

# BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT



# GCSE Options 2026-2028

# BISHOP HEBER HIGH SCHOOL

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**This booklet and all course information can be found on the school website**

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## INTRODUCTION

I am privileged to be the Headteacher of this School. I believe that every child who enters this great school leaves as an adult truly 'ready to accomplish' their personal ambitions. At this stage of Year 9 I'm minded of Oscar Wilde's quote that, "Success is a science; if you have the conditions, you get the result." For Year 9 students in 2026 choosing the 'right' options are indeed central to creating the conditions to be successful.

In the last decade there has been more change than there has been previously at Heber. There is more flexibility for schools and more choice for students. We have tried to offer what is best under this government's direction, but we have been careful to avoid offering you choices which will be bad for your future education and career.

Presently all Year 9 students are required to study English Language, English Literature, Mathematics and Combined Science and everyone will follow the GCSE courses in five subjects. Citizenship, P.E., R.E., and Careers/Work-Related and Enterprise Education are also compulsory subjects, but in many cases, they will not lead to formal examinations. This takes up 30 periods in our two-week timetable of 50 periods. The remaining periods form the "Options" and they will be arranged into four blocks of five hours (periods).

**Block 1** Language - you will continue the language you have studied since Year 7. A modern language will be a huge asset in gaining a place at university and/or College or in getting a good job in the 21<sup>st</sup> century. For some students who have struggled with languages in Years 7 and 8, a vocational skill-based alternative pathway course may be requested from the range within this block. The capacity of is pathway is limited and therefore the school will make the final decision about which students are able to opt for it.

**Block 2 to 4** are the subjects of your choice. However, the government would highly recommend that you select history or geography as one of these choices. If you are placed on the alternative pathway, then you must choose either history or geography.

You should try to select subjects which you enjoy, which you are good at, which will be useful, and which achieve a good overall balance of knowledge and skills. Although there is choice, there are important factors to consider, and you will get plenty of advice. Future careers ideas are important and so is **BALANCE**. Personally, I welcome the shift to greater flexibility and more choice, so students have a more personalised curriculum. At 14, you ought to have some control over what you learn. If you choose sensibly and we make sure that the essential subjects are included, then we should ensure the Year 9 Options run effectively for all students.

It is my role to encourage you to make brave and wise decisions. Your choice of GCSE subjects will be determined by four important factors, which provide you with a broad and balanced curriculum that prepares you for further education or the world of work in 2028 onwards:

- ✓ Your ability and/or aptitude for preferred subjects
- ✓ Your interest and enthusiasm for all your chosen subjects
- ✓ The relationship of your chosen subjects to each other
- ✓ Your plans for further and/or higher education and a career

The Options Evening is an important part of this process. However, please feel free to contact any of my colleagues for further information, advice, or guidance in completing the Options process.



**D A Curry**  
Headteacher

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## A NOTE TO PARENTS

At the end of this academic year, your child will have completed three years in secondary education (Key Stage 3) and will be entering Year 10 (Key Stage 4) in September 2026. It is at this stage in your child's education that it becomes necessary for them to choose the subjects which they are going to continue to study over the next two years leading to external examinations. As stated earlier by Mr Curry, there are certain subjects which are compulsory for all students, and this will be explained in more detail later in this booklet.

Choosing the correct subjects is extremely important, and we will make every effort to ensure that each student receives the necessary help and advice to do this. It is in everyone's interest that the correct choices are made at this time so that each individual student can make the best use of their talents and maintain a broad and balanced curriculum.

The purpose of this booklet is to outline the procedure involved in making this choice and to provide you with information that will help you to assist your child in making the correct decisions. Over the next week, subject teachers will fully outline their classes and answer your child's questions. In addition, your child's Form Tutor will give them a great deal of advice about options before choices are made. Their work will be coordinated by Mrs Dermody, Year Leader of Year 9.

Following the successful introduction of a 'student guided' preferencing process, we remain committed to designing a Key Stage 4 curriculum that responds to students' preferences and individual needs. Students will be asked to select subjects (**in priority order**), and we will use this information to construct four GCSE option blocks.

## THE YEAR 10 TIMETABLE

There are 50 periods of one hour each in the two-week timetable cycle. Of these, 30 periods are **CORE TIME**, and most students in Year 10 follow the courses that make up this **CORE TIME**. These courses are:

English Language and Literature (2 GCSEs)	7 periods
Mathematics (1 GCSE)	8 periods
Science (2 GCSEs)	9 periods
Physical Education	3 periods
Religious Education / Careers & Work-Related Learning / PSHCE / RSE	3 periods
<b>TOTAL</b>	<b>30 periods</b>

The remaining 20 periods are made up by studying **four OPTION** subjects of 5 periods each.

Full information about all these subject courses – **CORE** and **OPTIONS** – can be found later in this booklet. The Option Form is attached at the end of this booklet. You should complete the form and return a copy of it to your son/daughters form tutor by **Thursday 26<sup>th</sup> February 2026**

## **CORE SUBJECTS**

## CORE SUBJECTS

### PSHCE

Personal, Social, Health, Citizenship and Economic (PSHCE) Education continues to cover a series of pastoral topics. No examinations are involved, and the courses are designed to help students prepare themselves for life during and after school. For example, they are supported to improve their communication skills, manage relationships with other people, develop their self-confidence, and build the skills needed to gain employment and play a full part in the life of the community.

For example, the PSHCE curriculum includes:

- Drug and alcohol education, including understanding risks, healthy decision-making, and personal safety.
- Financial education, supporting students to understand budgeting, saving, and the risks of financial harm.
- Relationship and sex education (RSE), covering healthy relationships, consent, respect, equality, and protection against harmful behaviours – including misogyny, online risks, and violence.
- Physical and mental health education, including understanding the importance of physical activity, a healthy diet, good routines, emotional wellbeing, and mental health strategies.
- Online safety, including understanding modern digital risks, digital wellbeing, and safe online behaviours.
- Citizenship, helping students understand how the UK is governed, how laws are made and upheld, and how individuals can participate responsibly in democratic society.
- Spiritual, moral, social and cultural (SMSC) development, promoting respect, tolerance, equality, and responsible participation in the wider community.
- Career advice and guidance, supporting students to explore career pathways, develop employability skills and make informed choices about future education and work

This curriculum ensures that all students receive a broad and balanced programme that supports their personal development, wellbeing and safety, while equipping them with the knowledge and skills they need for life beyond school.

### Careers, Work-Related Learning & Enterprise Education

In Years 10 and 11, students complete three strands of the career's curriculum:

- Self-Assessment and Development
- Exploring Careers
- Managing Careers

Students complete self-assessment tasks and are encouraged to explore career opportunities by using the Careers Library and ICT Careers Programmes and websites. Speakers are invited to school to give information on Apprenticeship Programmes and subject-specific careers, and the biennial Careers Convention is an opportunity to gather information from a wide range of organisations regarding specialist areas of work. Independent careers advice is also available on the National Careers Website:

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

The Work-Related Learning and Enterprise Education programme gives students an opportunity to develop their

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life skills. Such skills are a high priority to employers and training organisations and evidence of applicants' experience is usually required on application forms.

Students are encouraged to develop such skills as Communication, Leadership, Problem-Solving, Decision-Making, and Teamwork in a number of Business Enterprise activities. They may complete Work Experience in KS4 or Sixth Form and will complete tasks linked to the recruitment and selection process and job applications. The management of personal finance is also covered. The programme is intended to support students in making well- informed realistic decisions, as well as preparing them for the world of work and giving them an insight into the standards and qualities required for employment.

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## Physical Education (P.E.)

Physical Education is **compulsory** in Years 10 and 11. In Core P.E., there are three one-hour lessons per fortnight. Classes are split into ability groups so that students work with others of similar ability across the year group. The groups have the opportunity to participate in a number of sports, both major and minor, during the two-year course.

Some of the following aspects of P.E. will be covered during KS4:

Athletics, aerobics, badminton, basketball, cricket, dance, health and fitness, hockey, lacrosse, netball, rounders, rugby, football, table tennis, tennis, softball, handball and volleyball.

All students are encouraged to attend clubs during lunchtimes and after school, as well as to be members of teams both in and out of School. It is hoped that each student will become sufficiently interested in certain areas and continue at club level when they leave school.

It is important that all students continue to maintain a high standard of appearance. With regards to their kit, the appearance of senior students sets an example to the rest of the school. All the official School P.E. uniforms listed in the School Prospectus can be purchased from School Shop direct, in Whitchurch, or online at [Home | School Uniform Direct](#).

In addition, GCSE Physical Education and BTEC (Business and Technology Education Council) Level 2 Technical Award in Sport are also offered. Further information is available later in this booklet.

## Religious Education (R.E.)

Religious Education at KS4 is a compulsory core subject, non-examinable and taught one period per fortnight. Religion and ethical issues are at the forefront of today's society, therefore in Years 10 and 11 students have the opportunity to explore themes common to all religious traditions, looking at how beliefs affect lifestyles. There is also an opportunity for students to reflect on their own beliefs and values in the light of their studies, discussing their own opinions and considering those of others in the class, therefore developing key skills.

Topics to be included will be:

- Human nature and human potential
- The world and I / personal responsibility – can I make a difference? Problems such as peace, freedom, justice
- Social ethical issues, e.g. abortion, capital punishment and euthanasia
- Different views about life after death
- Religion and the media

The course will mainly involve discussion, with group work and some individual written work for progress purposes.

Religious Studies (R.S.) GCSE is offered in addition to the core subject. Further information is available later in this booklet.

