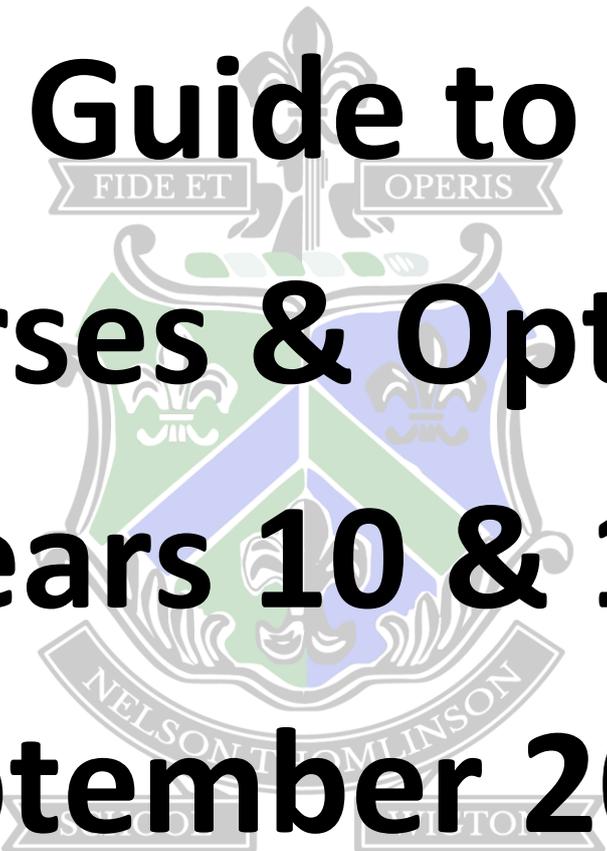


The Nelson Thomlinson School



**Guide to
Courses & Options
Years 10 & 11
September 2023**

Contents:	Page
Introduction	3
Section A: Qualifications and grading	4
Section B: Curriculum Routes	4
Section C: Advice on making your choices	5
Section D: Compulsory Core subjects	6
GCSE English Language and Literature	6
GCSE Mathematics	8
GCSE Science (Biology, Chemistry, Physics and Combined Science)	9
PSHRE	11
PE/Core Games	11
Section E: Ebacc subjects:	12
GCSE Geography	12
GCSE History	13
GCSE Modern Foreign Languages (French and Spanish)	14
Section F: Option choice subjects	15
GCSE Art and Design	15
GCSE Business Studies	16
OCR Cambridge National in Child Development	17
GCSE Computer Science	18
GCSE Design and Technology	19
GCSE Drama	20
OCR Cambridge National in Engineering Manufacture	21
GCSE Food Preparation and Nutrition	22
BTEC Tech Award in Health and Social Care	23
GCSE Music	24
Personal and Social Effectiveness Qualification	25
GCSE Physical Education	26
GCSE Religious Studies	27
Section G: Summary of qualification and assessment methods	28
Section H: Option choices Form	29/30



Introduction

Dear Pupils and Parents/Carers

Welcome to the Courses and Options Guide, which is designed to help you with the process of making the most informed and appropriate choices for the courses you wish to study in Years 10 and 11. **Please take time to read all of the material carefully before making any choices!**

As always, your school remains committed to providing a broad and balanced curriculum offer, and expects that in turn, you will choose a broad and balanced range of 'option subjects' to sit alongside the compulsory 'core subjects'.

Most pupils tackle the options process with confidence and enthusiasm, finding out about all the possibilities that exist, linking them to a potential career aspiration, and being ambitious about their future in an ever-changing world. However, some pupils find it challenging to make decisions and don't know what to do for the best. Be assured that all pupils receive all the necessary support and guidance from a range of colleagues in school, and from the community with our employer engagement assemblies.

Regardless of ability, we want every pupil to be successful. Selecting the right subjects is an important task because the decisions taken now may have implications for choices in the future with regards to joining the Sixth Form at NTS, seeking an apprenticeship or enrolling onto a college course. Furthermore, some subjects are more highly valued by quality universities and employers; the English Baccalaureate remains important nationally, and pupils expecting to secure grades of 5 and above in the 'Ebacc' option subjects (French, Spanish, Geography and History) really should be choosing these as a starting point.

Our school is fully comprehensive with a variety of learners, and so we have a range of courses and qualification types to cater for the needs of everyone, and you will see that we offer mostly GCSEs in addition to a small range of BTEC Tech Awards and OCR Cambridge Nationals.

Throughout the options process, there will be a full package of support, advice and guidance available for pupils and parents/carers. Assisting me with the options process are the following key staff: Miss P Wilson (Head of Year 9), Mrs J Mullarkey (Careers Leader), Mrs C Speakman (Head of Learning Support), the team of Year 9 Form Tutors and all subject Heads of Department. If you have any difficulties or queries about making choices, you should contact the school and speak to me, or any of the key staff listed.

The deadline for submitting the Option Choices Form is Friday 17th March 2023.

SCHOOL

WIGTON

Mr N. Parker

Deputy Head – Curriculum

Email: np@nts.cumbria.sch.uk

Tel: 016973 42160

Section A: Qualifications and grading

Qualifications

GCSEs: These are studied over two years, assessed mainly through examinations taken at the end of the second year, that test knowledge and understanding of theoretical content. Some subjects have coursework, called Non-Examined Assessment (NEA) and some have practical work that is assessed alongside the examinations. The vast majority of GCSEs are single tier of entry catering for all abilities, whilst a small minority have two tiers of entry hinging around grade 5.

BTEC Tech Award and OCR Cambridge National: Available at both Level 2 (GCSE equivalent) and Level 1 (for a small number of learners), these courses are assessed using a different approach to GCSE. There is more coursework, with each piece contributing to the overall qualification grade.

The English Baccalaureate (EBacc): This is a collection of academic 'gold standard' GCSE qualifications which includes English Language, English Literature, Mathematics, 2 Sciences (from Biology, Chemistry, Physics, Combined Science, or Computer Science), 1 Modern Foreign Language (from French or Spanish), 1 Humanity (from Geography or History).

Although technically the EBacc *isn't* compulsory, it *is* an expectation that pupils choose Ebacc subjects if their Year 9 Current Grades are mostly grade 5 or above.

Grading structures

GCSEs are graded on a scale of 1 (lowest) to 9 (highest). Grade 1 is roughly equal to an old grade G, grade 4 is described as a 'standard pass' (roughly equal to an old grade C), grade 5 is described as a 'strong pass', and grade 7 is roughly equal to an old grade A.

BTEC Tech Awards and OCR Cambridge National courses are assessed using a scale of Pass, Merit, Distinction and Distinction* where, at Level 2, Pass is equivalent to GCSE grade 4, Merit is equivalent to GCSE grade 5/6 and Distinction is equivalent to GCSE grade 7.

