

# The Cardinal Wiseman Catholic School



## Year 9

### Curriculum and Options Booklet 2025-2026





# Year 9

## Curriculum and Options 2024-2025

### Introduction

Dear Year 9 Student,

Welcome to Cardinal Wiseman's Options process. This is an important time for you, as this is the first time that you will need to make decisions that will affect your future career choices.

In September 2025, you will be starting Key Stage 4 and your GCSE or equivalent in all your subjects. The courses you study, and in particular the grades you achieve, are likely to influence or even determine the choices available to you at Sixth Form, at university or training at work.

This is the start of a process that will continue throughout your education and it is an important opportunity to give serious thought about interests and talents. This booklet will help you and your parents/carers understand the GCSE curriculum at Cardinal Wiseman.

The booklet contains information about the core curriculum – the subjects that we expect everyone to study – and the options available to an individual pupil at this stage in their education and beyond. We hope that you will find it useful as a basis for discussion with your parents/carers, and that it will allow you to find a combination of subjects that will enthuse and inspire you next year.

Please **READ** the information carefully, **THINK** about your skills and talents, **ASK QUESTIONS** of the teachers who will teach the option subjects and **BE ORGANISED** to submit your completed options on time.

Best Wishes,

Miss C McGovern  
Assistant Headteacher  
KS3 Achievement and Standards



# Year 9 Options

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# Year 9 Options

## Making the right choice

The curriculum at Cardinal Wiseman offers subjects that allow students to achieve academically, as well as providing a platform of flexible choice for post 16 studies. This booklet contains information on the subjects you will be studying in Year 10 and Year 11 (Key Stage 4).

The curriculum model we use is often referred to as the English Baccalaureate or EBacc. What is the English Baccalaureate? The EBacc is a measure being used by colleges, universities and employers to judge student achievement, with the emphasis being on a traditional academic curriculum. You should therefore, be aware, that this EBacc collection of subjects has become the preferred choice for university entrance at GCSE level.

### All students will study GCSE courses in the following core subjects:

- English
- Maths
- Science
- RE

### In line with the requirements of the EBacc, you should then choose either:

- Geography or History

### And either:

- Spanish or French

You then have one further remaining subject to choose from the list on the form at the back of this booklet.

*\*All students will also follow a **non-examination** course in P.E.*

The choices you make at Key Stage 4 will start to shape your future learning and employment opportunities, so it is important that you undertake the necessary research prior to making your informed decisions.

DO	DON'T
Make sure you are well informed, especially about the new courses you have not studied before.	Just choose what your friends are doing, these are your choices not theirs.
Think about your likes and dislikes- these courses will be studied for the rest of your time at Cardinal Wiseman.	Make choices based on teachers that you like – they may not teach you next year.



# Year 9 Options Process

- Read this Booklet – it has details on all the subjects and the levels at which you will be studying them.
- Attend Year 9 Options Evening which will take on Thursday 27<sup>th</sup> February 2025.
- TALK to your subject teachers, both at school and at the Year 9 Parents' Evening on Thursday 20<sup>th</sup> March 2025.
- If anything is unclear or you are unsure, please ASK your tutor and keep your parent/carer involved in these decisions.
- If you still have any issues with any part of the Options process, email Miss McGovern at [McGovernC@wiseman.ealing.sch.uk](mailto:McGovernC@wiseman.ealing.sch.uk)
- When you have finalised your choices, complete the online Options Form and submit this by no later than 3.30pm Monday 24<sup>th</sup> March 2025.
- **PLEASE NOTE:** The online Options Form will go "**LIVE**" at 8.00pm following Year 9 Parents' Evening on Thursday 20<sup>th</sup> March 2025.
- GCSEs and BTECs are significant educational qualifications that can help determine your future career pathway, so it is important that you know what exactly is involved and what you have to do to be successful. SO, please ensure that you find out as much as possible before finalising any choices.





# Year 9 Options

## Subjects offered Post 16

Whilst considering the options available at Key Stage 4, it is worth keeping in mind the curriculum pathways that lead into Post 16 qualifications. It is usual for students to continue studying their specialist areas into Key Stage 5, where they will typically follow three (or four) qualifications, at A level (or equivalent)

Entry to university is based on both A Levels and GCSEs, so before making your final choice it is worth checking if there any special requirements for any A Levels that you might be interested in. The Cardinal Wiseman Catholic School's current Sixth Form programme is listed below.

### A Levels and BTECs currently on offer in our Sixth Form:

<b>Art &amp; Design</b>	<b>History*</b>
<b>Biology*</b>	<b>Law*</b>
<b>Business A level</b>	<b>Maths * &amp; Further Maths*</b>
<b>Business BTEC Diploma (worth two A levels)</b>	<b>Media Studies BTEC (Extended Certificate (worth one A level)</b>
<b>Chemistry*</b>	<b>Photography</b>
<b>Computer Science*</b>	<b>Physics*</b>
<b>Drama</b>	<b>Politics</b>
<b>Economics *</b>	<b>Product Design (DT)*</b>
<b>English Language*</b>	<b>Psychology</b>
<b>English Literature*</b>	<b>RE*</b>
<b>Film Studies</b>	<b>Sociology</b>
<b>Geography*</b>	<b>Spanish*</b>

If the subject is marked with \* it means that you will have to achieve a higher grade at GCSE to study a course at A Level (usually at least a grade 6). If there is no mark next to the subject it generally means you do **not** need to have studied the subject at GCSE. However, it is always best to check with the subject area to get the most up to date advice. All subjects require a minimum of grade 4 in English.



