



# **Hawkey Hall High School**

## **Options 2026**



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We understand the importance of supporting your child through the choices in Year 9 as this determines their journey into the next stage of their time in education. Our options process is designed to provide advice and guidance to both you and your child to make informed decisions about the subjects they will study for the next two years.

## **Choosing your subjects**

Students should choose subjects that they enjoy and will achieve good grades in. This means they need to do their research into what the subjects will be like in Years 10 and 11. It is important to realise that subject choices made now constitute a serious commitment for two years. We strongly advise that you and your child discuss the options process very carefully. This booklet has been designed to give you three key pieces of information about the subjects to help you make your choices:

- Information about the subject
- What is the course content is
- How the course is assessed

Please read the booklet carefully and use this information to help you and your child make your decisions. You may find it useful to rank the subjects that you like so you know what your top three choices. We have also included some quotations from students that are currently studying each subject to help you make your mind up.

## **Guidance for Students**

Use this checklist to make sure you have given enough thought to your choices:

- Read this booklet thoroughly and research all your options before you make a decision
- Talk to your teachers about the course and your suitability for it
- Take some time to consider what you might want to do when you leave Hawkley. If you have a firm idea about a career or about subjects you may want to study post-16, then choose these options
- If you don't have a firm idea about what you want to do post-16, choose options that will give you plenty of choice post-16
- Don't be afraid to ask for advice from teachers, friends, family or students that are currently studying subjects you are thinking about choosing – you cannot have too much information to help you make your choices!

## **Good reasons for choosing an option:**

- You are good at the subject
- You think you will enjoy the course
- It fits your future career ideas and plans
- It goes well with your other choices
- You think you might want to continue studying it post-16
- Your research shows that it will interest you and motivate you to learn

## **Bad reasons for choosing an option:**

- Your friends have chosen it
- You think it will be easy
- You think it is a good option for a boy/girl
- Someone else thinks it is a good idea

# Introduction



- You like the teacher you have now
- You did not research your options properly and don't know enough about the subject

## Compulsory Subjects

In Key Stage 4 all students study:

Subject	Qualification
English Language and Literature	GCSE (2 certificates)
Science (Trilogy or Separate)*	GCSE (2 Certificates for Trilogy Science and 3 certificates for Separate Sciences)
Mathematics	GCSE (1 certificate)
Core Physical Education	None

\*At the beginning of Year 10 students will start their studies in science. Throughout the course their progress is carefully monitored to ensure they are gaining the necessary disciplinary and procedural knowledge. This data is then used to determine whether students are entered for the Trilogy Science or Separate Science GCSEs.

## Option Subjects

The option subjects are listed in the table below, with students free to choose any combination of subjects (two from Box A and one from Box B). We have been able to offer a range of vocational options which are equivalent GCSEs, however the number of groups we are able to offer is limited and we cannot guarantee these choices. Students will spend 9 out of 25 periods in the week studying their chosen subjects.

Box A - Choose any 2			Box B - Choose 1
GCSE Choices <sup>1</sup>		Vocational Choices <sup>2</sup> :	GCSE Choices <sup>1</sup> :
Art: Art & Design	History <sup>3</sup>	Level 1/2 Engineering Manufacture or Construction <sup>6</sup>	Computer Science
Art: Textiles	Music		Geography <sup>3</sup>
Business Studies	Religious Education		History <sup>3</sup>
Computer Science	Spanish <sup>4</sup>		Spanish <sup>4</sup>
Drama	Physical Education <sup>5</sup>		
Food and Nutrition			
Geography <sup>3</sup>			

<sup>1</sup> = These are all GCSE qualifications graded 9-1

<sup>2</sup> = These are equivalent GCSE qualifications approved by the government. The number of groups available is limited.

<sup>3</sup> = Counts as Humanity for the English Baccalaureate



<sup>4</sup> = Counts as Language for the English Baccalaureate

<sup>5</sup> = PE faculty will decide whether you are best suited for GCSE PE or Vocational Sports Studies

<sup>6</sup> = Technology faculty will decide whether you are best suited for Vocational Engineering Manufacture or Construction

## Options Interview

Every student is offered an options interview with parent(s) / carer(s) and a senior member of staff if required. The process for choosing subjects will be explored and the appropriateness of each subject choice discussed in detail. The whole options process is about finding the right balance of subjects to get the best possible value in terms of qualifications for each student, while still ensuring a balance to the curriculum.

During the options process school can be contacted using the dedicated options email: [year9options@hhhs.net](mailto:year9options@hhhs.net)

## ***Advice to Students***

These choices are very important because your grades at GCSE are your “passport” to future education or employment. Make sure you:

1. **Choose the subjects you are likely to do best in.** Use the information in your reports and the feedback you have had from your teachers to guide you
2. **Don't make a choice just because you like the teacher.** That teacher may well not be taking the group you end up in.
3. **Be realistic** about your strengths and weaknesses and accept realistic advice about the type of course you choose.
4. **Above all, don't choose a subject because your friend is doing it.** There is no guarantee you will be in the same class.

The majority of students will study the 3 subjects they choose, however there are always some students whose choices cannot be accommodated. In these cases, students will be re-interviewed and asked to re-select one of their choices.

## A note about the English Baccalaureate (EBacc)

This is not a separate qualification, but students who gain “good passes” in all of the subjects listed below will be able to state that they have the Ebacc. Good passes mean gaining grade 5 or higher.

- English Language and Literature
- Mathematics
- Two Science GCSEs (Trilogy or Separate Science count for this)
- A foreign language GCSE and
- Either History or Geography GCSE

Only these 5 GCSEs will count towards the Ebacc. We have researched entry requirements for local Further Education providers and Universities and at present none of them have the EBacc as an entry requirements. There is no guarantee however that it will not be used in the future.

If you wish to conduct further research into University courses, the Russell group of

# Introduction



Universities have produced a useful guide called “Informed Choices” which can be accessed from the following website <https://www.informedchoices.ac.uk/>

The Russell Group is made up of the following Universities:

University of Birmingham	University of Bristol	University of Cambridge	Cardiff University	Durham University
University of Edinburgh	University of Exeter	University of Glasgow	Imperial College London	King's College London
University of Leeds	University of Liverpool	London School of Economics & Political Science	University of Manchester	Queen Mary, University of London
University of Nottingham	University of Oxford	Newcastle University	Queen's University Belfast	University of Sheffield
University of Southampton	University College London	University of Warwick	University of York	

## GCSE Grading System

The Government introduced a new GCSE grading system, this removed the A\*-G grades and replaced it with a system based on numbers 1-9 (1 is the lowest grade and 9 the highest).