Section B: Curriculum Routes

The options process is the only time in any pupil's career at NTS that we will refer to curriculum routes. They act as a way to help us organise the curriculum structure and to build the school timetable for the start of the next academic year. Beyond this, the route chosen is not important. What *is* important is that pupils choose courses that will stretch and challenge them. There are two main 'Routes' through the options process:

EBacc: The majority of pupils *are expected* to follow this route, which focusses on EBacc subjects. Pupils achieve the EBacc if they achieve grades 4 to 9 in the qualifying subjects. This route will help pupils gain entry into the Sixth Form, or an Apprenticeship. For this route, pupils must:

1. Choose a **Humanity** (either Geography or History)
2. Choose a **Language** (either French or Spanish*)
3. Choose **1 other subject** (usually a GCSE, and may be another humanity or language)

*Only if studied during Year 9

If a pupil is unsure about their potential to succeed in the EBacc qualifying subjects, they should speak to their Form Tutor and their respective subject teacher.

Non-Ebacc: Some pupils follow this route, and within it a few pupils have an individually tailored curriculum (usually containing Level 1 qualifications). Pupils choosing this route are less likely to achieve high grades in all of the Ebacc subjects, but want to study all GCSEs, or a mixture of GCSEs and other qualifications. Pupils should still be able to gain entry into the Sixth Form, but are more likely to move on to an Apprenticeship or College course. For this route, pupils must also choose 3 subjects which could be all GCSEs, or a mixture of both GCSEs and other qualification types.

Reserve choice: Regardless of 'route', all pupils **must** nominate a reserve subject, just in case one of their first choices isn't viable (usually because it clashes with another subject in the timetable). Pupils need to put **Res** next to the subject nominated as the reserve.

Individually tailored curriculum:

For the small number of pupils who have very specific, individual learning needs, the school designs a tailor-made curriculum that may include work and/or college experience placements, practical alternative activities in school, as well as a range of appropriate subjects (usually from the list of other qualifications).

Staff in school will talk with those pupils and their parents/carers for whom this provision may be most suitable.

Section C: Advice on making your choices

There are 3 good reasons **for** choosing a subject:

1. You are interested in it and you enjoy studying it
2. You are good at it, are achieving good results and are confident you are making good progress
3. You may need it for a future career or studies after Year 11

There are 3 good reasons **for not** choosing a subject:

1. You should not choose based on what your friends are choosing
2. You should not choose what looks like an 'easy' subject. There is no such thing!
3. You should not choose subjects that look very similar to each other.

This is what pupils should do:

a. Find out all the facts which matter

- Which subjects interest me most?
- What will I learn in these subjects?
- Are there any new subjects I haven't studied before?
- Which methods of study does each subject use?
- Which special skills will I need to be successful?
- Where do my subject strengths and weaknesses lie?
- What do I need for my career, as I see it at the moment?

- What will I need for future study beyond Year 11?

b. Weigh up the facts in your mind

- Which option subjects are most important at this stage in my education?
- If my career plans change, will my subject choices still fit?
- How many career doors will I shut with each choice?
- What if my interests change as I grow older?

c. Base your decisions on fact

- Read this guide carefully
- Ask for advice from staff at school and your parents
- Investigate careers information in H Block, or on “START”, our on-line careers toolkit.

d. Give yourself a broad and balanced curriculum

Follow the instructions carefully on the Subject Choices Form, paying particular attention to the course combinations that are **not** available. This is to ensure that your curriculum is broad and not focussed too heavily on one ‘family’ of subjects, or contains different qualifications in the same subject. Breadth and balance keep doors to your future open.

There are some subjects available (Business Studies, Drama) that you have not studied before. We arrange information assemblies to help you find out about them. Other new subjects (Engineering, Child Development, Health & Social Care) provide information during normal Year 9 lessons.

Section D: Compulsory Core subjects:

16 of the 25 hours of weekly lesson time is given to subjects that pupils have to take, and we have a statutory duty to provide:

1. **Examined (GCSE) Core subjects:** English Language, English Literature, Mathematics, Science (“Combined”, or separate Biology, Chemistry and Physics)
2. **Non-examined Core subjects:** PE/Games (sport and fitness), PSHRE (Personal, Social, Health and Economic Education, combined with Religious Education, Citizenship and Careers Education)

Examined Core subjects

GCSE English Language and Literature

Pupil Attributes:

Students will benefit from an enthusiasm for reading and a keenness to respond critically to texts. They will need to be prepared to read independently and develop their own interpretations of fiction and non-fiction writing and to produce explorative essays presenting their ideas clearly and in detail. Ideally, they should have strong research skills to enable them to explore, independently, a variety of contexts and concepts. Students who are willing to think for themselves, ask challenging, considered questions of their peers and staff and who are naturally evaluative and reflective will excel in these courses. Competent skills in writing

are also necessary; there will be a number of essays, narrative and descriptive pieces and non-fiction texts (for example newspaper editorials, letters and magazine articles) to write across both courses and within the examination. A decent ability to be able to be original in thought, creative with ideas and expression and meticulous in regards to written accuracy will be helpful.

Course Content:

During Years 10 and 11 all pupils will follow a GCSE course in English Language and English Literature; two GCSEs for the price of one! A selected, small group of pupils who find English especially challenging may be entered for the Step Up to English qualification.

These courses offer pupils the opportunity to build on and strengthen the written and spoken communication skills they have already begun to develop during Key Stage 3, and to broaden their reading experience, reading interests and knowledge of culture, both world and literary.

Pupils will complete a spoken language presentation giving them opportunity to speak about a topic of their own choosing, which will allow them to develop their understanding of the spoken word, its effect on the audience and its use in a formal context. They will be encouraged to express themselves purposefully, engagingly and effectively.

There will be opportunities to read, understand and respond to a wide range of text types: essays, novels, short stories and poetry to name but a few. All pupils will be encouraged to develop a personal response to texts.

Written work will develop pupils' ability to match style to audience and purpose. Both experimentation and precision in their use of language will be nurtured. A variety of different types of writing will be produced with an emphasis on producing pieces which communicate clearly, in a lively style and which are fit for purpose. The importance of accurate spelling, punctuation, appropriate presentation and sentence structure will be stressed.

Examinations and Assessment:

English Language

All assessed via external exam:

Paper 1 = 50%

Creative reading and writing

Paper 2 = 50%

Writer's viewpoint & perspectives

English Literature

All assessed via external exam:

Paper 1 = 40%

Shakespeare and the 19th Century Novel

Paper 2 = 60%

Modern Texts and Poetry

Career Links and Progression:

Careers such as journalism, teaching, management, publishing, psychology, librarianship, law, theatre work, the civil service and politics all value qualifications in English.

