



# YEAR 9 OPTIONS







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# W E L C O M E

## MR BELLMON

I am delighted to welcome you to our Year 9 Options Evening, a pivotal moment in your child's educational journey. This evening marks an important step in shaping the future path of our students as they make decisions about their academic and vocational pursuits.

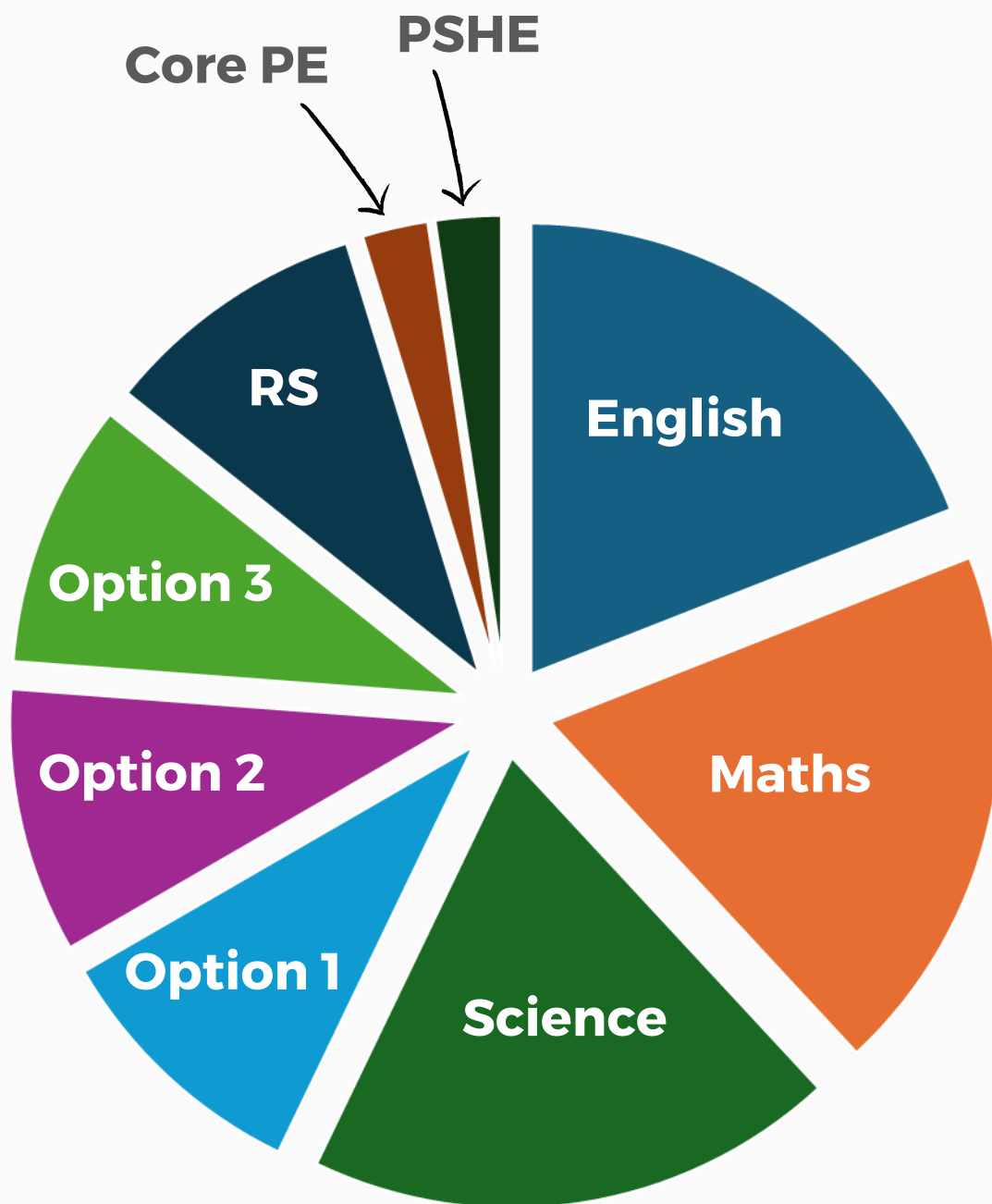
Navigating the options process can be both exciting and challenging. Our dedicated staff, including subject leaders and career advisors, are here to guide you through this process, ensuring that your child makes informed choices aligned with their passions, strengths, and aspirations.

