



# St Peter's

Collegiate Academy

## Year 9 Options Information



# Process

At the end of July 2026, you will have completed Key Stage 3 and made progress in a range of subjects. Now, you must decide which subjects you wish to continue to study for the next two years, leading to GCSE and/or BTEC/NCFE examinations. There are a range of new courses available too.

Your decision is a very important one, as it will affect:

- Your progress over the next two years
- Your choice of advanced courses or further education, training or employment.

## Key dates

**January - April 2026** - Student Data Meetings with Tutors

**21 January 2026** - Student Assembly

**05 March 2026** - Parents'/Carers' & Options Evening & Subject Fair

**23 March 2026** - Options Form will be made available through Google Forms

**27 March 2026** - Options Form closes

**June 2026** - Students informed of their allocated options

## Support available

Choosing your Key Stage 4 options is an important decision, and there is plenty of support available to help you make the right choices.

Senior staff will speak to Year 9 students during worship (assembly) time about the subjects available. In addition, a series of Form Tutor meetings will provide further guidance and the opportunity to ask questions.

You should discuss the choices fully with your parents/carers and may also wish to seek the advice of:

- Your subject teachers
- **Mr T Mullen-Furness** - Principal
- **Mr L Gardner** - Assistant Principal
- **Mrs S Bahra** - Head of Year 9
- Your Form Tutor

The Key Stage 4 curriculum enables all students to follow broad and balanced courses with some flexibility to allow students to develop particular talents and interests.



## Explore subjects to make an informed decision

To help you make informed and confident choices, detailed subject information pages are included in this booklet. These pages explain what each subject involves, how it is studied at Key Stage 4, and the knowledge and skills you will develop.

You are encouraged to read each subject page carefully and consider how the course content aligns with your strengths, interests, and future aspirations.

## Explore career pathways

For more information about potential career pathways and learning journeys, visit the UCAS website. Explore their resources on careers, apprenticeships, and university to help determine the best route for you. You can assess which courses are required to progress to the next stage of your chosen pathway.

<https://www.ucas.com/discover>

The Key Stage 4 curriculum enables **all students** to follow **broad and balanced** courses with some **flexibility** to allow students to develop particular talents and interests.

## Options Subject Choice Form

The Options Subject Choice Form is an electronic form which must be completed online to identify your preferred choice of subjects. It can be found under the 'Curriculum' tab on the academy website.

**The form will be available to complete from 23 March 2026 until 27 March 2026.**

### Step One

Fill in your personal details.

### Step Two

You will need to select the humanities option you wish to study in Year 10. Please select geography, history, computing or Spanish from Block A.

### Step Three

Students will study up to two optional subjects in Year 10.

**Students need to choose a subject from each of the Option Blocks and also choose a reserve subject for Blocks B and C.**

**Your favourite subject should be first.**

However, remember that we can not guarantee that all courses will run, so please ensure you fill in all of your choices **in order of preference**.



# Courses

The choice of subjects and courses is a crucial decision and, at our academy, we are committed to providing students with the guidance they need to make informed choices. In Year 10, students will study two subjects from guided pathways, including science, languages, and flexible routes, with courses running based on demand.

Following Year 9 assessments, the academy will carefully guide students into the most suitable science and language pathways. Additionally, all students will participate in non-examined PE to support their physical wellbeing.

### Compulsory subjects

All students study the following GCSE subjects in Year 10:

GCSE English Language  
GCSE English Literature  
GCSE Mathematics  
GCSE Biology, Chemistry & Physics OR  
GCSE Combined Science  
GCSE Religious Education

\* You must choose one of these subjects in Option Block A

### Non-examined subjects

Personal, Social and Health Education  
Physical Education

The **deadline** for choosing your options is **27 March 2026**.

N.B. Courses will run based on demand.