Contact: Ms A. Holmes (Head of Department) amh@nts.cumbrias.ch.uk or Mrs G. Cole-Priddle (2nd in Department) gcp@nts.cumbria.sch.uk

GCSE Mathematics

Pupil Attributes:

Pupils who are successful in their Mathematics GCSE are those who have several of the following attributes:

- Enjoy engaging with challenging material
- Not to be put off by mistakes
- Determined to be successful
- Prepared to seek help and act upon advice
- Self-disciplined
- Good time management skills

Course Content:

The course is split into two tiers: Higher and Foundation. Those pupils in sets 1 and 2 will study the material required to sit the higher tier of entry and those pupils in sets 3, 4 and 5 will study the material required for the foundation tier.

Although both tiers cover the same five broad areas of Mathematics, the fine detail of the content is different and covers a different percentage of the course.

Topic Area	Number	Algebra	Ratio And Proportion	Geometry	Probability and Statistics
Foundation Tier (%)	25	20	25	15	15
Higher Tier (%)	15	30	20	20	15

Examinations and Assessment:

All of the material is examined in three written papers which are taken at the end of the course. Paper 1 is a non-calculator paper and papers 2 and 3 are calculator papers. Each paper is 1 hour and 30 minutes long and worth 33⅓% of the GCSE Mathematics assessment.

Career Links and Progression:

The Key Stage 4 Programme of Study for Mathematics from the National Curriculum states that “Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

Contact: Mr P. Clark (Head of Department) ptc@nts.cumbria.sch.uk or Miss K. Thompson (2nd in Department) klt@nts.cumbria.sch.uk

GCSE Science (Biology, Chemistry, Physics and Combined Science)

Pupil Attributes:

To be a successful scientist you must be willing to spend time learning factual information and practising new skills. You will also need to be able to apply your mathematical skills and think logically in order to see how the ideas you have been taught can be applied to new contexts. An ability to write clear explanations will also be essential for exam success. Practical work forms an important part of the course and you must be capable of manipulating apparatus and taking careful, precise measurements.

Course Content:

After thousands of years of studying the world around them, people have identified patterns and developed an understanding of why things happen. This is what is meant by science. GCSE science is designed to introduce the key ideas about how our world and universe seem to work and will build on the ideas already covered at KS3.

The course is split into modules which cover different aspects of Biology, Chemistry and Physics.

In the Biology modules you will further develop your understanding of cell structure, tissues and organs. You will study additional organ systems such as the circulatory system, learn how the body fights against disease, learn more about DNA and genetics and how our bodies control internal conditions such as temperature and blood sugar. You will also see how humans and other factors can affect the natural environment and learn ways of measuring population numbers.

Chemistry starts by looking in a little more detail at our understanding of atomic structure and the Periodic Table. It then goes on to study what actually holds atoms together in compounds, different types of chemical reactions, how to calculate the amounts of reactants and products in reactions and how chemical changes can be accompanied by energy changes. You will also learn why carbon compounds are so important and varied and see how chemists can analyse substances to see what they contain.

Physics starts by revisiting the idea of energy stores, seeing how we can calculate the energy in these stores and how these ideas can be applied to our household energy requirements. Important new ideas such as radioactivity are studied, along with a slightly more detailed look at electrical circuits and components. You will learn more about the effects of forces on the shape or motion of objects, see how the idea of waves can be used to understand the behaviour of seemingly different phenomena such as light and sound and learn about how electricity and magnetism are related.

Examinations and Assessment:

All pupils will be assessed via 6 examinations: two for each of Biology, Chemistry and Physics. There are different versions of the examinations depending on the level of entry (Foundation for grades 1-5 and Higher for grades 4-9) and the volume of material to be tested. The shorter examinations lead to a "Combined Science" qualification (2 GCSE grades) whilst the longer lead to separate grades for each of Biology, Chemistry and Physics ("Triple").

Decisions regarding the most appropriate entries are made based on progress during the course. All pupils study the Combined Science specification until Year 10 examinations and decisions will then be taken regarding the route best suited to a pupil's needs. Typically, around 60 pupils will take the Triple GCSE option whilst the majority will take Combined Science. The Triple option is significantly more demanding due to the much larger volume of content. It is important to understand that all the core scientific ideas are covered in the Combined Science course and that this course still allows full access to all A-level or college courses.

Career Links and Progression:

As well as the obvious links to Science-based careers in areas such as chemistry, forensics, pharmaceuticals, materials science, engineering, nuclear physics, biomedical sciences and ecology, an understanding of science is also essential for nurses, electricians, beauticians and hairdressers, plumbers and heating engineers, computer programmers and hardware designers.

Contact: Mr A. Heyes (Head of Department) ah@nts.cumbria.sch.uk or Mrs K. Mackenzie (2nd in Department) kam@nts.cumbria.sch.uk



Non-examined Core Subjects

PSHRE

All pupils will have one lesson of PSHRE per week. Through this lesson they will be taught three subjects (Religious Education; Personal, Social, Health, Sex and Relationships Education; and Careers Education).

Religious Education is a subject where critical opinion counts for a good deal. It offers the opportunity, through debate and reflective writing, for pupils to develop their own point of view in the light of current debates and differing viewpoints.

Personal, Social, Health, Sex and Relationships Education ensures that pupils cover the statutory content of Sex and Relationships Education (SRE) and Health Education. It also contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem. Pupils will develop self-understanding, empathy and an ability to work with others; this will help them to enjoy healthy and productive relationships in all aspects of their lives. Pupils will study a range of topics that are covered through the three core themes of Health and Well-being, Relationships and Living in the Wider World.

Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms, and about laws, justice and democracy. These lessons will be supported by a programme of curriculum enrichment sessions throughout the year and by Citizenship Day in July.

Careers: Mrs Mullarkey, our Careers Leader, will provide one-to-one support regarding careers advice and all Year 10 pupils will take part in a Work Ready Day which involves a mock interview with an employer and a mini Skills Fair. This is supported by our online careers resource 'START', assemblies, talks by visiting employers, apprenticeship providers, higher education (HE) speakers and lunchtime workshops. There is also the opportunity to take part in work experience and we provide paperwork necessary for any external work experiences. Career Guidance appointments are available upon request for parents and pupils to attend.

Core PE/Games

A variety of activities is on offer and pupils are encouraged to extend skills, improve competence and perform safely to an optimum level across several team games and activities. Opportunities will be given to officiate for others and to evaluate their own and others' work. There will be continued development of fitness in relation to the physiological requirements of the activity undertaken.

Section E: Ebacc subjects:

GCSE Geography

Pupil Attributes:

- Enthusiastic about Geography
- Organised
- Curious about the World and what is happening in it
- Enjoys fieldwork and group activities
- Wants to learn to work independently, to be resilient and will be proactive in asking for help

Course Content:

This GCSE combines Physical and Human Geography, giving the pupils core knowledge of the subject, which can be applied to places and current events through case studies.

