YEAR 9 OPTIONS 2026

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WELCOME TO THE OPTIONS PROCESS

Dear Year 9 Student,

Choosing your options is an exciting milestone in your education. For the first time, you will be selecting some of the subjects you will study over the next two years. We understand that this can feel daunting, and you may have lots of questions: Which subjects are right for me? What if I'm unsure about my future career? Please be reassured that we will support you in making choices that are right for you.

This booklet, and the options process as a whole, has been designed to guide both you and your parents/carers through this important stage. It will help you think carefully about your learning pathway and choose subjects that reflect your interests, strengths and aspirations.

It is also important to remember that the subjects you choose now, and the grades you achieve in them, can influence the qualifications available to you at post 16. We want all our students to aspire to achieve GCSE results that will allow access to Level 3 courses.

Please use all the information available to you: this booklet, advice from your teachers, conversations with your tutor, and guidance from your parents or carers. These people know you well and can help you decide which subjects best suit your strengths, interests and preferred ways of learning.

We hope the information in this booklet helps you make confident, well informed choices that will allow you to succeed over the next two years and beyond.

Mrs L. Roberts
Deputy Headteacher – Curriculum and Standards

IMPORTANT DATES

It is vital that you are on time for school to ensure you access the options information, guidance and support available in tutor time and in assembly. It is important that you also visit the Y9 options area of the school website as this will give you and your parents/carer a chance to find out more about courses on offer.

Monday 9 March	**Options Assembly** Introduction to the options process and option blocks.
Tuesday 10 March	**Dedicated Options Area on School Website** Here you will find teachers explaining the different KS4 courses on offer so you can learn a little more about each subject.
Thursday 12 March	**Careers Information & Guidance Assembly**
Tuesday 17 March	**Options Taster Selection** In form students will select the subjects they would like to experience as part of our KS4 taster day.
Wednesday 25 March	**Options Taster Day** Students will sample KS4 lessons in the subjects they are interested in studying. This will help students make an informed decision when selecting their final options.
Thursday 26 March - Wednesday 22 April	**Options Interviews** Students will meet a member of the Senior Leadership team for an options discussion. This is an opportunity to ask questions, discuss potential options and check that they fit into future career plans.
Monday 13 April	**Options Selection Form Launched on Teams** You will find your options selection form in the Year 9 area of Teams
Thursday 16 April	**Year 9 Reports and Parents Evening** Collect your child's report and meet their class teachers. You will have the opportunity to have conversations about your child's learning, KS4 courses and the options process.
Thursday 23 April	**Deadline for Option Forms** You must have completed your options selection form on Teams by this date.

WHAT IS KEY STAGE 4?

The curriculum at Key Stage 4 consists of a mixture of core curriculum subjects and option subjects. Students will be able to choose option subjects according to their strengths and interests. They will be guided through their choices by subject teachers, tutors and other staff to ensure that their choices are appropriate.

We urge that all students opt for a broad and balanced curriculum. Whilst all GCSEs have equal status, they do stress different skills and ways of learning. When making choices students must balance their skills and learning styles in order to keep options open for later life, such as choosing college or A level courses.

What does everyone do?

All students are taught a core programme. The core curriculum comprises of:

MATHEMATICS: This will lead to all students completing their GCSE Mathematics.

ENGLISH: This will lead to all students completing both their GCSE English Language and GCSE Literature.

SCIENCE: All our students will follow GCSE Science and complete GCSE Combined Science (the equivalent to two GCSEs). Some students will be given the option to study Triple Science (the equivalent to three GCSEs) if they use one of their option blocks.

RELIGIOUS STUDIES: This will lead to all students completing their GCSE Religious Education.

PHYSICAL EDUCATION (non examination course): All students will undertake PE lessons each week. In these lessons students will undertake a variety of diverse physical activities as well as providing students with an opportunity to develop an understanding of their own health and well-being.

Personal Development and Wellbeing (PDWB - non examination course): PDWB prepares students for the opportunities, responsibilities and experiences of adult life.

Core ICT (non examination course): As part of the PDWB programme all students will undertake an ICT course to improve their skills using Microsoft Office and programs they will need to use post -16.

WHY IS EXCELLENT ATTENDANCE ESSENTIAL AT KS4?

It is imperative that your child attends all school days in key stage 4, in order to achieve their full potential.

Did you know?

Attendance impacts on achievement!

Evidence shows there is a direct link between attendance and examination results.

A student with grades 5-9 is likely to earn far more than a pupil with lower grades.

Employers want a workforce which is punctual and committed.

Attendance (days missed per year)	Effect on Results (per GCSE or equivalent)
2	+1.4
4	-0.7
5.5	-1.5
7.8	-1.9
10	-2.7
More than 10	-3.3

90% - Persistently Absent
If you have 90% attendance every academic year, by Year 11 you will have missed 6 months of learning.

94% - Could Be Better
This is the equivalent of half a day of absence every 2 weeks.

97% - Very Good
Hitting school target!

100% - EXCEPTIONAL!

WHAT ARE GCSES?

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so will be useful whatever students are planning to do afterwards. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work.

WHAT ARE BTECS AND NCFE COURSES?

BTEC qualifications and NCFE (Northern Council for Further Education Courses) are types of work-related qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

WHAT IS THE ENGLISH BACCALAUREATE?