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# ENGLISH LANGUAGE



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
                              Mrs J McWilliams ([jmcwilliams@heber.org.uk](mailto:jmcwilliams@heber.org.uk))

**Course**              **GCSE English Language**

## Core subject – Why study it?

- It is a core subject GCSE which is a requirement for further education and employment.
- You will develop a range of reading and inference skills which are relevant to everyday life but also transferable skills for other subjects.
- You will develop and hone your narrative writing skills which will require you to be imaginative and allow you to be creative.
- You will adapt your non-fiction writing to suit different text types; audience and purpose. You will understand how to: structure an argument; choose effective vocabulary and use a range of punctuation

## Course Outline

- Component 1 – 40%**
- **READING:** 20<sup>th</sup> Century Fiction Texts
  - **WRITING:** Narrative Writing
- Component 2 – 60%**
- **READING:** 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Texts
  - **WRITING:** Non-Fiction / Transactional Writing

## Where might it lead?

GCSE English language is designed on the basis that learners should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries: skills which are transferable in the future. Each text studied in the classroom must represent a substantial piece of writing, making significant demands on learners in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support learners in developing their own writing by providing effective models. Comprehension and communication are central to both everyday life and academic futures ergo the study of English Language is a necessity. More subject specific careers include: teaching, either in primary or secondary education; journalism or writing; or marketing and public relations.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# ENGLISH LANGUAGE

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>Core Subject (Compulsory)</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>EDUQAS</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>100% Examination</li> </ul>
<b>Examination Requirements:</b>	<p><b><u>Component 1 (40%)</u></b></p> <p><b><u>Section A: Reading (Fiction extract): 1 hour</u></b></p> <ul style="list-style-type: none"> <li>40 marks – 5 questions</li> </ul> <p><b><u>Section B: Creative prose writing: 45 minutes</u></b></p> <ul style="list-style-type: none"> <li>40 marks – Choose one task from a choice of 4</li> </ul> <p><b><u>Component 2 (60%)</u></b></p> <p><b><u>Section A: Reading (19<sup>th</sup> &amp; 21<sup>st</sup> Century non fiction): 1 hour</u></b></p> <ul style="list-style-type: none"> <li>40 marks – 6 questions</li> </ul> <p><b><u>Section B: Non-fiction / Transactional writing: 1 hour</u></b></p> <ul style="list-style-type: none"> <li>40 marks</li> <li>Complete 2 compulsory tasks</li> <li>30 minutes on each <i>question</i></li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 10</li> <li>If retaking (below a grade 4) summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Component 1 Mock - Autumn of Year 10</li> <li>Full Mock – Spring Term of Year 10</li> <li>Component 2 Mock – Spring Term of Year 10</li> <li>Component 3 (non-exam) – Internally assessed speaking assessment appears as a separate Pass/Merit/Distinction. Distinct from GCSE 9-1 Grade</li> </ul>
<b>Additional Comments:</b>	<p>Revision guides are available to be purchased from school :</p> <ul style="list-style-type: none"> <li>Revise WJEC EDUQAS GCSE (9-10) English Language Revision Workbook ISBN 978-1-4479-8795-6</li> <li>Revise WJEC EDUQAS GCSE (9-10) English Language Revision Guide ISBN 978-1-4479-8810-6</li> </ul>
<b>Websites:</b>	<p>EDUQAS Specification: <a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a></p> <p>BBC Bitesize: <a href="https://www.bbc.com/education/subjects/zr9d7ty">https://www.bbc.com/education/subjects/zr9d7ty</a></p>



# ENGLISH LITERATURE

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Core Subject (Compulsory)</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• EDUQAS</li> </ul>
<b>Examination Requirements:</b>	<p>100% Examination</p> <p><b><u>Component 1 (40%)</u></b></p> <p><b><u>Section A: Shakespeare (1 hour)</u></b></p> <ul style="list-style-type: none"> <li>• One extract question [15 marks]</li> <li>• One full essay question [25 marks]</li> <li>• (Closed book exam)</li> </ul> <p><b><u>Section B: Poetry from 1789 to the present day (1 hour)</u></b></p> <ul style="list-style-type: none"> <li>• Two questions based on poems from the EDUQAS Poetry Anthology</li> <li>• Question One – analysis of named poem [15 marks]</li> <li>• Comparison to one other poem of your choice from the anthology [25 marks]</li> <li>• (Named poem only provided in exam)</li> </ul> <p><b><u>Component 2 (60%)</u></b></p> <p><b><u>Section A: Post 1914 Prose/ Drama (45 minutes)</u></b></p> <ul style="list-style-type: none"> <li>• Extract into essay question on selected text [40 marks]</li> <li>• (Closed text exam)</li> </ul> <p><b><u>Section B: 19<sup>th</sup> Century Prose</u></b></p> <ul style="list-style-type: none"> <li>• Extract into essay question based on selected text [40 marks]</li> <li>• (Closed text exam)</li> </ul> <p><b><u>Section C: Unseen Poetry</u></b></p> <ul style="list-style-type: none"> <li>• Two questions based on unseen poems</li> <li>• Question One – analysis of first poem [15 marks]</li> <li>• Question Two – comparison of both unseen poems [25 marks]</li> <li>• (Texts provided on the question paper)</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>• Full Mock – Spring Term of Year 11</li> </ul>
<b>Additional Comments:</b>	EDUQAS Poetry Anthology to be provided in year 10
<b>Websites:</b>	EDUQAS Specification: <a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a> <a href="http://www.gcsepod.com">www.gcsepod.com</a> Student Sharepoint area – school website



## MATHEMATICS



**Study Level**  
GCSE

**Contact Details**  
**Subject Leader**  
Mrs S Griffiths ([sgriffiths@heber.org.uk](mailto:sgriffiths@heber.org.uk))

**Course**            **GCSE Mathematics**

### Why study this subject?

- Maths is a compulsory subject.
- Just as languages provide the building blocks and rules we need to communicate, Maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.
- Studying Maths helps us find patterns and structure in our lives. Practically, Maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

### Course Outline

**Algebra** - Algebraic notation, vocabulary and manipulation, graphs, solving equations and inequalities and sequences

**Probability** - Probability from tree diagrams, Venn diagrams and data tables

**Statistics** - Draw and interpret statistic diagrams and recognise the relationships between data

**Number** - Structure and calculation, fractions, decimals and percentages, measures and accuracy

**Ratio, Proportion and rates of changes** - Understand ratio, proportion and their links. Understand rates of change

**Geometry and measures** - Properties and constructions, mensuration and calculation, vectors

### Where might it lead?

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying Maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

According to the Russell Group informed choices guide, Maths is a "facilitating" subject, which means that it will help you to study lots of other subjects and pursue lots of different careers. Maths helps supports the study of subjects like Physics, Chemistry, Engineering, IT, Economics, Business and Biology which can also help with your maths revision.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# MATHEMATICS

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Core Subject (Compulsory)</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• OCR</li></ul>
<b>Requirements:</b>	<ul style="list-style-type: none"><li>• 100% Examination – 3 Papers</li></ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"><li>• Paper 1 (1 Hour 30 mins) Calculator</li><li>• Paper 2 (1 Hour 30 mins) non-calculator</li><li>• Paper 3 (1 Hour 30 mins) Calculator</li></ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Summer of Year 11</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• Mock exams in October and January of Year 11</li></ul>
<b>Additional Comments:</b>	Revision guides are available: GCSE Maths OCR Complete Revision & Practice: Higher - Grade 9-1 Course (with Online Edition) GCSE Maths OCR Complete Revision & Practice: Foundation - Grade 9-1 Course (with Online Edition)
<b>Websites:</b>	SparxMaths: <a href="http://sparxmaths.com">sparxmaths.com</a> All students login with their microsoft account and can access an independent learning section with videos and interactive questions <ul style="list-style-type: none"><li>• <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a> This is a resource providing topic specific exam questions.</li></ul>



## COMBINED SCIENCE



**Study Level**  
GCSE

**Contact Details**  
**Head of Department**  
Dr S Clark ([sclark@heber.org.uk](mailto:sclark@heber.org.uk))

**Course**            **GCSE Combined Science (2 GCSEs)**

### Why study this subject?

- Combined science is a core subject
- Fascinating, challenging, awe inspiring subjects.
- The three sciences are all different yet link together to give you the tools to understand and contribute to the world you live in.
- The department has a track record of excellent results well above national averages and target grades.
- The content in combined science is sufficient to lead you into the separate science A levels.

### Course Outline

**Biology**

Cell biology, Organisation, Infection and response  
Bioenergetics, Homeostasis and Response  
Inheritance, Ecology, Variation and Evolution

**Chemistry**

Periodic Table and Atomic structure, Bonding, Quantitative chemistry, Chemical changes, Energy changes Rates, Organic chemistry, Chemical Analysis, Environmental Changes and Earth's Resources

**Physics**

Forces, Energy, Waves Electricity, Magnetism and Electromagnetism, Particle Model of Matter and Atomic structure.

### Where might it lead?

Combined science is a good platform to study all or just one of the sciences at A level. All three sciences are challenging and highly respected at Universities and will lead to a huge range of traditional and diverse career opportunities. The skills required to achieve well at A level are transferable to any profession. The opportunities are endless and include: Medicine, Veterinary, Dentistry, Chemical Engineering, Biomedicine, Electrical engineering, Astrophysics, Forensic science, Environmental science, Pharmacy, Oceanography, Packaging engineer, any Scientific Research and Manufacturing industries.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# COMBINED SCIENCE

## Course Breakdown and how the course will be assessed

<b>Option/Choice</b>	<ul style="list-style-type: none"> <li>Core Subject (Compulsory)</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>AQA</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>100%- examinations</li> <li>6 practicals in each subject.</li> <li>Practical work assessed in written exams</li> </ul>
<b>Examination Requirements:</b>	<p>2 papers for each Science, total of 6 papers, each 1-1/4 hrs</p> <ul style="list-style-type: none"> <li>Biology paper 1 topics 1-4, paper 2 topics 5-7</li> <li>Chemistry paper 1 topics 1-5, paper 2 topics 6-10</li> <li>Physics paper 1 topics 1-4, paper 2 topics 5-7</li> </ul> <p><b>OR</b></p> <p>4 papers covering all 3 sciences, each 1-3/4 hours</p>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Termly tests, mocks in spring term</li> </ul>
<b>Additional Comments:</b>	<p>In Year 10 each student will receive the following revision resources from the department.</p> <p><b>Revision Guides</b>            CGP AQA Combined Science Complete revision and practice Biology 978 1 78294 586 4 or 978 1 78908 0 025            CGP AQA Combined science Complete revision and practice Chemistry 978 1 78294 587 1 or 978 1 78908 0 032            CGP AQA Combined science Complete revision and practice Physics 978 1 78294 588 8 or 978 1 78908 0 049</p> <p><b>Revision Cards</b>            CGP AQA Combined Science Biology 978 1 78908 0 575            CGP AQA Combined Science Chemistry 978 1 78908 0 551            CGP AQA Combined Science Physics 978 1 78908 0 568</p>
<b>Websites and revision resources</b>	<p>On <b>SHAREPOINT</b> students can access to the following:</p> <p>Biology PiXL resources for each topic            Chemistry PiXL resources for each topic            Physics PiXL resources for each topic</p> <p><b>Recommended Revision Sites</b>  <a href="https://www.youtube.com/user/myGCSEscience">https://www.youtube.com/user/myGCSEscience</a>  <a href="https://www.bbc.com/education/subjects/zrkw2hv">https://www.bbc.com/education/subjects/zrkw2hv</a>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><b>Science Department Resources</b>  <a href="http://www.educake.co.uk">www.educake.co.uk</a></p> <p>Each student will receive a login from the department for this online revision tool. It will be used for homework and revision purposes.</p>