The GCSE consists of three units as detailed below:

Unit 1. Living in the UK today

- Landscapes in the UK (rivers and coasts)
- People of the UK (UK economic development, settlement and population change)
- UK environmental challenges (flooding, agriculture and energy)

Unit 2. The world around us

- Ecosystems of the planet (rainforests and coral reefs)
- People of the planet (global economic development and urbanisation)
- Environmental threats to our planet (climate change, hurricanes and drought)

Unit 3. Geographical skills

- Geographical skills (OS map skills, statistical skills, graphical skills and analytical skills)
- Fieldwork assessment (identifying questions for investigation, methods of data collection, data presentation, data analysis, conclusion and evaluation)

Throughout the GCSE, pupils will develop a wide range of skills including cartographic, analytical, graphical, literacy, numerical and diagrammatic skills. The pupils will also participate in two days of fieldwork.

Examinations and Assessment:

The GCSE will be assessed as three individual units. These will be examined at the end of Year 11. Units 1 and 2 consist of a 1 hour examination, each worth 30% of the final marks. Unit 3 consists of a 1 hour 30 minute examination which is worth 40% of the final marks.

Career Links and Progression:

The GCSE course enables pupils to develop a wide range of geographical knowledge, understanding and skills. This acts as a secure foundation for further study in the Sixth Form, where a wide range of geographical topics will be developed further, but also for a college course in leisure, sport, recreation, tourism or agriculture.

Contact: Dr R. Allam (Head of Department) ra@nts.cumbria.sch.uk

GCSE History

Pupil Attributes:

- Broad interest in the subject
- The ability to retain and recall factual knowledge
- Reasonable comprehension skills
- Reasonable extended writing skills

Course Content:

Unit 1: Understanding the modern world

- Conflict and tension in Asia 1950-1975
- America: Opportunity and Inequality 1920-1973

Unit 2: Shaping the nation

- Norman England 1066 - c. 1100
- Health and the People c. 1100 to the present day

Examinations and Assessment:

At GCSE, there are two exams – Paper 1 and 2 are each worth 50% and last for 2 hours each. These exams consist of short answer questions and longer, essay type questions.

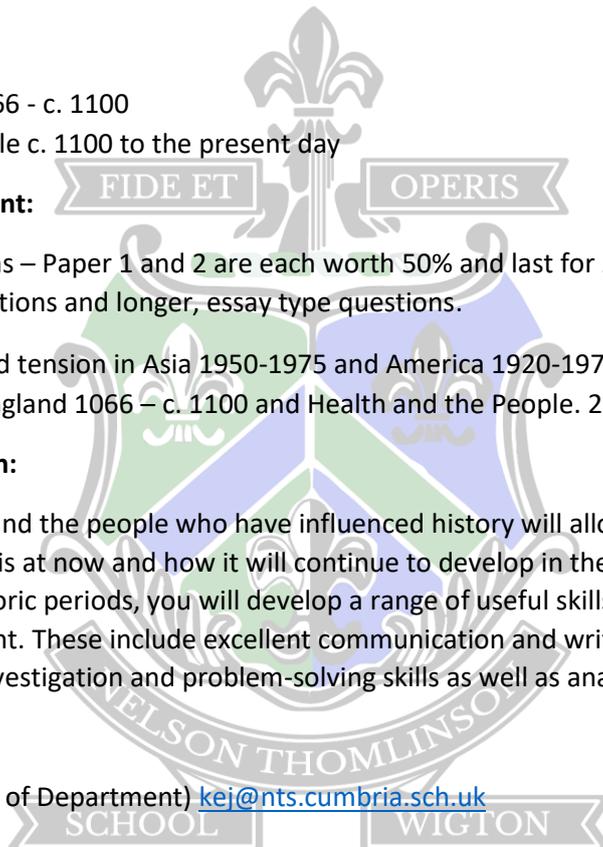
- Paper 1 - Conflict and tension in Asia 1950-1975 and America 1920-1973. 2 hours.
- Paper 2 - Norman England 1066 – c. 1100 and Health and the People. 2 hours.

Career Links and Progression:

Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future. Apart from studying a wide range of exciting historic periods, you will develop a range of useful skills that will assist you with A levels and future employment. These include excellent communication and writing skills, constructing an argument, research skills, investigation and problem-solving skills as well as analysis and evaluation skills.

Contact:

Mrs K. Johnson (Acting Head of Department) kej@nts.cumbria.sch.uk



GCSE Modern Foreign Languages; French and/or Spanish*

*Only if studied during Year 9

Pupil Attributes

- Curiosity and an eye for spotting patterns
- Good knowledge of how to form tenses
- Eye for detail and grammatical accuracy
- Interest in finding out about other cultures
- Good listening and reading skills
- Genuine desire to communicate through speaking and writing

Course Content in French and Spanish

Theme 1: Identity and culture

Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership

Topic 2: Technology in everyday life • Social media • Mobile technology

Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport

Topic 4: Customs and festivals in French and Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living

Topic 3: Global issues • The environment • Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Examinations and Assessment

The courses are examined through 4 equally weighted papers that test reading, listening, speaking and writing. Foundation and Higher Tiers are available.

Career Links and Progression

The GCSE leads onto A Level and university courses in a wide variety of subjects. Having competence in a language is a huge asset for many jobs and is highly regarded by prestigious university institutions and employers alike. Most universities also offer a year abroad as part of other subjects.

Contact: Mrs D. Johnson (Head of Department) dj@nts.cumbria.sch.uk

Section F: Option choice subjects:

GCSE Art and Design – Fine Art

Pupil Attributes:

Pupils should be able to confidently work in a variety of media. Technical ability is relevant but most importantly is the enthusiasm and motivation to explore their own ideas creatively, to work well independently and the willingness to take risks and try new ideas.

Course Content:

We follow the AQA Fine Art syllabus. Pupils begin their coursework on day one of the course and this concludes at the end of the autumn term in Year 11. Coursework is broken up into two projects; these are teacher led but require a personal response from pupils. Coursework is worth 60% of the total GCSE grade. In the January of Year 11, pupils are given an Externally Set Assignment from the exam board. This is an independent project which is supported by staff. Pupils are expected to produce a body of work which culminates in a final piece completed during a 10-hour time frame. This assignment is worth 40% of the total GCSE grade. During the course pupils will be required to study the work of artists, designers and crafts people to inform and develop their ideas. This work is extended by Gallery visits to both Edinburgh and Liverpool. Pupils are assessed on their ability to record from direct observation, analyse their own and others' work and explore their ideas creatively in order to develop a personal response. At the end of the course pupils put together an exhibition of their work. Friends and family are invited to attend an evening to celebrate their achievements.

Examinations and Assessment:

Coursework is continually assessed throughout the course and pupils are regularly given the opportunity to improve work if they are not meeting their expected grade. Final grades are given at the end of projects. The Externally Set Assignment is completed by the end of April in Year 11.