The old lettered grades do not completely correspond with the new numbered system. A rough guide to how the new grades compare is shown in the table below:

<b>New Numbers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Old Grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A*	A**

A grade 4 is considered a standard pass, while a grade 5 is considered a strong pass.

The grading system for the vocational subjects is below, along with their equivalent GCSE grade:

	<b>Level 1</b>			<b>Level 2</b>			
<b>Grade</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>	<b>Distinction*</b>
GCSE Equivalent	1	2	3	4	5.5	7	8.5







# Core and Compulsory





**Head of Department/Faculty:** Mrs L Orrell

## **Information about the subject**

The English language course develops the vital skills of reading, writing, and speaking and listening, which are fundamental in the daily world. They are essential skills that underpin the success of many other subjects and enhance life both academically and socially.

## **What is the course content?**

The course is divided into three components:

Language component 1 is 40% and component 2 is 60%. Component 3 is unweighted.

### **Component 1 - 20th Century Literature Reading and Creative Prose**

This is an external examination where students are assessed on their reading and writing skills. Section A is a critical reading and comprehension exam using challenging texts from the 20th century. The subject criterion requires that students understand a range of texts and these are explored throughout the course. Section B tests their creative writing skills, offering opportunities to narrate and describe.

### **Component 2 - 19th and 21st Century Non-Fiction Reading Study and Transactional /Persuasive Writing**

This is another external examination where students are also assessed on their reading and writing skills. In section A, students are assessed on extracts taken from high quality non-fiction writing from the 19th and the 21st century. In section B, students are assessed on their written skills based on transactional and persuasive writing.

### **Component 3 - Spoken Language**

This is internally assessed. Students use their speaking and listening skills to plan and deliver a presentation. Spoken Language is reported separately to the English language GCSE.



## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
Eduqas	Component 1- reading and writing	1 hour 45 mins	40%
Eduqas	Component 2-reading and writing	2 hours	60%
Eduqas	Component 3-Spoken Language	10 mins	Reported separately

<u>Assessment Objective</u>	<u>Weighting</u>
AO1 – Reading comprehension & evidence	10%
AO2 – Language & structure analysis	20%
AO3 – Compare texts	7.5%
AO4 – Critical evaluation	12.5%
AO5 – Writing communication & organisation	30%
AO6 – Technical accuracy	20%

## Student Voice

"I enjoy the various texts that we look at in English and discussing them in real life contexts"



**Head of Department/Faculty:** Mrs L Orrell

## Information about the subject

The English literature course allows students to explore human experiences and imagination in the written form. It encourages students to develop skills in reading, writing and critical thinking. They are given opportunities, through a range of high-quality literary texts, to develop their own personal response to challenging themes that are engaging and relevant in the world today. It encourages students to read a variety of genres for pleasure, understanding how literature is both rich and influential. The importance of accurate writing is emphasised as marks are awarded for spelling, punctuation and grammar.

## What is the course content?

The course is divided into two components:

Literature component 1 is 40% and component 2 is 60%.

### Component 1- Shakespeare and Poetry

This is an external exam where students are assessed on their reading, writing and critical thinking skills. In section A, the subject criterion requires that students become critical readers of a Shakespearean play. The text currently studied is 'Macbeth'. In section B, students study a range of poetry from a prescribed anthology, involving a comparison of the texts.

### Component 2- Post 1914 Century Prose/ Drama and Unseen Poetry

This is an external exam where students are again assessed on their reading, writing and critical thinking skills. In section A, the subject criterion requires that students become critical readers of a post 19th century British novel or play. In section B, students study a classic 19th century literature text, from authors such as Charles Dickens or Jane Austen. Finally in section C, students are assessed on unseen poetry from the 20th and 21st century. As in component 1, the poetry section requires students to make comparisons between the texts.

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
Eduqas	Component 1- Macbeth and Poetry Anthology	2 hours	40%
Eduqas	Component 2- A Christmas Carol, Blood Brothers and Unseen Poetry	2 hours 30 mins	60%



<b><u>Assessment Objective</u></b>	<b><u>Weighting</u></b>
AO1-Read, understand & respond to texts — develop an informed personal response & use textual references/quotations.	40%
AO2- Analyse language, form & structure using relevant subject terminology.	40%
AO3- Show understanding of connections between texts and their contexts.	15%
AO4-Use a range of vocabulary and sentence structures with accurate spelling, punctuation & grammar.	5%

## **Student Voice**

"My favourite part of English is narrative writing as I can create my own characters and bring them to life"



**Head of Department/Faculty:** Miss T Sinclair

## Information about the subject

This course will enable students to appreciate the uses of mathematics in society, whilst enabling them to acquire skills essential for advancement in their chosen path after leaving school. The application of skills will be embedded throughout the course to develop students understanding of how mathematics is relevant in the “real” world. Elements of mathematics are used in all careers. Some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy.

The mathematics GCSE is a required qualification for further study in many areas including those wishing to apply for apprenticeships. For those wishing to study mathematical, scientific and economics-based subjects, a good GCSE grade is essential. Many degree level courses at university also require applicants to have a minimum grade qualification in mathematics, regardless of the subject being studied.

There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4 - 9).

Students are entered at the tier appropriate to their attainment and the school will recommend the level of entry.

## What is the course content?

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

## How is the course assessed?

<u>Pearsons</u>	<u>What is being assessed?</u> <u>(Foundation Grades 1-5 / Higher</u> <u>Grades 4-9)</u>	<u>Length of</u> <u>Examination</u>	<u>Examination</u> <u>weighting</u>
<u>Paper 1</u> Non- calculator	<ul style="list-style-type: none"> <li>• Number (Foundation 25% / Higher 15%)</li> <li>• Algebra (Foundation 20% / Higher 30%)</li> <li>• Ratio, Proportion and Rate of Change (Foundation 25% / Higher 20%)</li> </ul>	1 hour 30 minutes	33.3%