# OPTION SUBJECTS

# NOTES



## ART



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
                              Mrs A Stoddart ([astoddart@heber.org.uk](mailto:astoddart@heber.org.uk))

**Course**            **GCSE Art**

### Why study this subject?

- First and foremost Art GCSE is hugely enjoyable and challenging subject. Although it requires a lot of hard work and good time management the subject delivers so much more than purely developing your practical use and understanding of media.
- It enables you to work creatively, to set your own agenda, make independent decisions and to be self-critical. Coursework teaches you self-discipline and the ability to problem solve. You need to be brave in your judgements and accept criticism.
- The creative industries are currently booming and students who are able to think creatively and work with real independence are in high demand in the jobs market.

### Course Outline

In Year 10 students will develop work in response to a theme; creating a portfolio of work which addresses the assessment objectives and evidences their journey from initial engagement with an idea to the realisation of intentions. The portfolio will incorporate artist research and analysis and annotation of ideas as well as the experimental use of many types of media including paint, photography and sculpture.

There will be a mock exam at the start of Year 11 which will ultimately be incorporated into the whole coursework portfolio. The final exam is in April with a 10 week period of preparation time allowed beforehand.

### Where might it lead?

While Art continues to be a desirable option for students wishing to pursue creative careers, such as Architecture, Photography, Set Design, Interior Design, Art History or Painting and other Fine Art related professions, the internet has also seen an explosion of exciting, new roles emerge. Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology. Top talent management agency, The Curve Group specialising in financial and business services, concurs: *“Employees with an arts degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism.”*

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# ART

## Course Breakdown and how the course will be assessed

<b>Option:</b>	<ul style="list-style-type: none"> <li>Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>EDUQAS</li> </ul>
<b>Requirements:</b>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li><b>Portfolio Unit consisting of 2 units of coursework</b> (worth 60%)</li> <li>Unit 1 - Year 10</li> <li>Unit 2 - Year 11 (Mock exam)</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li><b>Final exam</b> (worth 40%)</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>Preparatory Period (beginning in January) followed by 10 hours of supervised exam.</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Mock exam in November of Year 11 (and January of Year 11)</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>All subject content aims to introduce a variety of media and processes in order to improve and broaden skills as well as develop knowledge, understanding and independent learning.</li> <li>Students will demonstrate, through extended creative responses, their ability to draw together different areas of knowledge, skills and understanding from across their course study.</li> <li>Sketchbooks and Portfolios will be offered to students at a reduced cost.</li> <li>Keep up to date with Exhibitions and the coverage of art topics in the media.</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="http://artuk.org/">http://artuk.org/</a> (Art UK is a joint initiative between the Public Catalogue Foundation (now known as Art UK), 3,000 museums and other art collections, and the BBC. Great informative website.)</li> <li><a href="http://www.theguardian.com/artanddesign/art">http://www.theguardian.com/artanddesign/art</a> (A leading source for arts news and articles.)</li> <li><a href="http://www.emptykingdom.com/">http://www.emptykingdom.com/</a> (A group of artists, writers, filmmakers, musicians, designers, and thinkers busy overturning all the rules and trying to make the world a better place!)</li> <li><a href="http://designcollector.net/">http://designcollector.net/</a> (Art, design, illustration, photography, music, motion and visual overdose).</li> </ul>



## BUSINESS



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
                             Mr B Lonergan ([blonergan@heber.org.uk](mailto:blonergan@heber.org.uk))

**Course**              **GCSE Business**

### Why study this subject?

- Business is a dynamic course that examines the fast-paced and ever changing business environment and current affairs in the wider world.
- The course prepares you for the highly competitive world of work and allows you to develop life skills that will be beneficial after education.
- The exam is a mixture of multiple choice, short, medium-length and longer questions that call on a range of skills, analysis and use of business context combined with students' own knowledge. All case studies are based on real life business examples. You develop the skills to weigh up an argument, evaluate and justify it from real life business examples.

### Course Outline

**Topic 1 – Business Activity, Marketing and People**  
 The role of enterprise and entrepreneurship, business planning and ownership, business growth , marketing and the marketing mix, the role of human resources, organisational structures and communication in business, recruitment and selection, training and employment law

**Topic 2 – Business operations, finance and influences on business**  
 Business operations, their role within the production of goods and provision of services including production process and concept of quality, the role of the finance function including break even and cash flow, external influences on business and how businesses change in response to these influences, including ethical and environmental considerations, the economy and globalisation.

### Where might it lead?

Business is a growth subject which equips students with an understanding of the business world and also will develop life skills needed in the outside world. The subject is increasingly popular as an option as it engages students with real life business examples thus engaging all students. The course will benefit those interested in business through; giving them the ability to extract key information from case studies; developing explanation and analytical skills; making informed judgements from data and case studies provided. The skills learnt are transferable to other subjects and provide a foundation for those considering the subject at A-level. This respected course has led to many students pursuing careers in Economics, Business, Human Resource Management, International Business and Marketing.

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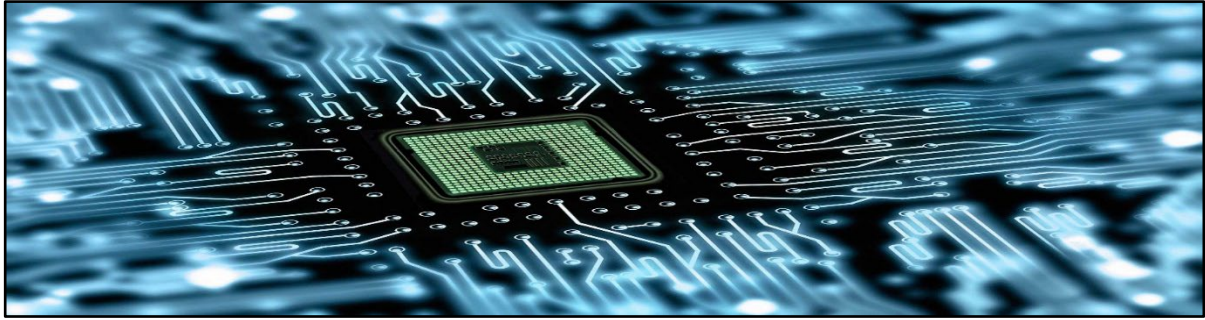
# BUSINESS

## Course Breakdown and how the course will be assessed

<b>Option/Choice</b>	<ul style="list-style-type: none"> <li>Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>OCR</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>100% Examination</li> </ul>
<b>Examination Requirements</b>	<ul style="list-style-type: none"> <li>Paper 1 – <b>Business activity, marketing and people.</b> Written exam: 1 hour 30 minutes (50%)</li> <li>Paper 2 – <b>Operations finance and influences on business.</b> Written exam: 1 hour 30 minutes (50%)</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Assessments will be carried out throughout the duration of the course</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>The subject content is split into two units: Paper 1 and Paper 2.</li> <li>In the specification content, students are encouraged to study examples of real life businesses. This will enable them to relate theory with case studies and examples. Case studies are used in the examination, which requires students to develop context and in depth of knowledge and understanding.</li> <li>Text books will be supplied in class. However, a revision guide and student workbooks are available.</li> <li>Past papers are used extensively for homework activities and revision.</li> <li>Students are encouraged to keep up to date with current affairs and watch the news regularly or use news apps. Programmes such as BBC and Sky News, Dragons Den and Panorama are recommended viewing.</li> <li>Business includes several external visits to relevant businesses and outside speakers, in order to enhance learning outside of the classroom</li> </ul>
<b>Revision Guide/s:</b>	<ul style="list-style-type: none"> <li>New GCSE Business Complete Revision and Practice – for the Grade 9-1 Course (with online edition) ISBN: 978 1 78294 691 5</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="http://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf">http://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf</a></li> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">www.bbc.co.uk/schools/gcsebitesize/business/</a></li> <li><a href="https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing">https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing</a></li> <li><a href="https://www.bankofengland.co.uk/education">https://www.bankofengland.co.uk/education</a></li> <li>GoJimo – free multiple choice revision for OCR and the GCSEPod</li> </ul>



## COMPUTER SCIENCE



<b>Study Level</b>	<b>Contact Details</b>
GCSE	<b>Head of Department</b> Mr R Mawhinney ( <a href="mailto:rmawhinney@heber.org.uk">rmawhinney@heber.org.uk</a> )
<b>Course</b>	<b>GCSE Computer Science</b>

### Why study this subject?

- This is a course that uses mathematical and physical concepts to understand how computers work. It investigates programming in great depth and considers how real-world problems can be tackled using computational thinking. By the end of the course, students will have an in-depth understanding of how computer technology works.

### Course Outline

**J277/01: Computer systems (Exam 50%)**  
Systems architecture,  
Memory and storage,  
Computer networks, connections and protocols,  
Network security, Systems software,  
Ethical, legal, cultural and environmental  
impacts of digital technology.

**J277/02: Computational thinking, algorithms  
and programming (Exam 50%)**  
Algorithms,  
Programming fundamentals,  
Producing robust programs,  
Boolean logic,  
Programming languages and IDEs.