Career Links and Progression:

Pupils can progress from GCSE to A Level and then on to college courses or degree level to specialise in specific fields. There are many career opportunities available to those who are able to envision, design and create. Examples include fashion and textiles, graphic design, product design, photography and digital and multi-media design. With Fine Art, students could progress into illustration, conservation or special effects make-up.

Contact: Mrs C. Jones (Head of Department) cj@nts.cumbria.sch.uk

GCSE Business Studies

Pupil Attributes:

- Keen to gain knowledge about how different businesses operate
- Interested in how the economy affects business decisions
- May wish to set up their own business in the future
- Enjoys problem solving (entrepreneurial skill)
- Has an awareness and interest in current affairs
- Motivated to learn a new and valuable subject

Course Content:

Unit 1: **Business activity, marketing and people**

Looking at how entrepreneurs develop business ideas and then a marketing campaign to make the product or service successful. As well as an introduction to the business environment (e.g. types of business ownership and public and private sectors), as well as Human Resource Management (e.g. recruitment and selection, training and motivation techniques).

Unit 2: **Operations, finance and influences on business**

Studying methods of production suitable for small and large-scale business and business accounts such as profit and loss and balance sheets. Pupils also consider economic factors such as interest rates and exchange rates, analysing the impact these will have on business performance.

Examinations and Assessment:

Unit 1 - Assessed by examination at the end of Year 11. 1½ hr exam worth 50% of the GCSE.

Unit 2 - Assessed by examination at the end of Year 11. 1½ hr exam worth 50% of the GCSE.

No coursework or controlled assessment

Career Links and Progression:

Following your academic studies, you will all be working for a business or organisation, which makes the GCSE Business course highly appropriate for generating an awareness of the business environment. The course provides a good grounding in the world of work and possibly for setting up your own business in the future. Business Studies offers excellent progression to our successful OCR A-level Business Studies course or other business-related college courses.

You may want to study Business Studies at A level or university, or might be interested in accountancy. Note that business and finance courses are still the most popular in higher education, and people with business degrees are in the top 10 highest earning graduate jobs.

Contact: Miss S. Walker (Head of Department) sw@nts.cumbria.sch.uk

OCR Cambridge National in Child Development

Pupil Attributes:

This qualification is for learners who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare pupils for further academic qualifications in Child Care, Health and Social Care, Psychology, Sociology, Biology, an apprenticeship or university. You will develop a range of skills including research skills and communication skills.

Course Content:

The first topic of study (RO57) underpins all of the other learning in this qualification.

Topics include; pre conceptual health and reproduction, antenatal care and the preparations for birth, post-natal checks, postnatal care and the conditions for development, childhood illness and a child safe environment for children from birth to 5 years.

In the second topic of study (RO58) you will look at how to create a safe environment for children from birth to 5 years in a child care setting. You will research and choose equipment which is suitable and safe for use and you will learn about children's nutritional and dietary needs.

There will be a practical element to this unit including preparing a feed or a meal for a child.

In the third topic of study, (RO59) you will learn about the physical, intellectual and social development norms for children from birth to 5 years. You will understand the importance of creating plans and providing different play activities to support children in their development.

Examinations and Assessment: There are 3 mandatory topics:

RO57: topic 1

Health and well-being for child development; this is assessed by a written exam worth 50%.

RO58: topic 2

Create a safe environment and understand the nutritional needs of children from birth to 5 years; you will choose suitable equipment for a child care setting and investigate and plan a safe environment for a child care setting.

This is assessed by a set assignment; coursework worth 25%.

RO59: topic 3

Understand the development of a child from birth to 5 years; learning about physical, intellectual and social development, types and benefits of play and planning and observing an activity.

This is assessed by a set assignment; coursework worth 25%.

Career Links and Progression:

This course is suitable for all abilities and would be a good foundation for preparing pupils for further qualifications and careers in child care, health and social care. For example, child minders, nursery nurse, paediatric nursing, teaching and play therapist.

Contact: Ms C. Mayer (Lead Teacher) ccm@nts.cumbria.sch.uk

GCSE Computer Science

Pupil Attributes:

This course has something for everyone; it's creative, challenging and practical. You will shortly be starting a career in a very technological world. This qualification will show employers that computing, problem-solving, determined independence and self-reliance are all in your skill set.

Course content:

This is an exciting and hands-on course in which you will build skills across the spectrum of computing applications vital in the world of work. You will enjoy the opportunity to show off your problem-solving skills by writing programs using VB.Net. You will tackle projects in a range of contexts to make sure you are well prepared and able to code common sorting and searching algorithms and able to combine a range of code snippets to validate input, read arrays, perform calculations and so on. You will learn about the hardware inside a computer, how that hardware works and the mathematical basics of Boolean algebra and data representation, as well as how computer systems process data, communicate across networks and how they affect and govern our modern world. You will also learn about cyber-security threats and how we counter them.

We have selected VB.Net as our programming language of choice due the accessibility of its syntax to all abilities, as well as its close similarity to the sample code used in the examinations.

Examinations and Assessment:

Each of the two written exams are worth 50% each and will consist of a mix of multiple choice, short-answer and longer-answer questions assessing a pupil's practical problem-solving and computational thinking skills.

The practical element of Computing – the programming – is assessed in trace table and pseudo code style questions, where pupils must either comprehend coded instructions and trace the program flow, or hand-write their own VB.Net code in the exam.

Pupils will do a lot of programming – we fervently believe that this is a practical course for aspirant programmers and we are determined that anyone who wishes to do so will be well versed in VB.Net so as to be able to tackle the A-Level course. There is no longer any coursework element examined separately, but the paper 1 exam does test all the skills that a good programmer should have.

Career Links and Progression:

A good grade in GCSE Computer Science demonstrates a level of technical skill that will be welcomed by employers. It will help you in job applications whether or not you choose to specialise in this subject at a later date. It will lead to more advanced computing courses at A Level and university. There is already a wealth of career opportunities for people with computing qualifications and this is increasing all the time. We have had many ex-pupils go on to interesting and impressive careers in the computing industry, working in games development, software development and national cybercrime teams. This qualification is the first step to one of these exciting new careers.

Contact: Mr G. Broster (Head of Department) gyb@nts.cumbria.sch.uk

GCSE Design & Technology

Pupil Attributes:

GCSE Design & Technology requires pupils to apply their learning to real-life situations, encouraging authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Pupils will be required to use critical thinking to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Pupils will be expected to generate design ideas with flair and creativity and develop these to create a design solution. Pupils will be expected to use hand tools, computers and computer-controlled machinery competently and efficiently. A good knowledge and understanding of science and maths would be beneficial.

Course Content:

The course in **Year 10** consists of pupils completing several 'design and make' projects that will prepare the pupils for the Non-Exam Assessment (NEA) extended project. In addition to this, the theory content will be taught in preparation for the examination. The theory is split into 2 areas:

Core technical principles: Pupils will develop a breadth of technical knowledge that consists of:

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

Specialist technical principles: In addition to the core technical principles, all pupils will develop an in-depth knowledge and understanding of timber-based materials, metal-based materials and polymers.