	<ul style="list-style-type: none"> <li>• Geometry and Measures (Foundation 15% / Higher 20%)</li> <li>• Probability and Statistics (Foundation 15% / Higher 15%)</li> </ul>		
<u>Paper 2</u> Calculator	<ul style="list-style-type: none"> <li>• Number (Foundation 25% / Higher 15%)</li> <li>• Algebra (Foundation 20% / Higher 30%)</li> <li>• Ratio, Proportion and Rate of Change (Foundation 25% / Higher 20%)</li> <li>• Geometry and Measures (Foundation 15% / Higher 20%)</li> <li>• Probability and Statistics (Foundation 15% / Higher 15%)</li> </ul>	1 hour 30 minutes	33.3%
<u>Paper 3</u> Calculator	<ul style="list-style-type: none"> <li>• Number (Foundation 25% / Higher 15%)</li> <li>• Algebra (Foundation 20% / Higher 30%)</li> <li>• Ratio, Proportion and Rate of Change (Foundation 25% / Higher 20%)</li> <li>• Geometry and Measures (Foundation 15% / Higher 20%)</li> <li>• Probability and Statistics (Foundation 15% / Higher 15%)</li> </ul>	1 hour 30 minutes	33.3%

<u>Assessment Objective</u>	<u>Weighting</u>
A01 – Using and applying standard techniques.	50% Foundation 40% Higher
A02 – Reasoning, interpreting and communicating.	25% Foundation 30% Higher
A03 – Solving problems in mathematics and other contexts.	25% Foundation 30% Higher

## Student Voice

"I enjoy learning maths because it links to real life contexts"

"My favourite part of learning maths is problem solving, linking different areas of maths"





**Head of Department/Faculty:** Mrs L Glascott

## **Information about the subject**

GCSE Combined Science gives students a smart, engaging introduction to Biology, Chemistry, and Physics — all in one course. It's designed to build confidence, spark curiosity, and show how science connects to real life examples.

Trilogy science will lead to two GCSE grades that will range from 9-9 to 1-1. There is a higher and foundation tier of entry. The maximum grade that can be achieved on the foundation paper is 5-5, while the minimum grade for the higher paper is 4-4. This course will be studied by all GCSE classes apart from those that are entered for separate Science GCSEs.

## **What is the course content?**

### Overview of Content

#### Biology:

- Paper 1: Information studied is about the body and the environment including cell structures and functions, organ systems such as the digestive and circulatory, diseases and how we fight them, photosynthesis and respiration.
- Paper 2: Information studied includes how the body controls itself, hormones and reproduction, inheritance and cloning as well as adaptations, evolution and biodiversity.

#### Chemistry:

- Paper 1 is about atomic structure and the periodic table, bonding, structure and properties of various substances, conservation of mass and reactivity. Also includes energy changes and rates of reactions.
- Paper 2 is about rate of chemical change, crude oils, alkene, alkane and alcohols. Also, methods of chemical analysis, chemistry of the atmosphere and using resources.

#### Physics:

- Paper 1 is about energy and electricity, magnetism, particle and atomic theory.
- Paper 2 is about forces, moments, speed and stopping distances, Newton's Laws, momentum, space, the life cycle of a star, waves and radiation.



## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
AQA	<u>Paper 1</u> Biology <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection &amp; response</li> <li>• Bioenergetics</li> </ul> Chemistry <ul style="list-style-type: none"> <li>• Atomic structure &amp; periodic table</li> <li>• Bonding and structure</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul> Physics <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model</li> <li>• Atomic structure</li> </ul>	3X 1 hour 15 minutes	Each exam – 70 marks 50% of the course
AQA	<u>Paper 2</u> Biology <ul style="list-style-type: none"> <li>• Ecology</li> <li>• Homeostasis</li> <li>• Inheritance, Variation and Evolution</li> </ul> Chemistry <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul> Physics <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> </ul>	3X 1 hour 15 minutes	Each exam – 70 marks 50% of the course

<u>Assessment Objective</u>	<u>Weighting</u>
AO1 – Knowledge and understanding <ul style="list-style-type: none"> <li>• Scientific ideas</li> <li>• Scientific techniques</li> <li>• Scientific procedures</li> </ul>	40%
AO2 – Application of knowledge and understanding <ul style="list-style-type: none"> <li>• New or unfamiliar situations</li> <li>• Practical contexts</li> <li>• New information or data</li> </ul>	40%



AO3 – Analysis, interpretation and evaluation

- Analyse information and ideas
- Interpret data
- Evaluate methods and conclusions
- Make judgements based on evidence

20%

## Student Voice

'I really enjoy when we do practicals in Science, such as titrations in Chemistry and microscopes in Biology.'





# Expressive Arts





**Head of Department/Faculty:** Mrs N Atherton

## Information about the subject

This course will allow you to explore a wide range of materials and processes, respond to exciting themes, and study the work of influential artists and designers. Art & Design is perfect for students who enjoy expressing ideas visually, experimenting with materials, and approaching challenges with imagination. Art encourages independent thinking, problem solving, and resilience—skills that universities and employers value just as much as artistic talent. Most importantly, the course offers students the chance to create work they can be proud of and to discover a form of expression that's uniquely their own.

Assessment is based on coursework and a practical exam, giving you plenty of time to develop thoughtful, high quality work. Students can extend their creativity during a weekly evening art club, offering extra time to develop and refine their work. At the end of the course, their work is showcased in a formal exhibition, where students, families and friends are invited to celebrate the achievements on display.

## What is the course content?

- Component 1 - Coursework

Student will respond to at least two exciting themes and students will have access to a range of experiences including drawing, painting, photography, ceramics, textiles and print making.

- Component 2 – Practical exam

Students choose from seven exciting starting points provided by the exam board. Students select their favourite question and develop a practical project based on their chosen theme working in materials and techniques that they are most confident in with teacher support and guidance.

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
AQA	Coursework	NA	60%
AQA	Exam	10 hour sustained piece of work	40%

<u>Assessment Objective</u>	<u>Weighting</u>
A01 – Developing ideas	25%
A02 – Refining ideas	25%
A03 – Recording ideas	25%
A04 – Personal response	25%



## **Student Voice**

"I chose GCSE Art and Design because I enjoyed it in KS3, and I've liked being able to try out new materials and techniques I hadn't used before. The relaxed atmosphere in art club has been a big part of what makes the subject enjoyable. Art stands out from my other GCSEs, and that difference is what makes it important to me."





**Head of Department/Faculty:** Mrs N Atherton

## Information about the subject

This course gives you the opportunity to explore a wide range of textile materials and techniques, respond to creative themes, and study the work of influential textile artists and designers. Textiles is ideal for students who enjoy developing ideas through fabric, pattern, construction and surface design, and who like approaching practical challenges with imagination and curiosity. The subject builds independent thinking, problem solving and resilience—qualities valued by universities and employers just as much as technical skill. Most importantly, it allows you to produce work you can be proud of and to develop a personal creative style.