This evening you will have the opportunity to explore the range of subjects available to our Year 9 students. Each subject plays a crucial role in developing not only academic knowledge but also essential skills that will prepare our students for the ever-changing demands of the future.

All students at St Michael's study 4 compulsory qualifications - English, Maths, Science and Religious Studies. Each of these subjects is an examined GCSE qualification. All students will continue to participate in core PE for fitness and wellbeing, and PSHE for personal development.

As parents and carers, your support is invaluable during this decision-making process by talking to your child about their interests, goals, and the opportunities that different subjects can offer. Our school is committed to fostering a collaborative partnership between home and school, and together, we can support our students to make choices that set them on the path to success.

The chart below shows how students will spend their time



# THE OPTIONS TIMELINE

## OPTIONS ASSEMBLY

Thursday 12<sup>th</sup> February



## OPTIONS EVENING

Thursday 12<sup>th</sup> February



## SUBJECT TASTER SESSIONS

Friday 13<sup>th</sup> February



## DEADLINE FOR CHOICES

Friday 27<sup>th</sup> February



# THE OPTIONS TIMELINE

## FINAL DECISIONS SHARED

Monday 22<sup>nd</sup> March



**Talk to your  
teachers**

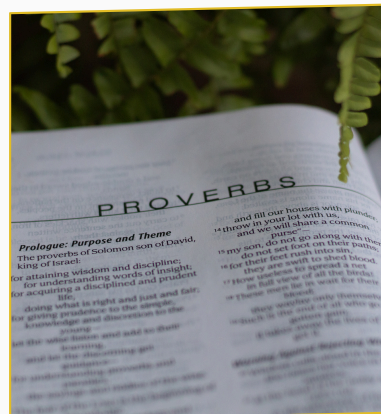
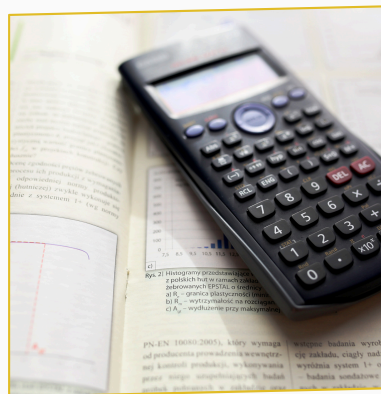
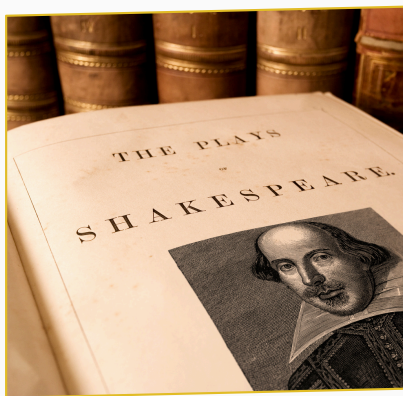
**Research  
different career  
paths you might  
be interested in**

**Choose a balance of  
subjects - think  
about your workload  
in year 11.**

**Talk to older  
students who've  
been through the  
process**

# COMPULSORY QUALIFICATIONS

All students at St Michael's study English, Maths, Science and Religious Studies at GCSE level.





# COMPULSORY SUBJECTS

## English Language GCSE

The GCSE course for English Language is an essential part of everyday life. It is used to communicate, understand and develop insight into the world around us. It provides an appreciation of the intricacies of our daily talk and the impact that words can have. English Language encourages pupils' critical understanding of literature; challenges them to deconstruct literary texts and enables pupils to understand how different times and perspectives inform our view of the world. Across Years 10 and 11, pupils develop their knowledge of written and spoken forms. Pupils learn to unpick and critique writers' use of methods and craft their own creative fiction and non-fiction pieces. Pupils build on their knowledge of KS3 when reading texts to retrieve information from an extract; analyse the writer's language choices; analyse the writer's structural choices; evaluate the writer's methods in response to a statement; summarise and synthesise information from two sources; compare the viewpoints of writers and the methods used to present these viewpoints. Pupils develop their manipulation of language in writing to form and develop ideas; organise and structure writing for effect; select and develop vocabulary and literary methods; select and develop punctuation and grammatical forms for effect.

