



SETTLE COLLEGE

“ Be the best you can be. ”



Key Stage 4 Options—Route 1

Guidance for Year 9 students and parents

Students in Year 9 in 2024/2025 who will be in Year 10 in 2025/26 and Year 11 in 2026/27

“Striving for excellence in everything we do.”

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Options Booklet Contents

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The subsequent pages contain the option subjects in alphabetical order.

The options form should be completed online by **12th February 2025**. The QR code and link for this form can be found at the back of this booklet.

Please note that it may not be possible to run an option subject if too few students choose it. Settle College reserves the right to make the final decision about availability of courses.

If you have any questions during this selection process, please email Mrs Ashton-Fitch, Miss Nutter, or the relevant Subject Leader.

Mrs Ashton-Fitch: R.Ashton-Fitch@settlecollege.n-yorks.sch.uk

Miss Nutter: J.Nutter@settlecollege.n-yorks.sch.uk

Email addresses for subject staff are included in the subject-specific pages within this booklet.

Curriculum, Assessment, Levels of Qualification & Progress

Curriculum Structure & Setting

Our curriculum is based on a two-week timetable, where you will follow a different schedule of lessons in week A compared with week B. There are 50 lessons over the two week cycle. In option subjects, you are taught in mixed ability groups and there will be students from Year 10 and Year 11 in the same class. This allows us to offer a wider range of subjects to all students.

Assessment and Levels of Qualification

All GCSE subjects are now graded using the 9-1 grading system. Under this system, a Grade 4 is a 'standard pass', whilst a Grade 5 is a 'strong pass'.

Vocational qualifications are awarded Distinction*, Distinction, Merit or Pass. A level 2 Pass is equivalent to a GCSE grade 4. For vocational qualifications, all students study towards a Level 2 qualification, but in the event of that standard not being reached, a Level 1 can be awarded. Level 1 results correspond to the GCSE grades 1-3.

All subjects are assessed with some form of examination at the **end** of the course. This means that **core** subjects are examined at the end of Year 11 (with the exception of RS, which is completed in Year 10) and **option** subjects are examined at the end of the year in which they are studied, two in each of Years 10 and 11.

Tracking progress

Throughout the courses, you are expected to complete internal assessments. These are moderated and used to track progress, allowing your teachers to provide any support required. Your parents will receive a progress review update three times a year in year 10 and twice in year 11, which will include the grade that your teachers predict you will achieve in that GCSE and the results of these internal assessments. You also have an opportunity to formally discuss progress at an annual Parents' Evening. Parents can also make contact with the school to discuss progress via Mrs Ashton-Fitch (Learning Manager of Year 9), Mrs Coulson (Learning Manager of Years 10 & 11) or Miss Nutter (Assistant Headteacher) . Similarly, school will contact your parents where there are concerns in regard to progress or to celebrate successes.

The GCSE curriculum

All qualifications offered through our curriculum carry awards which count towards your GCSE tally. These awards also count towards the requirements for entry to Post-16 study, apprenticeships or other training.

The English Baccalaureate (EBacc)

The EBacc is made up of a suite of subjects comprising:

- English;
- Maths;
- Two Science qualifications;
- A language (either French or Spanish);
- A humanities subject (either History or Geography).

English, Maths and Science are studied by all students. To complete the EBacc, you will need to select at least one language (French or Spanish) and at least one humanities subject (Geography or History) during Years 10 and 11.

A study from UCL Institute of Education has shown that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can also help a young person's performance in English and Maths.

The government's ambition is to see 90% of pupils studying the EBacc subject combination. This is because of the evidence above and also that it shows ambition for what you can achieve in the future.

You are a student for whom external data and feedback from staff suggests you have an aptitude for the subjects included in the EBacc, so the uptake of this EBacc measure will be a requirement for you.

When making your choices, please choose at least one of French and Spanish and at least one of History and Geography. Please note that you may choose more than one language or humanity if you wish.

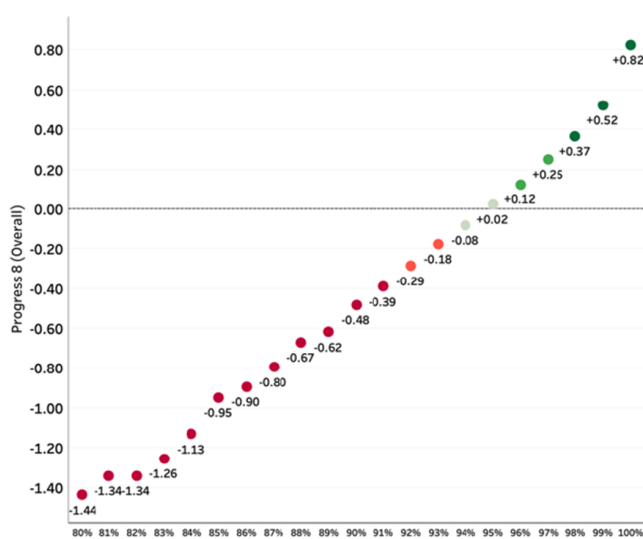
A balanced curriculum

Alongside the EBacc, we do encourage you to think carefully about the choices for your remaining two options. Selecting options from a range of different subjects, including those with more practical and creative elements, will demonstrate that you have a range of skills and attributes when you apply for further education or employment.