Assessment is based on coursework and a practical exam, giving you the time and flexibility to produce thoughtful, high-quality outcomes. Students can also extend their creativity during a weekly evening textiles club, offering extra time to experiment and refine their work. The course concludes with a formal exhibition, where students, families and friends are invited to celebrate the achievements on display.

## What is the course content?

- Component 1 - Coursework

Student will respond to at least two exciting themes and students will have access to a range of experiences including machine embroidery, hand embroidery, fabric manipulation, print making and fashion.

- Component 2 – Practical exam

Students choose from seven exciting starting points provided by the exam board. Students select their favourite question and develop a practical project based on their chosen theme working in materials and techniques that they are most confident in with teacher support and guidance.

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
AQA	Coursework	NA	60%
AQA	Exam	10 hour sustained piece of work	40%



<u>Assessment Objective</u>	<u>Weighting</u>
A01 – Developing ideas	25%
A02 – Refining ideas	25%
A03 – Recording ideas	25%
A04 – Personal response	25%

## Student Voice

“I chose GCSE Textiles because I wanted a creative subject where I could design and make things. I’ve enjoyed learning new techniques and working with different techniques, and the textiles club has given me extra time to develop my ideas. Textiles feels different from my other GCSEs, and I’d recommend it to anyone who likes practical work and wants a course that lets them be creative.”



**Head of Department/Faculty:** Miss R Vanstone

## Information about the subject

In drama you will explore the history of Theatre and the Arts in general. You will get the chance to devise your own work; scriptwriting, directing and staging a performance. It will be a very physical and energetic option, and you will work both independently and as part of a team. You will explore the world backstage – costume, lighting, sound and set design as well as feeling the buzz of performing and taking on characters in performance. Drama will build your confidence and help you to communicate better later in life.

## What is the course content?

### Component 1 – Understanding Drama

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

### Component 2 – Devising Drama (Practical and controlled assessment)

- Process of creating devised drama and the Performance of devised drama (students may contribute as performer or designer).

### Component 3 – Texts in practise (Practical assessment)

- Performance of two extracts from one play (students may contribute as performer or designer)

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
<b>AQA</b>	Comp 1: Understanding Drama (External)	1hr 40 mins	40%
	Comp 2: Devising Drama (Internal)	N/A	40%
	Comp 3: Text in practise (External)	N/A	20%

<u>Assessment Objective</u>	<u>Weighting</u>
Comp1: AO3 and AO4	80
Comp 2: AO1, AO2 and AO4	80
Comp 3: AO2	40

## Student Voice

‘Drama gave me Drive and Ambition and the confidence to apply for university.’

‘I am so much more resilience, have loads more energy and patience than I did in year 9’.



**Head of Department/Faculty:** Miss E Jones

## **Information about the subject**

If you have a genuine interest in music, and developing your performing, composing, music theory and analytical skills, then you should consider opting for GCSE music. The GCSE music course focuses on practical music making and offers students the opportunity to study an enjoyable and rewarding course.

Studying GCSE Music will provide you with the skills to access A-Level Music/Music Technology, or BTEC Music courses, which could lead to studying for a music-related degree. Developing your performance skills will help develop your self-confidence and improve both physical and mental well-being. Music technology plays a significant part in composition work. Developing your music technology skills will prepare you for a multitude of possible careers in the music or media industries.

## **What is the course content?**

### **Performing (30%) – Coursework**

- Students may either sing **or** select an instrument of their choice on which to develop their performance skills. It is NOT essential that you already play an instrument as the course caters for performers of varying ability. Also, it is NOT essential that you can sing.
- Students will prepare several performances throughout the course, and then select one solo and one ensemble performance (of at least 4 minutes combined duration) from their recorded portfolio, for assessment and submission.

### **Composing (30%) – Coursework**

- All students will develop their composing skills in a variety of musical styles and make use of music technology to record and develop their work.
- Students must submit two contrasting compositions (of at least 3 minutes combined duration) for assessment, each completed under controlled classroom supervision. Compositions could be as diverse as a piece for solo flute, a full-on rock song or a piece of film music. One composition is a 'free choice', and the other is chosen from a selection of 4 set briefs by the exam board in the year of certification.
- Students will be expected to appraise and evaluate their compositions.



## **Understanding Music (40%) – Examination (90 minutes)**

- Students learn to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language in relation to the following four 'Areas of Study':
  - Area of study 1: Musical Forms and Devices
  - Area of study 2: Music for Ensemble
  - Area of study 3: Film Music
  - Area of study 4: Popular Music.
- Students must be able to listen attentively to unfamiliar music from all four areas of study, to identify and accurately describe musical elements, and use a wide range of musical language and terminology (including staff notation).

## **How is the course assessed?**

<b><u>Exam Board</u></b>	<b><u>What is being assessed?</u></b>	<b><u>Length of Examination</u></b>	<b><u>Examination weighting</u></b>
Eduqas	Listening and Appraising	Approx. 1hr 15	40%
Eduqas	Performing	Controlled Assessment	30%
Eduqas	Composing	Controlled Assessment	30%

<b><u>Assessment Objective</u></b>	<b><u>Weighting</u></b>
AO1 – Perform with technical control, expression and interpretation	30%
AO2 – Compose and develop musical ideas with technical control and coherence	30%
AO3 – Demonstrate and apply musical knowledge	20%
AO4 – Use appraising skills to make evaluative and critical judgements about music	20%

## **Student Voice**

"I chose GCSE Music as an option because I am passionate about music (I play guitar and compose songs) and want to continue studying music after high school. I really like how much theory I have learned, and how I have been able to use my song-writing skills in my composition work. I think GCSE music is important because it allows me to enjoy music in school, and I will need the GCSE qualification in order to progress onto college, and study A-Level music".

"I enjoy music outside of school and wanted to learn more about music. I like the fact that it's a break from other subjects such as English, Maths and Science. I like the freedom of the composition and performance work. GCSE Music is important because it has helped me to develop my confidence, and my understanding of different musical styles".





# Humanities







**Head of Department/Faculty:** Mrs K Fairclough

## Information about the subject

Geography is **not** learning about rocks. It is **not** looking at maps and flags every lesson. It is **not** locating countries on a map. It **is** a GCSE that leads to some of the highest paid graduate jobs in the UK. It **is** a GCSE that includes two days of fieldwork completed outside of school during the summer term of Year 10. It **is** a GCSE that covers a large range of issues and topics.