In **Year 11**, pupils will complete their non – exam assessment (NEA). This an extended 'design and make' project that is supported with a written portfolio. It consists of an investigation into a contextual challenge, researching, planning and designing an original product that meets the needs and wants of the user. Pupils will investigate, analyse, and evaluate throughout their portfolio.

Examinations and Assessment:

Written exam: 2 hours, **50% of the GCSE**. This assesses the core technical principles, specialist technical principles and designing and making principles. In addition, 15% of the exam will assess maths and 10% of the exam will assess science.

Non-exam assessment (NEA), **50% of the GCSE**. This is a 'design and make' project and portfolio, that will assess pupils designing and making skills, and understanding. Pupils will be required to produce a portfolio that is 20 pages of A3 paper. This is normally done digitally.

Career Links and Progression:

You could choose to further study design and technology with A-Level Product Design. It is also a viable route into job-related learning such as apprenticeships and a wide range of work-related areas. GCSE D&T will provide you with a wealth of 'transferable' skills i.e. problem solving, organisation, communication, creativity, project management and the application of maths and science-based skills which will put you in good stead for any further job or career.

Contact: Mr S. Smith (Acting Head of Department) srs@nts.cumbria.sch.uk

GCSE Drama

Pupil Attributes:

Pupils will need to have the willingness, maturity and resilience to work creatively and productively with others, often without direct teacher support and intervention. No prior knowledge, experience or skill is necessary. Many find that confidence issues melt away in this course; many are surprised to find that they choose to work as a technician act rather than perform as an actor by the end of the course – but it is your choice.

Course Content, Examinations and Assessment:

Wherever possible, this course will involve the exploration of acting, set design, costume, lighting and sound techniques through personal experience rather than through the written word. However, as with all GCSEs, it should be noted a good proportion of the mark is for writing. Broader understanding of performance is encouraged and regular opportunities to attend the theatre in the evening and at weekends are offered (though attendance is not compulsory). The course content falls broadly into three components:

Component 1: Written exam – 40% of the GCSE

- Four multiple choice questions on theatre staging and the theatrical job roles
- Four questions on the musical 'Blood Brothers'
- An essay-style question where pupils will describe and discuss the merits of a live performance that pupils will be taken to see. **All travel and ticket costs are covered**

Component 2: Practical performance with a written log – 40% of the GCSE

20 marks - Practical performance. Pupils can choose to develop as either performer or technician.

60 marks - Performance Log. This written element explains the performance choices and process.

All pupils will work together to write and create their own play and keep a log of their progress which is submitted. The teachers will only teach skills and offer broad advice and support. Performance may incorporate dance, singing and a range of naturalistic and more experimental acting skills. Each pupil will choose their role in the production: many will choose to act but a technical approach may be chosen as an alternative and the skills to do so will be taught.

Performer or Technician:

- **lighting** (*you may choose to operate lighting and create your own lighting design*);
- **sound design** (*you may choose to create and source effects and create your sound design*);
- **set design** (*you may choose to create a set design for a performance*);
- **costume design** (*you may choose to design and create a costume [with hair and make-up]*).

Component 3 – 20% of the GCSE – performance (either as a technician or an actor)

The performance (*as either technician or actor - see above*) of two play extracts from the same play.

Career Links and Progression:

There is wide application for Drama skills; personal attributes such as self-confidence, ability to work as a team, self-motivation and the ability to present oneself effectively are valued in every job. Previous pupils have excelled in the music, film, television, gaming and theatre industries both as performers and technicians. Many have gone on to use drama skills to become talented teachers, presenters, politicians and barristers as well as actors, singers and dancers on the stage and screen.

Contact: Mrs R. Carroll (Lead Teacher) rc@nts.cumbria.sch.uk

Cambridge National in Engineering Manufacture (L1/L2)

Pupil Attributes:

Cambridge National in Engineering Manufacture is for pupils who wish to acquire technical skills through vocational contexts by studying mechanical and engineering design and manufacture. Pupils must be capable of working with an engineering brief, to manufacture engineering products and develop processes for testing and evaluation. They will have to work, using computers, to manufacture products using Computer-Aided Design/ Computer-Aided Manufacture (CAD/CAM).

Cambridge National in Engineering Manufacture will inspire and equip pupils with the confidence to use skills that are relevant to the engineering, manufacturing, process, and control sectors. It is a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

Course Content:

Engineering gives pupils the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas:

- The different types of manufacturing processes, the materials that can be used and the other factors that need to be considered
- Selecting and safely using equipment/machinery
- How to manufacture a one-off product using hand tools and manual machines
- How to manufacture in large quantities, using software computer-controlled machinery

Examinations and Assessment:

Pupils are required to complete and achieve all three components listed in the table below to achieve the qualification.

No.	Component title	Assessment
1	R014: Principles of engineering manufacture (40%)	External assessment. A 1½ hour written examination, based on the theory work learned in lessons. This will mainly be classroom based.
2	R015: Manufacturing a one-off product (30%)	Internal assessment/NEA. Pupils will learn engineering processes required to make a one-off product. Pupils will plan the production of a product, and carry out risk assessments for the processes, tools and equipment needed to manufacture it. This will mainly take place in the Engineering workshop.
3	R016: Manufacturing in quantity (30%)	Internal assessment/NEA. Pupils will make use of CAD/CAM facilities to manufacture products. Using CAD software, pupils will learn about the information needed to facilitate manufacture and apply this to programme, set up and operate Computer Numerical Control (CNC) equipment like laser cutters. This will mainly take place in the workshops with computers.

Career Links and Progression:

By developing applied knowledge and practical skills, this course will help to give pupils the opportunity to progress on to A levels, vocational college courses, an apprenticeship or university. Manufacturing engineers can work in any industry that produces a final product, with opportunities in aerospace, automotive, biotechnology, clothing, food and drink and medicine – so much is possible!

Contact: Mr S R Smith (Acting Head of Department) srs@nts.cumbria.sch.uk

GCSE Food Preparation and Nutrition

Pupil Attributes:

This qualification will appeal to pupils who are interested in developing their food preparation and cookery skills, organisation and time management. The development of independence and confidence in the practical environment will be fostered and encouraged. It is expected that pupils will provide their own ingredients on a weekly basis. Motivation and resilience are attributes that will be essential when completing the non-examined assessments.

Course Content:

This GCSE will equip pupils with the knowledge, understanding and the practical skills to allow them to develop the essential life skill of learning how to cook. It allows pupils to develop and apply the principles of food science, preparation methods, nutrition and healthy eating. It also enables them to learn about food provenance and sustainability of ingredients.

Examinations and Assessment:

This qualification is linear. Pupils carry out and submit their coursework at the end of the spring term in Year 11 and sit their exam in the early summer. Assessment is split as follows: 50% examination which is a 1 hour and 45 minutes written paper worth 100 marks testing theoretical knowledge of the specification content and 50% non-examined assessment (coursework).