This was introduced by the Government in 2011 as a standard that some students can aim for in their KS4 studies. We will advise students on an individual basis if we feel that this route is appropriate for them and their future aspirations. To achieve the English Baccalaureate, students must complete and obtain a **Grade 4 or higher** in the following subjects:

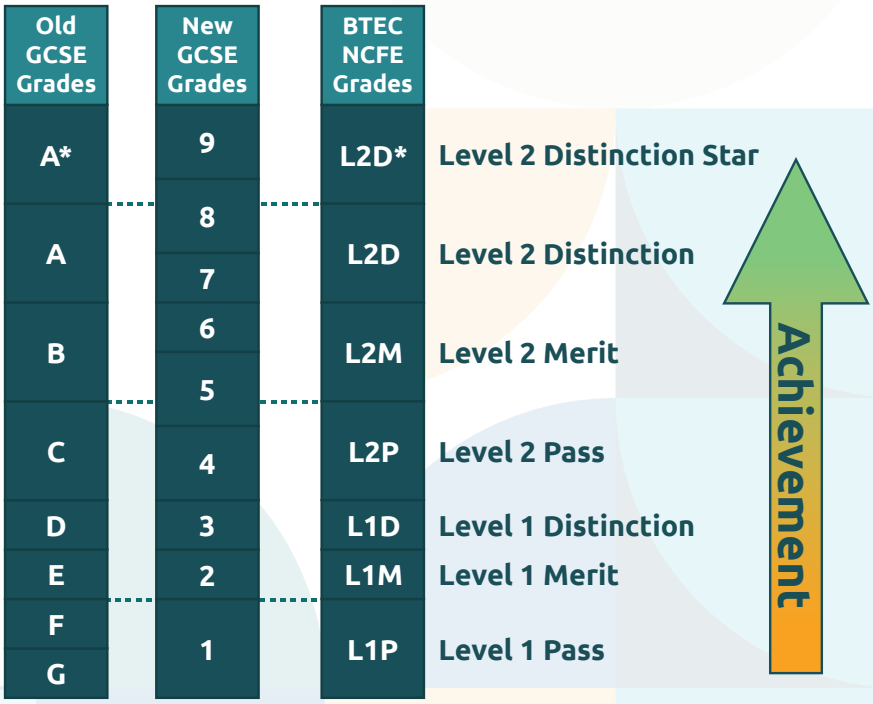
- Maths
- English
- Two Sciences (at Moor Park High School, GCSE Combined Science: Trilogy which leads to two GCSEs. Some students will study GCSE Triple Science).
- Either Geography or History
- A language (at Moor Park we study Spanish)

To achieve the EBacc students will need to therefore opt to take Spanish **and** either History or Geography

THE GRADING SYSTEM FOR GCSE AND VOCATIONAL COURSES

Students will be awarded a number from 9 to 1 with 9 being the highest grade available. A grade 7 is comparable to the old grade A, the new grade 4 is comparable to the old grade C, and the new grade 1 is comparable to the bottom of the old grade G.

Students studying vocational courses are awarded a pass, merit, distinction or distinction star at L1 or L2. All students should aim to achieve a pass level 2, the equivalent of a GCSE grade 4.



TOP TIPS FOR CHOOSING SUBJECTS

You should remember these:

Do's
DO choose subjects which you like.
DO choose subjects at which you are successful.
DO choose subjects which you may need for a career or further education.
DO find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for two years.
DO talk to the people who know you.
DO listen to the advice your subject teachers give you.

Don'ts
DON`T choose a subject just because your friend has chosen it.
DON`T choose a subject just because you like - or dislike - a particular teacher, they may not end up teaching you.

What happens once options have been chosen?
Your option form has to be submitted by **Thursday 23 April**. You will find the form in the Y9 area within Teams.

You will meet with Mrs. Roberts if there is a problem with your choices.
In the summer term you will get a letter with your Options.

All courses being offered are subject to staffing and student numbers opting for the subject

THE CONNECTION BETWEEN GRADES AND COLLEGE PATHWAYS

Level 3 Courses (2 year courses at college)

Level 3 courses include A levels and advanced vocational qualifications. To access these pathways, schools and colleges usually expect a number of strong GCSE grades.

- At **Cardinal Newman College**, A Level courses typically require Grade 5 or above in both English Language and Maths, with some subjects requiring higher grades. For example, A Level Biology, Chemistry and Physics usually requires at least two Grade 6s in Science.
- **Newman College** level 3 BTec courses including Business studies expect at least five GCSEs at grade 4 or above, including a minimum of grade 4 in either English Language or Maths.
- At **Preston College**, Level 3 courses—including Public Services, Sport and Engineering—generally require five GCSEs at Grades 9–4, including at least a Grade 4 in either English Language or Maths, and often Science, depending on the course. The other core subject typically needs to be at minimum Grade 3.

Selecting subjects that you enjoy and can achieve your best grades in will help keep your future options open and maximise your chances of progressing onto these Level 3 pathways.

Level 2 Courses

For students who do not achieve the grades needed for Level 3 study, there are still excellent opportunities available. Students may begin with a Level 2 qualification, which provides a strong foundation for future progression.

- At **Preston College**, entry requirements for most Level 2 courses are four GCSEs at Grade 3 or above, including English Language and Maths.
- Level 2 courses usually last one year, after which students can move onto an appropriate Level 3 course, providing a clear and supported route towards further study or training.

COMPULSORY CORE:
ENGLISH LANGUAGE (EDUQAS) AND LITERATURE (AQA)

"To learn to read is to light a fire; every syllable that is spelled out is a spark."
– Victor Hugo

Course Overview
As a core subject, all students study both English Literature and English Language across Years 10 and 11. Exams for both subjects are sat at the end of the two-year course, resulting in two separate GCSE qualifications.

English Literature Overview
Across the two-year course students study a range of literature texts to develop their understanding and appreciation of the power of literature. Literature texts are initially studied and critiqued in Year 10, with plenty of opportunity for recapping, revision and deepening of knowledge throughout Year 11. Set texts for this course are:

- Macbeth
- Jekyll and Hyde
- Animal Farm
- AQA Power and Conflict Poetry Anthology

In addition to the set literature texts, students also study a range of unseen poems.