There is extensive evidence about the benefits of studying arts qualifications (Art, Drama, Music or Photography) as part of your formal education. These subjects really allow you to develop your ability to think creatively and innovatively, skills that are valuable to all employers in any area. They also allow you to learn to work independently and collaboratively, as well as demonstrating that you can take constructive feedback on your work in order to make improvements. These subjects are also shown to have a very positive impact on people's mental health and wellbeing, which is vitally important throughout your GCSE studies.

Attendance

Whilst we understand that there will be times of genuine illness, it is really important you focus on your attendance to school during your GCSEs. The following graph shows how your progress is positively affected by good attendance:



Average Progress 8 score and attendance

Making your choice

Please read the details of course requirements, assessment arrangements and the work covered carefully before deciding which subjects you would like to follow.

In particular, where a subject offers both a GCSE and vocational qualification, please make sure you know which is best suited to your skills. Discuss this with the Subject Leader or your teacher for this subject if necessary.

We ask that you make a choice of five subjects in order of preference and indicate these in the online application form, which can be accessed using the QR code at the end of this booklet. We will do our best to award the first four choices, across Year 10 and Year 11, where possible. Please note that you are welcome to include notes on the form if you have a specific request, but school reserves the right to have the final decision on which subject is available when. Unfortunately, as we are a small school, it will not be possible for us to construct a timetable for the two years that allows for every possible combination of options subjects, so we will have to, at times, ask you to make changes to your choices. We do understand that this is disappointing for you, so we will always do our best to make sure that you can complete the subjects that you have selected.

- In options subjects whereby Year 10 and Year 11 students are taught together, in the event of over-subscription, students in Year 11 will take priority.
- All technology subjects are limited to 20 students per group (for reasons of health and safety).
- Some subjects do require students to engage with extra-curricular activities. For example, in music, students need to play an instrument or sing as part of the qualification.

Please note that it may not be possible to run an option subject if too few students choose it. Settle College reserves the right to make the final decision about availability of courses.