### Where might it lead?

Have you ever wondered how apps, games, or even AI are created? GCSE Computer Science is your gateway to understanding the technology shaping our world—and how you can shape it too. Computer Science connects with so many other subjects. Love maths? Algorithms and logic are right up your street. Into science? Computer models simulate everything from weather patterns to medical research. Even if you're into art or design, tech powers creative fields like game design, animation, and digital media. Whatever your ambitions, GCSE Computer Science opens doors to a world of exciting possibilities. A challenging academic subject with the key skill of programming an essential part.

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# COMPUTER SCIENCE

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Option Subject</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• OCR</li></ul>
<b>Requirements:</b>	<ul style="list-style-type: none"><li>• 100%-examined</li></ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"><li>• Paper 1 (1 hour 30 mins) Computer Systems, data representation, networks, system software, computer hardware. A mix of short answer, multiple choice and extended questions.</li><li>• Paper 2 (1 hour 30 mins) Computational thinking, algorithms to sort and search data, types of programming language, Boolean logic and the key skill of programming. A mix of short answer, multiple choice and written algorithms.</li></ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Summer of Year 11</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• Mock exam in January of Year 11</li></ul>
<b>Additional Comments:</b>	Revision guides are available: <ul style="list-style-type: none"><li>• CGP OCR Computer Science ISBN 9781789085563</li><li>• CGP Python for GCSE Computer Science ISBN 9781789088625</li></ul>
<b>Websites:</b>	<ul style="list-style-type: none"><li>• Code.org</li><li>• Isaac Computer Science GCSE</li><li>• Code academy</li><li>• W3 for schools</li><li>• Craig and Dave</li></ul>



## DESIGN AND TECHNOLOGY



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
Miss J Stockley ([JStockley@heber.org.uk](mailto:JStockley@heber.org.uk))

**Course**            **GCSE Design & Technology**

### Why study this subject?

- A good grounding in Design and Technology is a distinct advantage in any career choice where innovative, creative thinking, problem solving and team work are required.
- You can now study any material and be as creative as you like.
- You develop life skills that will stay with you for life.

### Course Outline

This qualification is linear, so you will sit all exams and submit all your non-exam assessment at the end of the course.

Subject content

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles

#### **EXAMINATION**

Written exam: 2 hours - 50% of GCSE

A mixture of short answer and extended response questions including a 12 mark design question.

#### **NON-EXAMINED ASSESSMENT**

30–35 hours approx. - 50% of GCSE

#### **Task(s)**

- Substantial design and make task
- Assessment criteria:
  - Investigating
  - Designing
  - Making
  - Analysing and Evaluating
- Students will produce a working prototype and a portfolio of evidence (maximum 20 pages)

### Where might it lead?

Specifically Design and Technology can lead to employment in such careers as architecture, product design, engineering, manufacturing, graphic design, advertising, fashion design, catering, food science.

#### **Careers in Design and Technology**

*"The innovation that fuels UK growth relies on knowledge, the skilled use of materials and the command of ideas. Design and the Arts are vital components of an accessible and varied education system that can provide these skills."*

**Sir Jonathan Ive, Stella McCartney, Sir Terence Conran (and others)**

- *from an open letter to Michel Gove*

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# DESIGN AND TECHNOLOGY

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• AQA</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>• 50% Examination</li> <li>• 50% No Examined Assessment (coursework)</li> </ul>
<b>Examination Requirements:</b>	<p>Exam paper</p> <p><b>Section A – Core technical principles (20 marks)</b></p> <ul style="list-style-type: none"> <li>• A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</li> </ul> <p><b>Section B – Specialist technical principles (30 marks)</b></p> <ul style="list-style-type: none"> <li>• Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</li> </ul> <p><b>Section C – Designing and making principles (50 marks)</b></p> <ul style="list-style-type: none"> <li>• A mixture of short answer and extended response questions.</li> <li>• Non-exam assessment (NEA): 30–35 hours approx.</li> <li>• 100 marks - 50% of GCSE</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>• Mock exam in January of Year 11</li> </ul>
<b>Additional Comments:</b>	<p>Revision guides are available:</p> <ul style="list-style-type: none"> <li>• CGP GCSE AQA Design and Technology (9-1) Author- <a href="#">CGP Books</a> ISBN-139781782947554</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></li> <li>• <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></li> <li>• <a href="http://designmuseum.org/">http://designmuseum.org/</a></li> <li>• <a href="https://www.alessi.com/gb_en/">https://www.alessi.com/gb_en/</a></li> </ul>



## DRAMA



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
 Mrs K Cawley ([kcawley@heber.org.uk](mailto:kcawley@heber.org.uk))

**Course**            **GCSE Drama**

### Why study this subject?

- GCSE Drama is an exciting course that will prepare students for all aspects of working life.
- It is not only for those interested in a career in Drama, but also an exercise in confidence building and use of their own ideas and experiences.
- It is a course, which allows students the flexibility to specialise in their chosen area of Theatre Production from acting to set design.
- The course will engage and encourage students to become confident performers and designers and will give them a range of practical, theoretical and social skills they need for a bright and successful future.

### Course Outline

There are six areas of study covered during the course:

- Theatre roles and terminology
- Study of set text- 'Blood Brothers' by Willy Russell
- Live theatre production
- Creating devised drama (practical)
- Performing devised drama (practical)
- Texts in practice (practical)

During the course, students can choose to develop as a: Performer, Designer or Performer and Designer (including: lighting, sound, set, costume and puppet design). Whichever option they choose, students are sure to gather many invaluable skills, both horizons.

### Where might it lead?

Students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Suitable for those wishing to pursue a career in the Arts, any job requiring presentation, communication or creative skills, or for those who simply have an interest in the subject.

This specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

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# DRAMA

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• AQA</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>• 60% Practical: Devised and Scripted</li> <li>• 40% Written exam</li> </ul>
<b>Examination Requirements</b>	<ul style="list-style-type: none"> <li>• <b>Component 1: Understanding Drama:</b> 1 hour 45 minute exam: worth 40% of GCSE. In this component students will demonstrate their knowledge of evaluating live theatre and exploring a script to complete a written exam.</li> <li>• <b>Component 2: Devising Drama: Practical Performance and logbook:</b> worth 40% of GCSE. This unit is entirely practical and allows students to perform a devised performance based around a theme of their choice. They can select whether to perform or support a group technically; for example: lighting, sound, masks/make-up, set design or props and stage management.</li> <li>• <b>Component 3: Texts in Practice:</b> Performance of 2 extracts from a play to a visiting examiner: worth 20% GCSE</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>• Practical exam March/April Year 11</li> <li>• Mock exam in January of Year 11</li> <li>• Component 2: Devising Theatre will be completed in the Autumn Term of Year 11</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>• The subject content is split into 3 components units: 1) Understanding Drama 2) Devising: Practical Performance 3) Performing Scripts</li> <li>• It is a course which allows students the flexibility to specialise in their chosen area of Theatre Production from acting to set design</li> <li>• All resources required will be posted on MS Teams/SharePoint</li> <li>• Scripts for Understanding Drama and Performing Scripts will be supplied in class</li> <li>• All students will attend at least one Live theatre trip</li> <li>• A Study Guide to Blood Brothers for GCSE: All Tiers by Janet Marsh, David Jones, 4 Aug 2011, Paperback</li> <li>• AQA GCSE DRAMA: by Anne Fox. Illuminate publishers, July 2017. ISBN-13: 978 7 911208211</li> <li>• York Notes for GCSE: study guide new for GCSE 9-1, Blood Brothers.2016. ISBN-978-1-2921-3806-0</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.aqa.org.uk/subjects/drama/gcse">http://www.aqa.org.uk/subjects/drama/gcse</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/">http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/zbckjxs">http://www.bbc.co.uk/education/subjects/zbckjxs</a></li> <li>• <a href="http://www.nationaldrama.org.uk/cpd/wp-content/uploads/sites/4/1GCSE-Drama-Spec-Launch-Presentation-version-1.3.pdf">http://www.nationaldrama.org.uk/cpd/wp-content/uploads/sites/4/1GCSE-Drama-Spec-Launch-Presentation-version-1.3.pdf</a></li> <li>• <a href="https://www.nationaltheatre.org.uk/?gclid=CNfts8Wq3swCFYZuGwodsA4McA">https://www.nationaltheatre.org.uk/?gclid=CNfts8Wq3swCFYZuGwodsA4McA</a></li> </ul>



# ENGINEERING

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Option Subject</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• EDUQAS</li></ul>
<b>Requirements:</b>	<ul style="list-style-type: none"><li>• 40% Examination</li><li>• 60% No Examined Assessment (coursework)</li></ul>
<b>Examination Requirements:</b>	<p><b>Non-exam assessment (NEA), worth 60% of the Vocational Award</b></p> <p><b>Unit 1: Manufacturing Engineering Products (40%)</b></p> <p>You will produce a portfolio that demonstrates how you can understand engineering drawings, plan manufacturing of a product, use engineering tools and equipment and implementing engineering processes</p> <p><b>Unit 2: Designing Engineering Products (20%)</b></p> <p>You will produce a portfolio that show how you can understand the specification of a product, design solutions, communicate an engineered design solution (CAD) and solve engineering problems</p> <p><b>Unit 3: Written Exam, 1 hour 30 minutes, Spring or Summer Term of Year 11, worth 40% of the Vocational Award</b></p> <p>Questions include a balance of short and extended answer questions, based on stimulus material and applied contexts. Exam papers assess content from each topic in the unit each series</p>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Summer of Year 11</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• Unit 1 completed in Y10</li><li>• Unit 2 Completed in Y11</li><li>• Unit 3 Exam sessions are in January and May of Y11</li></ul>
<b>Additional Comments:</b>	This is a Vocational Award (Technical) and awards an equivalent qualification to GCSE
<b>Websites:</b>	<ul style="list-style-type: none"><li>• <a href="http://eduqas.co.uk">Level 1/2 Vocational Award in Engineering (eduqas.co.uk)</a></li></ul>



## FILM STUDIES



**Study Level**      **Contact Details**  
**GCSE**              **Teacher i/c Film Studies**  
                          Mr M Parsons ([mparsons@heber.org.uk](mailto:mparsons@heber.org.uk))

**Course**            **GCSE Film Studies**

### Why study this subject?

GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia. Students will also be given the opportunity to produce their own short films worth 30% of the GCSE.