How is it assessed?
Paper 1 (worth 40% of the GCSE): 1 hour 45 minutes, two essay questions (one on Macbeth and one on Jekyll and Hyde).
Paper 2 (worth 60% of the GCSE): 2 hours 15 minutes, 1 essay question on Animal Farm; one essay question on the anthology poems; 2 questions on unseen poems.

English Language Overview
Across the two-year course, students study a range of fiction and non-fiction texts and develop their ability to respond to a wide range of texts. Students must also develop their ability to write accurately, maturely and with flair, ensuring they are confident in writing both creatively and with purpose.
Students also complete a spoken language endorsement as part of this qualification.

How is it assessed?
Component 1 (worth 40% of the GCSE): 1 hour 45 minutes, 20th Century Literature Reading and Creative Prose Writing.
Component 2 (worth 60% of the GCSE): 2 hours, 19th and 21st Century Non Fiction Reading and Transactional/ Persuasive Writing.

Benefits
In addition to developing essential communication skills and an appreciation of literature and the world around us, students who are successful in this subject will be able to study A Levels at college. Colleges normally require students to have passed either English Language or Literature to at least a grade 4 or 5, dependent on the courses students are wishing to study.
There are also a wide range of careers available for those students who may choose to study English at university level, including: journalism; teaching; advertising and marketing; law; public sector careers.

Course Contact: Mrs Aslam, room 8

COMPULSORY CORE: MATHEMATICS (AQA)

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers" - Shakuntala Devi

Course Overview

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills grouped into five areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and probability

Students will build on the work covered during Key Stage 3.

Students will be expected to:

- Use and apply standard techniques, recalling facts and formulae, and use them in multi-stage problems.
- Reason, interpret and communicate mathematically by presenting reasoned, logical proofs and drawing conclusions.
- Solve problems in various mathematical and real world contexts.

There will be greater emphasis on problem solving, multistage problems in a variety of contexts, which draw on mathematics from different areas of the specification.

How is it assessed?

There is no coursework for Mathematics.
Three written papers, each of duration 1½ hours, are taken at the end of the course. The papers will be of equal difficulty and there will be a mixture of shorter and longer questions, which are drawn from all parts of the specification. A calculator may be used for papers 2 and 3.

The papers are taken at one of two levels: Higher or Foundation.
At Higher level grades 3 - 9 are available. At Foundation level grades 1 - 5 are available.

Benefits

Mathematics is one of the core subjects. Students that do not achieve a grade 4 must continue to study mathematics. Achieving a good grade in mathematics can lead to studying AS, A levels, BTECs, NVQs and apprenticeships in a wide range of subjects.

Course Contact: Mr Allison, room 14

COMPULSORY CORE: SCIENCE (AQA)

"Equipped with his five senses, man explores the universe around him and calls the adventure Science" - Edwin Powell Hubble

Course Overview

PHYSICS: This course is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems, asking and answering questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as the efficiency of electrical appliances and braking distances as well as larger concepts like conservation of energy and radiation.

CHEMISTRY: The course is designed to help students understand how to formulate a scientific approach to understanding the world and solving problems. It starts with the fundamental ideas in chemistry, putting the building blocks in place to allow students to develop an understanding of topics such as chemical structures and their properties, chemical reactions and how to analyse substances. Many of the materials considered are substances that students will come across in their daily lives like oils, metals and drinking water.

BIOLOGY: Students study a series of topics related to the living world and relevant to students. The course is designed to help students understand how science can be used to explain the world in which they live, and the impact humans have. Students can see how science is used to solve problems ranging from infectious diseases to creating bio-fuels.

There is no better way to learn about science than through purposeful practical activities as part of day to day teaching and learning. The course will require students to carry out at least 21 practicals to develop their understanding of the scientific theory.

How is it assessed?

There are six examination papers: two biology, two chemistry and two physics. Each exam is 1 hour 15 minutes. Students will be assessed on their practical skills in their exams with 15% of the marks coming from questions relating to the practicals completed in class.

Benefits

Students achieving well in science GCSEs will gain 2 highly regarded GCSEs. Sixth Form courses, apprenticeships and employers will include the science GCSEs within their selection criteria. The sciences will give students a particular advantage in careers including the further academic study and research of science, pharmacy, veterinary science, medicine, dentistry, agriculture, pharmaceuticals (research, development and sales), ecology, environmental science, aerospace science and many more.

There is a strong element of practical work throughout science, with students completing the AQA 'required practicals'; an element of the course requiring practical skills, organisation and communication skills - all of which are highly sought after by employers and further study providers alike.

Course Contact: Mr Desai, room 18

COMPULSORY CORE: RELIGIOUS STUDIES (AQA)

"Diversity is the hardest thing for a society to live with, but the most dangerous thing for a society to be without" - William Sloan

Course Overview

The GCSE in Religious Studies allows students to engage with the key beliefs, teachings and practices in Christianity and Islam, whilst also studying some of the key themes in philosophy, ethics and contemporary moral issues. The course enables students to examine the teachings and attitudes from the main world religions on issues such as war, animal rights, abortion, crime and punishment and euthanasia. Students are also encouraged to engage in discussion and lively debate on their personal response to such issues.

How is it assessed?

Students will sit two examinations. Each of the two examinations will last 1 hour and 45 minutes and are worth 50% of the final grade.
The first examination will assess understanding of religious beliefs and practices (Christianity and Islam) and the second examination will focus on ethical, philosophical and moral issues (Thematic Studies).

