

Year 9 Options 2026



OPTIONS HANDBOOK

Dear Year 9 student,

You are now at the beginning of an important decision in your educational career. Making sure you pick the Key Stage 4 courses that are right for you will make a big difference to the next two years and beyond. Getting it right will help you to finish Year 11 with a great set of GCSE/Vocational results: The grades that you achieve collectively in all your examinations, will impact the courses on offer to you post-16. Every individual will have a different post 16 pathway, so what success looks like will be different for each student. You will need to make the right choices for yourself.

This booklet sets out the decision making process and provides you with some of the advice you will need in order to get it right. Speaking to your parents, your teachers and your form tutor will also be important. These groups of people know you best of all and can give you good advice . Also, there is no substitute for doing your own research to help you decide. Once your choices have been made and agreed, it is very difficult to change them.

The courses you choose throughout years 10 and 11 will be demanding. It's important that you know how the courses are assessed. For example, vocational courses have assessed pieces of work throughout the course, which reduces the number of exams you will need to take at the end of year 11. Whichever courses you choose they will be challenging, this means you must be confident that you are happy with the subjects you have chosen, and that you know you can do well in them.



Mr Bates - Principal

I know whichever subjects you choose to do, you will receive high quality teaching and will be supported at every stage of your course. However, you also need to know that being successful at KS4 demands all of your core ASPIRE values. I look forward to supporting you with this process.

Curriculum Overview

- Subjects Available

Dear Parent and Student,

Every student at WCHS must study English, Mathematics, Science and non-examination core RE and PE as set out by the Department for Education.

Each student will then choose either Geography or History and then be able to choose from our range of optional subjects within one of two pathways we have decided on.

We believe that it is in the best interests of students to continue to study a foreign language at GCSE. This will be recommended for some students but we would encourage any student with a talent for languages to continue to study Spanish or French as a GCSE option.

Core Subjects

- English, Maths Science
- Physical Education (core PE)
- Religious Education /PSHCE (non-examination)

Optional subjects

Students need to choose additional subjects from the optional subjects. The courses that run are dependent on the number of students who pick a course and the availability of staff.

Students can choose from the following optional subjects:

- **Art****
- Business
- French
- Geography*
- Health & Fitness
- History*
- Hospitality & Catering
- Photography
- Separate Science (this uses the core lessons and one option to deliver Biology, Chemistry and Physics as separate GCSEs)
- Spanish
- **Three-dimensional Design****

*If you are considering studying both **Geography and History** please discuss with Mr Davidson and Mr Bates

****Art** and **Three-dimensional Design** have a number of elements during the course that are considered similar by the examination board so you are not permitted to study both.

We have analysed the performance data of each of our Year 9 students and we have then placed individuals on what we believe to be the appropriate KS4 pathway to enable them to attain, achieve and maximise their potential.

Pathway 1 - Provides academic breadth, whilst encouraging students to study Triple Science and a language.

- English,
- English Literature
- Mathematics,
- Combined Science
- History or Geography
- Spanish or French

An additional two options from

- **Art****
- Business
- Geography*
- Health & Fitness
- History*
- Hospitality & Catering
- Photography
- Separate Science (this uses the core lessons and one option to deliver Biology, Chemistry and Physics as separate GCSEs) - encouraged for pathway 1.
- **Three-dimensional Design****

Pathway 2 - Also provides academic breadth whilst mastering the core and offering a broad and balanced curriculum to lead to successful post-16 provision.

- English,
- English Literature
- Mathematics,
- Combined Science
- History or Geography

An additional three options from

- **Art****
- Business
- French
- Geography*
- Health & Fitness
- History*
- Hospitality & Catering
- Photography
- Separate Science
- Spanish
- **Three-dimensional Design****