### Course Outline

**Year 10**  
 Following an introduction to the subject students will study three US films chosen from a range of options. This is in preparation for their first exam paper in Year 11 which will consist of four questions. Students will study how the films were made, the influence they had and the social impact at the time of release. This will be followed by their production work in the Summer Term.

**Year 11**  
 Building on their understanding of Film Form from Year 10, students will study international films both English language and non-English language. This will be alongside a focused study of the UK Film Industry; this is in preparation for their second exam paper at the end of Year 11.

### Where might it lead?

There are several pathways that GCSE Film Studies can offer such as apprenticeships, A-Levels, Vocational Qualifications, more specifically it complements the current Media Studies A-Level very well, with a variety of transferable skills. MPC, a UK studio, who provide special effects for Disney films currently have several different apprenticeships available.

The UK film industry is one of the biggest in the world and can provide a number of different pathways in cinematography, directing, special effects, make-up and hair, acting and screenwriting amongst many others.

If a student wished to take their studying further, a wide variety of universities now offer Film Studies degrees such as University of East Anglia, Oxford Brookes, Edinburgh and Chester.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# FILM STUDIES

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• EDUQAS</li> </ul>
<b>Requirements:</b>	<p><b>Component 1: Key Developments in US Film</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 30 minutes</li> <li>• 35% of qualification</li> </ul> <p><b>Component 2: Global Film: Narrative, Representation and Film Style</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 30 minutes</li> <li>• 35% of qualification</li> </ul> <p><b>Component 3: Production</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment</li> <li>• 30% of qualification</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>• Key products studied throughout the two-year course.</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>• Mock exam in November of Year 11 (Component 1 and 2)</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>• Students will be required to write extended pieces of writing in their exam and to be able to analyse films extracts independently.</li> <li>• Students are not required to have any of their own film production equipment for this course.</li> <li>• Equipment is available through the department and can be loaned out to students during any production.</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.eduqas.co.uk/qualifications/film-studies-gcse">https://www.eduqas.co.uk/qualifications/film-studies-gcse</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/z9hrwxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z9hrwxs/revision/1</a></li> </ul>



## FOOD PREPARATION AND NUTRITION



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
Miss J Stockley ([JStockley@heber.org.uk](mailto:JStockley@heber.org.uk))

**Course**              **GCSE Food Preparation and Nutrition**

### Why study this subject?

GCSE Food Preparation and Nutrition is a fresh and exciting course that equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

*“Imagine a world where every child was educated about how amazing food is, where it comes from, how it affects the body and how it can save their lives” – Jamie Oliver*

### Course Outline

**General practical skills including:-**

- Knife skills; fillet a chicken breast/portion a chicken/fillet a fish,
- Preparation of fruit and vegetables; and prepare garnishes to control enzymic browning
- Weigh and measure, preparation of ingredients and equipment and use of equipment
- Using the oven;
- Making sauces;
- Use of raising agents;
- Make a dough

**Theory work covered for the exam.**

- Food, nutrition and health
- Food Science
- Food Safety
- Food choice
- Food provenance

### Where might it lead?

**How will it fit in with my other subjects?**

The skills you develop through the study of food preparation and nutrition will support your study of a wide range of other subjects and can be studied in combination with any other GCSE course. In terms of subject knowledge, the nutrition and health may particularly complement the study of biology and physical education. Food preparation and nutrition also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike.

GCSE Food Preparation and Nutrition will equip you to go on to further study. After taking this course, you could embark on AS or A-level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. You’ll also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# FOOD PREPARATION AND NUTRITION

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>AQA</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>50% Examination</li> <li>50% No Examined Assessment (coursework)</li> </ul>
<b>Examination Requirements:</b>	<p><b>Exam paper</b></p> <p><b>Written exam: 1 hour 45 minutes, Summer Term of Year 11, worth 50% of the GCSE</b></p> <p>Questions are based on knowledge of food preparation and nutrition. There are multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks)</p> <p><b>Non-exam assessment (NEA), worth 50% of the GCSE</b></p> <p><b>Task 1: Food investigation</b></p> <p>Tests students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. Students complete a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p><b>Task 2: Food preparation assessment</b></p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students complete a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Mock exam in January of Year 11</li> </ul>
<b>Additional Comments:</b>	<p>Revision guides are available:</p> <ul style="list-style-type: none"> <li>CGP GCSE AQA Food Preparation and Nutrition (9-1) Author- <a href="#">CGP Books</a> ISBN-978 1 78294 655 7</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="http://www.foodafactoflife">www.foodafactoflife</a></li> <li><a href="http://www.bbcgoodfood.co.uk">www.bbcgoodfood.co.uk</a></li> <li><a href="https://www.nutrition.org.uk">https://www.nutrition.org.uk</a></li> </ul>



## GEOGRAPHY



### Study Level

GCSE

### Contact Details

Head of Department

Mrs O Limbert ([olewis@heber.org.uk](mailto:olewis@heber.org.uk))

### Course

GCSE Geography

### Why study this subject?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning. Geography so important today as it develops your understanding of the issues facing the world today; population growth, resource management, hazard management, multiculturalism, industrial growth, economic development and much more

### Course Outline

At GCSE, students opting to study Geography will follow the AQA syllabus. This course provides a balance between physical and human geography and places an emphasis upon students' ability to apply theory to a situation, and understanding issues. You will gain practical skills from two days of fieldwork outside of the School that will be examined in a fieldwork paper. There are three units of work covering a breadth of topics including: Natural Hazards, the Living World, Physical landscapes of the UK, Urban issues and challenges, the changing economic world, resource management and Geographical Applications.

### Where might it lead?

Further studies in Geography can lead to careers in accountancy, market research, management consultancy, aid work, landscape architecture, countryside management, field studies work, environmental consultancy, civil engineering, social work, cartography, surveying, town planning, heritage management and many more areas. Geography is a popular subject and many of our GCSE students continue to study the subject to A-level. Students also go on to study Geography, or related subjects, at University. Many of our students have been inspired by what they have learnt in their Geography lessons and have gone on to visit these places by working and travelling abroad once they have left school.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# GEOGRAPHY

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>AQA</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>100% Examination</li> <li>2 full days of Fieldwork</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>Paper 1 - Living with the physical environment. Written exam: 1 hour 30 minutes (35%)</li> <li>Paper 2 – Challenges of the Human Environment. Written exam: 1 hour 30 minutes (35%)</li> <li>Paper 3 – Geographical Applications. Fieldwork Skills and SDME. Written exam: 1 hour 30 minutes (30%)</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Mock exam in January of Year 11</li> <li>Pre-released material for Paper 3 – March of Year 11</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>The subject content is split into three units: 1 Living with the physical environment, 2 Challenges in the human environment, 3 Geographical applications and skills.</li> <li>In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding.</li> <li>Text books will be supplied in class. No additional books required as work has to be completed using only specified resources.</li> <li>Keep up to date with current affairs and Geography around us via news apps, twitter and magazines</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035">http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a></li> <li><a href="http://www.ordnancesurvey.co.uk">www.ordnancesurvey.co.uk</a> - Mapping</li> <li><a href="http://www.geographyalltheway.com">www.geographyalltheway.com</a> - Good geography resources website</li> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">www.bbc.co.uk/schools/gcsebitesize/geography/</a> - BBC revision site</li> <li><a href="http://www.geography-map-games.com">www.geography-map-games.com</a> - Good test yourself games</li> <li><a href="http://www.geographypages.co.uk">www.geographypages.co.uk</a> - General geography ideas</li> <li><a href="http://www.rgs.org">www.rgs.org</a> - The website of the Royal Geographical Society</li> <li><a href="http://www.geography.org.uk">www.geography.org.uk</a> - Website of the Geographical Association</li> <li><a href="http://www.s-cool.co.uk/alevel/geography.html">www.s-cool.co.uk/alevel/geography.html</a> - Website aimed at GCSE and 'A' Level revision</li> <li><a href="http://www.gapminder.org/">www.gapminder.org/</a> - interesting apps and news</li> <li>GoJimo – free multiple choice revision for AQA</li> <li>Guardian – setup to receive to environmental news notifications to get the latest geography going on.</li> <li>National Geographic – latest events in the world of geography.</li> </ul>



## HISTORY



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
 Mr J Penlington ([jpenlington@heber.org.uk](mailto:jpenlington@heber.org.uk))

**Course**              **GCSE History**

### Why study this subject?

- It is interesting and relevant to the world you live in.
- The department has a track record of excellent results well above national averages and target grades.
- It is not all about long essays. The exam is made up of a mixture of short, medium-length and longer responses to questions that call on a range of skills, analysis and use of evidence
- You develop the skills needed to present an argument and reach a judgement on what you think happened in the past.

### Course Outline

**Topic 1 – Medicine in Britain c.1250 – Present Day and The British Sector of the Western Front 1914-18**

- Changes and developments in medicine and surgery from the Middle Ages to modern day. A Case Study on WW1 and Medicine in the Trenches

**Topic 2 – The American West 1840-95**

- The destruction of the Indigenous American life and culture, westward expansion and the Wild West.

**Topic 3 – Weimar and Nazi Germany 1918 – 39**

- The problems Germany faced after World War One. The rise of the Nazis in the 1920s. Life in Nazi Germany

**Topic 4 – Anglo-Saxon and Norman England c.1060-88**

- Changes before and after the Battle of Hastings and William’s consolidation of power.