### Assessment

Two written papers.

Paper 1: 1 hour 45 minutes - Explorations in creative reading and writing

Paper 2: 1 hour 45 minutes - Writers' viewpoints and perspectives

Spoken Language Assessment- completed during the end of Year 10.



# COMPULSORY SUBJECTS

## English Literature GCSE

In Year 10, pupils study the content of the English Literature texts, focusing on: plot and character development; concepts and themes; writers' intentions and contextual factors and writers' methods and their effects. Throughout the two-year course, pupils will study: An Inspector Calls, Macbeth, A Christmas Carol, the Eduqas Poetry Anthology and a range of unseen poetry.

Year 10 focuses on creating and consolidating the vast stores of conceptual knowledge. Pupils will need to be able to compose an effective essay response in Year 11.

Year 11 revisits pupils' knowledge of the Literature texts and focuses on pupils' application and connection of this knowledge in order to form conceptualised essays in response to the texts. Year 11 students are taught how to form a line of argument for their essays; how to effectively select and connect textual references; how to analyse the writer's literary methods; how to discuss the writer's intentions and how they have been established.

### Assessment

Two written papers.

Component 1: 2 hours Shakespeare and Poetry Anthology

Component 2: 2 hours 30 minutes- An Inspector Calls, A Christmas Carol, Unseen Poetry.





## Maths GCSE

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Their mathematical knowledge can also be accessed in other subjects such as science, geography, computer science and other subjects.

Pupils will be taught the concepts based on the 5 main areas of GCSE Mathematics:

- Statistics and Probability
- Geometry
- Algebra
- Ratio and Proportion
- Number.

Within each of the topics, pupils will explore their application of knowledge using skills in problem solving, fluency and reasoning.

GCSE Mathematics is examined with 3 papers in the summer of Year 11. This consists of one non-calculator paper and two calculator papers. It is therefore essential every child has their own calculator.

Grades are determined by total marks - with grade boundaries being set nationally at the end of each examination series.

There are two options for entry with a foundation paper aimed at grades 1-5 and higher papers aimed at pupils grade 3 - 9.





# Science GCSE (Combined)

GCSE science is a broad subject that covers three main disciplines: biology, chemistry, and physics. Students study all three sciences as part of the GCSE science curriculum. The purpose of GCSE science is to provide students with a foundational understanding of scientific principles, methods, and concepts. As part of the course students are required to undertake a number of practicals and experiments.


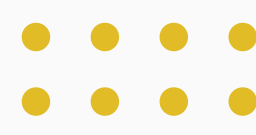
## Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology

## Chemistry

- 8. Atomic structure and the periodic table
- 9. Bonding, structure, and the properties of matter
- 10. Quantitative chemistry
- 11. Chemical changes
- 12. Energy changes
- 13. The rate and extent of chemical change
- 14. Organic chemistry
- 15. Chemical analysis
- 16. Chemistry of the atmosphere
- 17. Using resources

## Physics

- 18. Energy
  - 19. Electricity
  - 20. Particle model of matter
  - 21. Atomic structure
  - 22. Forces
  - 23. Waves
  - 24. Magnetism and electromagnetism
- 
- 



# Religious Studies

This course allows students to study world religions (Christianity and Islam) as well as key themes such as Relationships, Peace & Conflict, and Crime & Punishment. Students will participate in class discussions, exploring their own beliefs and comparing and contrasting these to religious perspectives and the opinions of those around them. Students will learn how to debate and discuss difficult topics in a meaningful and productive way.

## **Course Content**

Beliefs, teachings and practices of:

- Christianity
- Islam

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.