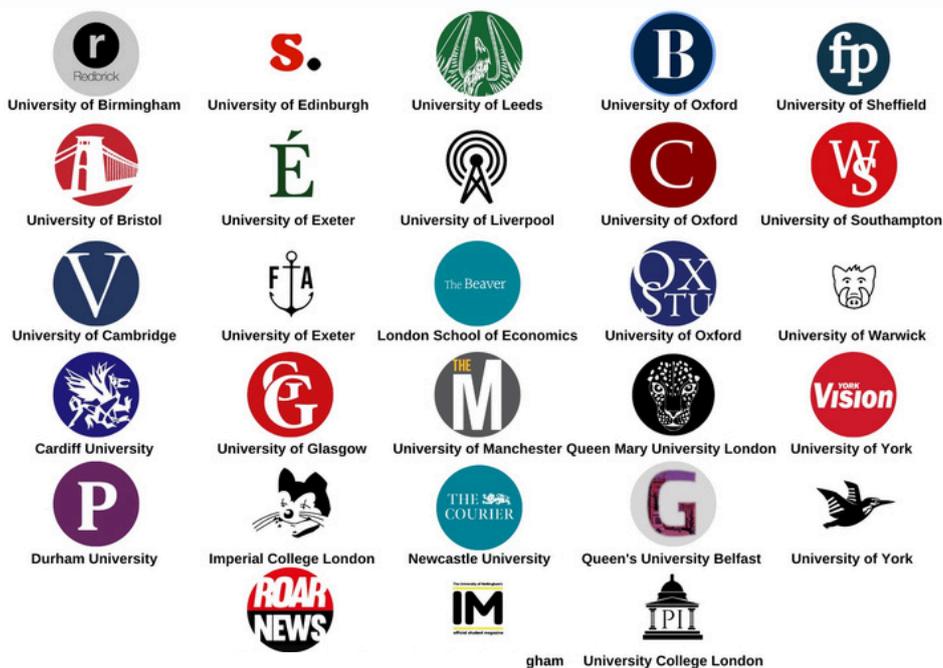
Subject choice at KS4 is about keeping the most 'doors open' for students in the future. Most post 16 routes don't require a specific combination of subjects or qualifications at KS4 however, students wishing to apply to the Sixth Forms colleges to study certain A levels and then progress to Russell Group universities, (The top 24 research universities) are encouraged to check course requirements. For example studying Science at A- Level often requires students to have studied separate Science.

Some Universities value certain A-level subjects. For example the Russell Group universities describe certain subjects as 'Facilitating Subjects'. (The facilitating subjects are maths and further Maths, Physics, Biology, Chemistry, History, Geography, Modern Languages and English Literature. They provide a document called 'Informed Choices' which is important reading for students who may be aiming for some of these universities.

<http://www.informedchoices.ac.uk/>



Also take a look at <https://www.theuniguide.co.uk/> which gives a useful overview, advice and guidance on choosing GCSEs and A levels with a view to university education.



Apprenticeships

Some of you will be thinking about apprenticeships. There are many careers for students who do not wish to go to university. There are a variety of courses at college which offer a chance to train whilst working. Look at college prospectuses for more details.

Which subjects should you choose?

Which subjects would you choose?

There are several reasons why you may want to continue studying a subject. Try to select a good balance of subjects rather than a range that is too narrow. You should consider:

- Subjects you are interested in and will therefore enjoy studying.
- Subjects you are making good progress in.
- Your future career choice, potential further courses or intended training.

Remember:

You must take either History or Geography.

If you are in pathway one, you must choose either French or Spanish. You can choose either language. It is not necessary that you have studied the language you have studied in Key Stage 3, but you may feel more confident continuing to study the same language.

You should also consider Separate Sciences if you are interested in Science. You definitely need to consider this option if you intend to study a science related subject at A-Level and / or Higher Education (degree).

Do not choose a subject because your friends have. Their abilities and interests may be different to yours.



Which subjects should you choose?

Will I get my first preferences?

Whilst there are no guarantees, it is our aim to facilitate your choices. Subjects can only run if there are enough people who want to do the course. Some subjects have a maximum number for health and safety reasons such as Hospitality and Catering. We also look at your ability, reading age and attitude to learning to ensure you choose courses that you will enjoy but also be successful in. It is important to return your forms by Friday 28th March. Late returns may be considered after general allocation. Where an Option Subject is over-subscribed, attitude to learning in that or related subjects will be considered.

What can the impact of my choices at 14 be on choices at 16 and 18?

I would recommend that you visit the website www.informedchoices.ac.uk. Russell Group admissions team often find that students have limited their chances of applying to these universities because they have not chosen appropriate facilitating subjects. The route of these choices often stems from GCSE choices. The guide highlights which A Level subjects leave the most options open for students. For students who are considering applying to a Russell Group university in the future it is important to understand the implications of making choices in Year 9.