# Year 9 Options

## What GCSE subjects do I need for particular courses at university?

If you are thinking of applying to university you will need to have a **GCSE pass in English Language and Maths** (at grade 5 or higher).

The **Russell Group** universities (the top 24 in the UK) prefer you to take at least **TWO** traditional subjects – these are the subjects that will help you to gain entry to the top universities and onto competitive courses.

**These include subjects:**

English Language	Biology
English Literature	Physics
Maths	History
Chemistry	Geography

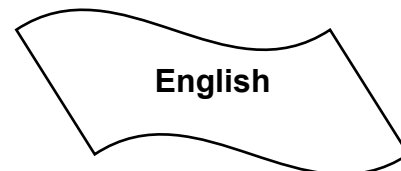
There are also specific subjects that you need if you want to apply for the following courses that lead to particular types of career:

Architecture	Maths and Physics (Art is also desirable) Art/Design is needed as it is a portfolio-based subject.
Art and Design	Fine Art and/or Photography
Business and Management	Business or Economics or Maths
Chemical Engineering	Chemistry, Physics and Maths
Criminology	Psychology or humanities subjects like History, Law or English
Design	Product Design or Art or Photography
Drama	Drama, English Literature or Language
Economics	Maths or Economics
Engineering	Maths and Physics
English	English Literature or Language and two other literary subjects
Geography	Geography
History	History plus two other literary or art based subjects
Law	A wide range of literary or art subjects e.g. History, Law, English
Maths	Maths, Further Maths and/or Physics
Medicine	Chemistry, Biology and Maths or Physics
Modern Languages	French or Spanish or another Language
Pharmacology/Physiology	Chemistry and Biology
Politics	Politics, History and possibly a Language
Psychology	Psychology and other art or literary based subjects
Veterinary Science	Chemistry, Biology, Maths or Physics



# Year 9 Options

## English



### **CORE SUBJECT**

### **Exam Board Details**

AQA English Language GCSE Course code: 8700

Link to specification: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

**and**

AQA English Literature GCSE Course code: 8702

Link to specification: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

### **Content Description**

All students complete both an English Language and English Literature GCSE. Our courses will inspire, challenge and motivate every student, no matter what their level of ability. Teaching for both GCSEs will include assessment strategies that support students' achievement in a closed book context through the use of extract-based questions and the range of texts the students will study has been chosen to cater for the needs of students in all educational contexts. There are texts that will be familiar to your child as well as new ones that will inspire young readers. Schemes of work take a skills-based approach to the study of English literature and it offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

### **Assessment**

Assessment is 100% exam which will all be taken at the end of Year 11. There are two papers for each GCSE.

### **Future Career Paths**

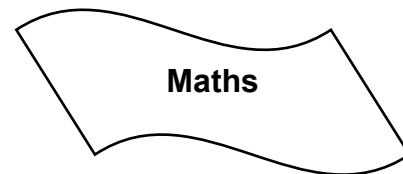
An English Language GCSE is essential to most career paths.

### **Independent Learning Requirements**

Regular reading of a wide variety of both fiction and non-fiction texts will be advantageous to students of English Language and Literature. Suggested reading lists will be available to students at the beginning of Year 10.



# Year 9 Options Mathematics



## CORE SUBJECT

### Exam Board Details

Edexcel

### Content Description

The GCSE Mathematics curriculum is designed to provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. Pupils study topics on six strands of Mathematics: Number; Algebra; Ratio, Proportion and Rates of Change; Geometry & Measure; Probability and Statistics. Pupils will be expected to apply their knowledge of these topics in a range of problems and contexts including real-life situations.

### Assessment

There are several formative assessments throughout the course and termly summative assessments. During the summer term of year 10, as well as the autumn and spring terms in year 11, students sit trial exam series mirroring the end of the course assessment which consists of three examinations: Paper 1 - non-calculator paper and papers 2 and 3 -calculator papers. Each paper is 90 minutes long.

### Future Career Paths

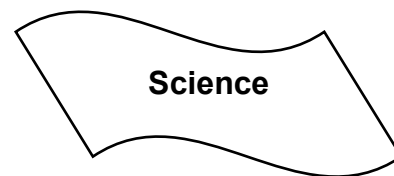
GCSE Mathematics is an important foundation for many careers and courses. Nearly all jobs and careers require a Mathematics GCSE, but in the following courses, the understanding and application of Mathematics is crucial: Accountancy, Architecture, Banking, Business Management, Computing, Economics, Engineering, Insurance, Marketing, Medicine, Physics, Psychology, Science, and Teaching.

### Independent Learning Requirements

Pupils complete one homework task weekly, which should take between 30-60 minutes to complete, but it is very important that they also develop good independent study skills. The Mathematics Department has over 100 packs of past GCSE exam questions on SharePoint webpage along with practice papers and mark schemes. Pupils should regularly use the various websites that the Maths department subscribe to in order to aid their revision. These include: Maths Watch, My Maths, Just Maths, Sparx Maths, Maths workout- pupils have been given log-in details for each of these websites. Spending around 20 minutes daily, answering two to three questions on what's been covered in lesson that day, will help to consolidate learned concepts. All pupils have topic lists that detail the material covered each term and the accompanying Maths Watch clip numbers. They should start by watching the teaching videos to help retain knowledge and skills and then answer the interactive questions that help prepare them for mini-class tests and termly assessments, ahead of the final exams in Year 11.