### Where might it lead?

History is a highly respected and valued academic qualification by employers. The subject is a popular option subject as the breadth and depth of topics covered are engaging and accessible. The course demands dedication, reading and research skills; explanation and analytical skills; the ability to understand different interpretations of events; using and evaluating evidence and forming detailed arguments and conclusions. The skills learnt are transferable to other written and analytical subjects and are an excellent basis for further and higher education. The academic rigour and development of these skills make it such a well-respected qualification, and it has led many former students onto varied careers such as medicine, accountancy, journalism, law, archaeology, politics, teaching, museum curator, conservation and the civil service.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• EDEXCEL</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>• 100% - Three Examinations</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>• Paper 1 (1 Hour 20 mins) British Thematic Study with Historic Environment – 30% Medicine in Britain, c1000–present with The British sector of the Western Front, 1914–18: surgery and treatment</li> <li>• Paper 2 (1 Hour 50 mins) British Depth Study and Period Study – 40% Anglo-Saxon and Norman England, c1060–88 and The American West, c1835–c1895</li> <li>• Paper 3 (1 Hour 30 mins) Modern Depth Study – 30% Weimar and Nazi Germany, 1918–39</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>• Mock exam in January of Year 11</li> </ul>
<b>Additional Comments:</b>	<p>Revision guides are available:</p> <ul style="list-style-type: none"> <li>• Revise Edexcel GCSE (9-1) History Anglo-Saxon and Norman England Revision Guide and Workbook ISBN 9781292169743</li> <li>• Revise Edexcel GCSE (9-1) History Medicine in Britain Revision Guide and Workbook ISBN 9781292169729</li> <li>• Revise Edexcel GCSE (9-1) History The American West Revision Guide and Workbook ISBN 9781292169774</li> <li>• Revise Edexcel GCSE (9-1) History Weimar and Nazi Germany Revision Guide and Workbook ISBN 9781292169736</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history2016.html</a> - Edexcel's own information page and resources.</li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/shp/">http://www.bbc.co.uk/schools/gcsebitesize/history/shp/</a> - BBC revision site.</li> <li>• <a href="http://www.johndclare.net/">http://www.johndclare.net/</a> Modern History Revision site – Good coverage of the Weimar and Nazi Germany module.</li> <li>• <a href="http://www.tutor2u.net/history/blog/gcse-history-revision-quizzes">http://www.tutor2u.net/history/blog/gcse-history-revision-quizzes</a> - Revision quizzes on GCSE History topics.</li> <li>• GoJimo – free multiple choice revision</li> </ul>



# LANGUAGES



**Study Level**      **Contact Details**  
**GCSE**              **Subject Leader**  
Mrs L Stanisstreet ([lstanisstreet@heber.org.uk](mailto:lstanisstreet@heber.org.uk))

**Course**              **GCSE German OR GCSE Spanish**

## Why study this subject?

Do you have the spirit of internationalism? Have you realised that not all cultures think the way we do? Why is that do you think? How do we communicate? Languages are certainly one of the keys to success. Does living and working overseas appeal to you? Linguistic skills are required by employers who need a workforce to operate within the global markets and rising economies of the world. There is always a job for someone who speaks more than one language.

## Course Outline

Assessment is set in the context of these three themes.

### Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

### Theme 2: Popular culture

Theme 2 covers the following three topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

### Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

## Where might it lead?

Technology, globalisation and the ease of international travel are bringing more of the world within our reach. Languages are a highly respected and valued academic qualification. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. As an EBacc subject it forms an integral part of the national curriculum. In the first instance a GCSE in a language can lead to further study at A-level. At university, single or joint honours language degrees are an option, but so is continuing some study of your language in conjunction with a degree in another subject. There is always a higher-level course that allows flexibility to continue studying a language. Speaking languages also makes you much more employable. It shows that you have great communication skills, international awareness and the brain of a multilingual – which is a highly desirable attribute. Students studying a language have gone on to careers in translating, travel, tourism, management, teaching, recruitment, IT, border control, security services, policing and many more.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION \(GERMAN\)](#)

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Core Subject</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• AQA (German, Spanish)</li></ul>
<b>Requirements:</b>	<ul style="list-style-type: none"><li>• 100% Examination (4 papers)</li></ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"><li>• Paper 1 (Listening)</li><li>• Paper 2 (Speaking)</li><li>• Paper 3 (Reading)</li><li>• Paper 4 (Writing)</li></ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Summer of Year 11</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• Mock exam in January of Year 11</li></ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"><li>• Full specification on AQA website (follow clickable link above)</li></ul>
<b>Websites:</b>	<ul style="list-style-type: none"><li>• <a href="http://www.kerboodle.com">www.kerboodle.com</a></li><li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li><li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li></ul>



## MEDIA STUDIES



**Study Level**      **Contact Details**  
**GCSE**              **Teacher i/c Media Studies**  
                          Mr M Parsons ([mparsons@heber.org.uk](mailto:mparsons@heber.org.uk))

**Course**              **GCSE Media Studies**

### Why study this subject?

In the past few years the film, TV, music and advertising industries have grown at nearly twice the rate of the wider UK economy, up from £94.8bn in 2016 to £101.5bn in 2018, as a result there has never been a better time to become a media student. The course offers students the opportunity to study the relationship between the industries and their audiences with a specific focus on set products in each form of media. Students will study Film, TV Drama, Advertising, Marketing, Music Video, Magazine, Video Games as well as News both in print and online. Whilst this is a course that may offer some familiarity with products that are studied it is not an easy option. The course is 70% exam and the students will be expected to understand sophisticated media concepts and apply theoretical perspectives to their responses.

### Course Outline

In Year 10 students begin with an introduction to the subject which leads to a mock practical project where they can demonstrate their understanding. They will then move quickly onto studying some of the key forms that will be part of their exam at the end of Year 11. These will include TV drama, film, advertising, magazines and video games. In the summer term of Year 10 the students will respond to a brief sent by the exam board which will require to create their own media product. In Year 11 more in-depth media products will be studied with need for students to apply a number of different media theories to their responses. Forms of media to be studied include TV drama, music video, newspapers and online news. This will be followed by revision of the Year 10 course and exam preparation.

### Where might it lead?

There a number of pathways that a GCSE in Media Studies can offer students. The most obvious one is to continue to study the subject at A Level. Beyond school, students can seek out apprenticeships in the creative industries or even employment. The traditional view of the apprentice has been transformed in recent years, as design and art studios, media companies, record labels, music promoters, fashion houses or photography services vie to spot new talent. There are apprenticeships for school leavers as well as for graduates who want to join the creative Another popular choice for students is to go to university to specialise in one particular area of media such as TV production, journalism or web design.

# MEDIA STUDIES

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Option Subject</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• OCR</li></ul>
<b>Requirements:</b>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"><li>• Television and Promoting Media (worth 35%)</li><li>• A written exam at the end of Year 11</li></ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"><li>• Music and News (worth 35%)</li><li>• A written exam at the end of Year 11</li></ul> <p><b>Component 3:</b></p> <ul style="list-style-type: none"><li>• Creating Media (worth 30%)</li><li>• A practically assessed component</li><li>• Students respond to a set brief from the exam board</li></ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"><li>• Key products studied throughout the two-year course.</li></ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Summer of Year 11</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• Mock exam in November of Year 11 (Component 1 and 2)</li></ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"><li>• Students will be required to write extended pieces of writing in their exam and to be able to analyse media products independently.</li><li>• Students are not required to have any of their own media production equipment for this course.</li><li>• Equipment is available through the department and can be loaned out to students during any production.</li></ul>
<b>Websites:</b>	<ul style="list-style-type: none"><li>• <a href="https://www.bbc.com/education/subjects/ztnygk7">https://www.bbc.com/education/subjects/ztnygk7</a> (GCSE Bitesize for Media Studies, useful for learning the basic concepts.)</li><li>• <a href="https://www.theguardian.com/uk/media">https://www.theguardian.com/uk/media</a> (Keep up to date with all the developments in the media industry)</li></ul>



## MUSIC



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
                             Mr S Ferrelly ([sferrelly@heber.org.uk](mailto:sferrelly@heber.org.uk))

**Course**              **GCSE Music**

### Why study this subject?

- Music is a flexible course that allows students to specialise on their chosen instrument or voice.
- The course provides exciting opportunities for students to compose their own music.
- The course enables students to broaden their knowledge of music in a variety of listening topics and interesting set works.
- Students will learn about recording techniques and produce high quality recordings and scores of their music using state of the art music software such as Cubase and Sibelius.
- The GCSE course is superb preparation for A Level Music.

### Course Outline

For **Unit 1**, students will select, prepare and refine two performances; one solo and one as part of a group. During Year 10, there will be opportunities to perform these pieces informally and work on them in lessons and at home before making the final examined recordings at the start of Year 11. The repertoire will be chosen according to students' individual standard although it is expected that this will be between Grade III and Grade VI ABRSM (or equivalent), standard. **For Unit 2**, students will compose two pieces. The first one will be a free choice and will be completed in Year 10. The second one will be set by Edexcel in September of Year 11. This will be worked on throughout the Autumn term of Year 11. **Unit 3** will comprise the study of 8 set pieces from a range of traditions including the music of *Queen*, songs from *Wicked* and music from *Star Wars*.

### Where might it lead?

The study of Music as a formal discipline provides students with a wealth of experiences and skills that cannot be achieved at such a level elsewhere. These include:

- The rigour and discipline involved in serious practice towards a performance develops independence, attention to detail and pride in work.
- The act of composing develops skills of creativity, problem solving and working to deadlines.
- Musical analysis of the set works develops skills of high level thinking, analytical skills, extended and persuasive writing.