What happens if you change your mind after the course has started?

Changes of option choice once the course has started are very difficult and you will have a lot of catching up to do. It is much better if you make a wise choice now. Changes after the first 2 weeks will only be permitted in exceptional circumstances and can only happen if subjects have places available.

Good luck, do your research and remember we are all here to help you.



GCSE subjects

These are graded from 9 (highest) to 1.

GCSEs are assessed generally by terminal exams with very little or no coursework.

A Grade 4 or above in both English and Maths is required for most Level 3 courses and training programmes. Some level 3 courses require a grade 5 in English and Maths. It is also the Government's minimum standard required to be reached by the end of year 11.

If your child does not achieve a grade 4 in English and Maths, they will need to resit the qualification(s) at their post 16 provision. A Grade 4 is considered a 'Standard Pass' and a Grade 5 is considered a 'Strong Pass'.

Vocational Subjects

BTEC, NCFE and CNAT's are vocational courses

They are considered to be:

- high-quality
- career-focused
- grounded in the real world of work

These courses have a larger coursework element resulting in smaller sized examinations.

Vocational grades are equivalent to GCSEs

Level 2 Distinction* (grade 8/9 GCSE)

Level 2 Distinction (grade 7 GCSE)

Level 2 Merit (grade 6/5 GCSE)

Level 2 Pass (grade 4 GCSE)

down to Level 1 Pass (grade 1 GCSE)



Here is the detail about the GCSE English Language course of which there are two exam papers and a Non Examination Spoken Language assessment marked by teachers in school: [link](#)

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading one literature fiction text

Section B: Writing descriptive or narrative writing

Assessed

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

1 short form question (1 × 4 marks)

2 longer form questions (2 × 8 marks)

1 extended question (1 × 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading - one non-fiction text and one literary non-fiction text

Section B: writing to present a viewpoint

Assessed

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

1 short form question (1 × 4 marks)

2 longer form questions (1 × 8, 1 × 12 marks)

1 extended question (1 × 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed (AO7–AO9)

Presenting, responding to questions and feedback, use of Standard English

Assessed

Teacher set throughout course

Marked by teacher

Separate endorsement (0% weighting of GCSE)



English Literature (Core Curriculum) GCSE

Here is the detail about the GCSE English Literature Course of which five texts are studied:

- Macbeth - William Shakespeare (Shakespeare play) Paper 1
- Christmas Carol - Charles Dickens (19th Century text) Paper 1
- An Inspector Calls - J.B. Priestley (modern text paper 2) Paper 2
- Power and Conflict poetry Anthology - 15 poems by various poets Paper 2
- Unseen poetry preparation - Paper 2

Here is the detail about the GCSE English Literature course:

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare plays
- The 19th-century novel

How it's assessed

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed

- written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Students cannot take copies of the texts into the exam.

All assessments are compulsory.

Students are provided with a copy of each text for study in class including annotation to support them in remembering the texts and preparing for the exams.

We also provide revision guides for language and literature study.

If you have any questions about the course of study for English, please contact Mrs Murray on

dmurray@westcravenhigh.co.uk



Mathematics (Core curriculum) GCSE

Exam Details

Exam Board: **Edexcel**

Specification Code: **1MA1**

Specification: [Link to website here](#)



Overview

Mathematical skills such as problem solving are used in almost everyone's professional and personal lives.

Course Content

- Number – Fractions, decimals, percentages, standard form, four operations and rounding.
- Algebra – Solving equations, substitution, formulae, graphs, sequences and patterns.
- Ratio, proportion and rates of change – Sharing ratios, scale factors and compound units.
- Geometry and measures – Area, volume, angles, properties of shapes and transformations.
- Probability – Likelihood, relative frequency, outcomes, expectation and probability theory.
- Statistics – Mean, median, mode and range, correlation, diagrams and interpretation.

Examinations

Mathematics is examined over three examination papers. The foundation pathway allows students to achieve a grade 1-5, whilst the higher pathway will allow students to obtain a grade 4-9.

The qualification consists of:

- Three equally-weighted written examination papers at either Foundation tier or Higher tier.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all content of the course.

How can students support their own learning?