All forms must be submitted by Wednesday 12th February

OPTION SUBJECTS

| | |
|---------------------------------|--|
| Qualification | ART GCSE (AQA) |
| Overview | <p>GCSE Art allows you to undertake a range of practical skills and develop enquiring and independent thought processes, thus enabling you to arrive at creative and original artworks. We also look at how artists have created works of art through techniques and the exploration of the artefact's purpose or the ideas behind works of art. We will also explore both contemporary and historical sources of art, craft and design first-hand through, for example:</p> <ul style="list-style-type: none"> visiting museums, galleries, art shows and fairs; experiencing audio-visual productions, including still and moving imagery; develop the skills of selecting your best and most appropriate works of art for presentation and exhibition. |
| Course Content | <p>We hope to encourage an adventurous and enquiring approach to Art. In the first half term, we explore a variety of materials, techniques and styles to develop practical skills, confidence and, hopefully, an emerging individual style. We also explore past and contemporary Art and Design practice and ideas to develop an understanding of visual language and Art principles. In the second half of term one, we work through our major project, starting with a theme which will enable students to explore a variety of ideas around the theme. You will then explore and develop your own idea in relation to the theme, arriving at a final complex composition or range of work.</p> <p>From February to April, we will work on the preparation for the Externally Set Assignment (exam)</p> <p>In the summer term, we explore different printing techniques, arriving at a final Print developed from a theme.</p> |
| Assessment | <p>Component 1: Personal Portfolio: 96 marks (60%)</p> <p>Component 2: Externally Set Assignment: 96 marks (40%)</p> <p>On 2nd January, Unit 2 is released to centres. From 1st February, you will start preparation work. At the end of the spring term, four exam sessions are used to make up the 10 hour exam.</p> |
| Learning Pathway Post 16 | <p>There are many things you can do with a GCSE in Art. You could choose to carry on your studies by taking Art in the Sixth Form. GCSE Art also provides a sound foundation for a variety of other Sixth Form courses.</p> <p>A GCSE in Art shows that you have a high level of independence, are able to work on original ideas and that you are able to analyse ideas. These skills are highly valued by employers.</p> <p>Past pupils have gone on to work in Architecture, Graphic Design, Fashion industry, Games design, TV and Film industry, Advertising, Engineering, Aviation, Education, Psychology and many other industries.</p> |
| Subject Leader | <p>Ms P Griffiths, Subject leader of the Arts Faculty</p> <p>If you have any questions prior to making your choices, please see Ms Griffiths or email: P.Griffiths@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | COMPUTER SCIENCE GCSE (PEARSON EDEXCEL) |
|---------------------------------|--|
| Overview | <p>This qualification has a simple structure with six comprehensive topic areas, assessed through two externally-examined papers. One of these is a written paper focused on computational thinking, data computers, networks, issues and impact of computing in the world today.</p> <p>The other practical onscreen assessment focuses on the ability to analyse and solve problems by designing, writing, testing and refining programs.</p> <p>The qualification's combination of written and practical elements balances theory and practical application, providing students with a rounded experience of computer science.</p> |
| Course Content | <p>Paper 1: Principles of Computer Science.</p> <p>Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.</p> <p>Topic 2: Data – understanding of binary, data representation, data storage and compression.</p> <p>Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.</p> <p>Topic 4: Networks – understanding of computer networks and network security.</p> <p>Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</p> <p>Paper 2: Application of Computational Thinking</p> <p>This paper will assess Topic 6: Problem solving with programming.</p> |
| Assessment | <p>Paper 1: Principles of Computer Science 1 hour 30 minutes 50% of the qualification, worth 75 marks</p> <p>Paper 2: Application of Computational Thinking. Onscreen examination: 2 hours 50% of the qualification 75 marks</p> |
| Learning Pathway post 16 | <p>The skills and knowledge learnt in this qualification can be used to support other subjects and as we are living in the digital age, will become useful in your further education and career.</p> <p>You could choose to carry on your studies at Settle College with our post 16, Computing qualification.</p> |
| Subject Leader | <p>Mrs E Partridge, Subject Leader for ICT</p> <p>If you have any questions prior to making your options choices, please see your Computing teacher, or email: E.Partridge@settlecollege.n-yorks.sch.uk.</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | CREATIVE IMEDIA LEVEL 2 VOCATIONAL – GCSE EQUIVALENT (OCR) |
|---------------------------------|--|
| Overview | Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field, from pre-production skills to digital animation, and will have a hands-on approach to your learning, which has a strong relevance to the way you use the technology required in creative media. |
| Course Content | <p>This is delivered across three units; one unit is an exam and the other two are coursework tasks.</p> <p>R093: Creative iMedia in the media industry: this is the examined unit, which focuses on how a media product is planned</p> <p>R094: Visual identity and digital graphics: creating digital graphics is an important area for any media. You will develop what you already know about digital graphics. Unit 3 will be decided after a discussion with the class.</p> <p>We can choose from:</p> <ul style="list-style-type: none"> R095: Characters and comics R096: Animation with audio R097: Interactive digital media R098: Visual imaging R099: Digital games |
| Assessment | <p>Examination: Creative iMedia in the media industry: 1 hour 30 mins</p> <p>Assignment 1: Visual identity and digital graphics: 10-12 hours</p> <p>Assignment 2: To be decided, 12-15 hours</p> |
| Learning Pathway post 16 | <p>The planning and design skills and knowledge learnt in this qualification can be used to support other subjects and, as we are living in the digital age, any of the units we choose could become useful in your further education or career.</p> <p>You could choose to carry on your studies by taking the Cambridge Technicals in the Sixth Form.</p> |
| Subject Leader | <p>Mrs E Partridge, Subject Leader for ICT</p> <p>If you have any questions prior to making your options choices, please see your Computing teacher, or email: e.partridge@settlecollege.n-yorks.sch.uk.</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

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| Qualification | DESIGN AND TECHNOLOGY GCSE (Edexcel) |
| Overview | The GCSE in Design and Technology enables you to understand and apply design processes through which you explore, create and evaluate a range of outcomes. The qualification enables you to use creativity and imagination to design and make prototypes which solve real and relevant problems. It gives you opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and Design, Computing and the Humanities. |
| Course Content | You will acquire subject knowledge in Design and Technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes. You learn how to take design risks, helping you to become resourceful, innovative and enterprising citizens. You will develop an awareness of practices from the creative, engineering and manufacturing industries. |
| Assessment | The NEA a single 'design and make' activity worth 50% of the final grade A 1hr 45 mins written examination worth 50% of the final grade. Maths and Science knowledge contributes 15% to this written element. |
| Learning Pathway Post 16 | There are many things you can do with a GCSE in Design and Technology. You could choose to carry on your studies by taking a Technology A-Level in the Sixth Form. GCSE Design and Technology also provides a sound foundation for a variety of other Sixth Form courses. There is no better time to think about a career in the wide ranging field of design and Britain has always produced world-class designers. Creativity is a key strength of our economy, and British designers are among the best in the world. |
| Subject Leader | Mr M Greenep, Subject Leader for Design and Technology. If you have any questions prior to making your options choices, please see your Design Technology teacher or email: m.greenep@settlecollege.n-yorks.sch.uk. |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