Benefits

This qualification allows progression into general post-16 education and provides students with the foundations to study A Level in Religious Studies. Due to the versatile and wide-ranging skill base of the course students have gone on to focus on the sciences, audiology, teaching, journalism, criminology and even accountancy at university.

Course Contact: Mrs Ali, room 27

COMPULSORY CORE: PHYSICAL EDUCATION

"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity." - J F Kennedy

Course Overview

In line with statutory guidance, all students will undertake a lesson of Physical Education each week. In these lessons students will undertake a variety of diverse physical activities as well as providing an opportunity for students to develop an understanding of their own health and well-being.

By following the programme of study in core PE, students will gain an understanding of the importance exercise plays on their physical, mental, and emotional wellbeing. Students will gain the tools to sculpt a healthy active lifestyle once they leave school.

Alongside this, students experience a rotation of different sports and fitness activities, with the emphasis on students developing, practicing and evaluating their skills in both individual and group activities. Students will also develop the ability and experience of sports leadership within lessons.

Students with an interest in PE should also carefully consider choosing PE as an options subject. This would enable them to study the subject at a deeper level.

Course contact: Mrs Townsend, PE Office

ART AND DESIGN (AQA)

"I found I could say things with colour and shapes that I couldnt say any other way - things I had no words for."
- Georgia O'Keefe

Course Overview

GCSE Art and Design aims to build on the skills and knowledge you have learned at KS3. Projects are designed to ensure that all students experience a wide range of skills, techniques and processes, allowing you to develop your own abilities, ideas and personal outcomes.

You will look at the work of other artists, craftspeople and designers, experiment with a variety of different materials and techniques, record your own ideas in a series of creative methods and develop personal outcomes.

The skills learnt in Art & Design will reflect those needed in any creative industry. This will include:

- Problem-solving skills
- Creative thinking and exploration
- Creative presentation of work
- Developing a portfolio of work
- Working to deadlines
- Visual self-expression
- Decision making and evaluations
- Organisation skills

How is it assessed?
Component 1 - The portfolio is worth 60% of the overall GCSE grade. Students will produce one sustained project and a selection of further work/mini projects that represent their course of study.

Component 2 - The externally set assignment is worth 40% of the overall GCSE grade. For this component there is a seperate externally set task paper from AQA, featuring seven tasks, of which students will choose one to complete. Students will be allocated a period of preparation time to research and develop ideas in response to the chosen question, culminating in ten hours of supervised time to produce a personal outcome.

No formal written exam required.

Benefits
Following the GCSE Art course, you will have exerienced a range of skills, techniques and processes that will broaden your understanding of art, craft and design. You might decide to pursue a career in art and design, which is now the fastest-growing industry in the UK. You might go on to study A Levels in art, graphics, media, ceramics, textiles, design, illustration, web design or photography. Alternatively, you could study for a BTEC National Diploma, in art, graphics or illustration. Another option is to do a craft/product design apprenticeship.

Many employers value an art and design qualification, recognising the skills you have developed alongside the ability to work independently on large-scale projects. Even if your career path is not a creative one, in art and design you will learn skills that are transferable to many different industries and also be able to use the time to build your own personal confidence, independence and creativity.

Course Contact: Mrs Lamb, room 1

BUSINESS STUDIES (EDEXCEL)

"Wealth flows from energy and ideas"
- William Feather

Course Overview
The course is structured into two themes, focussing on how entrepreneurs start businesses (theme 1) through to growing and global businesses (theme 2).

Theme 1 - Content Overview

Enterprise and entrepreneurship
Spotting a business opportunity
Putting a business idea into practice
Making the business effective
Understanding external influences on business

Theme 2 - Content Overview

Growing the business
Making marketing decisions
Making product decisions
Making financial decisions
Making human resource decisions

How is it assessed?

Students will sit 2 examinations at the end of year 11. Each paper is worth 50% of the final grade and is 1 hour 45 minutes long.

Paper 1 – Theme 1: Investigating small business
Written exam: 1hr 45 minutes, 90 marks worth 50% of the total GCSE qualification. There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Paper 2 – Theme 2: Building a business
Written exam: 1 hr 45 minutes, 90 marks worth 50% of the total GCSE qualification. There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Benefits

After this qualification you'll understand the world of business and have developed skills in:
- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Course contact: Mr Walker, room 24

INFORMATION, COMMUNICATION TECHNOLOGY (CAMBRIDGE NATIONAL)

"I do not fear computers. I fear the lack of them."
- Isaac Asimov

Course Overview

The Cambridge National in Information Technology is designed to allow students to understand how ICT is used in the real world and provide students with practical skills that will help you in any future career. The course takes students on a journey through diverse and engaging topics, including graphic design using Photoshop, video editing, cutting-edge AR (Augmented Reality) and VR (Virtual Reality) technologies, and data management. By exploring these areas, students will not only develop their creativity and technical skills, but also gain an understanding of how IT plays a crucial role in modern businesses and industries

How is it assessed?

Non Examined Assessment	60%	You will complete two pieces of coursework: **1. Spreadsheet Solution** You will plan, design, and create a spreadsheet that meets a client's requirements. You will use a range of tools and techniques, test your spreadsheet to ensure it works as intended, and evaluate how well it meets the user's needs. **2. Augmented Reality (AR) Model Prototype** You will learn the basics of Augmented Reality and explore how AR is used on different digital devices. You will design and create an AR model prototype for a specific audience, test it, and review how effectively it presents information.
Examined Assessment	40%	A 1hr 30 exam covering IT in the Digital World
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Benefits

The Cambridge Nationals in IT provides a strong foundation for future pathways, offering students practical skills and knowledge relevant to modern digital industries. It supports progression into further education courses in IT, Computing, or Creative Media, as well as apprenticeships in areas like IT support, digital marketing, software development, and data analysis. It also opens doors to a wide range of careers, including graphic design, video production, AR/VR development, and data management. Overall, this qualification equips learners with valuable, real-world IT skills that prepare them for both advanced study and the evolving technology sector.