There has never been a better time to study Geography. It is relevant in our continually developing and changing world. The course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

The course will give you the chance to get to grips with some of the big questions which affect our world and help you understand the social, economic and physical forces and processes which shape and change our world.

## What is the course content?

- The Challenge of Natural Hazards (Plate tectonics/weather hazards/climate change).
- The Living World (Extreme environments, rainforest/cold environments).
- Physical Landscapes in the UK (Coasts/rivers).
- Urban Issues and Challenges (Water and energy conservation and sustainability/ migration/urban regeneration).
- The Changing Economic World (The global development gap/transnational corporations/ aid/economic futures).
- The Challenge of Resource Management (Food/energy/water supply).
- Geographical skills

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
AQA	Paper 1 – Physical Geography	1 hour 30 mins	33.3%
AQA	Paper 2 – Human Geography	1 hour 30 mins	33.3%
AQA	Paper 3 – Geographical Application (fieldwork and pre-release)	1 hour 30 mins	33.3%



<b><u>Assessment Objective</u></b>	<b><u>Weighting</u></b>
AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.	15%
AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.	25%
AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.	35%
AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	25%

## **Student Voice**

“I find the subject interesting and I think the knowledge is useful in present times. I like the human side of Geography where you learn about cities and also I find animals interesting and natural hazards. It gives you a good idea of what is going on around the world.”

“I chose this subject because I find it interesting and you learn about different parts of the world. Geography is important because you get to know about the world and what condition it is in. You also learn about different ways you can help the less fortunate countries.”



**Head of Department/Faculty:** Miss G Nicholson

## Information about the subject

This course will allow students to learn and understand more about the world around them, enabling them to become well-rounded and educated citizens. History is a popular GCSE subject which many students do very well in and enjoy. It is also a subject which is highly respected and valued by colleges and universities. You will study history through the eyes of people who lived at the time and express your own opinions. You will cover history from different time periods and from different parts of the world. History can lead to many careers and opportunities. These include law, politics, public sector, business, marketing, economics, teaching, academia, insurance, and archaeology. Some of the skills developed include analysis, essay writing, communication, problem-solving and debating.

## What is the course content?

- Knowledge
- Explanation / analysis / causation
- Sources
- Interpretations

**Medicine Through Time** – explores the evolution of medical practices and beliefs from the Medieval period to the present day.

**Superpower Relations and the Cold War** – studying a period of geopolitical tension between the USA & USSR from 1941-1991.

**Early Elizabethan England** – Explores Elizabeth's government, religion and social structure.

**Weimar and Nazi Germany** – Studying Germany's interwar years including the economic turmoil and political tensions that led to the rise of fascism.

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
Edexcel	Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18	1 hour 20 minutes	30%
Edexcel	Superpower relations and the Cold War, 1941–91 Early Elizabethan England, 1558–88	1 hour 50 minutes	40%
Edexcel	Weimar and Nazi Germany, 1918–39	1 hour 30 minutes	30%



<b><u>Assessment Objective</u></b>	<b><u>Weighting</u></b>
<b>AO1: Knowledge</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</li> </ul>	35%
<b>AO2: Explanation</b> <ul style="list-style-type: none"> <li>Explain and analyse historical events and periods studied using second order historical concepts.</li> </ul>	35%
<b>AO3: Sources</b> <ul style="list-style-type: none"> <li>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> </ul>	15%
<b>AO4: Interpretations</b> <ul style="list-style-type: none"> <li>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>	15%

## Student Voice

“I picked history because I love learning about the past and discovering how we got to this point today.”

“It is important because you can learn about the past to prevent negative events repeating themselves.”



**Head of Department/Faculty:** Miss C Sorry

## **Information about the subject**

RE is an interesting and exciting course for students in our Hawkley Community. The course offers the opportunity for debate and learning about the practices and beliefs of religious and non-religious groups of people. Students will have the chance to consider their views on many aspects of life and their own worldview, alongside the worldview of those in the wider community. It is an interesting and thought-provoking course that will challenge you personally and help to build critical thinking skills, evaluation, and empathy. The topics will provide an opportunity to reflect on personal issues relating to life and to fully consider your own views about the moral issues we study. These topics will be studied from the perspective of religious believers in society and challenges they may face in practising their faith. Throughout the course you will be offered the opportunity to consider the big questions in life and how these may be responded to. The course is designed to help you understand religious ideas, beliefs and outlooks and develop a better understanding of the world we live in.

The subject can support options for further education and study in areas such as politics, law, History, psychology, sociology and philosophy and ethics. Careers within the public services can often be supported by an RE GCSE, as well as those within journalism, education, health and social care, media and tourism.

## **What is the course content?**

- **Relationships** – Issues of equality, gender prejudice and discrimination, cohabitation, commitment, responsibilities, and roles.
- **Life and Death** – Origin and value of human life, beliefs about death and the afterlife, euthanasia, abortion, euthanasia, quality of life, sanctity of life and soul.
- **Good and Evil** – Crime and Punishment, Forgiveness, Good, Evil and Suffering, Freewill, Justice and Morality.
- **Human Rights** – Human Rights and Social Justice, Prejudice and Discrimination, Issues of Wealth and Poverty, Personal Conviction, Relative and Absolute Poverty.
- **Study of Christianity** – beliefs, teachings, and practices.
- **Study of a World Religion** – beliefs, teachings, and practices.



## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
Eduqas	Component 1: Religious, Philosophical and Ethical Studies.	2 hours	50%
	Component 2: Christianity Beliefs and Teachings and Practices.	1 hour	25%
	Component 3: Study of a world faith – Islam Beliefs and Teachings and Practices.	1 hour	25%

<u>Assessment Objective</u>	<u>Weighting</u>
Component 1 AO1	25%
Component 1 AO2	25%
Component 2 AO1	12.5%
Component 2 AO2	12.5%
Component 3 AO1	12.5%
Component 3 AO2	12.5%

## Student Voice

I liked RE while I was at school as the subject give you lots of different views of cultures and other religions which can be used to explore other people's way of life. I also liked the fact we were free to openly debate and share our own opinions and beliefs. This has also helped in other aspects of my life as now I view situations differently as I have knowledge of the reasoning behind people's actions.

I enjoyed RE as you get to speak on many issues and use your own opinion in difficult topics like the death penalty or euthanasia. I also enjoyed the aspect of learning about different historic political figures such as Martin Luther King and Malala which was useful in my A-level History. Being able to speak about different viewpoints and opinions are skills I can transfer to use in my university degree of Psychology.