# Year 9 Options Science



## Core Subject

## Exam Board Details

OCR Gateway Combined Science A (9-1) - equivalent of two GCSE grades from a total of their science papers– most students study this course.

OCR Gateway Science – Biology/Chemistry/Physics A (9-1) (Separate Science students only, selected at the end of Year 9) - one grade per Science.

## Content Description

Science is a way of thinking, about how you look at the world and questioning the world around you. Science teaches students transferrable skills, problem solving experiences and the skills and flexibility to open the door to so many different careers.

**Biology:** Cell level systems; Organism and Community level systems; Genes, inheritance & selection; Global challenges, Practical skills.

**Chemistry:** Particles; Elements, compounds & mixtures; Chemical reactions – predicting & identifying, monitoring & controlling; Global challenges; Practical skills.

**Physics:** Matter; Forces; Electricity; Magnetism; Waves; Radioactivity; Energy; Global challenges; Practical skills.

GCSE Combined Science – most students study this and all will study Biology, Chemistry and Physics. Exams will be taken at the end of Year 11 when pupils will attain two GCSE grades for Science. Students are either entered for foundation or higher tier. This is not decided until year 11. Students can continue to A level Science as long as entry grade requirements are met.

GCSE Biology, GCSE Chemistry, GCSE Physics as Separate Science Awards – Selected students, who have made outstanding progress consistently, will be chosen for this course at the end of Year 9.

## Assessment

In addition to in-class assessment, during the summer term of Year 10, as well as the autumn term in Year 11, students sit exams which simulate half of the end of GCSE assessment. At the end of Year 11 all students sit six exam papers (two for each Science) each 1 hour 10 minutes in length for Combined, and 1 hour 45 minutes for Separate Sciences.

## Future Career Paths

Architecture, Engineering, Medical Careers, Pharmacology, Accountancy, Finance, Law, Veterinary Science, Research Scientist, Forensic Science, Pilot, Meteorology, and more!

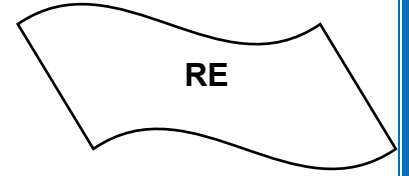
## Independent Learning Requirements

Active reading, proactively reviewing work and ensuring targets or areas of weakness are addressed. Resilience and ability to analyse data and use scientific concepts alongside data to draw conclusions. Practice, practice, practice!



# Year 9 Options

# Religious Studies



## Core Subject

## Exam Board Details

All students study the full EDUQAS (Route B) Religious studies GCSE course. This comprises of three components: 37.5% Catholic Theology, 37.5% Applied Catholic Theology and 25% Judaism.

## Content Description

Students study all three components simultaneously across three years.

### Catholic Theology:

Learners must be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions. Topics include;

- Theme 1: Origins and Meaning
- Theme 2: Good and Evil

### Applied Catholic Theology:

Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. Topics include;

- Theme 3: Life and Death
- Theme 4: Sin and Forgiveness

### Judaism:

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. Topics include;

- Judaism: Beliefs
- Judaism: Practices

## Assessment

Students are assessed on all three components at the end of Year 11.

## Future Career Paths

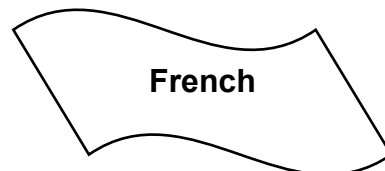
Religious Studies GCSE provides a foundation for further study of Religious Studies at A-level and complements other related A-level subjects including Law, History, Sociology and English Literature. Students are given an opportunity to develop their skills in evaluation and explanation using reasoned arguments and teachings. These skills are valued by employers in any sector and the GCSE is widely respected in all sectors of employment.

## Independent Learning Requirements

Students are required to both explain and evaluate religious concepts and support their views with teachings and scripture. Students must complete summary notes and exam practice questions for homework and manage revision for end of unit assessment.



# Year 9 Options



Option Subject

## French

### Exam Board Details

AQA <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

### Course Description

The French GCSE course is designed to develop students' ability to understand and use the language effectively for communication as well as imaginatively and creatively. This GCSE places a greater emphasis on spontaneity. Students will develop resilience to be able to cope with the challenges of learning a Modern Foreign Language. The students study the following themes on which the assessments are based:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the World Around Us

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

All examinations take place at the end of Year 11.

### Assessment

(each Unit is 25% of overall grade):

**Paper 1:** Listening: Students will answer a variety of questions in English and complete a dictation task. (35 minutes at Foundation Tier and 45 minutes at Higher Tier. 5 minutes' reading time at the start.)

**Paper 2:** Speaking: A role play, a reading aloud task, a conversation based on two photographs will be completed in exam conditions at the end of the course.

**Paper 3:** Reading: Students will answer a variety of questions in English and complete translation tasks. (45 minutes at Foundation Tier and 1 hour at Higher Tier).

**Paper 4:** Writing: Students will complete a variety of written tasks including translation, grammar and essay questions. (1 hour 10 minutes at Foundation Tier and 1 hour 15 minutes at Higher Tier).

### Future Career Paths

Teaching, translating, interpreting, subtitling, finance, food and drink, law, transport, tourism, leisure, public sector, teaching English as a foreign language, International Organisations.