Maths watch Online revision packs

Career Opportunities

There are multiple professions which rely on a sound understanding of mathematics. Those in engineering, science, finance, insurance, accountancy, banking, design, architecture, computing and economics are industries supported by mathematical expertise. Employers, colleges and universities place a high value on mathematical and numerical skills.



Science Trilogy Double Award (Core curriculum unless studying separate sciences) GCSE

Exam Details

Exam Board: **AQA**

Specification Code: **8464**

Specification: [Link to website here](#)



Overview

This is a double award GCSE and is based on explaining, theorising and modelling in Science. Students will study the three science disciplines; Biology, Chemistry and Physics. The Combined Science course gives students the option to progress to science or other A-Level courses.

Course Breakdown

The following topics are taught in each of the three sciences:

Biology Paper 1: Cell biology; Organisation; Infection and response; Bioenergetics. Biology

Paper 2: Homeostasis and response; Inheritance, variation and evolution; Ecology.

Chemistry Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes. Chemistry

Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources. Physics

Paper 1: Energy; Electricity; Particle model of matter; Atomic structure.

Physics Paper 2: Forces; Waves; Magnetism and electromagnetism.

Examinations

Assessment for the Combined Science consists of six written papers at the end of Year 11;

- **two Biology**
- **two Chemistry**
- **two Physics**

Each paper is 1 hour and 15 minutes in duration and is equally weighted; each worth 16.7% of the grade. Mathematical skills will also be assessed in each paper; 10% of the total mark in Biology, 20% in Chemistry and 30% in Physics. There are also 16 compulsory experiments which will be covered during the course and assessed on the exam papers.

How can students support their own learning?

This course is supported by online resources from; GCSE POD BBC Bitesize

Career Opportunities

There are numerous and varied careers linked to science, for example, in health, beauty, engineering, business and education. Below is a selection of websites that give further details about different career opportunities: <https://www.sciencebuddies.org/science-engineering-careers>



Separate Science Triple Award (3 GCSEs)

Core science lessons + one option GCSE

Exam Details

Exam Board: **AQA**

Biology Specification code: **8461**

Specification: [Link to website here](#)



Chemistry Specification code: **8462**

Specification: [Link to website here](#)



Physics Specification code: **8463**

Specification: [Link to website here](#)



Overview

Biology, Chemistry and Physics are examined as separate sciences, where an individual GCSE is awarded for each subject.

Outline of Course Content

Assessment for the Separate Sciences consists of six written papers at the end of Year 11;

- two Biology
- two Chemistry
- two Physics.

Each paper is 1 hour and 45 minutes in duration. Mathematical skills will also be assessed in each paper; 10% of the total mark in Biology, 20% in Chemistry and 30% in Physics. There are also compulsory experiments which will be covered during the course and assessed on the exam papers.

Course Breakdown

The following topics are taught in each of the three sciences:

Biology Paper 1: Cell biology; Organisation; Infection and response; Bioenergetics.

Biology Paper 2: Homeostasis and response; Inheritance, variation and evolution; Ecology.

Chemistry Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes.

Chemistry Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.

Physics Paper 1: Energy; Electricity; Particle model of matter; Atomic structure.

Physics Paper 2: Forces; Waves; Magnetism and electromagnetism; Space.

How can students support their own learning?

This course is supported by online resources from: GCSE POD BBC Bitesize

Career Opportunities

There are numerous and varied careers linked to science, for example, in health, beauty, engineering, business and education. Below is a selection of websites that give further details about different career opportunities:

<https://www.sciencebuddies.org/science-engineering-careers>



Exam Details

Exam Board: **AQA**

Specification Code: **8652**

Specification: [Link to website here](#)



Overview

Students follow the AQA GCSE syllabus. This course enables students to develop their ability to communicate confidently in speech and writing as well as to listen to and understand native speakers.

Outline of Course Content

The three main topics of study in the syllabus are:

- **Theme 1: People and Lifestyle**
- **Theme 2: Popular culture**
- **Theme 3: Communication and the world around us**



Course Breakdown

GCSE languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9) and the four skills of speaking, reading, listening and writing are assessed by examination at the end of the two years of study.