Non-examined assessment (NEA)

15% Food investigation. Pupils will undertake a 'food investigation' task, which involves investigating the functional and chemical properties of ingredients through a series of food experiments. The food investigation is presented in an extended written report based on a topic provided by the exam board.

35% Food preparation assessment task. Pupils will undertake a 3-hour timed practical exam focussing on showcasing practical skills and time management. A supporting portfolio will be produced which consists of an investigation into a chosen theme provided from the exam board. Relevant research to formulate design ideas with a range of practical skills and creativity developed to create a final design solution which closely relates to the set task.

Career Links and Progression:

This qualification serves as an excellent foundation for pupils who wish to pursue a career in the food industry including dietetics, product development, chef work and catering. It also benefits pupils who wish to go into health care, work with young children and teaching food preparation and nutrition.

Contact: Mrs K. Cope (Consumer Technology Co-ordinator) kc@nts.cumbria.sch.uk

BTEC Tech Award in Health and Social Care (L1/L2)

Pupil Attributes:

Pupils should have an interest in the Health and Social Care sector. However, no prior knowledge is necessary. Pupils must be able to manage their time effectively, and be able to work independently and be organised, as pupils are required to keep a folder of their class work. Of most importance is having an enthusiastic outlook and the willingness to get involved in open discussions about health and social issues.

Course Content:

Pupils begin building up their folder of work on day one of the course, which has 3 components:

Component 1: Human Lifespan Development *Weighting: 30%*

Pupils will:

- explore how individuals develop physically, emotionally, socially, and intellectually over time
- investigate how various factors, events and choices may impact on individuals' growth and development
- discover how people adapt to life events and cope with making changes

Component 2: Health and Social Care Services and Values *Weighting: 30%*

Pupils will:

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need

Component 3: Health and wellbeing *Weighting: 40%*

Pupils will:

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess someone's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action

Examination and Assessment:

Components 1 and 2 culminate in theory-based assessments, which are internally marked then sent off for external moderation. Component 3 is assessed by an examination, which is taken in the February of Year 11, with the option of a resit in the June of the same year.

Careers Links and Progression:

From this Level 1 or 2 course, pupils can progress to a Level 3 at college. The knowledge and skills developed throughout this course will allow pupils to work effectively within the Health and Care sector in places such as residential care homes, nurseries, hospitals, and social care services.

Contact: Mrs C. Speakman (Head of Department) cs@nts.cumbria.sch.uk

GCSE Music

Pupil Attributes:

Enthusiasm is as important as skill. The course is most suited to those who are willing to take part in one or more of our many and varied musical activities. However, those who play by ear or enjoy singing, playing and listening to music should also consider this course. Music helps boost confidence and encourages both individual and group work. **A commitment to making music and learning an instrument is vital.**

Course content:

GCSE Music is based around four Areas of Study: Forms and Devices, Music for Ensemble, Film Music and Popular Music.

- 1. Performing (30%)** This is a progression from instrumental and singing work in Year 7 – 9. If pupils have been taking lessons for a number of years, they should find this easy and enjoyable. If pupils want to try another instrument or start to take formal lessons this is an ideal opportunity. Pupils will eventually prepare two performances – one alone and one with other musicians, and they can play any instrument or sing, or do both. **Individual instrumental lessons are offered for free to all GCSE Music pupils.**
- 2. Composing (30%)** This builds upon the wide range of composing skills already learned. We will help pupils to create pieces in a variety of styles for different purposes. Pupils will be able to use keyboards, instruments, voices, computer technology, even a multi-track recorder. Both pieces will include a score and a recording. Each will be linked to at least two of the Areas of Study. One piece must also link to one of the strands of study chosen by the exam board, whilst the other can be written in any style.
- 3. Listening to, and Appraising Music (40%)** This section shows pupils how to listen more closely and perceptively to many different musical styles. They will also become familiar with musical language.

Examinations and Assessment:

The performances and the compositions make up 60% of the final assessment. The performances can be recorded at any time during the course. The compositions are to be created within controlled assessment time but only after pupils have learned the necessary composing skills. The Listening and Appraising is assessed through a 1 hour 15 minute listening examination.

Career Links and Progression:

Music links easily to a number of subjects. Taking it at GCSE would be beneficial for anyone considering any kind of career in music, either classical or popular. The study of this subject can lead towards careers in the theatre, technology, and aspects of the entertainment industry and is useful for those considering teaching at primary level or working with young children or children with special needs. Success at GCSE level also opens up the possibility of further study at A level and, from there, employment or further education at university or music college.

Contact: Mrs L. Lynn (Acting Head of Department) ljl@nts.cumbria.sch.uk

ASDAN Personal and Social Effectiveness Qualification

Pupil Attributes:

This option choice is especially suitable for those pupils already well known and supported by colleagues in the Learning Support Department. The PSE qualifications have been developed to support pupils to develop their confidence, wellbeing and personal resilience. They will help foster a positive mindset and develop a pupil's ability to be an independent learner who can both take initiative and work effectively with others. As the course covers a wide range of modules from science-based to creative practical ones, pupils will be required to be enthusiastic and have a willingness to work outside their comfort zone by developing new skills, taking risks, and trying out different ideas.

The key building blocks of personal effectiveness are the ability to communicate, collaborate and be emotionally intelligent. These building blocks will support our pupils to develop the knowledge, skills, values and attributes of personal and social effectiveness.

Course Content:

We start building up a portfolio of work on day one of the course. To achieve the PSE award, pupils must successfully complete a variety of challenges and record evidence in the aforementioned portfolio. There are 3 compulsory assessed challenges where pupils must prove that they are:

- Developing themselves and their performance
- Working with others
- Problem Solving

The portfolio challenges are related to a range of topics. The topics are intended to be relevant, interesting and useful to pupils. Within these challenges, there are different topics including, but not limited to: Health and Wellbeing; The Environment; Sport and Leisure; Independent Living; Vocational Preparation.

Assessments:

Portfolio challenges are available in 2 formats: formative and summative. The formative challenges are designed to be used for teaching and learning throughout the course, and are formatively assessed by the teacher, so that the pupil can learn from feedback about their performance and continue to improve. They are not externally moderated and do not contribute to the result of the qualification. These formative challenges enable pupils to develop their knowledge and skills and to practise for the summative challenges, which do contribute to the qualification result. Pupils must complete one summative challenge per unit.

Contact: Mrs C. Speakman (Head of Department) cs@nts.cumbria.sch.uk

GCSE Physical Education

Pupil Attributes:

You need to enjoy a wide range of sports and have at least 1, but hopefully 2, strong sports. These could be sports covered outside school, such as horse riding, swimming, or skiing. You will be expected to show that you are hard-working, organised and dedicated.