### Optional subjects

#### GCSE Courses

Art & Design - Art, Craft & Design  
Art & Design - Photography  
Art & Design - Textile Design  
Business

#### Computer Science \*

Drama  
Film Studies  
Geography \*  
History \*  
Media Studies  
Music  
Physical Education  
Spanish \*

#### Level 1/2 Cambridge National/Tech Award/BTEC Courses

Business Studies  
Child Development  
Digital Information Technology  
Engineering  
Health & Social Care  
Hospitality & Catering  
Performing Arts (Dance)  
Sport Studies



By providing a well-rounded education,  
we prepare children to become active,  
responsible members of society.



# FAQs

This FAQs section is designed to provide clear and concise answers to the most common queries, helping you and your family navigate this important decision. From understanding the pathways available to the support provided during the selection process, you'll find all the key information you need right here.

### **What happens when I have filled in the Options Form?**

This must be completed by 27 March 2026. After this date, students will be seen by staff to ensure that their choices:

- fit their abilities and interests
- are suitable for any career plans they may have

It may be necessary to see students more than once, but in all discussions staff will pay careful attention to choices of subjects on the form.

### **Will I be able to do what I want?**

Most students are able to study most or all of their chosen subjects. If this is not possible, it may be because:

- your choice does not match your ability level or career plan
- the option group is too large to include everyone
- the option group is too small and has to be withdrawn

### **Your options are your choice!**

### **Why would a group or subject be withdrawn?**

If a subject does not attract enough students, it may be withdrawn, and those who selected it will be supported in choosing an alternative.

### **Some subjects are new. How do I know whether to choose them?**

As well as information available from this booklet, more information will be available from the Heads of Department during the **Year 9 Parents'/Carers' and Options Evening** which will be held on **05 March 2026**.

You can also access further information on our website and speak to the teachers who are responsible for each subject, as detailed in this booklet.

### **How do I choose if I am not sure about my future career plans?**

You will continue to study compulsory subjects in Years 10 and 11.



These subjects will give you a broad base for any choices that you will make beyond Year 11. If you are still unsure how your choice of subjects might affect your future career plans, you can speak to **Mrs A Tranter (Careers Leader)** or **Mrs G Holford (Careers Advisor)**.

### **Can I change options at a later date?**

You should not need to change if you choose carefully in the first place. Before the summer, it might be possible to change if there is a very good reason why you need to do so and if there is room in the group you wish to transfer to.

After the new timetable begins in September, you will not be able to change unless there are **exceptional circumstances** and all members of staff involved agree the move.

**No changes will be made after the end of September.**

### **How should I choose my subjects?**

There are many valid reasons for choosing a subject. The most obvious are that you excel in it or find it particularly interesting. When applying for jobs or further or higher education, the quality of your results is often more important than the specific subjects you have studied (with the exception of core subjects like English, mathematics, and science).

**Therefore, it's wise to select subjects where you are likely to perform well throughout the course.**

Another important reason to choose a subject is if it is required for entry into a particular career or course. If you're unsure about what is needed in your case, it's essential to seek guidance from Mrs Tranter.

Avoid making decisions based on poor reasons, such as whether you liked or disliked the teacher in Year 9, as you may have a different teacher in Years 10 and 11. Similarly, do not choose a subject just because your friend has selected it. **Your choice should reflect your own interests and abilities, ensuring it prepares you for your future.** Even if you and a friend choose the same subject, there's no guarantee you'll be in the same group.

### **How much work will I need to do on my own?**

Independent work is a key part of most examination courses. You should expect to complete research or revision tasks each night. To excel in project work, follow your teachers' guidance and work consistently in your own time. Meeting deadlines is crucial, as late submissions, especially in May, may not be assessed. Plan your time wisely and avoid leaving everything until the last minute.



## What happens after Year 11?

After Year 11, you have several options. You can join the Sixth Form at St Peter's to pursue advanced courses, attend a further education college, start an apprenticeship, or enter employment. With careful planning and dedication in lessons and at home, a bright future awaits. The majority of students choose to stay and study at St Peter's as part of Three Spires Sixth Form.

## What is the English Baccalaureate (EBacc)?

The English Baccalaureate is not a qualification but a measure of achievement in a specific set of academic subjects. These include English, mathematics, two sciences, a humanity (history or geography), and a language. Completing these subjects is shown to improve progression into further study.