Paper 1: Listening 25% of GCSE

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Paper 2: Speaking 25% of GCSE

Communicating and interacting effectively in speech using different stimulus materials for the Role-play and general conversation

- Speaking using clear and comprehensible language to undertake a short Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

Paper 3: Reading 25% of GCSE

Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier

- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

Paper 4: Writing 25% of GCSE Communicating effectively in writing for a variety of purposes.

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

How can students support their own learning?

This course is supported by online resources from;

- BBC Bitesize
- GCSE Pod
- Seneca Learning
- Revision guide CGP

Career Opportunities

French is one of the most spoken languages in the world and is the official language in more than 29 countries. It is spoken by 320 million people around the world and on every continent.

Employers believe knowledge of a second language boosts your employability – demand for languages skills is booming in the global job market .

Most employers will look more favourably on job applicants with a foreign language and careers include interpreter, translator, lawyer, doctor, nurse, air hostess, import/export industry, engineering, sales and marketing, accountant, secretary, teacher, banking, United Nations, European Union .

Scientists believe knowledge of a second language can boost your brain power alongside enhancing your analytical and creative skills and improving your cognitive development .

Knowing a second language means you can travel beyond the tourist trails and have an authentic experience of another culture .



Exam Details

Exam Board: Edexcel

Specification Code: 1SP0 Specification: Pearson Edexcel GCSE Spanish (2024) | Pearson qualifications

Overview

Students follow the Edexcel GCSE syllabus. This course enables students to develop their ability to communicate confidently in speech and writing as well as to listen to and understand native speakers.

Outline of Course Content

The five main topics of study in the syllabus are:

Theme 1: My Personal World

Theme 2: Travel and Tourism

Theme 3: Lifestyle and Wellbeing

Theme 4: Studying and My Future

Theme 5: My Neighbourhood

Course Breakdown

GCSE languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9) and the four skills of speaking, reading, listening and writing are assessed by examination at the end of the two years of study.

Paper 1: Speaking 25% of GCSE Communicating and interacting effectively in speech for a variety of purposes

The exam is broken into 4 sections: Read aloud, Roleplay, Picture Card and General Conversation.

Paper 2: Reading 25% of GCSE Understanding and responding to different types of written language.

Section A: Reading comprehension

Section B: Translation Spanish to English



Paper 3: Listening 25% of GCSE Understanding and responding to different types of spoken language.

Written exam:

Section A –Listening comprehension

Section B - Dictation

Paper 4: Writing 25% of GCSE Communicating effectively in writing for a variety of purposes

Written exam:

Picture Task (Foundation only)

Short response task 40-50 words (Foundation only)

Medium response task 80-90 words (Foundation and Higher)

Long response task 130-150 words (Higher only)

Translation: English to Spanish. 5 sentences for Foundation, a short paragraph for Higher

How can students support their own learning?

This course is supported by online resources from:

BBC Bitesize

GCSE Pod

Seneca Learning

Revision guide CGP

Oak Academy

Career Opportunities

Spanish is the first language in more than 20 countries and is spoken by 600 million people around the world and on every continent.

Most employers will look more favourably on job applicants with a foreign language and careers include interpreter, translator, lawyer, doctor, nurse, air hostess, import/export industry, engineering, sales and marketing, accountant, secretary, teacher, banking, United Nations, European Union



Exam DetailsExam Board: **AQA**Specification Code: **8202**Specification: [Link to website here](#)**Overview**

GCSE Art and Design (Fine Art) gives you the skills and knowledge to create personal and imaginative work.

Outline of Course Content

Unit 1: Portfolio of work - 60% of total mark completed in years 10 and 11.

Unit 2: Externally set brief – project set by AQA - 40% of total mark. Controlled assessment from January in year 11 to April with 10 hours of sustained focused study to create the final outcome. (exam).

Course Breakdown

Unit 1: Portfolio of work

Each student must select and present a portfolio representative of their course of study.

The portfolio must include both:

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea the realisation of intentions.

Pupils will:

- Research into existing artists based on the brief
- Develop individual ideas based on this research
- Refine these ideas
- Creation of a final design

A selection of further work

This could include; another full project, mini projects, work based on a gallery visit or response to a skills based art project.

**Unit 2: Externally set brief**

Students get an exam paper for the externally set exam brief in January and will have the Spring term to complete this project with the final piece produced within the exam in April (10 hours of sustained study).

How can students support their own learning?

