Media Studies, students get the best of both worlds; the theory and analytical skills enjoyed in subjects like English and History mixed with the creativity and resourcefulness of practical subjects like Art and Product Design. Media studies is always 'current' and fast paced and you will find that you already know a lot about the media because you are already online and accessing so much of the media world.

MODERN FOREIGN LANGUAGES: FRENCH & SPANISH

Why should I study French and/or Spanish?
If you enjoy communicating with other people and finding out how language works, studying GCSE French or Spanish is an excellent choice.

- you will be able to share your interests, ideas and opinions with other people who speak French/ Spanish
- you will learn about France/Spain and other countries where French / Spanish are spoken
- you will add an international dimension to your GCSE subjects
- you will learn many skills which are useful in a wide range of careers such as the ability to communicate clearly, to use problem-solving strategies etc.
- you will create greater opportunities for yourself to work abroad or for companies in the UK with international links. Many employers look for people who speak a foreign language.

What do I need to know or be able to do before taking this course?
You are already equipped to begin French GCSE with what you have done so far in Key Stage 3. If you have studied Spanish in year 9, you can also begin Spanish GCSE. Furthermore, to study either or both languages you will need to:

- enjoy learning a language and the activities we currently engage with in lessons
- work hard to learn vocabulary and grammatical structures
- have an interest in the culture of France or Spain and other French or Spanish speaking countries

What will I study?
You will explore a wide range of topics, and express opinions on the following topics in both written and spoken form: -

Theme 1 **Identity and culture, lifestyle, values and beliefs**	**Theme 2** **Environment, local, international and global areas of interest**	**Theme 3** **Current and future study and employment**
Me, my family and friends: *Relationships with family and friends* *Marriage*	**Where you live:** *Home* *Town* *Neighbourhood and region*	**Current and future study:** *My studies* *Life at school/college* *Education post 16*
Technology in everyday life: *Social media* *Mobile technology*	**Social issues:** *Work* *Healthy/Unhealthy living* *The environment* *Poverty/homelessness*	**Employment:** *Jobs* *Career choices* *Future ambitions*
Free-time activities: *Music, Cinema and TV* *Food and eating out* *Sport*	**Travel and Tourism:** *Holiday destinations* *Holiday activities*	
Customs and festivals in French/Spanish-speaking countries/communities		

How will I be assessed?

You can take this exam at Foundation Tier (up to grade 5) or Higher Tier (up to grade 9).
You will be assessed on 4 skills in a variety of ways:

Paper 1: Listening (25% of the GCSE grade)
- comprehension questions which are answered in English
- dictation (5 sentences)

Paper 2: Speaking (25% of the GCSE grade)

Paper 3: Reading (25% of the GCSE grade)
- comprehension questions which are answered in English
- translation from Spanish to English (5 sentences)

Paper 4: Writing (25% of the GCSE grade)
- write 5 sentences to describe a photo (Foundation only)
- complete 5 grammar tasks (multiple choice – Foundation only)
- produce a short piece of writing about 5 bullet points (40 words - Foundation only)
- produce a longer piece of writing about 3 bullet points (90 words - Foundation and Higher)
- Translate 5 sentences from English into Spanish (Foundation and Higher)
- Produce a longer piece of writing about 2 bullet points (150 words - Higher only)

Success at GCSE can lead to AS and A2 in the Associated Sixth Form.

Which language(s) to study?

You will be guided in your choice of language, based on staff assessment of your ability. **You must have studied Spanish in Year 9 in order to take this option at GCSE.**

Some of you may be advised that you are capable of doing both languages – there are many advantages to this in today's world. Please speak to your teacher who will give you an honest opinion of your chances of success.

Opportunities:

Other than the evident career in teaching and translating, having a GCSE in languages is usually highly regarded by employers because they know the rigour of the subject and recognise your skills. A language GCSE showcases that you are an excellent communicator; a competence valued in any job. Therefore, it can boost your employment prospects and is sought in careers that involve marketing, communication, project management, travel and tourism and many more.

MUSIC

Do you enjoy performing, listening to or creating your own music? Then Music GCSE may be the course for you. We welcome students of all abilities who would like to be involved in a key department in the school with outstanding exam results. We have tried to answer the most common questions below which will give you a lowdown on the course and its structure.

Mr Ratcliffe and Mr Kempster will have spoken to students in lessons about the course, but if you have any further questions, please get in touch!