## What is a BTEC?

BTEC, introduced in 1984 by the Business and Technology Education Council, is a vocational qualification awarded by Edexcel. Offered in over 100 countries, BTECs range from pre-GCSE to degree-equivalent levels and combine practical learning with essential theory, preparing students for employment or further education.

## Which examinations will I take?

Most St Peter's students will be entered for GCSE or BTEC qualifications, awarded by Edexcel (formerly the London Examining Board).

## How are BTECs assessed?

BTECs are partially exam-based qualifications. Students complete units that involve real-life case studies, projects, and assessments, which contribute to their overall grade. These assessments cover both theory and practical exercises. The assessment process is ongoing, allowing students to track and improve their performance throughout the course, much like in a real workplace.

## What is NCFE?

NCFE is a national awarding organisation offering over 500 qualifications across various levels and subject areas. The NCFE-VCERT qualifications are similar to BTECs, with a focus on practical, project-based learning, problem-solving, and fostering student independence. A level 2 NCFE V-CERT qualification is equivalent to a GCSE or Level 2 BTEC and is designed to meet employer needs while supporting progression to further and higher education. These qualifications are assessed through a mandatory externally-marked exam and an assignment. Both units are required for completion.



## **Spiritual, moral, social & cultural (SMSC) aspects of courses**

Key Stage 4 courses include elements of SMSC (spiritual, moral, social, and cultural development), which play a vital role in broadening students' understanding of the world.

In religious studies, students explore how religion influences personal decisions and its historical impact on society. Topics include the morality of the Atom Bomb, the civil rights movement, and Martin Luther King's life. In geography, students examine the role of charities, natural disaster relief, and the effects of globalisation. In English literature, themes of war poetry, women's roles, and issues surrounding race, sexuality, gender, and class are explored. In biology, students discuss ethical issues, while business includes a focus on business ethics.

Spiritual development is a key focus at the academy, particularly in religious studies. Students are encouraged to reflect and engage with their spiritual selves through moments of stillness and reflection.

## **Preparing students for a successful and resilient adulthood.**

## **Personal, social, health & economic education (PSHE) including relationships & sex education (RSE)**

To thrive in adulthood, students need knowledge to make informed decisions about their wellbeing, health, and relationships, while building resilience and self-efficacy. Our curriculum equips students with the skills to navigate risks, challenges, and complex situations, and encourages seeking support when needed.