After school sessions every Tuesday and Friday

Career Opportunities

The creative industries in the U.K are rapidly growing. They contribute £101.5 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work.

Exam Details

Exam Board: **AQA**

Specification Code: **8132**

Specification: [Link to website here](#)



Overview—Subject content

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

Outline of content

Paper 1: Influences of operations and HRM on business activity

- Business in the real world
- Influences on business
- Business operations
- Human resources

Worth 50% of the final GCSE grade

Paper 2: Influences of marketing and finance on business activity

- Business in the real world
- Influences on business
- Marketing
- Finance

Worth 50% of the final GCSE grade

Each examination is 1 hour and 45 minutes long and calculators may be used.

Style of Examination Questions

- **Section A** has multiple choice questions and short answer questions worth 20 marks.
- **Section B** has one case study/data response stimuli with questions worth 34 marks.
- **Section C** has one case study/data response stimuli with questions worth 36 marks.

How can students support their own learning?

Reading and listening to the news, CGP Business Revision guide, www.gcsepod.com

Career Opportunities

There are a wide variety of careers available with a business degree. Below are listed just a small selection. *Accountant, Business adviser, Consultant, Corporate investment banker, Data scientist, Stock market analyst, Human resources adviser, Marketing executive, Mortgage advisor, Project manager, Sales executive, Teacher or lecturer*



Exam Details

Exam Board: **AQA**

Specification Code: **8035**

Specification: [Link to website here](#)



Overview

The study of Geography plays a key role in shaping the future of political, social, economic and environmental decisions. Students will travel the world from their classroom, exploring topics including climate change, poverty, global shifts of power and the opportunities and challenges of sustainability.

Outline of Course Content

Paper 1

- Challenge of natural hazards: Plate tectonics, Earthquakes and Volcanoes, Tropical storms, extreme weather and climate change
- The living world: UK ecosystems, Tropical rainforest and cold environments
- Physical Landscapes of the UK: Coastal and River process and formations.

Paper 2

- Urban issues and challenges: Opportunities and challenges in a city in a low-income country and high-income country.
- Changing economic world: Process of development from a low-income country to a high-income country
- Resource management: Overview of a distribution of the world's food, water and energy. How do we manage depleting supplies and uneven distribution?

Paper 3

Issue Evaluation – Applying knowledge and understanding of the specification to pre-released material, released in March of the examining year.

How can students support their own learning?

This course is supported by online resources from: Kerboodle platform, BBC Bitesize, GCSE Pod, Seneca Learning, Revision guide from AQA

- Students are expected to follow the news in order to develop their deeper understanding of the topics studied.

Career Opportunities

Geographers are map-makers, strategists, decision makers, environmentalists, explorers, GIS analysts, hydrologists, strategy planners, natural historians, response co-ordinators, resource managers, teachers, geologists, entrepreneurs, politicians, sustainability managers, environmental managers, meteorologists, pilots, military personnel, engineers, architects and surveyors.



Exam Details

Exam Board: **NCFE**

Specification Code: **603/2650/5**

Specification: [Link to website here](#)



Overview

This vocational qualification is designed for students who want an introduction to health and fitness that includes a vocational and project-based element.

Outline of Course Content

Unit 1

Externally assessed: written examination

- understand and identify the main body systems and their functions
- understand the Principles of Training and FITT
- explore how physical activities effect the body in the short- and long-term
- understand how relevant fitness tests can be used for specific health and skill components of fitness
- understand different lifestyle analysis tool and how to apply them
- create a health and fitness programme.

Unit 2

Internally assessed: synoptic project externally quality assured:

- enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another.
- to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

How can students support their own learning?

This course is supported by online resources from; GCSE Pod, Revision guide NCFE –Health and Fitness Hodder

Career Opportunities

A good knowledge health and fitness could lead to professions include a Physical Therapist, Sports Coach, Fitness Instructor and Personal Trainer. There is also the opportunity of exploring careers within the Armed Forces, Outdoor Pursuits Instructors, Sports Journalism, Sports Retail Manager, and Leisure Centre professionals are also areas which could be future careers from studying and being successful on this course.