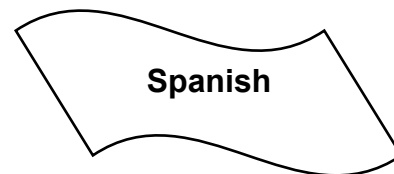
### Independent Learning Requirements

Tasks will include; learning new vocabulary and structures, listening and reading tasks, writing paragraphs, preparing answers orally, reading and answering questions to demonstrate understanding of texts. Quizlet and Kerboodle websites will support this.



# Year 9 Options

## Spanish



Option Subject

### Exam Board Details

AQA <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

### Content Description

The Spanish GCSE course is designed to develop students' ability to understand and use the language effectively for communication as well as imaginatively and creatively. Through studying the language, students develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken. Students study the following themes on which the assessments are based:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the World Around Us

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

All examinations take place at the end of Year 11.

### Assessment (each unit is 25% of overall grade)

**Paper 1:** Listening Students will answer a variety of questions in English and will do a dictation task. (35 minutes at Foundation Tier and 45 minutes at Higher Tier with 5 minutes' reading time at the start.)

**Paper 2:** Speaking A role play, a reading aloud task a conversation based on two photographs will be completed in exam conditions at the end of the course.

**Paper 3:** Reading Students will answer a variety of questions in English and complete translation tasks. (45 minutes at Foundation Tier and 1 hour at Higher Tier).

**Paper 4:** Writing Students will complete a variety of written tasks including translation, grammar and essay questions. (1 hour 10 minutes at Foundation Tier and 1 hour 15 minutes at Higher Tier).

### Future Career Paths

Teaching, Translating, Interpreting, Finance, Food and Drink, Law, Sales and Marketing, Transport, Tourism, Leisure, Public Sector, International Organisations such as the UN/ EU.

### Independent Learning Requirements

To be successful in GCSE Spanish, independent learning is essential. Every week students are expected to devote time to learning new vocabulary and structures. Students will be expected to read and research around the topics in addition to class work and homework. Quizlet and Kerboodle are useful websites and are widely accessed by all students.



# Year 9 Options

Geography

Option Subject

## Geography

### Exam Board Details

Edexcel A. Linear Examinations – No controlled assessment (coursework)

### Course Description

This course has the following key features:

- Engaging fieldwork with 2 FULL days of fieldtrips during term time to Stratford (East London) and the River Chess in Rickmansworth
- Literacy: Extended writing opportunities – 8 and 12 mark questions.
- Numeracy: short and long calculation questions & Integrated geographical skills, techniques and technologies to investigate, analyse and evaluate questions and issues e.g. Atlas and map skills, graphical skills, research skills, investigative skills, cartographic skills, numerical skills and statistical skills, Geographical Information Systems

No tiered papers – no higher and foundation papers. Everyone has the same opportunity to get the highest possible grade!

### Assessment

#### Component 1: The Physical Environment

37.5% of GCSE (94 raw marks available in 1 hour and a half hour written exam)

The changing UK landscapes of the UK: An overview of the distribution and characteristics of the UK's changing landscapes, River landscapes and processes and Coastal landscapes and processes. Weather hazards and climate change: An overview of the global circulation of atmosphere and climate change over time and two detailed studies of tropical cyclones and drought. Ecosystems, biodiversity and management: An overview of the distribution and characteristics of global and UK ecosystems - tropical rainforests and deciduous woodlands.

#### Component 2: The Human Environment

37.5% of GCSE (94 raw marks available in 1 and a half hour written exam)

Changing cities: This covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country.

Global development: This covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing country.

Resource management: This covers an overview of the global and UK distribution of food, energy and water and a detailed study of energy resource management.

#### Component 3: Geographical Investigations - Fieldwork and UK Challenges

25% of GCSE (64 raw marks available in 1 hour and a half hour written exam)

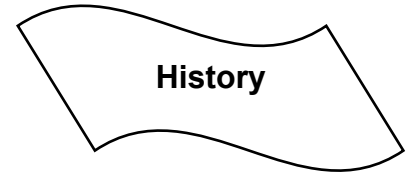
Geographical investigations – fieldwork: Investigation physical environments – river landscapers & investigating human landscapers – central/inner urban area. Geographical investigations – UK challenges: Students are required to investigate a contemporary challenge for the UK – UK resource consumption and environmental sustainability challenge, UK settlement, population and economic challenges, UK landscape challenges and UK climate changes.

### Future Career Paths

Several links to careers especially STEM based subjects and jobs linked to the 'green sector' of the economy, for example, environmental engineering.



# Year 9 Options History



Option Subject

Exam Board details AQA

## Content Description

### **Paper 1: Understanding the modern world.**

- A Period study: America 1920-1973: Opportunity and inequality
  - American people and the 'Boom'.
  - Post-Americans' experiences of the Depression and the New Deal.
  - Post-war America.
- Wider world depth study: Conflict and tension between East and West, The Cold War 1945-1972
  - The origins of the Cold War.
  - The development of the Cold War.
  - Transformation of the Cold War.

### **Paper 2: Shaping the nation.**

- Britain: Power of the people: c.1170 – present day. A thematic study examining change and continuity across a long sweep of history covering the Medieval, Early Modern and Modern eras.
  - Challenging Royal authority and feudalism in the Medieval era.
  - Challenging Royal Authority in Early Modern Britain.
  - Reform and Reformers.
  - Equality and rights.
- British depth study: Restoration England, 1660-1685
  - Crown, Parliament, plots and court life.
  - Life in Restoration England.
  - Land, trade and war.
  - The historic environment of Restoration England.