Course contact: Mr. Walker, room 24

3D DESIGN (AQA)

"Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it's really how it works." - Steve Jobs

Course Overview

3D Design is primarily concerned with designing a product to meet a need in a functional and aesthetic manner. On the course you will master design from conception to production. Learning through designing and making, you'll experiment creatively with traditional design production processes as well as 3D digital technologies including CAD/CAM.

You will experiment with media and processes, develop and refine your ideas before presenting your outcomes. Our aim is to feed your imagination and open your eyes to the possibilities of 3D design and the difference you can make to the world.

3D Design has no final written exam and all assessed work will be completed in school. It is therefore vital that students have excellent school attendance.

How is it assessed?

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks.

Component 2 Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks.

NO FORMAL WRITTEN EXAM REQUIRED.

Benefits

You can continue your design studies at A level, where you'll also be able to choose areas of study to specialise in. If you don't want to take your design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas.
Employers and universities regard all of these highly. 3D design can lead you into a range of careers including design engineering and creative product development, fashion design, graphic design, theatre design, animator, video game designer, illustrator, museum curator, photographer, architecture, product design, textiles design, ceramics, advertising, publishing, interior design, fashion and media journalism, retail design, jewellery design, teaching and other manufacturing industries.

Course Contact: Mr. Patel, room 10

DRAMA (EDUQAS)

"Strive for perfection in everything you do. Take the best that exists and make it better. When it does not exist, design it." - Sir Henry Royce

Course Overview
The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: Lighting design, Sound design, Set design, Costume, Hair and Make-up design. You will collaborate in devising your own piece of theatre and perform in a performance from a text. You can choose to concentrate on acting or design. You will explore a range of texts and view a variety of live theatre productions.

You will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too.

Component 1- Devising Theatre
You will participate in the creation, development and performance of a piece of devised theatre.
You will produce:
A portfolio of supporting evidence based on the rehearsal process
A performance lasting between 5-16 minutes (depending on the number of actors in your group)
An evaluation of the final performance or design.

Component 2 – Performance from a Text
You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design.
You will produce:
A performance lasting between 5-14 minutes using sections of text from both extracts.

Component 3 – Interpreting Theatre
Written examination: 1 hour 30 minutes
You will answer:
Section A: Set Text - A series of questions based on the set text that you have studied.
Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course

How is it assessed?
Component 1 – Devising Theatre (40%) Teacher marked and externally moderated
Component 2 – Performance from a Text (20%) Externally assessed by a visiting examiner
Component 3 – Interpreting Theatre (40%) Externally marked written exam paper

Benefits

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry e.g. technical writing, technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

Course Contact: Mrs Barnes, Room 2

FOOD PREPARATION AND NUTRITION (AQA)

" Cooking is like painting or writing a song. Just as there are only so many notes or colours there are only so many flavours - it's how you combine them that sets you apart" - Wolfgang Puck

Course Overview

The course is divided into 3 assessments and is worth one GCSE, using the 9-1 grading system. The grade awarded at the end will be based upon the student's performance across all three assessments. The non-exam assessment is worth 50% of the final grade and the examination is worth the other 50%.

How is it assessed?

Non- Exam Assessment (NEA)

This assessment is set by AQA and marked internally. It is worth 50% of the final grade. There are 2 NEA assessments that pupils must complete. NEA 1 is a Food Investigation and is worth 30 marks. During this assessment students' will show their understanding of the working characteristics, functional and chemical properties of ingredients. As part of their investigation learners will produce a report of 1500-2000 words including photographic evidence of their practical investigation.

NEA 2 consists of learners carrying out a Food Preparation Assessment and is worth 70 marks. For this assessment, learners will be expected to demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food, alongside showing an awareness of nutritional information and values. This will be achieved by pupils completing a three-course menu within a three-hour time frame. Again, learners will be expected to provide photographic evidence of their finished work.

Examination Assessment

This is an externally marked piece of work and is worth 50% of the final grade. The exam is out of 100 marks and is 1 hour and 45 minutes. The exam is sat at the end of year 11. The exam consists of multiple-choice answers (20 marks) and five questions that consists of sub-questions (80 marks) This is to allow learners to demonstrate their knowledge and understanding of the subject. Content areas which will be covered include: Food, nutrition and health, Food Science, Food Safety, Food Choice and Food Provenance.

Benefits

A GCSE in Food Preparation and Nutrition can open many doors for students. There are opportunities for them to study further at level 3 as well as the chance of studying a food related apprenticeship with companies such as Prezzo or they could enter the world of work in the hospitality and catering sector. There are a wide variety of careers within this sector including becoming a butcher, cake decorator, Nutritionist or catering manager. The skills gained from studying Food and Cookery can be transferred and used in everyday life including how to budget and having an awareness of the wider world and an appreciation of where food comes from

Course contact: Miss Oloke, room 21

HUMANITIES - GEOGRAPHY (AQA)

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together" - Barack Obama

Course Overview

TThe Geography GCSE allows study to study themes from both physical and human geography whilst also exploring the connections between them. Students will investigate case studies from all over the world including high incomes countries (HICs), newly emerging economies (NEEs) and low-income countries (LICs).

Topics of study include climate change, development, global shift in economic power and the challenges associated with developing sustainable energy resources. Throughout the course students are encouraged to 'think like geographers', by considering the different viewpoints and attitudes of groups within society.

Alongside the core topics students will develop their geographical skills such as map, graph and interpretation skills. Many of these skills have been introduced during their KS3 curriculum and will be developed further at KS4.