# Modern Foreign Languages







**Head of Department/Faculty:** Mrs L Walsh

## **Information about the subject**

Spanish is one of the world's most widely spoken languages, spoken by more than 400 million people worldwide. It is also the official language of more than 20 countries.

As such, the demand from employers for Spanish speakers is massive, with over 70% of businesses in the UK actively recruiting people for their foreign language skills. Obtaining a qualification in a foreign language will undoubtedly open up a wider range of employment opportunities for students both in the UK and overseas.

Furthermore, a modern foreign language such as Spanish is a key component of the EBacc (English Baccalaureate) which was designed by the government to ensure that pupils leave school with the broadest possible knowledge and skill set to best prepare them for the future and will in turn lead to better opportunities, not just for employment but also for further study. Universities in particular very much welcome students that have a language qualification.

The new specification GCSE offers students of all abilities the opportunity to further develop their Spanish language skills in reading, writing, listening and speaking, equipping them with the knowledge and confidence they need to succeed in the global workplace. In following the course, students will also develop many of the vital and transferable skills that all employers are looking for, such as communication skills, listening skills, presentation skills and speaking skills.

## **What is the course content?**

The specification covers a variety of topics within three key themes. These themes and topics within them are:

### Theme 1: People and Lifestyle

Identity and relationships  
Healthy living and lifestyle  
Education and work

### Theme 2: Popular Culture

Free time activities  
Customs, festivals and celebrations  
Celebrity culture

### Theme 3: Communication and the World Around Us

Travel and tourism  
Media and technology  
The environment and where people live



By the end of the two-year course pupils will be able to speak confidently and write accurately about a wide variety of topics as well as being able to understand both spoken and written Spanish. The four key skills of reading, writing, speaking and listening are incorporated into every lesson, leading towards a final exam in each of these four skills. It is a two-tier entry system with pupils being able to sit Foundation or Higher level based on their individual ability and level of confidence.

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination Foundation/Higher</u>	<u>Examination weighting</u>
AQA	Listening	35/45 mins	25%
AQA	Speaking	9/12 mins	25%
AQA	Reading	45/60 mins	25%
AQA	Writing	70/75 mins	25%

<u>Assessment Objective</u>	<u>Weighting</u>
AO1 to understand and respond to spoken language in speaking and in writing	35%
AO2 to understand and respond to written language in speaking and in writing	45%
AO3 to demonstrate understanding and accurate application of the grammar and vocabulary	20%

## Student Voice

“Learning a language has really improved my self-confidence as we have to speak a lot in class. It has also helped me with my English as we do lots of grammar and Miss teaches us words in English that I didn’t already know because there are so many similarities between words in Spanish and words in English”.

“Spanish is one of my favourite lessons as we do lots of different tasks and the lessons go really fast! It is also really fun and we often play games to try and remember new words. The best thing is though when I go on holiday because I can understand more and I do try and speak Spanish, even though sometimes I get a bit embarrassed”.



# Physical Education





**Head of Department/Faculty:** Miss A Hooley

## **Information about the subject**

Studying GCSE (9-1) PE will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides and exciting opportunity for students. They can perform, and then through the academic study learn how to improve their performance through application of theory.

This course will prepare learners for the further study of PE or sport science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, higher education and employers in all sectors of industry. Students will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split second decision making, interpreting and analysing data, as well as analysing and evaluation performance so improvements can be made. The specification also encourages the development of strong literacy and numeracy skills. The acquisition of such a diverse range of skills is of great benefit as you continue education.

## **What is the course content?**

### **Component 1:** Physical factors affecting performance.

- Applied anatomy
- Physical training

### **Component 2:** Socio-cultural issues and Sports Psychology.

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

### **Component 3:** Practical performance.

- Performance of three activities.
- One from the 'team' list.
- One from the 'individual' list.
- One from either list.

### **Component 4:** Analysing and evaluating performance (AEP)



## How is the course assessed?

This course has one tier of entry and all grades from 1 – 9 are available.

<u>Exam Board</u>	<u>What is being assessed?</u> <u>(Foundation Grades 1-5 / Higher Grades 4-9)</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
OCR	<u>Paper 1</u> Physical factors affecting performance Applied anatomy Physical training	1 hour	30%
OCR	<u>Paper 2</u> Socio-cultural issues and sports psychology Socio-cultural influences Sports psychology Health, fitness and well-being	1 hour	30%
OCR	<u>Component 3</u> Practical performance Performance of three activities. One from the 'team' list. One from the 'individual' list. One from either list.	Practical	30%
OCR	<u>Component 4</u> <u>Controlled assessment</u> Analysing and evaluating performance (AEP)	14 Hours	10%

<u>Assessment Objective</u>	<u>Weighting</u>
<b>AO1</b> – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	25%
<b>AO2</b> – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	20%
<b>AO3</b> – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	15%
<b>AO3</b> – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.	40%

## Student Voice

“GCSE PE was one of my options because I enjoy playing sport outside as I was able to develop my practical skills further, as well as participating in new sports. I



have always enjoyed PE in year 7, 8 and 9 as all the lessons were engaging and the teachers helped me learn and improve”.

“Physical Education has always been an enjoyable experience for me, and I have always loved participating in lunchtime and afterschool clubs. I was a PE prefect and always loved to help the PE staff as they inspired me to choose the subject as well as help me with other subjects. I enjoyed the GCSE PE theory as well as the practical and enjoyed working as a team throughout”.







# Technologies



**Head of Department/Faculty:** Mr E Chow

## Information about the subject

GCSE Business will equip you with the transferable 'enterprise' skills that are so highly valued by employers, regardless of the profession. These include communication, initiative, leadership, teamwork, decision-making, problem-solving, independence, creativity, numeracy and presentation skills, to name but a few.

This qualification can lead to further study at college, as well as help you to achieve your ambition of working for a local business, a global corporation, or aspire to make your own success as an entrepreneur.

## What is the Course Content?

- Business Activity
- Influences On Business
- Business Operations
- Finance
- Marketing
- Human Resources

## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
WJEC Eduqas	Exam Component 1: Business Dynamics This exam includes a mixture of short and structured questions that cover a broad sample of the content.	2 hours	62.5%
WJEC Eduqas	Exam Component 2: Business Considerations This exam is the data response paper and learners are expected to apply their understanding of business content to specific contexts.	1 hour 30 minutes	37.5%

- The course is 100% externally assessed at the end of the 2 years
- It is one tier of entry and all grades 1-9 are available

<u>Assessment Objective</u>	<u>Weighting</u>
Component 1: Business Dynamics	62.5% of qualification
Component 2: Business Considerations	37.5% of qualification



## Student Voice

I chose GCSE Business to open more career pathways for the future. Business is important because it educates you on problems you may face later in life and how you can solve them. Business lessons are challenging but I enjoy working as a team in the different activities and the variety of fun lessons really inspire me to learn.