## Assessment

Paper 1: Understanding the modern world. Examination: 50% of the GCSE, 2 hours.

Paper 2: Shaping the nation. Examination: 50% of the GCSE, 2 hours.

## Future Career Paths

Highly respected academic subject which is rated by top universities. The most common profession for History graduates is Law but as a humanities subject, History leaves open a wide range of potential career paths.

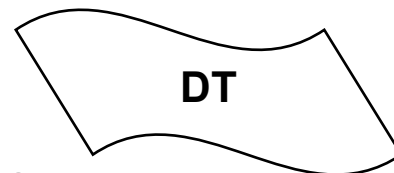
## Independent Learning Requirements

Students will be set weekly homework tasks and be expected to review lesson material independently and regularly outside of class. Students will be given regular 'flipped learning' tasks; essential preparation for the next lesson to be completed at home.

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# Year 9 Options



Option Subject

## Design & Technology

### Exam Board Details

AQA

### Content Description

This is a lively, motivational and innovative course which allows students to display flair, imagination and creativity through a whole range of practical and theoretical activities. The course covers a wide spectrum of core areas such as new and emerging technologies, sustainable design, energy generation and storage and developments in new materials and processes. Students must have a genuine interest in all things creative and be able to communicate their thoughts and ideas through sketching and modelling. Students will choose to specialise in a specific material area and be trained in various design & technology techniques, industry standard design software and CAD/CAM applications.

### Assessment

<b>Written Assessment</b>	<b>Non-Exam Assessment</b>
<b>What is assessed?</b>	<b>What is assessed?</b>
Core Technical Principles (20 Marks)	<b>Practical applications of:</b>  Core Technical Principles  Specialist Technical Principles  Designing and Making Principles
Specialist Technical Principles (30 Marks)	
Designing and Making Principles (50 Marks)	
<b>How it is assessed?</b>	<b>How it is assessed?</b>
Written Exam: 2 hours	30 - 35 Hours Coursework Based
100 Marks	100 Marks
Worth 50% of GCSE	Worth 50% GCSE

### Future Career Paths

Graphic Design, Illustration, Architecture, Product Design, Print Design, Construction, Carpenter, Furniture Designer, Joiner, Surveyor, Engineer, Design Manager.

### Independent Learning Requirements

The course consists of internally assessed 'Non-Exam Assessment', which means that the project work has to be undertaken in school and authenticated by the teacher. Regular homework tasks will be given and will directly relate to the controlled assessment and exam. This will include research and design tasks, focussed practical tasks and drawing and exam practice.



# Year 9 Options



## Option Subject **Food Preparation & Nutrition**

### Exam Board Details

AQA Specification code: 8585 Qualification: GCSE

### Content Description

In year 10 pupils work through a series of topics that encourage independent learning and planning.

Students will develop a working knowledge of the following topic areas through a mixture of theory and practical lessons which are then used to develop their technical skills, time management, planning and multi-tasking to create final dishes:

- Food, nutrition and health Food science
- Food safety Food choice
- Food provenance Food preparation skills

This is to prepare for the two assessed projects in year 11 which are set by the exam board – the non- examination assessment (NEA 1, released 1st September of year 11, and NEA 2, released 1st November of year 11) will consist of two tasks, involving practical work.

### Assessment

<b>Unit 1:</b>	<b>Unit 2:</b>
1hr 45minutes –	NEA1: Food Investigation Task 1 – Students will practically investigate ingredients and explain how they work and why.
Written External Examination	NEA2: Food Preparation Task 2 – Students will plan, prepare, cook and present a final menu of three dishes within a three hour controlled assessment.
50% of total marks	50% of total marks

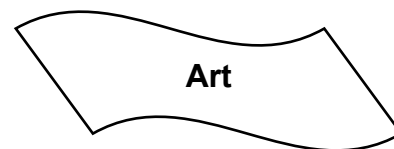
In addition to the general practical skills (weighing, measuring, preparing, selecting/ adjusting cooking times / modifying and sensory analysis), there are also twelve areas of food practical skills; knife skills, fruit and vegetable preparation, use of cooker, use of equipment, cooking methods, preparation; combine and shape, sauce making, tenderisation and marinating, dough making, raising agents and setting mixtures.

### Future Career Paths

This course is suitable for all pupils who wish to be able to prepare, cook and serve well-balanced meals now and in the future and understand the science of food as well as the importance of nutrition. You may also wish to pursue a career in the food industry, for example food product design, sales and marketing or hospitality. To pursue post 16 study in Hospitality and Catering, or in Health and Fitness, the GCSE Food Preparation and Nutrition provides the ideal foundation on which to extend your knowledge and experience.



# Year 9 Options



## Option Subject **Art and Design: Fine Art**

### Exam Board details

Edexcel FA01 and FA02

### Content Description

This course encourages the student to have an adventurous approach to art, whilst building strong technical skills. You will develop an understanding of historical and contemporary art to further enhance your own critical thinking. To support your projects, you will have the opportunity to visit museums and galleries outside of school and you will be encouraged to work with a wide range of materials from painting, printing and sculpture.

### Assessment

Assessment is continuous throughout the course.

**Unit 1:** Consists of a personal portfolio of work developed over the two-year period. This is worth 60% of the total mark.