Students will also be required to complete fieldwork which includes both a physical and a human investigation. In previous years Y10 students have visited the Forest of Bowland to complete their river study by measuring the width, depth and velocity of the River Wyre. Students will then be assessed on their fieldwork.

How is it assessed?

Students will sit three examination papers.
Paper 1: Living in the physical environment. 1 hour 30 minutes examination worth 35% of the final grade.
Paper 2: Challenges in the human environment. 1 hour 30 minutes examination worth 35% of the final grade.
Paper 3: Geographical applications. 1 hour 30 minutes examination worth 30% of the final grade.

Benefits

The economists, lawyers, planners and policy makers will all need green knowledge and skills Geography is the subject where these are taught. Geographers are seen as highly employable due to their nature of transferable skills including problem solving, decision making and critical thinking. They end up going to work in a variety of sectors from meteorology, journalism, business, public relations and conservation. The possibilities are endless!

Course Contact: Miss Wells, room 25

SOCIOLOGY (AQA)

"They say that apples don't fall far from the tree, but every apple has its own seeds which need to be understood and nurtured." - O. S. Hickman

Course Overview

Students will look at different approaches to viewing society, from the ideas of Karl Marx to Feminists. It will analyse the impact that class, gender, culture, ethnicity, and other factors, such as the media, have on individuals and society.

Crime and Deviance: Delve into the causes of criminal behaviours. This topic will consider the explanations for criminal acts and analyse topical issues such as how criminals should be punished, institutional racism and how the media portrays different types of crimes, such as crimes committed by the working class and middle class.

Education: This topic explores differing views on the role of education, from feminist views, which suggest education reinforces gender inequalities, to Functionalist views, which see education as a key agent of socialisation. This topic will enable students to debate questions such as, "Why are girls outperforming boys at GCSE?", "Can money buy a better education?" and "Why do people fail or succeed in education?".

Social Stratification: This topic will look at how class, ethnicity, age, and gender affect people's life chances. This topic will examine questions such as "What is poverty?", "Does social class still matter?", "Why is there a gender pay gap?", "Why are people in the UK using foodbanks?" and "Is there an underclass who causes their inequality?". These will be examined by looking at official statistics and explanations such as Feminism, New Right and Marxism.

Families and Households: This includes debate and analysis of key family and society issues, including reasons for the changing attitudes towards alternative family types, how families differ in other countries, rising trends in divorce rates and different sociological views of society.

Research Methods: This will enable students to see how sociologists conduct research by analysing different methods, such as using official statistics to study crime rates or undercover observations to investigate anti-school subcultures in education.

How it is assessed

The course is assessment by 2 external written papers at the end of year 11. Each paper is worth 50% of the final grade and each paper is 1 hour 45 minutes. There will be multiple choice questions followed by a range of short and extended responses.

Benefits

Sociology provides a well-respected GCSE for people who want to pursue work in law, politics, public relations, teaching, business, human resources and management, public services and many other careers. Sociology suits students who are curious about the world.

Course Contact: Miss Wells, room 25

HUMANITIES - HISTORY (EDEXCEL)

"A people without the knowledge of their past, origin and culture is like a tree without roots"
– Marcus Garvey

Course Overview

All students who choose GCSE History will investigate a range of different historical periods:

Thematic Study: Medicine in Britain, c1250-present.

Period Study and British Depth Study: Early Elizabethan England 1558-88 AND The American West, c.1835-c.1895.

Modern Depth Study: Weimar and Nazi Germany, 1918-39.

Please remember, good written communication is necessary at GCSE level. History candidates are expected to demonstrate a good level of grammar and punctuation and an ability to write well-structured essays.

How is it assessed?

History will be assessed through three separate examinations at the end of year 11. The Period Study and British Depth Study paper will be worth 40% and the two other examinations will each be worth 30%.

Benefits

At A Level, history is seen as an extremely relevant and highly regarded academic subject; top universities for example list it as one of their preferred subjects. Many professions such as medicine and law feel that history both opens the minds of students and challenges them. Therefore, history can gain you entry into a wide range of careers, including television, radio, journalism, the police force, law, social work and the civil service.

Course Contact: Mr Holliday, room 23

MUSIC (EDUQAS)

"Music and rhythm find their way into the secret places of the soul" - Plato

Course Overview
We will take an integrated approach to the three distinct disciplines of performing, composing and appraising and develop our skills through four areas of study. These areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.
Area of study 1: Musical Forms and Devices – Western Classical Tradition
Area of study 2: Music for Ensemble – Texture and Sonority
Area of study 3: Film Music
Area of study 4: Popular Music

Component 1- Performing
Total duration of performances: 4-6 minutes
Non-exam assessment: internally assessed, externally moderated 30% of qualification
A minimum of two pieces, one of which must be an ensemble performance of at least one minute. The other piece(s) may be either solo and/or ensemble.
One of the pieces performed must link to an area of study of the learner's choice.
You can perform on any instrument, including voice and vocal performances such as rapping, MC-ing and beat-boxing, as well as technology-based performances. These should be equivalent to a Grade 3 standard.

Component 2 - Composition
Total duration of compositions: 3-6 minutes
Non-exam assessment: internally assessed, externally moderated 30% of qualification
You will gain, develop and demonstrate knowledge of the skills and techniques needed to create your own music and write two compositions, one of which must be in response to a brief set by the exam board. You will be required to explore melody and harmony, form and structure and demonstrate effective use of musical elements and devices in your work.
You will choose one brief from a choice of four, each one linked to a different area of study.
The second composition is a free composition.

Component 3 - Appraising
Written examination: 1 hour 15 minutes (approximately) 40% of qualification
This component is assessed via a listening examination.
There are eight questions in total, two on each of the four areas of study listed above.
Two of the eight questions are based on extracts set by the exam board.