What will I study?
GCSE Music has 3 components - Performance, Composition and Understanding
In performance, you will play or sing two pieces of music at the end of Year 11. In composition, you will write two pieces of music for an instrument or instrument of your choice. In understanding, you will sit a listening exam in the hall with extracts of different types of music from all genres.

Is this a practical course?
Absolutely. You won't be sat behind a desk. You'll be creating music at a computer or in a practice room, working in small and large groups.

How is the course divided up?
Performance is worth 30% and composition is worth 30%. These are both coursework components are assessed in school. This means you will have done 60% of your course before you even sit your exam. The understanding part (the exam) is worth 40%.

What kind of music will I listen to and study?
We have to study everything from classical music in 1750 to reggae, pop music of the present day, computer gaming and film music, folk, British choral music, heavy metal and much more! All these are assessed on your exam.

What standard do I need to be?
There is no minimum requirement for the course, but **we expect you to already play an instrument or sing.** Ideally, you need to be having lessons by the end of Year 9. If you wanted to, you could perform a grade 1 piece at the end of your GCSE. The piece is marked predominantly on accuracy and interpretation rather than the standard.

Can I get instrumental lessons in school?
Yes! We have a team of fantastic peripatetic teachers who come into school and teach everything across the spectrum of instruments.

What other opportunities will I have?
The music department takes part in workshops and has numerous performance opportunities. Workshops have included a film and computer gaming composition workshop with Dr Matt Lawson from Oxford University, a Q and A and open rehearsal with Ben Palmer, internationally renowned conductor, and workshops with artists such as Wynton Marsalis and Soweto Kinch. You will perform in a school ensemble and get out into the local community along with performing in a curriculum concert once a year. Previously we have taken musicians and ensembles to New York, Toronto, Barcelona, Malta and the south of France.

Do you attend concerts?
Yes! We have a strong link with the Harrogate International Festivals and usually have free or discounted tickets available for GCSE musicians throughout the year. We also run trips to other events that link to the GCSE course.

Will I have to join an ensemble?
We hope that everyone who takes GCSE will take part in an ensemble. This could be a band, choir, jazz, guitar or many other ensemble. We'll also encourage you to form your own ensembles where you can. We also support the annual school productions with musicians made up from our GCSE and A Level classes.

Why is GCSE music a good subject to choose?
- Firstly, music is fun. If you enjoy playing an instrument or singing, then music is for you.
- We have great classes with people who want to work together and share a real passion for the subject.
- Music inspires the inner you and gives a great balance to your other more traditional GCSEs.
- Music teaches about creativity, builds confidence, develops resilience, brings out the best in you and enhances your self-discipline
- The number one skill that people want in the workplace is creativity and problem solving. These things are at the heart of what we do.
- You can also be rewarded for all those hours of practice over the years with a GCSE grade!

What does GCSE music lead to?
While GCSE music obviously leads to courses in music and music technology at A Level or courses at college and conservatoires, it is also about skills. The skills you will learn in music will equip you for later life and make you grow as a person. We always have excellent feedback from those who have chosen it.

GCSE PHYSICAL EDUCATION (AQA)

What will I study?

Theory Content
This involves studying the theory behind Physical Education and Sport, which includes;

- Anatomy and Physiology
- Movement Analysis
- Health and Fitness Training
- Injury Treatment
- Sports Psychology
- Commercialisation of Sport

This will be assessed through two written 1 hour and 15-minute exams, worth **60% of the final GCSE grade**. The exam will consist of multiple choice / short and extended questions.

Paper 1: The Human body and movement in physical activity and sport (30% of GCSE)	**Paper 2: Socio-cultural influences and well-being in physical activity and sport (30% of GCSE)**
What's assessed; • Applied anatomy and physiology • Movement analysis • Physical training • Use of data	**What's assessed;** • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data

Opportunities for Further Education
Physical Education is offered as an A Level and vocational BTEC Sport course in the Associated Sixth Form.

Practical Content (30% of the GCSE)
Students will be assessed in three different activities in the role of player / performer. One of these assessments must be in a team sport / activity; one assessment in an individual sport / activity, with the third assessment being from either a team or individual sport / activity. Students can only be assessed once in any sport or activity. Students will be assessed on skill and their application of the skill in the sporting context.

Good practical ability is required to undertake the course. Students **MUST** be participating and performing regularly in sport, **both in and out of school**. Those participating in off-site activities will be required to provide AV footage to assessed.