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|---------------------------------|--|
| Qualification | DRAMA GCSE (AQA) |
| Overview | <p>GCSE Drama is a practical, performance-based course. You will learn by completing practical performance based projects; you can study as a performer or as a technician in technical support roles such as set design lighting or costume. You also study scripted texts written by established playwrights.</p> <p>The course includes practical work and written coursework and culminates in performance and written exams.</p> |
| Course Content | The course is made up of practical performance work as well as the application of your knowledge and understanding of drama and theatre. There are two performance based components: one is the performance of two scripted extracts for a visiting examiner and the other requires you to devise your own original piece of drama and produce an accompanying portfolio showing your planning and progress. The written exam focuses on the study of a variety of theatre roles, your own response to a live performance and the study of a scripted play from the perspective of a performer and theatre designer. |
| Assessment | <p>40% Written exam on one set text and evaluation of live theatre</p> <p>40% Devised performance and associated written coursework</p> <p>20% Performance of two extracts from the same play</p> |
| Learning Pathway post 16 | <p>You can go on to study either A-levels in Drama and/or Performing Arts. Alternatively, you can go on to train in the Performing Arts Industry.</p> <p>A GCSE in Drama shows that you have a high level of confidence, can present information to an audience and are able to cope in a variety of challenging situations. These skills are highly valued by employers.</p> |
| Subject Leader | <p>Ms P Griffiths, Teacher of Drama and subject leader of the Arts Faculty.</p> <p>If you have any questions prior to making your options choices please contact p.griffiths@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

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|---------------------------------|---|
| Qualification | ENGINEERING LEVEL 2 VOCATIONAL —GCSE EQUIVALENT (WJEC) |
| Overview | The WJEC qualification in Engineering gives you the opportunity to achieve a nationally recognised engineering qualification and provides an engaging, robust, broad-based introduction to the world of engineering. It provides underpinning knowledge, understanding and practical skills that reflect the needs of a modern engineer. |
| Course Content | The Engineering course comprises of three core units that underpin the knowledge and skills that are valued in the engineering sector. One core unit focuses on essential knowledge, one on manufacturing skills and the other core unit focuses on applying your design skills. You will study the following: Manufacturing engineering products (Internally assessed) Designing engineering products (Internally assessed) Solving engineering problems (Externally assessed) |
| Assessment | The Engineering course, as outlined above, is predominantly graded through continuous assessment tasks, although it does have 40% of the qualification externally assessed. There are three units: One is an exam and two units are internally marked. Manufacturing engineering products (Internally assessed —40%) Designing engineering products (Internally assessed —20%) Solving engineering problems (Externally assessed —40%) |
| Learning Pathway Post 16 | You can progress onto the A-Level Product Design course in the Sixth Form or a Level 3 Engineering qualification, or use as a first step towards a career in architecture, graphic design, product design or engineering. |
| Subject Leader | Mr M Greenep, Subject Leader for Design and Technology. If you have any questions prior to making your options choices, please see Mr Greenep or email: m.greenep@settlecollege.n-yorks.sch.uk |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

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|---------------------------------|---|
| Qualification | ENTERPRISE AND MARKETING CAMBRIDGE NATIONAL VOCATIONAL – GCSE EQUIVALENT (OCR) |
| Overview | <p>The Cambridge National in Enterprise and Marketing will encourage students to:</p> <ul style="list-style-type: none"> • understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise • develop learning and practical skills that can be applied to real-life contexts and work situations • think creatively, innovatively, analytically, logically and critically • develop independence and confidence in using skills that would be relevant to the business and enterprise sector |
| Course Content | <p>All students complete three units of work. Two of these will be assessed through a coursework-based project and 1 will be assessed through an external examination.</p> <p>In the year, students will study:</p> <ul style="list-style-type: none"> • RO67 – Enterprise and Marketing Concepts (Exam) • RO68 – Design a Business proposal (NEA) • RO69 – Market and pitch a business proposal (NEA) |
| Assessment | <p>RO68 and RO69 are coursework based. All the coursework-based units involve extended writing tasks using computers. Together they are worth 60% of the course.</p> <p>RO67 is an external examination which is taken in June and is for 1 hour 15 minutes. This is worth 40% of the course.</p> <p>The exam consists of a mixture of multiple choice plus, 2, 3, 4, 6 and 8 mark questions.</p> |
| Learning Pathway post 16 | <p>Students who complete the full Level 2 course can progress to an Apprenticeship or onto a Level 3 programme such as the Cambridge Technical Extended Certificate, which we currently offer in the Sixth Form.</p> |
| Subject Leader | <p>Mrs Ashton-Fitch subject Leader for Business Studies.</p> <p>If you have any questions prior to making your options choices, please see Ms Ashton-Fitch or email: r.ashton-fitch@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | FOOD PREPARATION AND NUTRITION GCSE (WJEC) |
|---------------------------------|--|
| Overview | The WJEC Eduqas GCSE in Food Preparation and Nutrition equips you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. It encourages you to cook, enables you to make informed decisions about food and nutrition and allows you to acquire knowledge to be able to feed yourself and others affordably and nutritiously, now, and later in life |
| Course Content | Food Preparation and Nutrition will focus on six main areas: <ul style="list-style-type: none"> • Food commodities; • Principles of nutrition; • Diet and good health; • The science of food; • Where food comes from; • Cooking and food preparation. |
| Assessment | The non-examination assessment is composed of two assessments that are set by the exam board. <p>Assessment 1: The Food Investigation Assessment 15% of total qualification.</p> <p>A Food Investigation will be set that will require you to: research and plan the task; investigate the working characteristics, function, and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result; analyse and evaluate the task; produce a report which evidence all the above and includes photographs and/or visual recordings to support the investigation.</p> <p>Assessment 2: The Food Preparation Assessment 35% of total qualification.</p> <p>This assessment assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.</p> <p>This assessment will require you to: plan, prepare, cook, and present a selection of dishes to meet requirements such as a dietary need, lifestyle choice or specific context.</p> <p>Component 1 - Written Examination Course content study areas are assessed through an examination, worth 50% of the total GCSE.</p> |
| Learning Pathway Post 16 | Studying food preparation and nutrition can lead to a variety of career options such as a chef, food product developer, buyer, Food Safety Inspector, nutritionist, dietician, quality manager, teacher, food engineer, food scientist, food technologist, food photographer, food stylist, home economist, hotel and restaurant manager, microbiologist or working in food magazines. For more information on food careers, please visit www.tastycareers.org.uk |
| Subject Leader | If you have any questions prior to making your options choices, please see Ms Mason and her email is: r.mason@settlecollege.n-yorks.sch.uk . |