How is it assessed?
Component 1 – Performing – 30% internally assessed, externally moderated
Component 2 – Composition – 30% internally assessed, externally moderated
Component 3 – Appraising – 40% external exam

Benefits
GCSE Music will set you up for any further study of Music, Music technology or Music Performance courses at college or 6th form. This course will also provide many transferable skills, such as communication, teamwork, commitment, creativity and confidence as well as the ability to work both independently and within a group.

Course contact: Mrs Lamb, room 3

PHYSICAL EDUCATION (OCR)

"Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose – it teaches you about life." - Billie Jean King

Course Overview

This ambitious course is perfect for pupils who patriciate in sport outside of school as well as having a keen interest in the theory behind the way the body functions during exercise.

Physical factors affecting performance.
Students will study the basic structures and functions of body systems, the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance. They will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured. Students will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.

Socio-cultural issues and sports psychology.
Students will examine influences that impact participation, including engagement patterns of different social groups, the commercialisation of physical activities, the influences of sponsorship and the media and sports psychology. Students will learn the benefits of participating in physical activities and sports to their health, fitness and well-being. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle. They will also develop their knowledge and understanding of energy use along with diet, nutrition and hydration.

How is it assessed?
Students are assessed in several ways including; practically in three sports, via examination of two 60-minute test papers and within a piece of coursework.

Students will sit 2 written examinations at the end of Year 11 worth a total of 60% of their final grade. Each paper will last 60 minutes.

Students will also be assessed on their practical performances of three activities taken from the two approved lists. One from the 'individual' list and one from the 'team' list. Their performance marks are worth 30% of their final GCSE grade.

Students will complete a piece of coursework that is worth 10% of their final grade. Students will need to analyse and evaluate either their own or a peer's performance in order to produce an action plan to improve the quality and effectiveness of the performance.

Benefits
GCSE PE allows for progression to higher qualifications such as A level Physical Education, BTEC Sport and Level 3 Sport Science or Sport Studies. The OCR GCSE PE course can lead to a wide range of employment opportunities within the sporting industry such as physiotherapy, coaching, teaching, sports management, personal training, the fitness industry, the armed forces, police and fire service.

Course contact: Miss Townsend, PE Office

TRIPLE SCIENCE (AQA)

"Science is simply common sense at its best, that is, rigidly accurate in observation, and merciless to fallacy in logic."- Thomas Huxley

Course Overview

The Triple Science course provides thorough preparation for further studies in science disciplines at A Level and Degree level. Extra topics are covered on the Triple Science course, which is a help to students who are certain they wish to pursue further education in Sciences. Many careers require GCSE Science, and students may find that the Triple Science course puts them in a great position to pursue these careers successfully. Studying the Triple Science course, as with many scientific qualifications, provides students with a variety of skills that can be applied to many areas of work, such as analysing and problem solving.

PHYSICS: This course is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems, asking and answering questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as the efficiency of electrical appliances and braking distances as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang. The course will require students to carry out at least 10 practicals to develop their understanding of the scientific theory.

CHEMISTRY: The course is designed to help students understand how to formulate a scientific approach to understanding the world and solving problems. It starts with the fundamental ideas in chemistry, putting the building blocks in place to allow students to develop an understanding of topics such as chemical structures and their properties, chemical reactions and how to analyse substances. Many of the materials considered are substances that students will come across in their daily lives like oils, metals and drinking water. The course will require students to carry out at least 8 practicals to develop their understanding of the scientific theory.

BIOLOGY: Students study a series of topics related to the living world and relevant to students. The course is designed to help students understand how science can be used to explain the world in which they live, and the impact humans have. Students can see how science is used to solve problems ranging from infectious diseases to creating bio-fuels. There is no better way to learn about science than through purposeful practical activities as part of day to day teaching and learning. The course will require students to carry out at least 10 practicals to develop their understanding of the scientific theory.

How is it assessed?

There are six examination papers: two biology, two chemistry and two physics. Each exam is 1 hour 45 minutes. Students will be assessed on their practical skills in their exams with 15% of the marks coming from questions relating to the practicals completed in class.

Benefits

Students achieving well in Triple Science will gain 3 highly regarded GCSEs. Sixth Form courses, apprenticeships and employers will include the science GCSEs within their selection criteria. The sciences will give students a particular advantage in careers including the further academic study and research of science, pharmacy, veterinary science, medicine, dentistry, agriculture, pharmaceuticals (research, development and sales), ecology, environmental science, aerospace science and many more. There is a strong element of practical work throughout science, with students completing the AQA 'required practicals'; an element of the course requiring practical skills, organisation and communication skills - all of which are highly sought after by employers and further study providers alike.

Course Contact: Mr McHale, room 20

PHOTOGRAPHY (AQA)

"Art is not what you see, but what you make others see."
- Edgar Degas

Course Overview
GCSE Photography is a practical art-based course where you will use photography as the main medium for exploration and outcomes. The start of the course will give you an introduction to photography and how to use a camera, learning basic photography rules. The course will embed learning from KS3 focusing on research, developing ideas, creativity, and experimentation.

Digital Experimentation will be a key component which you will learn throughout the course using Adobe Photoshop. You will explore a range of editing techniques in response to a variety of artists and photographers. The photographs you take will be developed into personal outcomes. The outcomes will summaries your learning and might take the form of well-presented images, 3D outcomes, collage or textiles pieces.
The skills learnt in Photography will reflect those needed in any creative industry. This will include:

- Problem-solving skills
- Creative thinking and exploration
- Creative presentation of work
- Developing a portfolio of work
- Working to deadlines
- Visual self-expression
- Decision making and evaluations
- Organisation skills

How is it assessed?
Component1: The portfolio is worth 60% of the overall GCSE grade. Students will produce one sustained project and a selection of further work/mini projects that represent their course of study.