The reason I chose to study GCSE Business was because I was interested in learning about something I had never studied before. I wanted to know how to become an entrepreneur and about the laws surrounding business. So far, I've managed to gain an insight from real people in the business world and learn about finance and money management which are so important."



**Head of Department/Faculty:** Mr E Chow

## **Information about the subject**

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. In addition, this is a highly creative subject that calls on learners to be inventive.

There are many career choices within the Computer Science field. These include software developer, computer hardware engineer, computer system analyst, information security analyst, computer programmer, drone operator and cyber security consultant.

You will gain valuable thinking and programming skills that are extremely attractive in the modern workplace, a deep understanding of problem solving and experience in creating logical and efficient solutions, ability to write down solutions to problems for other people to understand.

## **What is the Course Content?**

Real world programming skills, understanding of the fundamental principles including programming, data representation, computer systems, computer networks, cyber security and ethical, legal and environmental impacts of digital technology on wider society.

The course is made up of **one examined unit** and **one practical on-screen assessment**.

## **How is the course assessed?**

<b><u>Exam Board</u></b>	<b><u>What is being assessed?</u></b>	<b><u>Length of Examination</u></b>	<b><u>Examination weighting</u></b>
Edexcel	Principles of Computer Science	2 hours	50%
Edexcel	Application of Computational Thinking	2 hours	50%



<u>Assessment Objective</u>	<u>Weighting</u>
A01 – Demonstrate knowledge and understanding of the key concepts and principles of computer science	30%
A02 – Apply knowledge and understanding of key concepts and principles of computer science	40%
A03 – Analyse problem in computational terms: <ul style="list-style-type: none"><li>- To make reasoned judgements</li><li>- To design, program, evaluate and refine solutions</li></ul>	30%

## Student Voice

“I enjoy that we have full control of the pace of learning. It is worth doing it if you are good at maths. It's a satisfying subject because you feel you've achieved something when you make a program.”

“I enjoy solving puzzles and problems. Taking this GCSE has allowed me to develop this into a real skill, applying it to real life problems to create my own programs.”



**Head of Department/Faculty:** Mrs L Greenwood

## **Information about the subject**

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

The course will enable students to:

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

## **What is the course content?**

The Food preparation and Nutrition syllabus is divided into 5 main sections:

- Food nutrition & health
- Food science
- Food safety
- Food choice
- Food provenance

Throughout this course students will be involved in lots of practical cookery and will be required to bring ingredients from home for these lessons.



## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
AQA	Section A – 20 marks, multiple choice Section B – 80 marks, longer written answers	1 hour 45 minutes	50%
AQA	<ul style="list-style-type: none"> <li><u>Task 1</u> – 10 hours of scientific practical investigation into the working properties of foods. Written or electronic report with photographic evidence of work carried out (1,500- 2,000 words).</li> <li><u>Task 2</u> – 20 hours to research, plan, trial and evaluate a menu of three dishes.</li> <li>3 hour practical (included in the time) to produce the planned dishes.</li> <li>Written or electronic report with photographic evidence of work carried out.</li> </ul>		50%

<u>Assessment Objective</u>	<u>Weighting</u>
NEA 1 Food Science Investigation	15%
NEA 2 Plan Prepare and Cook and Present Task	35%
Written Theory Exam	50%

## Student Voice

I chose Food Preparation and Nutrition in order to gain a range of culinary skills that I could use later in life. The subject offers the chance to learn about different countries and their national cuisine, which I am really interested in. This course is important in the curriculum as it also teaches about maintaining a healthy diet whilst working with a budget (something that is crucial in modern day life).

I picked Food Preparation and Nutrition because I really enjoyed it through lower school and thought it would be a good thing to pick. I really enjoy food preparation and nutrition because of all the practical lessons, and it is interesting to learn about other people's cultures. I would recommend picking this subject because it is an important life skill and will help you in the future. Overall, you should pick food preparation and nutrition because it will help you later in life and help you to understand the importance of correct food choices.



# Vocational Subjects





**Head of Department/Faculty:** Mr D Hall

## **Information about the subject**

Level 1/2 Construction and the Built Environment is a practical and vocational qualification designed for students who are interested in how buildings are designed, constructed, and maintained. The course focuses on real-life construction skills, knowledge of the built environment, and the wide range of careers available within the construction industry.

Students will develop an understanding of construction processes, health and safety, sustainability, and the roles of different trades and professionals. The qualification encourages practical problem-solving, teamwork, organisation, and independent working, all of which are essential skills for further study and employment in the construction sector.

This qualification is equivalent in size and challenge to a GCSE and provides a strong foundation for progression to Level 3 construction courses, apprenticeships, and careers in construction, engineering, architecture, surveying, and the built environment.

## **What is the course content?**

The qualification is made up of **one examined unit and one practical coursework unit**, combining knowledge with hands-on learning.

### **Unit 1: Safety and Security in Construction**

Students develop knowledge of:

- Health and safety rules and legislation
- Hazards and risks on construction sites
- Personal protective equipment (PPE)
- Safe working practices and site security

### **Unit 3: Planning Construction Projects (*Coursework*)**

Students apply their knowledge by:

- Understanding construction roles and trades
- Planning construction activities and resources
- Exploring sustainable construction methods
- Producing written and practical project work



## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
Eduqas	Unit 1 – Safety and Security in Construction (Exam)	1 hour 30 minutes	40%
Eduqas	Unit 3 – Planning Construction Projects	Controlled assessment	60%

<u>Assessment Objective</u>	<u>Weighting</u>
AO1 – Demonstrate knowledge and understanding of construction principles	30%
AO2 – Apply construction knowledge in practical contexts	40%
AO3 – Analyse and evaluate construction information and practices	30%

## Student Voice

“I chose Construction because I am interested in buildings and how they are made. I like learning about real construction sites and the different jobs in the industry. The course has helped me understand safety and teamwork.”

“I enjoy Construction because it feels practical and useful. You learn skills and knowledge that can lead to apprenticeships and jobs in the future.”



**Head of Department/Faculty:** Mr D Hall

## **Information about the subject**

Cambridge National Engineering Manufacture is a practical and technical qualification designed for students who enjoy making products, working with tools and equipment, and understanding how engineered products are manufactured. The course focuses on real-world engineering skills and processes used in modern manufacturing industries.