Studying music at a serious level is greatly valued by universities and employers, as successful music students tend to be highly motivated, creative and well balanced individuals who possess high levels of critical thinking.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# MUSIC

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• EDEXCEL</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>• 40% Written Examination</li> <li>• 60% Non-examined Assessment</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>• <b>Component 1: Performing (Controlled Assessment)</b> – Students produce recordings of themselves performing on an instrument or voice in both a solo and ensemble context. The combined performing time should be at least four minutes.</li> <li>• <b>Component 2: Composing (Controlled Assessment)</b> – Students compose two compositions with a combined duration of at least three minutes. One composition is in response to a set brief; the other is a free choice. Internally marked and externally moderated.</li> <li>• <b>Component 3: Appraising (1 hour 45-minute examination)</b> – This is a listening examination comprising questions about pieces of music studied across the course.</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<p><b>Controlled Assessments will be completed by the following dates:</b></p> <ul style="list-style-type: none"> <li>• July of Year 10 – Composition 1</li> <li>• September of Year 11 – Solo Performance</li> <li>• February of Year 11 – Ensemble Performance</li> <li>• March of Year 11 – Composition 2</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>• Performing repertoire can be drawn from students' own interests and specialisms.</li> <li>• Students will be expected to work on performance pieces in class, with their instrumental or vocal teacher and through independent practice.</li> <li>• Students who are not currently receiving instrumental or vocal tuition, should see Mr Ferrelly as soon as possible.</li> <li>• The listening repertoire is drawn from four areas of study. These are:             <ul style="list-style-type: none"> <li>○ Instrumental Music 1700-1820</li> <li>○ Vocal Music</li> <li>○ Music for Stage and Screen</li> <li>○ Fusions</li> </ul> </li> <li>• Edexcel GCSE Music Revision Guide Paperback –by Paul Terry <b>ISBN-13: 978-1785581687</b> (Component 3: Appraising.)</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• YouTube clips of: <i>Defying Gravity</i> from <i>Wicked</i>, <i>Killer Queen</i> by Queen, <i>Release</i> by Afro Celt Sound System, and <i>Star Wars</i> Main Theme from Episode IV: A New Hope</li> <li>• student's should explore a music creation app such as GarageBand, Logic or Muse Score.</li> </ul>



# PHOTOGRAPHY



<b>Study Level</b>	<b>Contact Details</b>
GCSE	<b>Head of Department</b> Mrs A Stoddart ( <a href="mailto:astoddart@heber.org.uk">astoddart@heber.org.uk</a> )
<b>Course</b>	<b>GCSE Photography</b>

## Why study this subject?

- Photography is a highly creative and personal subject; it allows you to express your own intentions and ideas through exciting projects. You will work with others and on your own, learning how to plan and run photography shoots and use professional equipment to produce final images.
- It encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. It enables you to make independent decisions and to be self-critical. The course teaches you self-discipline and the ability to problem solve. You need to be brave in your judgements and accept criticism.
- The Creative industries are currently booming and students who are able to think creatively and work with real independence are in high demand in the jobs market.

## Course Outline

In Year 10 students will develop their basic photography skills and work in response to several initial photographic starting points. Students will gain an understanding of how to operate a DSLR camera creating a portfolio of work which addresses the assessment objectives and evidences their journey from initial engagement with an idea to the realisation of intentions. The photography portfolio will incorporate research and analysis of artists and photographers and annotation of ideas and intentions as well as the experimental use of photographic techniques and processes using analogue and digital media. There will be a mock exam at the start of Year 11 which will ultimately be incorporated into the whole coursework portfolio. The final exam is in April with a 10 week period of preparation time allowed beforehand.

## Where might it lead?

Photography could lead to academic or vocational degrees relating to Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel, Press photography, Photojournalism, Fine Art, Editing, Fashion photography or Styling, the Film industry, Forensic science, Curating, Image Library, to name a few.



## PHYSICAL EDUCATION



**Study Level**      **Contact Details**  
**BTEC**                **Head of Department**  
                             Mr M Lindley ([mlindley@heber.org.uk](mailto:mlindley@heber.org.uk))

**Course**                **GCSE Physical Education**

### Why study this subject?

GCSE PE will allow students to develop a knowledge and understanding of human performance through theoretical lessons and participation in a range of physical activities. They will be given the opportunity to acquire and develop a higher level of personal performance through participation in a range of sports. They will be encouraged to develop an appreciation of the relationship between physical activity, general health and education for post-school leisure. Students will be assessed on their ability as a performer in 3 different activities. For students intending to continue with their education, the course offers a solid grounding for further study in Physical Education at Level 3 with the BTEC Extended Certificate in Sport.

### Course Outline

This is interesting and challenging. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships with each other throughout the course. Lesson times will be separated into practical and theory sessions. Weekly homework is set throughout the duration of the course and is an important integral part of the syllabus. It is also vital that students make a regular commitment to our extra-curricular programme, particularly in their chosen assessment activities, and demonstrate a high level of commitment outside of school in order to achieve a good level of ability in all sports used for assessment.

- Course content includes:
- Anatomy and Physiology
- Training methods and Principles
- Analysis of Movement
- Sports Psychology/Sport and Society
- Benefits of and factors affecting participation

### Where might it lead?

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# PHYSICAL EDUCATION

## Course Breakdown and how the course will be assessed.

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Option Subject</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• AQA</li></ul>
<b>Requirements:</b>	<ul style="list-style-type: none"><li>• 30% Paper 1 exam</li><li>• 30% Paper 2 Exam</li><li>• 30% Assessment of Practical Ability in 3 different sports (at least 1 team and 1 individual, 3rd is a choice from either column)</li><li>• 10% written NEA based on analysing strengths and weaknesses of performance and suggesting ways to improve weaknesses</li></ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"><li>• 2 theoretical papers comprising of Multiple Choice, short-answer and Extended-answer questions.</li><li>• 1h15m in length</li></ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Practical Moderation March Year 2 of Course</li><li>• Exams sat in May Year 2</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• All Video Evidence submitted by February Half Term of Year 11</li></ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"><li>• All subject content aims to introduce a variety of situations and activities within a sporting context in order to improve and broaden skills as well as develop student's knowledge, understanding and independent learning.</li><li>•</li></ul>
<b>Websites:</b>	<ul style="list-style-type: none"><li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a></li><li>• Everlearner work on Youtube</li><li>• GCSE POD</li><li>• BBC Bitesize</li><li>• <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></li><li>• <a href="http://www.livestrong.com/fitness">www.livestrong.com/fitness</a></li><li>• <a href="http://www.sport-fitness-advisor.com">www.sport-fitness-advisor.com</a></li></ul>



## RELIGIOUS STUDIES



**Study Level**      **Contact Details**  
GCSE                **Head of Department**  
Mrs N Stubbs ([nstubbs@heber.org.uk](mailto:nstubbs@heber.org.uk))

**Course**            **GCSE Religious Studies**

### Why study this subject?

- It is interesting and relevant to the world you live in – how people behave, what they believe, how we make ethical decisions.
- The department has a track record of excellent results well above national averages and target grades.
- It is not all about long essays. The exam is made up of a mixture of short, medium-length and longer responses to questions that call on a range of skills, analysis and use of evidence combined with students' own knowledge.
- You develop the skills needed to present an argument and reach a judgement on what you think about religious and modern ethical situations.

### Course Outline

#### **Paper 1 - Beliefs and Practices in Christianity and Buddhism**

Buddhism: The life of Buddha and his teachings, Meditation, festivals and ethics.

Christianity: The life and teachings of Jesus, worship, pilgrimage, festivals, the Church

#### **Paper 2 - Thematic studies**

The study of the following themes, from perspectives of both religions:

Relationships and families; science vs religion, the environment, animals, abortion, euthanasia, social justice and human rights, crime and punishment.

They also need to consider non-religious views, as well as their own.

### Where might it lead?

This is a traditional, academic subject which helps you to consider the people in the world around you: Their beliefs, how they live their life according to their faith, how a multi-faith society functions. You will also consider your own views on these beliefs and practices and evaluate moral issues.

Employers will know you have excellent evaluation and critical analysis skills – both written and verbal and that you are prepared to question, evaluate and viewpoints.

It shows that you have a good understanding and tolerance towards people of different backgrounds, cultures and beliefs. You have the ability to empathise and consider an issue.

As such, it is ideal for careers in medicine, law, social work, education – in fact, any area of work which involves the public, international relations or ethical concerns.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# RELIGIOUS STUDIES

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"><li>• Option Subject</li></ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"><li>• AQA</li></ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"><li>• Paper 1 (1 Hour 45 mins) Answer all questions</li><li>• Paper 2 (1 Hour 45 mins) Choose the 4 studied themes, answer all questions</li><li>• No coursework</li></ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"><li>• Summer of Year 11</li></ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"><li>• Mock exam in January of Year 11</li></ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"><li>• Trips will be organised as appropriate. Previously we have visited the Manchester Buddhist Centre, a temple in Runcorn and local churches.</li><li>• Revision guide - AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide</li></ul>
<b>Websites:</b>	<p><a href="https://www.clear-vision.org/Schools/Teachers/teacher-info.aspx">https://www.clear-vision.org/Schools/Teachers/teacher-info.aspx</a> <a href="https://www.bbc.co.uk/religion">https://www.bbc.co.uk/religion</a></p>



## SEPARATE SCIENCE



**Study Level**      **Contact Details**  
**GCSE**              **Head of Department**  
 Dr S Clark ([sclark@heber.org.uk](mailto:sclark@heber.org.uk))

**Course**              **GCSE Biology, GCSE Chemistry, GCSE Physics (3 GCSEs)**

### Why study this subject?

- Fascinating, challenging, awe inspiring subjects.
- The three sciences are all different yet link together to give you the tools to understand and contribute to the world you live in.
- The department has a track record of excellent results well above national averages and target grades.
- The additional content in triple science leads you into the separate science A levels.

### Course Outline

### Where might it lead?

**Biology**

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology

**Chemistry**

Periodic Table and Atomic structure, Bonding, Quantitative chemistry, Chemical changes, Energy changes Rates, Organic chemistry, Chemical Analysis, Environmental Changes and Earth's Resources

**Physics**

Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic structure and Space Physics

Triple science is an excellent platform to study all or just one of the sciences at A level. All three sciences are challenging and highly respected at Universities and will lead to a huge range of traditional and diverse career opportunities. The skills required to achieve well at A level are transferable to any profession.