## **Assessment**

Paper 1: The study of religions: beliefs, teachings and practices - 50%

Paper 2: Thematic studies - 50%

## **Where does this course lead?**

GCSE Religious Studies develops highly transferable skills such as critical thinking, evaluation, clear written communication and respectful debate. These skills support progression into a wide range of subjects at A-Level and beyond, including Humanities, Social Sciences and Law, and are valued by employers in careers such as education, healthcare, policing, social work, journalism and public service. The course also helps students become thoughtful, informed and tolerant citizens in a diverse society.



# OPTION SUBJECTS

Option subjects are organised into three timetabled blocks, and students study one subject from each block. Subjects within the same block run at the same time, so it isn't possible to select two from the same block. The blocks have been designed to offer the widest possible range of courses, using the most popular combinations from previous years and tailored to the strengths and interests of this Year 9 cohort, so that as many students as possible can access their preferred pathways.

<p><b>Block A</b></p>	<ul style="list-style-type: none"> <li>• Art Craft and Design (with option of textiles), GCSE</li> <li>• Business, GCSE</li> <li>• Design Technology, (20) GCSE</li> <li>• History, GCSE</li> <li>• Hospitality and Catering, (20) Vocational Award</li> <li>• Sport, BTEC</li> </ul>
<p><b>Block B</b></p>	<ul style="list-style-type: none"> <li>• Child Development, Cambridge National</li> <li>• Computer Science, GCSE</li> <li>• Creative i Media, Cambridge National</li> <li>• Art Craft and Design, (with option of textiles) GCSE</li> <li>• Drama, GCSE</li> <li>• Performing Arts (including music), Vocational Award</li> </ul>
<p><b>Block C</b></p>	<ul style="list-style-type: none"> <li>• Business, GCSE</li> <li>• Geography, GCSE</li> <li>• History, GCSE</li> <li>• Spanish, GCSE</li> </ul>



# OPTION SUBJECTS

Students will be asked to select their first choice subject in each of the three option blocks. They will also be asked to select a back up choice in each block in case their first choice course is full.

It is important that students consider their choices carefully as they will be studying them for two years.

After option forms have been submitted, every Year 9 student will have a short one-to-one meeting with a member of the Senior Leadership Team. This is a supportive conversation to check that choices are well matched to each student's strengths, interests and future pathways, and to help resolve any uncertainties before options are finalised. If parents/carers would also like to attend, they are very welcome to join the meeting either in person or via Microsoft Teams. Please note that these appointments are designed to be brief to ensure we can see every student promptly.

Wherever possible and suitable, our aim is to give you your first choices but we must stress that this is not always the case if more pupils opt for a course than there are places available or not enough pupils opt for a course and therefore we are unable to run it. When making decisions on subject places, we take into considerations your attendance, dedication and commitment to the subject over the last three years.

When making decisions about which subjects to choose, consider the long-term impact of studying the course rather than choosing a course because you like a teacher or because your friends are studying the course.



# ART, CRAFT & DESIGN

## TYPE OF QUALIFICATION: GCSE

Art GCSE enables students to develop an exciting and extensive range of creative and technical skills. They also gain a strong understanding of historic and contemporary visual art practice. The course will include drawing, but can also include a range of other techniques and processes: painting, printmaking, collage, ceramics, photography, digital work, mixed media, sculpture and film. You will develop an extensive range of creative practical work, with some supporting 'contextual skills'.



### Assessment

The course consists of a coursework component which assesses all work from September of year 10 - January of year 11. The second component is the externally set assignment. The exam board publishes its Timed Test Paper which suggests a theme and possible starting points for student to work on. Students work on this project for approx 12 weeks, students then sit an 10 hour exam to produce the final piece for the exam project.

### Where does this course lead?

Students can go on to study on a range of Art & Design courses. There are a vast range of career options and choices that studying art and design can lead to, these can include working in Fine Art, Fashion Design, Graphic Design, or Architecture, for example, as well as many other possible creative Art & Design jobs and careers.

Students also develop valuable transferable skills, including creative ideas development, problem-solving, contextual interpretation, and visual communication, as well as organisational, presentation, and team-working skills.