Component 2: The externally set assignment is worth 40% of the overall GCSE grade. For this component, there is a separate externally set task paper from AQA, featuring seven tasks, of which students will choose one to complete. Students will be allocated a period of preparation time to research and develop ideas in response to the chosen question, culminating in ten hours of supervised time to produce a personal outcome.

No formal written exam is required.

Benefits
Following the GCSE Photography course, you will have experienced a range of skills, techniques and processes that will broaden your understanding of Photography. You might decide to pursue a career in photography, art and design or graphic design. The design industry is the fastest growing industry in the UK, with a breadth of career options. You might go on to study A Levels in art, graphic design, web design or photography. Alternatively, you could study for a BTEC National Diploma, in art, graphics or illustration. Another option is to do a craft/product design apprenticeship.

Many employers value creative qualifications, recognising the skills you have developed alongside the ability to work independently on large-scale projects. Even if your career path is not a creative one, in Photography you will learn skills that are transferable to many different industries and also be able to use the time to build your own personal confidence, independence and creativity.

Course Contact: Mrs Lamb, room 1

SPANISH (AQA)

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart" - Nelson Mandela

Course Overview
Spoken in over 30 countries worldwide, Spanish is becoming increasingly important in the world of work. Indeed, according to a report from the British Council in 2023, 75% of UK employers value language skills in their employees.

As the second most widely spoken language globally, studying Spanish could lead to exciting opportunities in travel, business, and trade.

The objective of the Spanish GCSE at Moor Park is to inspire and encourage students by providing insight into the language and culture of Spanish-speaking countries. It prepares students for further study at A Level and lays a foundation for future development.

We also equip students to navigate the ever-changing global landscape, promoting a deeper understanding of diverse cultures and enhancing their ability to communicate through visits to local Spanish restaurants, workshops at universities (such as Manchester and Lancaster), attending talks to explore career opportunities with Spanish, extracurricular activities such as language club and trips to Spain.

How is it assessed?
You will be examined in Four main areas covering the essential communicative skills of listening, speaking, reading and writing. Each assessment area is weighted evenly at 25%.

Each unit explores a range of topics, allowing you to relate your lives and experiences to the study of the three main themes:

- Theme 1: People and lifestyle;
- Theme 2: Popular culture;
- Theme 3: Communication and the world around us.

Benefits

At both GCSE and A Level, languages are considered highly regarded academic subjects, with some of the most prestigious universities requiring them for entry. A language qualification opens up wide range of opportunities:

- Career opportunities, highly valued in medicine, law, business and travel careers;
- Cultural and social skills, enhancing the ability to communicate effectively;
- Valuable transferable skills applicable to any life or work experience.

MODERN FOREIGN AND COMMUNITY LANGUAGES

If you speak a language other than English, fluently, and you can read and write in it, it is possible to be entered for a GCSE in this language to compliment your options and increase your qualifications. Usually these exams are done in year 10 to avoid increasing the workload in year 11. Such exams require an element of independent preparation alongside support from the MFL faculty and outside examiners.

Course Contact: Mrs Akachar (room 31)/Miss Pedace (room 29)

BTEC HEALTH AND SOCIAL CARE (LEVEL 1/2 PEARSON)

"They say that apples don't fall far from the tree, but every apple has its own seeds which need to be understood and nurtured." - O. S. Hickman

Course Overview

The course is divided into 3 components and is the equivalent to one GCSE. The grades awarded range from Level 1 Pass, Merit and Distinction to Level 2 Pass, Merit, Distinction and Distinction Star. The final grade awarded at the end will be based on an accumulation of the student's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

Component 1 Human Lifespan Development:
This component consists of one individually researched in-depth internally assessed piece of written work. This will be taught over 36 Guided Learning Hours (GLH). Within the piece students will be expected to have a wide and detailed knowledge of human physical, intellectual, emotional and social development across the life stages as well as being expected to understand how different people react to the same life event. This piece of work will be set and completed under timed conditions, specified by Pearson.

Component 2 Health and Social Care Services and Values:
Again, this component consists of one internally assessed in-depth piece of individually researched written work. This will be taught over 36 GLH. In the work students will be expected to have a wide and detailed knowledge of what health and social care services are available to people and who might need them. As well as exploring the reasons why people may not be able to access these services and strategies that have been put into place to overcome this. The assignment will also explore the different skills, attributes and values required to give care, including problem solving, empathy and compassion. This assignment will also be set and completed under timed conditions, specified by pearson.

Component 3 Health and Well Being:
This is an externally assessed piece of work. This will be taught over 48 GLH and is a combination of what has been learnt in Components 1 and 2. This concludes in one 2-hour examination in which learners are required to study the factors that affect health and wellbeing and learn about positive and negative effects of lifestyle factors on a persons overall health and wellbeing.

Benefits
A Level 2 award in Health and Social Care can open up many doors and opportunities, including the chance to study the subject further at level 3, here in the Sixth Form. You would also have the chance to take on an apprenticeship in the Health or Social Care sector or enter employment. There is a wide and varied career path to consider when you study Health and Social Care including: midwifery, teaching, nursing, paramedic, radiography, speech therapy, podiatry, and physiotherapy. The list goes on. The skills gained from studying Health and Social Care can be transferred and used in everyday, daily life. An example being: knowing how to communicate effectively can help you with interviews; when you apply for college; university or your first job. After all, being able to communicate with others allows for a more harmonious atmosphere in your career choice.

Course Contact: Miss Wells, room 25

Notes

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