Exam Details

Exam Board: **Edexcel**

Specification Code: **1H10 FR**

Specification: **Edexcel GCSE History (2016) | Pearson qualifications**

Overview

Students follow an engaging and wide-ranging programme designed to build strong historical understanding and analytical skills. They explore long-term change through the Thematic Study of Medicine in Britain, c.1250–present, including its linked Historic Environment study of the British sector of the Western Front, 1914–18.

Wider global developments are covered in the Period Study of Superpower Relations and the Cold War, 1941–91, while two depth studies - Early Elizabethan England, 1558–88 and Weimar and Nazi Germany, 1918–39 - provide insight into key turning points in British and world history.

The objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Course Breakdown

The History GCSE qualification has four elements, assessed through three externally examined papers:

- Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- Paper 2: Early Elizabethan England, 1558–88
- Paper 2: Superpower relations and the Cold War, 1941–91
- Paper 3: Weimar and Nazi Germany, 1918–39

Assessment

100% Terminal examination

- Paper 1: Thematic study and historic environment: 30% - 1 hour and 20 minutes
- Paper 2: Period study and British depth study: 40% - 1 hour and 50 minutes
- Paper 3: Modern depth study: 30% - 1 hour and 30 minutes

Further Education and Career Opportunities

If you wish to go further and take your GCSE History into a specialism, you can progress through A Level History. Following this, you can go onto study at university level, study a relevant undergraduate degree and perhaps even a master's or PhD to reach the highest level of specialism and expert status.

History graduates gain employment in numerous industries and roles. Heritage organisations, museums and libraries can be a common choice. Though national and local government, teaching, public services, NHS management, the police force and armed services are also popular avenues.

How can students support their own learning?

History GCSE students can support their learning by making use of the knowledge organisers, specification overviews, past examination papers, knowledge audits, and the Edexcel GCSE History CGP revision guide.

This course is also supported by online resources such as BBC Bitesize, Seneca Learning, and suitable History documentaries available on YouTube, BBC iPlayer, and Netflix.

Exam Details

Exam Board: **WJEC**

Specification Code: **601/7022/1**

Specification: [Link to website here](#)



Overview

The course has been designed to develop knowledge and understanding related to a range of topics including hygiene and safety, roles and responsibility of the Environmental Health Officer, food laws and regulations and food allergies and intolerances.

Course Breakdown

The course is split into two sections

Unit 1: The Hospitality and Catering Industry (40% of overall grade)

Written exam (80 minutes)

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations.

Unit 2: Hospitality and Catering in Action (60% of overall grade)

Internal Controlled assessment

Learners have a 12 hour period to apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of catering provision and kitchen and front of house operations. They will respond to the brief and produce a portfolio of work and a meal which meets the needs of the clients.

How can students support their own learning?

This course is supported by online resources from; BBC Bite size, GCSE Pod

Career Opportunities

Successful completion of this qualification could lead to a number of possibilities. There are many local colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and level 1 to 3 courses.

You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.



Exam Details

Exam Board: **AQA**

Specification Code: **8206**

Specification: [Link to website here](#)



Overview

Photography is an exciting GCSE option choice for our students. The course is a varied look at the art of Photography, that is broad based and creative. Students of all abilities can study Photography in which we look in-depth at a variety of ways in which each individual can express themselves through this medium.

Outline of Course Content

Unit 1: Portfolio of work - 60% of total mark completed in years 10 and 11.

Unit 2: Externally set brief – project set by AQA - 40% of total mark. Controlled assessment from January in year 11 to April with 10 hours of sustained focused study to create the final outcome. (exam).

Course Breakdown

Unit 1: Portfolio of work

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea the realisation of intentions.

Pupils will:

- Research into existing photographers based on the brief
- Develop individual ideas based on this research
- Refine these ideas
- Creation of a final design.

A selection of further work

This could include; mini projects, work based on a gallery visit or response to portraiture or a natural or manmade landscape

Unit 2: Externally set brief

Students get an exam paper for the externally set exam brief in January and will have the Spring term to complete this project with the final piece produced within the exam in April (10 hours of sustained study).

How can students support their own learning? After school sessions every Tuesday and Friday

Career Opportunities

Future career opportunities could include working with nature as a photographer for such companies as the BBC, or becoming a Wedding Photographer which may eventually become a self employed business. Other photographers link their careers to journalism and are freelance. The world of science and the exploration of the world in documentaries is also a possibility.