# ART, CRAFT AND DESIGN (TEXTILES)

## TYPE OF QUALIFICATION: GCSE

Art Textiles GCSE enables students to develop an exciting and extensive range of creative and technical skills. They also gain a strong understanding of historic and contemporary visual art practice. The course will include drawing, but can also include a range of other techniques and processes: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

### Assessment

The course consists of a coursework component this assesses all work from September of year 10 - January of year 11. The second component is the externally set assignment. The exam board publishes its Timed Test Paper which suggests a theme and possible starting points for student to work on. Students work on this project for approx 12 weeks, students then sit an 10 hour exam to produce the final piece for the exam project

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# BUSINESS

## TYPE OF QUALIFICATION: GCSE

The qualification is divided into two separate themes:

### Theme 1 - Investigating small business

Students begin with an introduction to entrepreneurship and how to spot a business opportunity. Students learn how and why business ideas come about, and how to put a business idea into practice. Students will explore a range of factors that impact on the success of the business, including external factors, such as the economy and legislation.

### Theme 2 - Building a business

Students are introduced to methods of growing a business and how marketing decisions can help a business to be more competitive. Students will explore how to meet customer needs and make effective financial decisions. Students learn that decisions about organisational structure, recruitment, training and motivating staff can influence growth.



### Assessment

Theme 1 is assessed in a written examination (1 hour and 45 minutes), which contributes to 50% of the qualification.

Theme 2 is assessed in a written examination (1 hour and 45 minutes), which contributes to 50% of the qualification.

### Where does this course lead?

This qualification in business will enable students to understand more about the business world and what is involved in running a small business. It will also help students progress onto to a number of different academic and vocational qualifications at Level 3, including A levels in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.



# CHILD DEVELOPMENT

**TYPE OF QUALIFICATION: CAMBRIDGE NATIONAL**

The Cambridge National in Child Development will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments.

## **Assessment**

Unit 1 - Health and well-being for child development - exam.

Unit 2 - Create a safe environment and understand the nutritional needs of children from birth to five years - centre-assessed tasks.

Unit 3 - Understand the development of a child from one to five years - centre assessed tasks.

## **Where does this course lead?**

This course could lead to career paths such as: nurse, midwife, nursery staff, health visitor, social worker, pre school teacher, play therapist, or child care provider.

# COMPUTER SCIENCE

## TYPE OF QUALIFICATION: GCSE

This course promotes the integrated study of computer science. It will enable learners to develop a broad range of skills in the areas of programming, system development, computer architecture, data, communication and applications.



### Assessment

**Component 1 - Understanding Computer Science:**

Assessed in a written examination (1 hour and 45 minutes), which contributes to 50% of the qualification.

**Component 2 – Computer Programming:**

Assessed in an on-screen examination (2 hours), which contributes to 50% of the qualification.

### Where does this course lead?

This qualification provides a suitable foundation for the study of computer science at AS and A level, or a range of Level 3 qualifications involving IT. This qualification is ideal for anyone considering a career in computer programming or software engineering.

# CREATIVE iMEDIA

## TYPE OF QUALIFICATION: CAMBRIDGE NATIONAL

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. Students will start at pre-production and develop their skills through practical assignments as they create final multimedia products.



### Assessment

Unit 1: Creative iMedia in the media industry - an externally assessed unit (written exam lasting 1 hour and 30 minutes)

Unit 2:

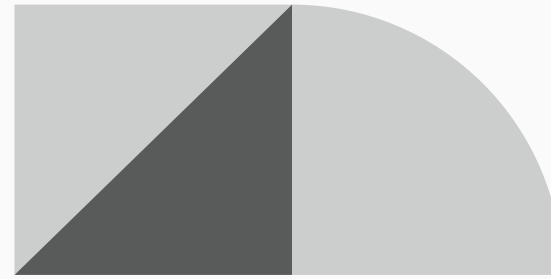
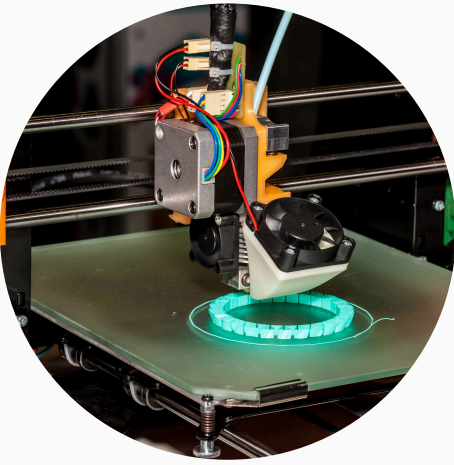
Visual Identity and Digital Graphics - a centre-assessed unit with a set assignment consisting of two practical tasks

Unit 3:

Interactive Digital Media - a centre-assessed unit with a set assignment consisting of three practical tasks

### Where does this course lead?

This qualification will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship.