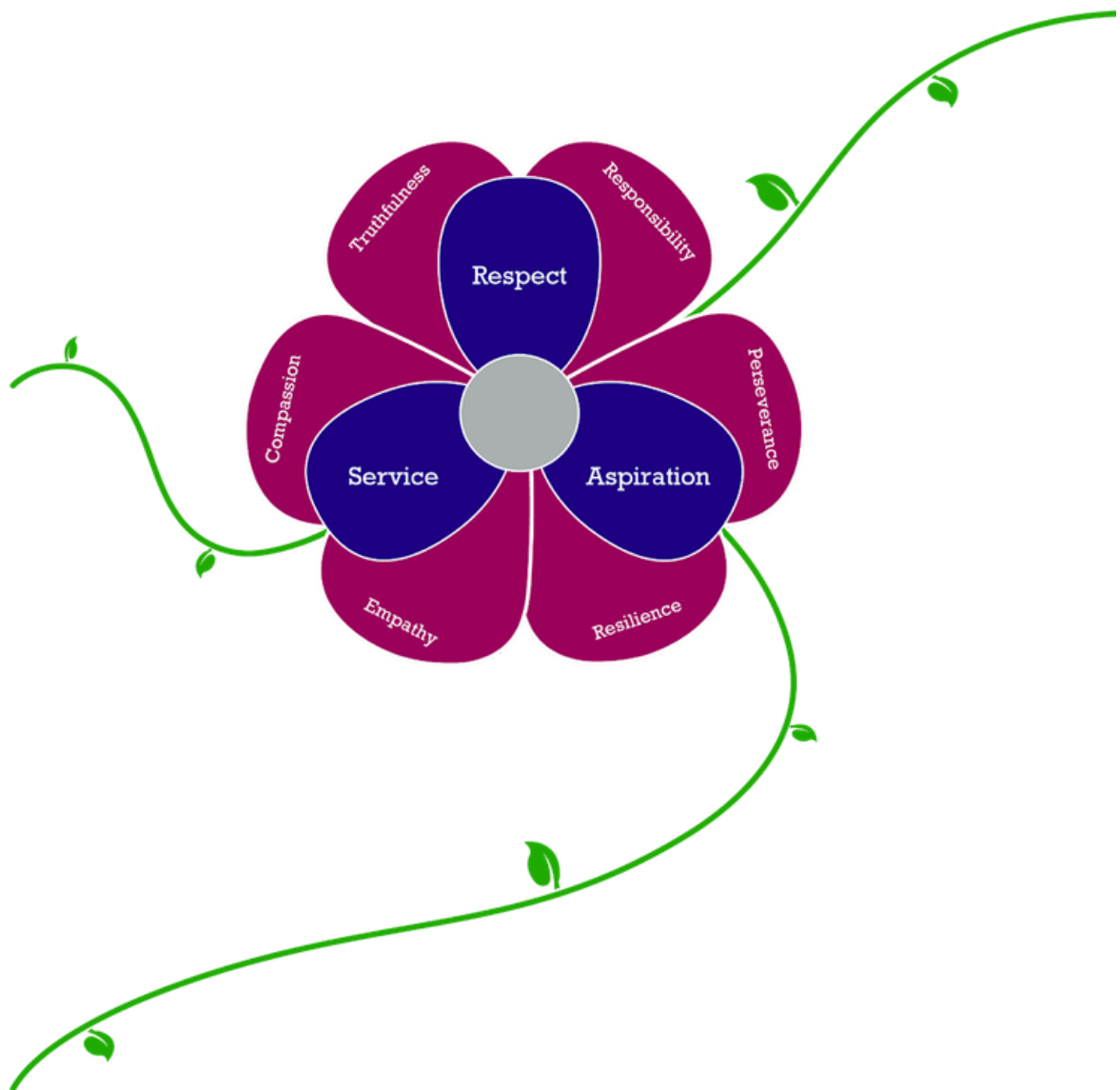
St Peter's delivers high-quality, evidence-based, age-appropriate teaching to prepare students for adult life, promoting their spiritual, moral, social, cultural, mental, and physical development both within the academy and in society.

Under the Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, relationships education is compulsory for all students in primary education, and relationships and sex education (RSE) is mandatory for all secondary students. Health education is also compulsory for all schools, except independent ones. Personal, social, health, and economic education (PSHE) remains compulsory in all schools.



# Course Details

Read more about the details of each course offered at our academy on the following pages. You'll find information on course content, assessment methods (such as exams or coursework), and potential career pathways for each subject. If you'd like further details, the member of staff responsible for each subject is also listed.



**"Our vision is to support our students in their quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness."**

COMPULSORY SUBJECT



# English Language

GCSE - AQA

Mrs S Saharn

## What will I study?

This course develops your ability to read, analyse, and write across literary, non-fiction and media texts, while ensuring accurate grammar, spelling, and punctuation are used. English language skills are taught through the study of the literature course texts, helping you develop critical reading and writing abilities. You will also enhance your spoken communication skills, though the Spoken Language element is assessed separately and does not contribute to your final GCSE grade.

The course covers three key areas:

### Reading & Comprehension

Analysing texts, summarising and synthesising information, evaluating a writer's choices, and comparing texts.

### Writing

Producing clear, structured, and engaging writing for different purposes.

### Spoken Language

Presenting ideas, responding to others, and using Standard English effectively.

## How will I be assessed?

### Paper 1: Explorations in Creative Reading & Writing (50%) - 1 hr 45 mins

Section A: Reading – Analysis of one fiction text (25%)

Section B: Writing – Descriptive or narrative writing (25%)

### Paper 2: Writers' Viewpoints & Perspectives (50%) - 1 hr 45 mins

Section A: Reading – Comparison of one non-fiction and one literary non-fiction text (25%)

Section B: Writing – Presenting a viewpoint (25%)

### Spoken Language Assessment (0% weighting)

Assessed separately, students present a speech, answer questions, and earn Pass, Merit, or Distinction grades.