| Course skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

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|---------------------------------|---|
| Qualification | HOSPITALITY AND CATERING Level 2 VOCATIONAL – GCSE EQUIVALENT(WJEC) |
| Overview | <p>This exciting course from Eduqas (WJEC) offers a qualification in Hospitality and Catering. You will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist you in making choices about progression. It will also equip you with the knowledge, understanding and skills required to cook and prepare food, whilst allowing you to apply the principles of nutrition, sustainability and healthy eating.</p> <p>Following this qualification will encourage you to cook and enable you to make informed decisions about food, nutrition and budgeting to allow you to be able to feed yourself and others affordably and nutritiously, now and later in life. IT will also allow students to explore sustainability issues related to food issues, including seasonality, food miles and availability, Fairtrade and freedom foods.</p> |
| Course Content | <p>The course will be made up of the following modules:</p> <ul style="list-style-type: none"> Food preparation and cooking skills How food can cause ill health Different nutritional needs of individuals The functions of nutrients in the body The environment in which the hospitality and catering industry operates The types of services included in the industry |
| Assessment | <p>Unit 1; The Hospitality and Catering industry External assessment; Written examination 90 minutes 40% of qualification</p> <p>Unit 2; Hospitality and Catering in Action Internal assessment; Research, prepare, cook and present dishes. 9 hours (including 4 hour practical assessment) 60% of qualification</p> |
| Learning Pathway Post 16 | <p>Successful completion of this qualification could support entry to: Sixth Form study Qualifications that develop specific skills for work in hospitality and catering This course can also lead to careers in Environmental Health, Childcare, Dietician and Nutrition, Food Nutrition, Food industry Nutritionist and New Product Development.</p> |
| Subject Leader | <p>If you have any questions prior to making your options choices, please see Ms Mason or email: r.mason@settlecollege.n-yorks.sch.uk</p> |