**Unit 2:** Consists of an externally set assignment where the outcome is produced over a ten-hour practical examination. This is worth 40% of the total mark

### Future Career Paths

Architect, Animator, Art therapist, Ceramics designer, Fashion designer, Fine artist, Furniture designer, Games developer, Graphic designer, Illustrator, Industrial/product designer, Interior and spatial designer, Make-up artist, Medical Illustrator, Photographer, Production designer Theatre/television/film, Textile designer and Web designer

### Independent Learning Requirements

Most of this work will be kept in the sketchbooks and work journals that will be assessed at the end of the course as part of the coursework element. Students are expected to complete homework tasks and to attend catch up classes at least once a week. Homework consists of tasks related to research, evaluation, investigation and documentation. Students are expected to record and evaluate the development of their own work. They should also explore the work of other artists and designers who have made a significant contribution to the history of art and design.



# Year 9 Options



Option Subject

## Drama

### Exam Board Details

Eduqas - Drama GCSE

### Content Description

Drama is an exciting, inspiring and practical course. Students will be involved in a variety of scripted and devised performances and understand the process and skills that are needed to create a piece of drama on stage. Students will also study the design aspects of a performance. Additionally, it provides opportunities to attend live theatre performances and to develop skills, as informed and thoughtful audience members. Through following the specification, learners will be given opportunities to participate in and interpret their own and others' drama. Students will learn a variety of skills that are highly valued in any walk of life. These include teamwork, confidence, presentation skills, empathy, analysis and evaluation.

### Assessment

#### **Component 1 – Devising Theatre- practical exam and written coursework (40%)**

You will participate in the creation, development and performance of a piece of devised theatre in response to a stimulus given by the exam board. You will be assessed on your performance, a written evaluation of your performance and a written portfolio.

#### **Component 2- Performing from a Text- practical exam (20%)**

In groups of 2-5 people, you will study one play and choose two extracts to perform to an external examiner. You are assessed on your acting ability. You may also choose a design skill for this component (lighting, sound or costume) you will be assessed on your design in performance and on a written portfolio and presentation.

#### **Component 3- Interpreting Theatre- written exam (40%)**

This written exam paper is split into two sections. Section A is a series of questions from one set text you will have studied through the course. Section B is an evaluation of a piece of live theatre you will have seen during the course.

### Future Career Paths

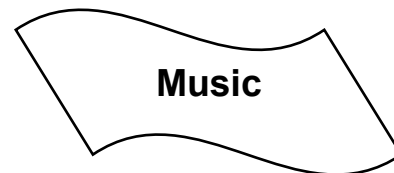
Professional Performer, Director, Costume Design, Set Design, Sound Design, Lighting Design, teaching, journalism, lawyer, dramaturg, drama therapist and any career where you are expected to speak clearly in front of others (business meetings or customer facing opportunities).

### Independent Learning Requirements

Students need to attend theatre visits and attend trips to support learning. Homework is set regularly and is accessible on Microsoft Teams. Students are expected to attend after school rehearsals and compulsory intervention sessions (written or practical.)



# Year 9 Options



Music

Option Subject

## Music

### Exam Board Details

Eduqas

### Content Description

GCSE Music is a highly practical course, encouraging students to explore their skills and creativity through the study of four areas of study and two set works. Learning is largely practical and collaborative. Students are encouraged to follow their own interests and develop their own specialisms.

Area of Study 1 – forms and structures (set work: Badiniere by J.S. Bach)

Area of Study 2 – ensembles

Area of Study 3 – film music

Area of Study 4 – popular music (set work: Africa by Toto)

### Assessment

The Music GCSE has three assessed components. 60% of the assessment is coursework and 40% examination.

#### **Component 1: Performance (30%)**

You will be required to perform music as part of an ensemble and a second performance as either a soloist or as part of an ensemble. We strongly recommend that GCSE students receive individual instrumental lessons.

#### **Component 2: Composition (30%)**

During the course you will compose two pieces of music. One will be to your own choice of brief, the other to a brief linking to one of the areas of study.

#### **Component 3: Appraising (40%)**

A Listening test assessing your knowledge of the four areas of study, including questions on the two set works.

### Future Career Paths

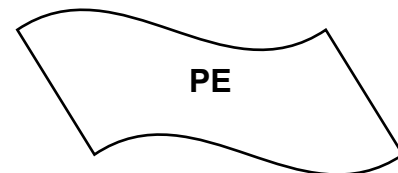
Professional musician, Education, Music Therapy, Music Critic, Studio engineer, Music Distribution, Music Software Engineer, Commercial Music, Conductor, Stage Manager, Music Production, Musical Director, DJ, Sound Technician, Songwriter, Lyricist, Film/Television/Radio.

### Independent Learning Requirements

Students encouraged to pursue their own interests in Music – you make your own choice of what styles to study for performance and composition. As part of this independence, students should be practising regularly on a musical instrument (or voice), and we provide individual instrumental lessons to support this. Homework will be also set regularly to support learning in class.



# Year 9 Options



Option Subject

## Physical Education (PE)

### Exam Board Details

Edexcel GCSE Physical Education (2016) | Pearson qualifications

### Content Description

<b>Paper 1- Fitness and Body Systems worth 36% of overall GCSE</b> 1 hour 30 mins – Written Exam assessment worth 80 marks.	
<b>Topic 1: Applied Anatomy and Physiology (Body Systems)</b>	<b>Topic 2: Movement Analysis</b>
<b>Topic 3: Physical Training</b>	<b>Topic 4: Use of Data</b>
<b>Section A</b> - Questions are focused on Topic 1: Applied anatomy and physiology and Topic 2: Movement analysis.	
<b>SECTION B</b> - Questions are focused on Topic 3: Physical Training. <b>SECTION C</b> - One 9 Mark extended-response question related to Topic 3 Physical Training.	