## English language pathways

A GCSE in English language opens doors to careers in law, teaching, publishing, marketing, and communications, where strong reading, writing, and analysis skills are essential.

COMPULSORY SUBJECT



# English Literature

GCSE - AQA

Mrs S Saharn

Guided Learning Hours - 9 per fortnight (Language & Literature)

## What will I study?

This course develops your reading, writing, and critical thinking skills by studying both classic and modern literature. You will explore a range of texts, examining their themes, contexts, and language. Through analysis, you'll deepen your understanding of human experiences and cultures, while developing analytical and evaluative skills to express your ideas clearly and effectively.

## How will I be assessed?

### Paper 1 – Shakespeare & the 19th-Century Novel (40%)

Written exam: 1 hr 45 mins

**Shakespeare (Macbeth)** – Extract-based question with reference to the whole play.  
**19th-Century Novel (A Christmas Carol)** – Extract-based question with reference to the whole novella.

### Paper 2 – Modern Texts & Poetry (60%)

Written exam: 2 hrs 15 mins

**Modern Texts (An Inspector Calls)** – One essay question from a choice of two.

**Poetry (War & Conflict)** – Comparative question on a named poem from the AQA anthology.

**Unseen Poetry** – One question on an unseen poem and one comparative question.

## English literature pathways

Studying English literature can lead to A levels in English literature, English language, or media studies. It also supports careers in law, teaching, publishing, journalism, marketing, and any profession requiring strong analytical and communication skills.

**Gain cultural insight while honing your ability to think critically.**

COMPULSORY SUBJECT



# Mathematics

**GCSE - AQA**

**Mr G Asbridge**

**Guided Learning Hours - 8 per fortnight**

## What will I study?

GCSE Mathematics is a core subject in the national curriculum with relevance far beyond the classroom. The course covers six key areas:

1. Number
2. Algebra
3. Ratio, proportion, and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The Mathematics Department aims to develop students' problem-solving abilities by teaching them to break down complex problems into manageable parts and fostering logical thinking. The subject is valued for its concise and powerful means of communication.

## How will I be assessed?

Students will follow the AQA GCSE specification and be entered for either the foundation or higher tier. Assessment consists of three written papers, making up the entirety of the final grade.

**Students must have a scientific calculator for their lessons.**

**Foundation Tier: Grades 1 to 5**  
**Higher Tier: Grades 4 to 9**

**Paper 1 - 33.3% of total mark**  
Non-calculator paper - 1 hr 30 mins

**Paper 2 - 33.3% of total mark**  
Calculator paper - 1 hr 30 mins

**Paper 3 - 33.3% of total mark**  
Calculator paper - 1 hr 30 mins

The length of the exam is the same for both tiers; the differentiation lies in the level of difficulty of the questions. Each tier is designed to assess students appropriately based on their learning and ability level, ensuring fair and tailored evaluation.

## Mathematics pathways

A strong foundation in mathematics supports studies in physical sciences, engineering, medicine, biological sciences, geography, economics, business, and management. It also opens doors to a wide range of career opportunities and higher education pathways.

COMPULSORY SUBJECT



# Biology

GCSE - OCR

Mr S Drury

Guided Learning Hours - 3 per week

Students will follow either the Separate Science or Combined Science pathway, determined by Year 9 assessments.

## What will I study?

The course covers key topics essential to understanding biology:

- B1: Cell-level systems
- B2: Scaling up
- B3: Organism-level systems
- B4: Community-level systems
- B5: Interaction between systems
- B6: Global challenges
- B7: Practical skills

## How will I be assessed?

Students will be entered for either the foundation or higher tier.

Assessment consists of two written examination papers at the end of Year 11. Students are required to complete at least eight practical activities during the course.