| Course skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | FRENCH GCSE (AQA) |
|---------------------------------|---|
| Overview | GCSE French allows you to develop your French language and communication skills to your full potential, enabling you to develop your listening, speaking, reading, writing, grammar and vocabulary. |
| Course Content | Your language skills will be developed by using your own experiences and those of other people from French speaking cultures in the following themes: <ul style="list-style-type: none"> • Theme 1: People and lifestyle • Theme 2: Popular culture |
| Assessment | <p>Paper 1: Listening What's assessed: Understanding and responding to different types of spoken language 25% of GCSE</p> <p>Paper 2: Speaking What's assessed: Communicating and interacting effectively in speech for a variety of purposes 25% of GCSE</p> <p>Paper 3: Reading What's assessed: Understanding and responding to different types of written language 25% of GCSE</p> <p>Paper 4: Writing What's assessed: Communicating effectively in writing for a variety of purposes 25% of GCSE</p> |
| Learning Pathway Post 16 | <p>There are many things you can do with a GCSE in French. You could choose to carry on your studies by taking A Level French in the Sixth Form.</p> <p>A GCSE in French draws your focus to the mechanics of language: grammar, conjugations, and sentence structure. This makes you more aware of language, and the ways it can be structured and manipulated. These skills can make you a more effective communicator and a sharper editor and writer. Language speakers also develop a better ear for listening, since they are skilled at distinguishing meaning from discreet sounds. In most careers, language abilities are highly valued, which can make a difference.</p> |
| Subject Leader | <p>Mme S Bataller, Subject Leader for Modern Languages.</p> <p>If you have any questions prior to making your options choices, please see your French teacher, or email: s.bataller@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | GEOGRAPHY GCSE (AQA) |
|---------------------------------|---|
| Overview | You will travel the world from the classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. |
| Course Content | During the Geography GCSE course, you will study such areas as: Natural Hazards (Volcanoes, earthquakes, tropical storms, extreme weather in the UK and climate change). Tropical rainforests Coasts and rivers Changing urban areas Water resources Fieldwork—geographical skills |
| Assessment | <p>Paper 1 Written exam 1hr 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) 35% of GCSE</p> <p>Paper 2 Written exam 1hours 30 minutes 88 marks (including 3 marks for SPaG) 35% of GCSE</p> <p>Paper 3 Written exam 1 hour 30 minutes 76 marks (including 6 marks for SPaG) 30% of GCSE</p> <p>Pre-release resources booklet made available 12 weeks before Paper 3 exam</p> |
| Learning Pathway Post 16 | There are many things you can do with a GCSE in Geography. You could choose to carry on your studies by taking A Level Geography in the Sixth Form. GCSE Geography also provides a sound foundation for a variety of other Sixth Form courses. You will develop a strong understanding of your role in society, by considering different viewpoints, values and attitudes. All of these skills are highly valued by employers and institutions for further education. |
| Subject Leader | Mrs R. Whitaker, Subject Leader for Geography If you have any questions prior to making your options choices, please see your Geography teacher, or email: r.whitaker@settlecollege.n-yorks.sch.uk |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|------------|-----------------|-------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | HISTORY GCSE (EDEXCEL) |
|---------------------------------|--|
| Overview | The GCSE History course provides a broad and diverse study of the history of Britain and the wider world. We will explore periods and topics that have shaped the world we live in today, covering aspects of medieval, early modern and modern history. The GCSE course will extend your knowledge by studying new areas of content and by revisiting and deepening knowledge and understanding of content studied previously. History GCSE demands a lot of reading and writing, therefore students taking the course should be prepared for this. |
| Course Content | In GCSE History, you will study the following topics: Medicine in Britain c1250 to the present; The British sector of the Western Front in the First World War: injuries, treatment and the trenches; Early Elizabethan England, 1558-1588; Superpower relations and the Cold War, 1941- 1991; Weimar and Nazi Germany, 1918-1939. |
| Assessment | Assessment is 100% exam-based. There will be three exams, taken at the end of the course: Paper 1: Thematic Study (medicine) and the Historic Environment (the Western Front): worth 30%. Paper 2: British Depth Study (Elizabethan England) and Period Study (the Cold War): worth 40%. Paper 3 : Modern Depth Study (Germany): worth 30%. |
| Learning Pathway Post 16 | There are many things you can do with a GCSE in History. You could choose to carry on your studies by taking A-Level History in the Sixth Form. GCSE History also provides a sound foundation for a variety of other Sixth Form courses. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by employers. |
| Subject Leader | Ms P Fisher, Subject Leader for History. If you have any questions prior to making your options choices, please see your History teacher, or email: p.fisher@settlecollege.n-yorks.sch.uk |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| | |
|---------------------------------|---|
| Qualification | MUSIC GCSE (EDUQAS) |
| Overview | The GCSE course is designed for students of all abilities. You must have an interest in music and the ability to sing or play an instrument, as well as appreciate all styles of music, from Classical through to the latest popular music. By the time you start the course, you must also have a basic understanding of reading and writing music. You will combine theory, listening, composing and performing to bring your musical understanding to life. |
| Course Content | You will study three components of music through this one-year course: Component 1: Performing (30%): You will be expected to be able to sing or play an instrument competently enough to perform between Grade 1 and Grade 4 standard. You will be required to perform one solo piece and one group piece, totalling a minimum of 4 minutes. Ideally, you will already be having lessons on your chosen instrument but these can be arranged if not. Component 2: Composing (30%): You will need to write two compositions: one free composition and one to a brief. You can write in any style or genre but it must best reflect your skills and strengths. Through these pieces, you will need to show creative and effective selection and use of musical elements. Component 3: Appraising Music (40%): You will learn about a variety of musical genres, from Baroque to modern day under four Areas of study. (Music Forms and Devices, Music for Ensemble, Film Music and Popular Music). You will also learn about two set pieces in detail, which are chosen from these areas. |
| Assessment | Component 1: Performing Music (30%) Performance 1: Solo performance (36 marks) Performance 2: Ensemble Performance (36 marks) <i>A minimum of four minutes of performance in total is required. One piece must be linked to one of the Areas of Study.</i> Component 2: Composing Music (30%) Composition 1: Composition to a chosen brief set by exam board. (36 marks) Composition 2: Free composition (36 marks) Component 3: Appraising Music (40%) 90min written exam approx. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices; Area of study 2: Music for Ensemble; Area of study 3: Film Music; Area of study 4: Popular Music. Two of the eight questions are based on extracts set by the exam board. |
| Learning Pathway post 16 | Progression on to further career possibilities using music cover a wide area. As well as the more immediate ones such as performing and teaching, others include composition, musical instrument manufacture and repair, military musician, sound engineering, publishing and printing, work in radio, film and television, arts administration and management, community work, musical therapy and journalism. A GCSE in music will show a breadth of knowledge to future colleges and employers and will differentiate you from the norm. It will show you have a wide skill set and are creative and imaginative. |