<b>Paper 2- Health and Performance worth 24% of overall GCSE</b> 1 hour 15 mins – Written Exam assessment worth 60 marks	
<b>Topic 1: Health, fitness and wellbeing</b>	<b>Topic 2: Sport psychology</b>
<b>Topic 3: Socio Cultural Influences</b>	<b>Topic 4: Use of Data</b>
<b>Section A</b> - Questions are focused on Topic 1: Health, fitness and well-being.	
<b>Section B</b> - Questions are focused on Topic 2: Sport psychology and Topic 3: Socio-cultural influences. <b>Section C</b> - One extended-response question related to Topic 2: Sport psychology and Topic 3: Socio-cultural influences.	

<b>COMPONENT 3- Practical Performance (Practical) worth 30% of overall GCSE grade.</b>	
Students are assessed on their isolated skills/techniques in a team and individual activities	Students are assessed on their applying skills/ techniques into competitive game situations
Students are assessed in 3 Sports; 1 team, 1 individual, 1 free choice	

<b>COMPONENT 4- Personal Exercise Programme (Coursework) worth 10% of overall GCSE grade.</b>	
The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson. The coursework will include the following sections:	
<b>Section 1</b> - Aim and planning analysis	<b>Section 2</b> - Fitness testing and choosing method of training
<b>Section 3</b> - Carrying out and monitoring the personal exercise programme	<b>Section 4</b> - Evaluation of the programme

### Assessment

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components.

### Future Career Paths

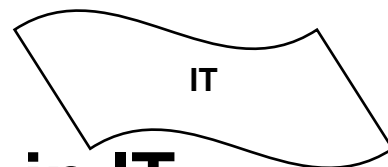
Physical Education can lead to a whole range of jobs in the field of physical education, sport, health and fitness, including the following: Careers in Sport and Physical Activity, Careers in Health and Well-being, Careers in Sports Medicine and Careers in Media and Entertainment

### Independent Learning Requirements

Students will be set weekly homework tasks and be expected to review lesson material independently and regularly outside of class. Students should be keeping up with their own physical exercise and should be keeping up to date with all sports news and events.



# Year 9 Options



Option Subject

## Cambridge Nationals in IT

### Exam Board Details

**Code:** J836 **Link to specification:** <https://www.ocr.org.uk/Images/610951-specification-cambridge-nationals-it-j836.pdf>

### Content Description

Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI) and augmented reality.

- **R050: IT in the digital world** - In this unit, students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products.
- **R060: Data manipulation using spreadsheets** - In this unit, students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. They will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test and evaluate against the user requirements.
- **R070: Using augmented reality to present information**- In this unit, students will learn The purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review their AR model prototype.

### Assessment

- **R050: IT in the digital world**  
This is a 1 hour 30 minutes written examination paper worth 40% of the final grade.
- **R060: Data manipulation using spreadsheets**  
This is a Non-exam assessment (NEA) that is set by the exam board and is worth 30% of the final grade.
- **R070: Using augmented reality to present information**  
This is a Non-exam assessment (NEA) that is set by the exam board and is worth 30% of the final grade.

### Future Career Paths

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers

### Independent Learning Requirements

The NEA aspects of the course (worth 60% of the overall final grade) will require students to complete the set assignments independently, without any help from your teachers, parents or other students.



# Year 9 Options

Media

Option Subject

## Creative Media Production

### Exam Board Details

Pearson Link to specification: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

### Content Description

#### **Component 1: Exploring Media Products**

Learners will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.

#### **Component 2: Developing Digital Media Production Skills**

Learners will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

#### **Component 3: Create a Media Product in Response to a Brief**

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a brief

### Assessment

**Year 10:** You will be internally assessed on component 1 & 2 through coursework assignments.

**Year 11:** You will be assessed externally. You will apply your production skills to the creation of a media product in response to a brief

### Future Career Paths

Studying Media provides students with both practical skills in the field of digital media and analytical skills. As a vocational course, it will help to develop the skills and prepare students for a variety of careers in the digital media sector, from more traditional media, like film & TV production, to interactive products and platforms.

### Independent Learning Requirements

- Research and communication skills,
- Teamwork/collaboration,
- Practical production skills
- Presentation skills,
- Creative thinking & application,
- Critical thinking



# Year 9 Options

## Key Dates

Year 9 Options Assembly	Wednesday 26th February 2025
Year 9 Options Evening	Thursday 27 <sup>th</sup> February 2025
Year 9 Parents Evening	Thursday 20 <sup>th</sup> March 2025
Submission of completed Options form online <u>deadline 3.30pm</u>	Monday 24 <sup>th</sup> March 2025
The online Options Form will go “ <u>LIVE</u> ” at 8.00pm following Year 9 Parents’ Evening on Thursday 20 <sup>th</sup> March 2025.	The online Options Form will go “ <u>LIVE</u> ” at 8.00pm following Year 9 Parents’ Evening on Thursday 20 <sup>th</sup> March 2025.
Notification to students	End June 2025

### Prayer for Making Important Academic Decisions Proverbs 3:5-6

*“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.”*

Heavenly Father, I seek Your guidance in making important academic decisions. Lead me in the right direction and help me to trust in Your plan for my life. Give me wisdom and clarity as I make choices about my education and future. Thank You for being my guide and protector. Amen.