**Students are guided on to the most appropriate pathway.**

**Foundation Tier: Grades 1 to 5**  
**Higher Tier: Grades 4 to 9**

**Paper 1 - 50% of total mark**

**1 hr 45 mins**

**Section A:** multiple choice - 15 marks

**Section B:** structured questions including extended response - 75 marks

Content assessed: B1 - B3 and B7

**Paper 2 - 50% of total mark**

**1 hr 45 mins**

**Section A:** multiple choice - 15 marks

**Section B:** structured questions including extended response - 75 marks

Content assessed: B4 - B6 with assumed knowledge of B1 - B3

## Biology pathways

Biology complements subjects like chemistry, physics, mathematics, physical education, and English. It can lead to post-16 courses and careers in engineering, medicine, research, business, and environmental studies.

COMPULSORY SUBJECT



# Chemistry

GCSE - OCR

Mr R Hughes

Guided Learning Hours - 3 per week

Students will follow either the Separate Science or Combined Science pathway, determined by Year 9 assessments.

## What will I study?

The course covers key topics essential to understanding chemistry:

- C1: Particles
- C2: Elements, compounds & mixtures
- C3: Chemical reactions
- C4: Predicting & identifying reactions & products
- C5: Monitoring & controlling chemical reactions
- C6: Global challenges
- C7: Practical skills

## How will I be assessed?

Students will be entered for either the foundation or higher tier.

Assessment consists of two written examination papers at the end of Year 11. Students are required to complete at least eight practical activities during the course.

**Foundation Tier: Grades 1 to 5**  
**Higher Tier: Grades 4 to 9**

**Paper 1 - 50% of total mark**

**1 hr 45 mins**

**Section A:** multiple choice - 15 marks

**Section B:** structured questions including extended response - 75 marks

Content assessed: C1 - C3 and C7

**Paper 2 - 50% of total mark**

**1 hr 45 mins**

**Section A:** multiple choice - 15 marks

**Section B:** structured questions including extended response - 75 marks

Content assessed: C4 - C6 and C7 with assumed knowledge of C1 - C3

## Chemistry pathways

Chemistry complements subjects like biology, physics, mathematics, and electronics. It can lead to post-16 courses and careers in engineering, pharmaceuticals, research, and business.

**Students are guided on to the most appropriate pathway.**

COMPULSORY SUBJECT



# Physics

GCSE - OCR

Mr A Bansal

Guided Learning Hours - 3 per week

Students will follow either the Separate Science or Combined Science pathway, determined by Year 9 assessments.

## What will I study?

The course covers key topics essential to understanding physics:

- P1: Matter
- P2: Forces
- P3: Electricity
- P4: Magnetism & magnetic fields
- P5: Waves
- P6: Radioactive decay - waves & particles
- P7: Energy
- P8: Global challenges
- P9: Practical skills

## How will I be assessed?

Students will be entered for either the foundation or higher tier.

Assessment consists of two written examination papers at the end of Year 11. Students are required to complete at least eight practical activities during the course.

**Foundation Tier: Grades 1 to 5**

**Higher Tier: Grades 4 to 9**

**Paper 1 - 50% of total mark**

**1 hr 45 mins**

**Section A:** multiple choice - 15 marks

**Section B:** structured questions including extended response - 75 marks

Content assessed: P1 - P4 and P9

**Paper 2 - 50% of total mark**

**1 hr 45 mins**

**Section A:** multiple choice - 15 marks

**Section B:** structured questions including extended response - 75 marks

Content assessed: P5 - P8 and P9 with assumed knowledge of P1 - P4

## Physics pathways

Physics complements subjects like biology, chemistry, mathematics, and electronics. It can lead to post-16 courses and careers in engineering, aviation, robotics, research, and business.

**Students are guided on to the most appropriate pathway.**

COMPULSORY SUBJECT



# Combined Science

GCSE - OCR

Mr S Drury

Guided Learning Hours - 10 per fortnight

Students will follow either the Separate Science or Combined Science pathway, determined by Year 9 assessments.