| Subject Leader | Ms P Griffiths, Subject leader of the Arts Faculty If you have any questions prior to making your choices, please see Ms Griffiths or email: P.Griffiths@settlecollege.n-yorks.sch.uk |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | PHOTOGRAPHY GCSE (AQA) |
|---------------------------------|--|
| Overview | <p>GCSE Photography allows you to explore the medium of Photography in a way that is beyond the usual 'point and click' you are used to. At first, we build your skills with a camera with a number of different experiments but we then take Photography to the next level by pushing the limits of the camera, as well as the photos themselves, which in turn leads to unique personal outcomes.</p> <p>We explore Photography through afterschool workshops to use more of the school facilities and darker environment in winter to building your skills and knowledge on Photoshop.</p> <p>You will get the opportunity to go on trips to a Museum or Gallery or visit areas to take photos.</p> <p>You will also get to learn how to select different outcomes and explore them further.</p> |
| Course Content | <p>We hope to develop your creativity and independent learning skills, as well as being able to work to a theme. In the first half term, we explore a variety of materials, techniques and styles to develop practical skills, confidence and, hopefully, an emerging individual style. We also explore how to use the camera, as well as using Photoshop effectively. In the second half of term one, we work through our major project, starting with a theme around which students will be able to explore a variety of ideas. You will then explore and develop your own idea in relation to the theme, arriving at a final complex composition or range of work.</p> <p>From February to April, we will work on the preparation for the Externally Set Assignment (exam).</p> <p>In the summer term, we explore developing our images and pieces further to create multiple outcomes that show the pushing the boundaries of our skills and work.</p> |
| Assessment | <p>Unit 1: Personal Portfolio: 96 marks (60%)</p> <p>Unit 2: Externally Set Assignment: 96 marks (40%)</p> <p>On 2nd January, Unit 2 is released to centres. From 1st February, you will start preparation work. At the end of the spring term, four exam sessions are used to make up the 10 hour exam.</p> |
| Learning Pathway post 16 | <p>With the growth of media in our society, Photography is paving the way for many different options after GCSE. You can go on to study A Level Photography at Settle College or you might choose another facility to study Photography or media. After this you can go on to University, a job or straight into an apprenticeship.</p> <p>You can go into a number of different industries with Photography, with a number of past pupils going into marketing, media, medical photography, graphic design, IT and many more.</p> |
| Subject Leader | <p>Ms P Griffiths, Subject leader of the Arts Faculty</p> <p>If you have any questions prior to making your choices, please see Ms Griffiths or email: P.Griffiths@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|------------|-----------------|-------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | PHYSICAL EDUCATION GCSE (AQA) |
|---------------------------------|--|
| Overview | <p>GCSE Physical Education offers a combination of physical performance and academic challenge, which provides an exciting opportunity for students. You will also learn about physical education through a range of different contexts and the impact it has on everyday lives.</p> <p>GCSE PE encourages you to immerse yourself in the world of sports and PE, with the chance to perform or coach a sport (through the non-examined assessment component), and delve into the how and why of physical activity and sport. You have the opportunity to develop a practical set of key skills, including split second decision-making, interpreting and analysing data and performing under pressure.</p> <p>The written papers are designed in manageable bitesize chunks rather than being very long, thus aiding your learning and revision. There are two 1-hour exams which assess content learn from two different units.</p> <p>This qualification requires you to be participating in one or more sporting activities out of school or for school. 40% of the final grade comes from students practical performance. A strong interest and knowledge in sport is vital for this course.</p> |
| Course Content | <p>There are three course components: Physical Factors Affecting Performance, Socio-Cultural and Sports Psychology and Performance with Physical Education.</p> <p>Components 1 and 2 are assessed through an examination, which are 1 hour each and make up 60% of the overall grade. Component 3 is assessed through three practical performances and one analysing and evaluating performance and is worth 40% of the final grade. The practical performance will be divided up into three sections: one team game assessment, one individual sport assessment and a third from any of the first two categories.</p> |
| Assessment | <p>Component 1: Physical Factors Affecting Performance - 60 marks -1 hour exam - 30%.</p> <p>Component 2: Socio-Cultural and Sports Psychology - 60 marks -1 hour exam - 30%.</p> <p>Component 3: Performance with Physical Education - 80 marks - Non-examined assessment - 40%.</p> |
| Learning Pathway Post 16 | <p>Taking GCSE Physical Education will open lots of pathways to you for future studies and/or work. Continuing your studies at Settle College is an option for you, which can be done either by taking up A-Level PE or doing a CTEC Sport Studies qualification. The GCSE lends itself well to both of these courses and so you will have established foundations for them. GCSE PE also allows your knowledge within Science to strengthen, as Biology and Physics are areas that over-lap commonly with this GCSE.</p> |
| Subject Leader | <p>Mr R Ellis, Subject Leader for PE.</p> <p>If you have any questions prior to making your options choices, please see your PE teacher, or email: r.ellis@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|------------|-----------------|-------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | SPANISH GCSE (AQA) |
|---------------------------------|--|
| Overview | GCSE Spanish allows you to develop your Spanish language and communication skills to your full potential, enabling you to develop your listening, speaking, reading, writing, grammar and vocabulary. |
| Course Content | Your language skills will be developed by using your own experiences and those of other people from Spanish speaking cultures in the following themes: <ul style="list-style-type: none"> • Theme 1: People and lifestyle • Theme 2: Popular culture |
| Assessment | <p>Paper 1: Listening What's assessed: Understanding and responding to different types of spoken language 25% of GCSE</p> <p>Paper 2: Speaking What's assessed: Communicating and interacting effectively in speech for a variety of purposes 25% of GCSE</p> <p>Paper 3: Reading What's assessed: Understanding and responding to different types of written language 25% of GCSE</p> <p>Paper 4: Writing What's assessed: Communicating effectively in writing for a variety of purposes 25% of GCSE</p> |
| Learning Pathway Post 16 | <p>There are many things you can do with a GCSE in Spanish. You could choose to carry on your studies by taking A Level Spanish in the Sixth Form.</p> <p>A GCSE in Spanish draws your focus to the mechanics of language: grammar, conjugations, and sentence structure. This makes you more aware of language, and the ways it can be structured and manipulated. These skills can make you a more effective communicator and a sharper editor and writer. Language speakers also develop a better ear for listening, since they are skilled at distinguishing meaning from discreet sounds. In most careers, language abilities are highly valued, which can make a difference.</p> |
| Subject Leader | <p>Mme S Bataller, Subject Leader for Modern Languages.</p> <p>If you have any questions prior to making your options choices, please see your Spanish teacher, or email: s.bataller@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|-------------------|------------------------|--------------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