Course Content:

Physical Education as a GCSE option is in addition to the core PE/Games which is followed by all pupils. Those who wish to take this option must be enthusiastic about all aspects of sport and willing to perform at their highest level. However, pupils must also be interested in the science of sport and physical activity, all of which is covered in the theory lessons.

Examinations and Assessment:

The GCSE course is assessed as follows:

1. 40% internally assessed practical performance
2. 60% externally assessed theory examination (Paper 1 and Paper 2)

Practical

Pupils must perform in one team sport and one individual activity and then their third practical mark may come from either a team or individual activity. These three marks carry 30% of the total marks.

One piece of guided coursework on "Analysis of Performance". This is worth 10% of the total marks.

Examinations - 1 hour 15 minutes each

Paper 1

- Anatomy
- Movement Analysis
- Physical Training
- Use of Data

Paper 2

- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness and Wellbeing
- Use of Data

Career Links and Progression:

A range of career opportunities are available in PE, Sport and Fitness, including being a PE teacher, diet and fitness instructor, physiotherapist, sports coach or personal trainer.

Contact: Mr G. Clark (Head of Department) gdc@nts.cumbria.sch.uk

GCSE Religious Studies: Philosophical and Ethical Studies in the Modern World

Pupil Attributes:

This course is suitable for those people who have an interest in philosophy, ethics and the role that religion plays in the modern world. We are looking for pupils who are open to ideas, can engage in critical debate, can represent viewpoints that may not be their own and can reach judgements based on evidence given. On this course, pupils will investigate questions such as "why does evil exist?" and "what is the purpose of life?", as well as topics that explain the diversity of life and religion in the modern world. By doing this, pupils will improve their philosophical thinking skills and develop the ability to think outside the box. Pupils will be expected to understand contemporary ethical and religious issues such as medical ethics and religious fundamentalism and, in doing so, will develop communication skills and learn to express their views clearly and develop their self-confidence.

Course Content:

Paper 1: Philosophical and Ethical Studies in the Modern World (50% of qualification)

1. Religious teachings about the nature and purpose of families in the 21st century. Issues related to gender prejudice and discrimination.
2. Religious attitudes and teachings on issues relating to life and death including the abortion and euthanasia debates, beliefs about the afterlife and debates on the origin of life. The topic also explores humanist and non-religious attitudes to these topics.
3. Religious attitudes and teachings towards crime and punishment in the 21st century including the capital punishment debate and the role of forgiveness and reform.
4. Religious attitudes and teachings towards human rights and social justice in the 21st century, including issues surrounding freedom of religious expression, censorship and religious extremism.

Paper 2: Study of Christianity (25% of qualification)

Beliefs about God, worship and prayer, debates surrounding creation, the role of Jesus Christ in relation to salvation and atonement, the meaning and celebration of baptism and the Eucharist, pilgrimages, the role of the Church in the local community, the importance of mission, evangelism and church growth.

Paper 3: Study of Islam (25% of qualification)

Beliefs about Allah, the life and importance of the Prophet Muhammad, the role and importance of other prophets, the role of Angels, the Five Pillars of Sunni Islam, jihad, the Ten Obligatory Acts of Shia Islam, and Islamic festivals.

Examinations and Assessment:

There are three exams all taken at the end of Year 11.

Career Links and Progression:

This course is ideal for those considering further education and is highly recommended for careers in the police force, health service, social services, education, law and politics. It also enables pupils to progress to A Level and degree level to study Religion, Theology and/or Philosophy. *"The Russell Group of top universities has made it clear that religious studies provides 'suitable preparation for university' and Oxford and Cambridge include it in their top level list of 'suitable arts A levels'". (Eduqas)*

Contact: Mr P. Johnson (Head of Department) pj@nts.cumbria.sch.uk

Section G: Summary of qualifications and assessment methods

These are provisional assessment methods for Summer 2025:

Subject	Awarding Body	Examinations	Non-examined assessment/coursework
GCSEs			
English Language	AQA	2 papers: 1hr 45mins each	Spoken Language (endorsement)
English Literature	AQA	2 papers: 1hr 45mins and 2hr 15mins	
Mathematics	AQA	3 papers: 1hr 30mins each	
Biology	AQA	2 papers: 1hr 45mins each	
Chemistry	AQA	2 papers: 1hr 45mins each	
Physics	AQA	2 papers: 1hr 45mins each	
Combined Science	AQA	6 papers: 1hr 15mins each	
Geography	OCR	3 papers: 2 x 1hr, 1 x 1hr 30mins	
History	AQA	2 papers: 2hrs each	
MFL – French	AQA	3 exams (listening, reading & writing)	NEA (speaking) (25%)
MFL – Spanish	AQA	3 exams (listening, reading & writing)	NEA (speaking) (25%)
Art and Design	AQA	Externally set assignment (40%)	Portfolio of work (60%)
Business Studies	OCR	2 papers: 1hr 30mins each	
Computer Science	AQA	2 papers: 1 x 2hrs, 1 x 1hr 45mins	
Design & Technology	AQA	1 paper: 2 hours	NEA (50%)
Drama	AQA	1 paper: 1hr 15mins (40%)	NEA x 2 (60%)
Food Preparation & Nutrition	AQA	1 paper: 1hr 45mins each (50%)	NEA (50%)
Music	WJEC/Eduqas	1 paper: 1hr 15mins	NEA x 2 (60%)
Physical Education	AQA	2 papers: 1hr 15mins	NEA (performance 30%, analysis 10%)
Religious Studies	WJEC/Eduqas	3 papers: 1 x 2hrs, 2 x 1hr	
Other courses			
Personal and Social Effectiveness	ASDAN	N/A	Portfolio of internal assessments
BTEC Health & Social Care	Pearson	1 paper: 1hr 30mins (40%)	2 internal assessments (60%)
Cambridge National in Engineering Manufacture	OCR	1 paper: 1hr 15 mins (40%)	2 internal assessments (60%)
Cambridge National in Child Development	OCR	1 paper: 1hr 15 mins (50%)	2 x coursework items (25% each)

Section H: Option Choices Form:

Instructions for completing the Option Choices Form

1. Select the route you wish to follow, Ebacc or Non-Ebacc
2. Read the list of compulsory core subjects in the grey box
3. Choose **3 courses**, putting **1st, 2nd and 3rd** in the Choices column
4. Select **1 reserve course**, putting **Res** in the Choices column
5. Get your Parent/Carer to sign the sheet to confirm your choices

We always do our best to meet your first choices. However, there may be circumstances where this is not possible. This is why you **must** select a reserve course.

These course combinations are *not allowed*:

- Both GCSE Geography **and** Foundation Geography
- **All 3 courses** from the same 'family', for example:
 - GCSE Design & Technology + OCR Nat. Engineering + GCSE Food & Nutrition

Option Choices Form – Submission Deadline

Friday 17th March 2023