# DESIGN & TECHNOLOGY

## TYPE OF QUALIFICATION: GCSE

This qualification provides students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace within creative and design led industries. The course will offer you the opportunity to solve real problems by designing and making products or systems. You will study the following areas: design and technology and our world, smart materials, electronic systems and programmable components, mechanical components and devices, and materials.

Students will write design briefs, investigate challenges, develop ideas, and design prototypes.

### Assessment

Component 1: 50% exam (Design and technology and our world)

Component 2: 50% design (sketchbook/CAD and practical based coursework project).

### Where does this course lead?

There are many career paths that Design and Technology could take you down; from Carpenter to Architect all the way to Aerospace engineer.

# DRAMA

## TYPE OF QUALIFICATION: GCSE

Throughout the two years students will create, perform and study professional Drama. The in-lesson learning is enhanced through live theatre visits, which help to develop the learners' understanding of performance.

The students chose a specialism to be assessed in, from the following;

- Performer
- Lighting Designer
- Sound Designer
- Set Designer
- Costume Designer
- Puppet Designer

This course does require students to attend after school and weekend rehearsals at certain times in the year.

### Assessment

Unit 1: Understanding Drama (written exam) - 40%

Section A: Theatre roles and terminology

Section B: Study of Set Text (Blood Brothers)

Section C: Live theatre production (Billy Elliot the Musical)

Unit 2: Devising Drama (devising logs) - 40%

Section 1: Response to a stimulus

Section 2: Development and collaboration

Section 3: Analysis and evaluation

Practical performance

Unit 3: Texts in Practice (live scripted performance) - 20%

Perform two extracts from the same script

### Where does this course lead?

A GCSE in Drama can lead to careers in acting, directing, stage management, or other roles within the performing arts industry. With additional qualifications, you could also pursue a career in teaching drama at secondary schools, or in arts administration roles including managing theaters or organising events.



# G E O G R A P H Y

## TYPE OF QUALIFICATION: GCSE

Geography is an important subject because it is about the world which we live in and the people who live in it. It helps us understand our world and makes it a more interesting place in which to live. It helps us to make sense of news events and what is going on around us. Geography helps us to understand ways of life that are different from our own and makes travel and meeting people more exciting.

### Assessment

Exam paper 1 - Living in the UK Today - 30%

- Landscapes of the UK
- People of the UK
- UK Environmental Challenges

Exam paper 2 - The World Around Us - 30%

- Ecosystems of the planet
- People of the planet
- Environmental threats to our planet

Exam paper 3 - Geographical Skills - 40%

- Fieldwork based skills and knowledge



### Where does this course lead?

The knowledge and skills you learn in geography can help you with a variety of interesting careers. Some of the skills you will develop in geography are: team work, data collection techniques, data presentation techniques, map/graph/diagram analysis, drawing conclusions and evaluating topics. All of these are qualities employers value highly. By studying geography at GCSE, you are opening up several career opportunities in travel and tourism, town planning, weather forecasting, surveying, cartography (map making), volcanology (volcanoes and earthquakes), disaster planning, and agriculture (farming).



# HISTORY

## TYPE OF QUALIFICATION: GCSE

We live in a volatile, dynamic and interconnected world. Knowledge of the past is essential in understanding and trying to make sense of what's happening now. GCSE History helps us to do both, through studying key events and individuals from the past and the ways in which they have shaped our present. Employers are always looking for young people who are able to think critically and analytically, both key attributes of the historian, and studying GCSE History can help you to develop these skills.