| Qualification | SCIENCE – CORE SUBJECT |
|--|---|
| Overview | <p>Science is a core subject, and so all students will complete science GCSEs at the end of year 11.</p> <p>GCSE Sciences have two pathways: Separate Sciences (three separate GCSEs in Biology, Chemistry and Physics) or Combined Science (two GCSEs in 'Combined Science', but still having separate Biology, Chemistry and Physics components).</p> <p>The science choice sits outside of the options process, so does not affect which options students can take, but is something of which students and parents should be aware.</p> |
| Course Content | <p>Separate Sciences</p> <p>You will have 9 lessons in Year 10, and 12 in Year 11, each taught by a specialist teacher and divided into Biology, Chemistry and Physics. You will be taught 6 topics in each science across the two years, with additional separate content to cover.</p> <p>Combined Science</p> <p>You will have 9 lessons in year 10 and 10 in Year 11, each taught by a specialist teacher and divided into Biology, Chemistry and Physics. You will be taught 6 topics in each science across the 2 years, but with less content to cover that separate sciences.</p> |
| Assessment | <p>Separate Sciences</p> <p>This is divided into six exams, with two for each science. The papers are called 'Breadth in <i>Science</i>' and Depth in <i>Science</i>'. They examine a broad range of content, examining content knowledge and skills taught across the GCSE course.</p> <p>Combined Science</p> <p>This has four exams: Biology, Chemistry, Physics and Combined Science. This final exam assesses science synoptically across disciplines, as well as a strong focus on scientific skills and mathematical processing.</p> |
| Process for choosing and future options | <p>In science, we release a survey in Spring to Year 9 parents. This contains information and instructions for expressing a preference for which science pathway students wish to take. The department then take this information, and after reviewing attainment data across year 9 and feedback from teaching staff, make a final decision on classes into year 10. We reserve the right to make decisions around pathways that are in the best interests of the students.</p> <p>The separate Sciences are commonly chosen when students have a desire to pursue further science study, including at college and sixth form. Combined Science, especially higher tier, is also acceptable for further science study. However, it may be that students take this pathway as an enabling option for other A levels such as Psychology as well.</p> |
| Subject Leader | <p>Mr M Langan, Subject Leader of Science</p> <p>If you have any questions prior to making your options choices, please see your Science teacher, or email: m.langan@settlecollege.n-yorks.sch.uk</p> |

| Course Skills | Low Demand | Moderate Demand | High Demand |
|----------------------------------|------------|-----------------|-------------|
| Independent Research | | | |
| Data Interpretation and Analysis | | | |
| Logic and Organisational Skills | | | |
| Literacy Skills | | | |
| Essay Demands | | | |
| Creativity | | | |

Key: **Separate Sciences**

Combined Science

Both

Your option choices for Year 10 and Year 11

Please make your option choices using the Forms questionnaire below, taking note of the requirements from page 4 of this booklet.

Please list **five** subjects for the following two years, **in order of preference**, with 1 being your most preferred choice, 2 being your second favourite and so on (choice 5 is a reserve). We will try to allocate the first four across the two years, where possible. Please refer to the notes about EBacc and subject selection on pages 3-5.

Allocations are **not** made on a first-come, first-served basis. We encourage you to take your time and communicate with your teachers, in order to make the correct decisions for your future. No allocations will be made until after the deadline of 12th February 2025.

Please complete and submit the online form by 12th February 2025 to ensure your choices can be taken into account.

Year 9 Options - Route 1 2024 / 25