# YOUR QUESTIONS ANSWERED

QUESTIONS	ANSWERS
Why do I have this booklet?	This booklet is to help you plan your final two years at Cardinal Wiseman High School. Most of you will go on to Sixth Form, further education, or Apprenticeship, so choose wisely!.
Can I choose whichever subjects I want?	You must study Core Maths, English, Science and RE and then you have Options.
Will I get my first choices?	It is hoped that most students will get their first choices of option subjects, but with a huge number of students all choosing different subjects, it is impossible to give everybody their top choices. You should therefore make sure that all of your choices are subjects that you definitely want to study, because it will be impossible to change afterwards.
Should I choose the same subjects as my friend?	No. You need to think very carefully about the subjects that you want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even end up in the same group as your friend anyway.
What teachers will I have?	This is impossible to know at this stage. Do not choose a subject because you like a particular teacher
What is the deadline for return of Options Forms?	The online options forms must be completed and submitted by Monday 24 <sup>th</sup> March 2025.
When do students find out which subjects they will be studying?	Students should find out which option subjects they will be studying around end June 2025. If for any reason there are changes to a course, we will contact parents/carers and students.
What happens if my child wants to change their Options choice once they have chosen or begun the course?	It is very difficult to change your Options choices once you have made your decision. We can only make changes <b>if</b> places exist on alternative courses and <b>if</b> the request is made within a reasonable timescale. Contact Miss McGovern only.
What if my child speaks a second language?	If the student has a home language other than English, it may be possible to enter them for an extra GCSE in this language. The majority of these examinations are assessed in the four skills of listening, speaking, reading and writing, so it is essential that your child can read and write the language. We do not offer teaching for these examinations.
I have been studying French since Year 7, Can I now change to Spanish?	<b>PLEASE NOTE:</b> whatever language the student has been studying in Years 7,8 and 9 is the option they must take for GCSE. Students cannot decide to change languages in Year 10.

<p>How can I cope with the decision making around options?</p>	<p>Fear not – you can do this! It's tough to choose, but you'll feel quite good about your final list of options once you've done it. Please remember that however impossible it might feel to make this big decision, you're not alone. Everyone finds it tough to choose their options, yet somehow it happens! Hopefully the advice you've found here will help some of your choices become a bit clearer, but if you need any more help and guidance, come and see us!</p>
<p>How do I submit my preferences?</p>	<p>A form will be emailed to you on your school email account. You must log in through your school email and electronically submit the form. Please note, you can only submit the form once, so make sure you have considered everything fully before doing so.</p>

# **HOW TO MAKE THE BEST DECISION**

Attend the Year 9 Options Assembly on Wednesday 26th February 2025

Attend the Year 9 Options Evening on Thursday 27<sup>th</sup> February 2025 with your parent/carer. Ask questions!

Speak to your teachers!

Read the options booklet carefully to help you make your decision.

Choose subjects that you enjoy, are good at and that you are interested in and that you will succeed at

Do not choose a subject just because a friend is doing it, or because of the teacher who might teach it

Find out which subjects are necessary for particular courses in Further and Higher Education and/or for particular careers

Talk with your parents/carers and other informed adults





## YEAR 9 SUBJECT CHOICE FORM 2025-26

You will receive a personalised options form link by email. It needs to be completed via your school email account. Here you will make your option choices based on the form below.

Please select **three** first choice subjects. You can only choose **ONE** subject in each block. Please also select one reserve subject in each block, in case there is an issue with your first choice subject. If for some reason you cannot be allocated your first choice subject, you will have an opportunity to discuss your alternatives with Miss McGovern before any selection is made.

**Deadline: Monday 24<sup>th</sup> March 2025 at 3.30pm (via an electronic form)**

**\*Courses will run depending on the number of students opting for the subject.**

<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>
Art & Design	Art & Design	Cambridge Nationals in IT
Design and Technology	PE (GCSE)	
Drama	Drama	BTEC Level 1/2 Award in Creative Media Production
Food Preparation and Nutrition	Geography	French
Geography	History	Spanish
History	Music	





# Year 9 Options Glossary of Terms

<b>AQA, EDEXCEL / Pearson, OCR, WJEC, Eduqas</b>	Examination Boards
<b>BTEC</b>	An exam qualification similar to GCSE or A Level
<b>EBacc</b>	The group of subjects which comprise the English Baccalaureate: English; Maths; Science; Geography or History; French or Spanish
<b>Facilitating Subjects</b>	Subjects that will help you to gain entry to the top universities
<b>GCE</b>	The type or level of exam followed at A level in KS5
<b>GCSE</b>	The type or level of exam followed at KS4
<b>KS4</b>	Years 10 and 11
<b>KS5</b>	Years 12 and 13 (Sixth Form)
<b>Level 2</b>	A GCSE level or equivalent course
<b>Level 3</b>	An A Level or equivalent course
<b>Linear Exams</b>	Subject courses where the exams are sat at the end of the course
<b>Non-Examination Courses</b>	Subjects in which you do not have to sit an exam e.g. Progression Pathways (Careers)
<b>NEA</b>	Non-Examination Assessment
<b>Russell Group Universities</b>	The top 24 Universities in the UK
<b>Tier</b>	The level of entry for GCSE, usually Foundation or Higher