### Assessment

#### Paper 1 - 30%

- Medicine in Britain, c1250–present
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

#### Paper 2 - 40%

- Early Elizabethan England, 1558–88
- The American West, c1835–1895

#### Paper 3 - 30%

- Weimar and Nazi Germany, 1918–39

### Where does this course lead?

GCSE history can help prepare you for careers in journalism, the arts, travel and tourism, politics, law and more.

# HOSPITALITY AND CATERING

## TYPE OF QUALIFICATION: VOCATIONAL AWARD

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? If so, this qualification is for you!

### Unit 1:

Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2:

Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

### Assessment

Unit 1: Written exam - 40%

Unit 2: Plan and prepare a menu - 60%

### Where does this course lead?

Through this course you will develop skills such as communication, team and problem solving, which are essential skills in many careers. This course will also open up opportunities for you to work in the hospitality sector as an events organiser, chef or concierge.



# P E



## TYPE OF QUALIFICATION: BTEC

This course is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology

### **BTEC Sport:**

- Component 1: Preparing Participants to Take Part in Physical Activity - 30%
- Component 2: Taking Part and Improving Other Participants' Sporting Performance - 30%
- Component 3: Developing Fitness to Improve Performance - 40%

### **Assessment:**

Coursework, including a filmed practical element - 60%

Exam - 40%

### **Where does this course lead?**

This course can lead into a career pathway in the sports industry through further study at Level 3. BTEC Sport also gives practical sports coaching experiences which develop transferrable skills.

# PERFORMING ARTS (WITH MUSIC)

## TYPE OF QUALIFICATION: VOCATIONAL AWARD

This course will focus on the Music pathway.

### Unit 1: Performance

Right at the start of the course we begin working on your performance skills and musicianship. Getting you ready for your first (of many!) performances.

### Unit 2: Creating

Here we look at the process, tools and techniques of music composition. We will use software and live sessions to write music, songs, film scores... whatever you're interested in!

### Unit 3: Performing arts in practice

Here you're going to be learning about what happens behind the scene in the performing arts industries. You'll have to respond to a commission and think about how to pitch your ideas.

### Assessment

Unit 1: Performance - 30%

Unit 2: Produce a piece of music - 30%

Unit 3: Coursework project - 40%

### Where does this course lead?

By studying this course you will develop your communication skills, confidence, organisation and time management. This course will set you up to study music at a higher level, or to pursue a career as a composer, sound engineer, musician or producer.



# SPANISH

## TYPE OF QUALIFICATION: GCSE

Studying Spanish at GCSE level is a fantastic opportunity to develop fluency in another language as well as learning about new cultures. The ability to speak multiple languages is a highly sought after quality in our diverse and evolving society. Students on this course will learn how to read, write and speak Spanish to a high level.

### Assessment

Paper 1 - Listening - 25%

Paper 2 - Speaking - 25%

Paper 3 - Reading - 25%

Paper 4 - Writing - 25%



### Where does this course lead?

Students who study GCSE Spanish are valued for their academic abilities and interpersonal qualities. Consequently, there are a wide range of career options available, including Interpreting, Translation, International Business and Law, Travel and Tourism, Journalism, Sales and Marketing, International Finance, and Politics.



# COMPULSORY NON-QUALIFICATION SUBJECTS

## Core PE

High-quality PE is more than 'just playing games or running around'. It impacts on a student's physical, moral, social, emotional, cultural and intellectual development. While it can be a stress-reliever and provide respite from classroom-based learning, it also provides pupils with meaningful learning experiences.

## PSHE

PSHE is a curriculum for modern life. PSHE education provides young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. Our PSHE curriculum covers topics such as careers, physical health, mental health, and financial education.

# CAREERS ADVICE AND GUIDANCE



## **Careers Connect**

Students who would like to discuss their options choices in more detail with our independent careers advisor can speak to Mrs Witterick to arrange an appointment.

## **Prospects.ac.uk**

The Prospects website is full of useful information that can help young people to consider the wide variety of career opportunities that are out there for them to pursue.

# St Michael's Church of England Academy



**ALL SAINTS**  
Multi Academy Trust