Students will develop practical workshop skills alongside technical knowledge of materials, manufacturing processes, quality control, and health and safety. The qualification encourages problem-solving, accuracy, teamwork, and independent working, all of which are essential skills for engineering careers.

This qualification is equivalent in size and demand to a GCSE and provides a strong foundation for progression to Level 3 engineering courses, apprenticeships, and careers in engineering, manufacturing, construction, and related technical industries.

## **What is the course content?**

The Cambridge National in Engineering Manufacture is made up of **three units**, combining examined knowledge with practical coursework.

### **Unit R014: Principles of Engineering Manufacture**

Students develop core engineering knowledge, including:

- Engineering materials and their properties
- Manufacturing processes and techniques
- Engineering drawings and quality control
- Health and safety in engineering environments

### **Unit R015: Manufacturing a One-Off Product**

Students plan and manufacture a single engineered product by:

- Interpreting engineering drawings
- Using tools, machines, and equipment safely
- Inspecting and evaluating the final product

### **Unit R016: Manufacturing in Quantity**

Students learn how products are made in larger numbers, including:

- Batch and mass production methods
- Use of jigs, fixtures, and templates
- Quality control in commercial manufacturing



## How is the course assessed?

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
OCR	Unit R014 – Principles of Engineering Manufacture (Exam)	1 hour 15 minutes	40%
OCR	Unit R015 – Manufacturing a One-Off Product (Coursework)	Approximately 20 hours	30%
OCR	Unit R016 – Manufacturing in Quantity (Coursework)	Approximately 20 hours	30%

<u>Assessment Objective</u>	<u>Weighting</u>
AO1 – Demonstrate knowledge and understanding of engineering manufacture	25%
AO2 – Apply engineering knowledge and skills in practical contexts	50%
AO3 – Analyse and evaluate engineering processes and outcome	25%

## Student Voice

“I chose Engineering Manufacture because I enjoy practical work and using tools and machines. I like learning how products are made in real factories and workshops. The course has helped me improve my accuracy and confidence.”

“I like engineering because it is hands-on and different from other subjects. You learn skills that feel useful for real jobs. I think this qualification is important because it prepares you for apprenticeships and engineering careers.”



**Head of Department/Faculty:** Miss A Hooley

## Information about the subject

The Cambridge National in Sport Studies take a more sector-based focus, whilst also encompassing core physical education themes. Learners can apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

## What is the course content?

It will be compulsory that students will take part in a rock-climbing trip to Ingleton (This will incur a cost of approximately £26).

It will be compulsory to lead a group of younger students in a lesson.

The course is split into three Sports Studies units:

- R184: Contemporary Issues in sport
- R185: Performance and Leadership in sport
- R187: Increasing awareness of Outdoor Adventurous Activity

## How is the course assessed?

All results are awarded on the following scale:

- Distinction\* at Level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

<u>Exam Board</u>	<u>What is being assessed?</u>	<u>Length of Examination</u>	<u>Examination weighting</u>
OCR	R184: Contemporary Issues in Sport	1 hour 15 minutes	40%
OCR	R185: Performance and Leadership in Sport	NEA	40%
OCR	R187: Increasing awareness of Outdoor Adventurous Activity	NEA	20%



<b><u>Assessment Objective</u></b>	<b><u>Weighting</u></b>
<b>R184: Contemporary Issues in sport (Exam)-</b> <ul style="list-style-type: none"> <li>• Written Paper (1 hour 15 minutes) - 70 Marks</li> <li>• OCR set and marked</li> </ul>	40%
<b>R185: Performance and Leadership in Sport (Coursework)-</b> <ul style="list-style-type: none"> <li>• Performance 80 marks</li> <li>• Team/ individual activity 14 marks x2</li> <li>• Applying improvement methods 14 marks</li> <li>• Planning a sporting activity 14 marks</li> <li>• Leading a sporting activity 14 marks</li> <li>• Reviewing your leading of a sporting sessions 10 marks</li> <li>• Moderated</li> </ul>	40%
<b>R187: Increasing awareness of Outdoor Adventurous Activity (Coursework)</b> <ul style="list-style-type: none"> <li>• OAA 40 marks</li> <li>• Provision for OAA 6 marks</li> <li>• Safety aspects of participating 12 marks</li> <li>• Planning OAA lesson 12 marks</li> <li>• Participate in OAA 10 marks</li> <li>• Moderated</li> </ul>	20%

## Student Voice

“A great option for people who have the ability to lead and help groups of children with P.E.”

“Sport Studies was the best choice for me because I enjoy playing and leading in sport and it can help me build the skills I need for the job I want in the future. Lessons are interesting and useful not only in school but outside in the team I play for.”



# Options Form

# Year 9 Options 2026 Form

Name\_\_\_\_\_

Form\_\_\_\_\_

- This form must be completed and returned to school no later than Friday 6<sup>th</sup> February 2026
- You have a total of 3 choices to make; two must be from box A and one from box B
- We try our best to give as many students their first choices as possible, so we will contact you again if this is not possible.
- It may not be possible to give you your vocational choice(s).

Box A - Choose any 2			Box B - Choose 1
GCSE Choices <sup>1</sup>		Vocational Choices <sup>2</sup> :	GCSE Choices <sup>1</sup> :
Art: Art & Design	History <sup>3</sup>	Level 1/2 Engineering Manufacture or Construction <sup>6</sup>	Computer Science
Art: Textiles	Music		Geography <sup>3</sup>
Business Studies	Religious Education		History <sup>3</sup>
Computer Science	Spanish <sup>4</sup>		Spanish <sup>4</sup>
Drama	Physical Education <sup>5</sup>		
Food and Nutrition			
Geography <sup>3</sup>			

<sup>1</sup> = These are all GCSE qualifications graded 9-1

<sup>2</sup> = These are equivalent GCSE qualifications approved by the government. The number of groups available is limited.

<sup>3</sup> = Counts as Humanity for the English Baccalaureate

<sup>4</sup> = Counts as Language for the English Baccalaureate

<sup>5</sup> = PE faculty will decide whether you are best suited for GCSE PE or Vocational Sports Studies

<sup>6</sup> = Technology faculty will decide whether you are best suited for Vocational Engineering Manufacture or Construction

Box A Choice 1
Box A Choice 2

Box B Choice
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Student Signature\_\_\_\_\_

Date\_\_\_\_\_

Parent Signature\_\_\_\_\_

Date\_\_\_\_\_