Analysis of Performance (10% of the GCSE)
Students are required to analyse and evaluate a performance in one activity from the specification. Identifying two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

The practical aspect is worth **40% of the final GCSE PE grade.**

NB: This cannot be chosen alongside the Sports Science course

SPORTS SCIENCE (OCR - Cambridge National)

This highly regarded vocational course is a work-related study programme focussing on the world of sport and physical activity; a huge growth sector for further study and employment in the UK. The three-unit Cambridge National Certificate offers students the opportunity to study, investigate and experience sport in the widest sense. Most of the units are vocational in context so the course delivery is based on the investigation and experience of what happens in the sporting world.

Although good practical ability in sport **is not** a pre-requisite for this course, candidates must have a **real interest in sport and physical activity** in order to apply their knowledge and understanding to their written work.

Course Content

The Cambridge National in Sport Science offers students the opportunity to study key areas of sport science including anatomy and physiology linked to health, fitness, injury, and performance, the science of training and application of training principles in sport and sports performance.
Units of work include:

- **Reducing the Risk of Sports Injuries**: (Risk and severity; Warm up and cool down; Types and causes of sports injuries; Reducing risk, treatment, and rehabilitation; Causes, symptoms and treatment of medical conditions)
- **Applying the Principles of Training**; (Components of fitness; Principles of training; Organising and planning a fitness training programme; Evaluate own performance in planning and delivering a fitness training programme)
- **Sports Nutrition**: (Nutrients needed for a healthy, balanced diet; Apply dietary requirements to various sporting activities; Developing a balanced nutrition plan; How nutritional behaviours can be managed to improve sports performance)

Assessment

Coursework Units: 60% Applying the Principles of Training - 80 marks Sports Nutrition - 40 marks	**Exam: 40%** (taken in summer of Year 11) Reducing the risk of sports injuries - 1 hour 10 mins, 70 marks

Opportunities for Further Education

A Cambridge National in Sports Science will help students develop a wide range of highly desirable and transferable skills, such as, communication, problem solving, presentation skills as well as challenging students to work well as individuals but also as part of a team.

Two Level 3 qualifications are offered in our Associated Sixth Form, A Level PE, and BTEC Sport. Beyond the school environment there are also a wide range of University and College courses that are sport related. Sport as an industry continues to thrive and expand and as such there is a growing need for qualified professionals and capable volunteers at all levels of performance from grass roots to elite level.

Useful links - Cambridge Nationals - Sport Science Level 1/Level 2 – J828 – OCR

NB: The Sports Science course cannot be chosen alongside the GCSE PE course

TRAVEL AND TOURISM

What is Travel and Tourism?

The BTEC Tech Award in Travel and Tourism is an introduction to vocational learning. The subject will give you the opportunity to learn about the travel and tourism industry through skills-based learning.
The subject is designed to cater for a wide range of learning styles and aims build skills that can be applied to both the workplace and other school subjects.

You will develop a range of skills including:

- ✓ Communication & Creativity
- ✓ Team work and leadership
- ✓ Problem solving
- ✓ Organisation and planning
- ✓ Time management
- ✓ Independence

Students will progress their learning through:

- ✓ Teacher delivery
- ✓ Independent research
- ✓ Project writing
- ✓ Presentations
- ✓ Poster making
- ✓ Group based activities

What will I study?

Component 1: Travel & Tourism Organisations and Destinations	**Component 2:** Customer Needs in Travel and Tourism	**Component 3:** Influences on Global Travel and Tourism
✓ The different reasons for why people travel ✓ The features and appeal of different tourist destinations ✓ The role of different organisations	✓ How market research is used by travel and tourism organisations ✓ The specific needs of different types of customers ✓ How organisations meet the needs of customers by providing products and services.	✓ The factors that influence travel and tourism and the response of organisations, destinations and governments. ✓ The impacts of tourism such as habitat loss and employment creation ✓ How tourism can bring change to destinations over time.

How will I be assessed?

Component 1: Assignments completed during lesson time
Component 2: Assignments completed during lesson time
Component 3: Exam based assessment

Why is Travel and Tourism important?

- ✓ The travel and tourism sector is one of the UK's largest employers.
- ✓ Tourism is one of the fastest-growing sectors in the UK in employment terms, employing millions of people.
- ✓ The tourism industry contributes over £230 billion to the UK's GDP.
- ✓ Tourism is connected to lots of different industries, opening up the potential to explore and travel the world through employment.
- ✓ Tourism introduces you to new experiences, cultures and new ways of life.

Opportunities:

- ✓ Visits to local tourist attractions
- ✓ Progression to employment in the travel and tourism industry
- ✓ Progression to higher level courses