The opportunities are endless and include: Medicine, Veterinary, Dentistry, Chemical Engineering, Biomedicine, Electrical engineering, Astrophysics, Forensic science, Environmental science, Pharmacy, Oceanography, Packaging engineer, any Scientific Research and Manufacturing industries.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# SEPARATE SCIENCE

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>AQA</li> </ul>
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>100%- examinations</li> <li>8 practicals in each subject.</li> <li>Practical work assessed in written exams</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>2 papers for each Science, total of 6 papers, each 1-¾hrs</li> <li>Biology paper 1 topics 1-4, paper 2 topics 5-7</li> <li>Chemistry paper 1 topics 1-5, paper 2 topics 6-10</li> <li>Physics paper 1 topics 1-4, paper 2 topics 5-8</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>June of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Termly tests, mocks in Year 11 spring term</li> </ul>
<b>Additional Comments:</b>	<p>In Year 10 each student will receive the following revision resources from the department.</p> <p><b>Revision Guides</b>            New Grade 9-1 GCSE Biology AQA Complete Revision &amp; Practice with Online Edition: 978 178 294 5833            New Grade 9-1 GCSE Chemistry AQA Complete Revision &amp; Practice with Online Edition : 978 178 294 5840            New Grade 9-1 GCSE Physics AQA Complete Revision &amp; Practice with Online Edition: 978 178 294 5857</p> <p><b>Revision Cards</b>            CGP AQA Biology 978 1 78908 0 544            CGP AQA Chemistry 978 1 78908 0 520            CGP AQA Physics 978 1 78908 0 537</p>
<b>Websites and revision resources</b>	<p>On <b>SHAREPOINT</b> students can access to the following:</p> <p>Biology PiXL resources for each topic            Chemistry PiXL resources for each topic            Physics PiXL resources for each topic</p> <p><b>Recommended Revision Sites</b>  <a href="https://www.youtube.com/user/myGCSEscience">https://www.youtube.com/user/myGCSEscience</a>  <a href="https://www.bbc.com/education/subjects/zrkw2hv">https://www.bbc.com/education/subjects/zrkw2hv</a>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><b>Science Department Resources</b>  <a href="http://www.educake.co.uk">www.educake.co.uk</a>            Each student will receive a login from the department for this online revision tool. It will be used for homework and revision purposes.</p>



## SPORT



**Study Level**      **Contact Details**  
**BTEC**                **Head of Department**  
 Mr M.Lindley ([mlindley@heber.org.uk](mailto:mlindley@heber.org.uk))

**Course**            **BTEC Tech Award Level 1/2 in Sport**

### Why study this subject?

If you have a strong passion for sport, are highly motivated and interested in working in a sporting environment in the future then the BTEC Tech Award in Sport is the ideal course to follow. It offers an alternative to more traditional qualifications, combining the best mix of academic and vocational ways of learning gives you the opportunity to develop a wide range of cross-curricular skills such as leadership, communication, team-work, ICT – key skills that employers look for. The course will enhance the skills that you already have and encourage you to think about relating your learning to real-life situations and will give you the opportunity to complete assignments and activities linked to realistic working environments based within a sporting context.

### Course Outline

All students will study three units over the two-year course, which equates to 120 guided learning hours.

- **Unit one** – Preparing participants to take part in sport and physical activity fitness for sport and exercise (36 guided learning hours)
- **Unit two** – Taking part and improving other participants sporting performance (36 guided learning hours)
- **Unit three** – Developing fitness to improve other participants’ performance in sport and physical activity (48 guided learning hours)

Components 1 and 2 are assessed through non-exam internal assessment. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

### Where might it lead?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

The course will provide a strong foundation for academic or vocational study at Level 3, including apprenticeships. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

[CLICK TO DOWNLOAD DETAILED COURSE INFORMATION](#)

# SPORT

## Course Breakdown and how the course will be assessed

<b>Option/Choice:</b>	<ul style="list-style-type: none"> <li>• Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>• Edecel</li> </ul>
<b>Requirements:</b>	<p>All students will study three units over the two-year course, which equates to 120 guided learning hours.</p> <ul style="list-style-type: none"> <li>• Unit one – Preparing participants to take part in sport and physical activity fitness for sport and exercise (36 guided learning hours)</li> <li>• Unit two – Taking part and improving other participants sporting performance (36 guided learning hours)</li> <li>• Unit three – Developing fitness to improve other participants' performance in sport and physical activity (48 guided learning hours)</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>• The external assessment of Unit 3 is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques and knowledge from across the whole qualification in an integrated way. The external assessment is taken under supervised conditions, which is then marked and a grade awarded by Pearson.</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>• Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>• Unit 3 External exam sat in Year 11</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>• All subject content aims to introduce a variety of situations and activities within a sporting context in order to improve and broaden skills as well as develop student's knowledge, understanding and independent learning.</li> <li>• .A key element of the course is the ability to meet deadlines. A failure to meet deadlines could result in failure of the course.</li> <li>• Students are able to achieve a Level 1 (Pass) or a Level 2 (Pass, Merit or Distinction); this is determined by the students' points scored.</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></li> <li>• <a href="http://www.livestrong.com/fitness">www.livestrong.com/fitness</a></li> <li>• <a href="http://www.sport-fitness-advisor.com">www.sport-fitness-advisor.com</a></li> <li>• <a href="http://www.1st4sport.com">www.1st4sport.com</a> – Sports Coach UK</li> <li>• <a href="http://www.sportsleaders.org">www.sportsleaders.org</a> – Sports Leaders UK</li> <li>• <a href="http://www.uk sport.gov.uk">www.uk sport.gov.uk</a> – UK Sport</li> </ul>

# PHOTOGRAPHY

## Course Breakdown and how the course will be assessed

<b>Option:</b>	<ul style="list-style-type: none"> <li>Option Subject</li> </ul>
<b>Examining Board:</b>	<ul style="list-style-type: none"> <li>EDUQAS</li> </ul>
<b>Requirements:</b>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li><b>Portfolio Unit consisting of 2 units of coursework</b> (worth 60%)</li> <li>Unit 1 - Year 10</li> <li>Unit 2 - Year 11 (Mock exam)</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li><b>Final exam</b> (worth 40%)</li> </ul>
<b>Examination Requirements:</b>	<ul style="list-style-type: none"> <li>Preparatory Period (beginning in January) followed by 10 hours of supervised exam.</li> </ul>
<b>Final Completion Date:</b>	<ul style="list-style-type: none"> <li>Summer of Year 11</li> </ul>
<b>Intermediate Dates:</b>	<ul style="list-style-type: none"> <li>Mock exam in November of Year 11 (and January of Year 11)</li> </ul>
<b>Additional Comments:</b>	<ul style="list-style-type: none"> <li>All subject content aims to introduce a variety of media and processes in order to improve and broaden skills as well as develop knowledge, understanding and independent learning.</li> <li>Students will demonstrate, through extended creative responses, their ability to draw together different areas of knowledge, skills and understanding from across their course study.</li> <li>Photography sketchbooks will be offered to students at a reduced cost.</li> <li>Keep up to date with Exhibitions and the coverage of photographic topics in the media.</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="http://artuk.org/">http://artuk.org/</a> (Art UK is a joint initiative between the Public Catalogue Foundation (now known as Art UK), 3,000 museums and other art collections, and the BBC. Great informative website.)</li> <li><a href="http://www.theguardian.com/artanddesign/art">http://www.theguardian.com/artanddesign/art</a> (A leading source for arts news and articles.)</li> <li><a href="http://www.emptykingdom.com/">http://www.emptykingdom.com/</a> (A group of artists, writers, filmmakers, musicians, designers, and thinkers busy overturning all the rules and trying to make the world a better place!)</li> <li><a href="http://designcollector.net/">http://designcollector.net/</a> (Art, design, illustration, photography, music, motion and visual overdose).</li> </ul>

# **BISHOP HEBER HIGH SCHOOL**

RESPECT · OPPORTUNITY · ACHIEVEMENT

## **WHAT HAPPENS NEXT?**

Once you have considered your choice, you should submit the form by **Thursday 26<sup>th</sup> February 2026**.

- First decide which subjects you would like to study
- Complete the Option Form, listing your chosen subjects in priority order
- Languages Block (Green): You must include a language in the first box but may add a request to do the alternative vocational pathway (Pink). If you wish to be considered the non-language pathway, you should complete the non-languages section and decide between geography or history before completing the open choices (Blue). If you don't want to be considered for the non-languages option, then you simply complete the open choice (Blue)
- Check your forms thoroughly – you do not want to make a mistake at this stage! Check your name and form are clearly written and that both forms are identical.

After the Options forms have been submitted (the last day for this is Thursday 26<sup>th</sup> February 2026) we will use the priority choices students have made to construct option blocks that allow as many students as possible to study their favourite subjects. As it will not be possible for all students to study exactly what they want, some students will study the fifth subject on their list in place of one of the subjects they placed higher up the list.

## **IF YOU HAVE ANY QUESTIONS – THEN ASK YOUR SUBJECT TEACHER**

When you have completed options of preferences, it will be checked carefully by your Form Tutor and Year Leader. For most students there will be no problems, but in some cases, there may be a need to further discuss your option choices. This may be because we think you have not chosen wisely, or because your choices cannot be accommodated by the final four option subject lists, or it may be because we have a problem with the numbers in each group. If any of these circumstances arise, we will talk to you about it.

## **REMEMBER**

If there are any problems, you must ask for advice. Staff will be very pleased to help, as it is such an important decision that you are making.



**Mr M Ridley Thomas**  
Deputy Headteacher

# NOTES



# GCSE Preferences 2026

Name:

Tutor Group:

**CORE CURRICULUM**

- ✓ GCSE English Language
- ✓ GCSE German OR Spanish
- ✓ Core PE
- ✓ GCSE English Literature
- ✓ GCSE Combined Science
- ✓ Core RE
- ✓ GCSE Mathematics
- 
- ✓ PSHCE

**Key Stage 3 Language:**     GCSE German     GCSE Spanish

English Set

Maths Set

Science Set

Languages Set

**Open Preferences – Number (1 to 5) In Preference Order**

- GCSE Art
- Technical Award in Engineering
- GCSE Physical Education
- GCSE Business
- GCSE Food Preparation & Nutrition
- GCSE Photography
- GCSE Computer Science
- GCSE Geography
- GCSE Religious Studies
- GCSE Design Technology
- GCSE History
- GCSE Separate Science
- GCSE Drama
- GCSE Media
- BTec Sport
- GCSE Music

Only complete if requesting Non-Languages Pathway (Not all will run):

**Non-Languages – Number 1,2,3 In Preference Order**

- Technical Award in Engineering
- GCSE Film Studies
- GCSE Photography
- BTec Sport

**Non-Languages – Choose one**

- GCSE Geography
- OR
- GCSE History

**RETURN TO YOUR FORM TUTOR BY 26<sup>TH</sup> FEBRUARY**