Working in a retail market the careers pathway may lead to portrait photography, working with adults and children with such things as family portraits.



Exam Details

Exam Board: **AQA**

Specification Code: **8205**

Specification: [Link to website here](#)



Overview

GCSE Three-dimensional Design, defined as the design, prototyping and modelling or making of products.

Outline of Course Content

Unit 1: Portfolio of work - 60% of total mark.

Unit 2: Externally set brief – project set by AQA - 40% of total mark. 10 hours of sustained focused study (exam).

Course Breakdown

Unit 1:

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation

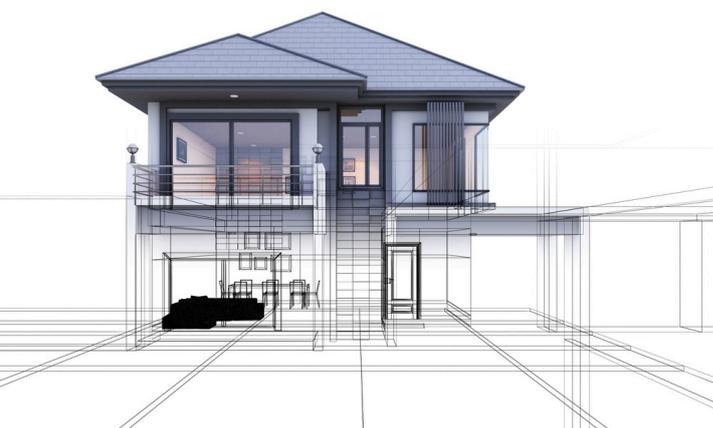
A selection of further work demonstrating three-dimensional techniques and processes, appropriate to students' personal intentions, for example: model making, constructing, assembling, modelling.

Unit 2:

Students get an exam paper for the externally set exam brief in January and will have the Spring term to complete this project with the final piece produced within the exam in April (10 hours of sustained study).

Career Opportunities

The UK construction market size was valued at £373 billion in 2022. The construction industry is expected to record an annual average growth rate of more than 1% between 2023 and 2026 .



Overview

Through PSHE students develop their Personal, Social, Health and Citizenship skills. These are vital attributes that allow them to successfully manage their lives now and in the future. Through PSHE students will be able to develop the qualities needed to thrive as individuals and as members of society. PSHE prepares students to manage the critical opportunities and challenges that they will face at this crucial point in their lives.

PSHE follows 3 areas:

- Health and Wellbeing – healthy lifestyles, drugs, safety, crime and punishment.
- Relationships – relationships with others, family, workplace.
- Living in the Wider World – careers, personal finance, social skills, rights and responsibilities.

PSHE has many extracurricular and enrichment opportunities for our students. We have many events that take place within school that are catered to the needs of GCSE students such as guest speakers and events that help students with revision and study skills. In Year 10 all students will go on work experience which allows them to gain real life workplace experience. Careers and further education advice is available for all students and we work rigorously with students to aid them in making choices for their futures.

The purpose of RE is to develop the spiritual and moral identity of a child through talk, debate and study of religious beliefs and practices. Students will be equipped with systematic knowledge of:

- **A range of religions**
- **different worldviews**
- **ethical dilemmas**
- **different philosophies**

Students will be encouraged to reflect, critique and compare this knowledge to their own values and identities. Students will gain in depth knowledge of sources of wisdom and develop skills in analysis, evaluation, explanation and comparison .



We understand that this is an important time for you and your child. Your child can speak to their teachers and the following subject leaders for further information. Assemblies are running all week from **Monday 9th March** with students in school.

Art , 3-D Design, Hospitality & Catering, Photography **Mrs Whittle**

Heath & Fitness **Mr Wilson**

Business **Mr N Hussain**

French, Spanish, Geography, History **Mr Davidson**

Separate Sciences **Mrs Scott**

If you have any general questions or concerns, you can contact us directly on **options@westcraven.co.uk**

The options form will be sent to you via your school email account on Monday 9th March 2026

When filling in the online form:

- If you are considering studying both Geography and History please complete the form normally but indicate this by writing 'require meeting' for question 7.
- Art and Three-Dimensional Design have a number of elements during the course that are considered similar by the examination board so you are not permitted to study both.

It is important to complete your online form by **Friday 27th March**.