## What will I study?

B1: Cell level systems  
B2: Scaling up  
B3: Organism level systems  
B4: Community level systems  
B5: Interaction between systems  
B6: Global challenges

C1: Particles  
C2: Elements, compounds & mixtures  
C3: Chemical reactions  
C4: Predicting & identifying reactions & products  
C5: Monitoring & controlling chemical reactions  
C6: Global challenges

P1: Matter  
P2: Forces  
P3: Electricity & magnetism  
P4: Waves & radioactivity  
P5: Energy  
P6: Global challenges

## How will I be assessed?

Students will be entered for either the foundation or higher tier.

Assessment consists of six written examination papers at the end of Year 11. Students are required to complete at least sixteen practical activities during the course.

**Foundation Tier: Grades 1 to 5**  
**Higher Tier: Grades 4 to 9**

**Each paper is worth 16.7% of the total marks**

**1 hr 10 mins**

**Section A:** multiple choice - 10 marks

**Section B:** structured questions including extended response - 70 marks

Paper 1: B1 - B3

Paper 2: B4 - B6 (knowledge of B1 - B3)

Paper 3: C1 - C3

Paper 4: C4 - C6 (knowledge of C1 - C3)

Paper 5: P1 - P3

Paper 6: P4 - P6 (knowledge of P1 - P3)

COMPULSORY SUBJECT



# Religious Studies

GCSE - EDEXCEL

Miss E Lord

Guided Learning Hours - 2 per week

## What will I study?

You will explore at least two religions, including Christianity. The syllabus is designed to reflect a modern, evolving approach to religious studies, helping you apply concepts to interpret, contextualise, and analyse religious expressions and worldviews.

### Area of Study 1: Religion and Ethics (Christian perspective)

- Belief in God
- Marriage & the family
- Living the religious life
- Matters of life and death

### Area of Study 2: Religion, Peace, and Conflict (Sikh perspective)

- Belief in God
- Crime & Punishment
- Living the religious life
- Peace & conflict

**'It taught me understanding & compassion for others.'**

## How will I be assessed?

The course is 100% exam-based, with two papers (1 hour 45 minutes each):

**Paper 1: Religion and Ethics (Christianity)** 50% of total marks

**Paper 2: Religion, Peace, and Conflict (Sikhism)**  
50% of total marks

## Religious studies pathways

Religious studies pairs well with subjects like history and geography, offering insights into how religion shapes historical decisions and ethical issues. It develops critical thinking, analytical skills, and cultural awareness valued by employers, colleges, and universities.

After GCSE, you can progress to A level Religious Studies and careers in fields such as law enforcement, medicine, management, and more.

OPTIONAL SUBJECT



# Art & Design: Art, Craft & Design

GCSE - AQA

Ms E Roe

Guided Learning Hours - 5 per fortnight

## What will I study?

You will develop technical and creative skills to explore personal, historical, local, and global themes through photography. The course combines artistic processes with tools, techniques, materials, and resources to produce diverse evidence of your work and outcomes.

You'll work in specialist areas such as drawing, painting, illustration, sculpture, photography, architectural/interior design, and printmaking. Your studies will include research into artists and designers, project-based investigations, and taking your own photographs as part of developing ideas. Highlights include gallery visits and trips to renowned art destinations like the Louvre and Musée d'Orsay in Paris.

## How will I be assessed?

### Component 1: Coursework Portfolio (60%)

A portfolio showcasing the full creative process, including a sustained project

from initial ideas to final outcomes, and additional work completed during the course. Projects focus on developing drawing and presentation skills, guided by teachers, with an emphasis on incorporating your own ideas and responding to the work of artists.

### Component 2: Externally Set Assignment (40%)

Choose a starting point from an externally set paper, demonstrating all assessment objectives. After a preparatory period, you will complete the project in 10 hours of supervised time.

## Art, craft & design pathways

This course fosters creative thinking and problem-solving skills, valuable for further education and the workplace. This qualification is ideal for careers in photography, architecture, urban design, town planning, fashion design, illustration, and gaming design.

Our Art Department ranks well above the national average for results.

OPTIONAL SUBJECT



# Art & Design: Photography

GCSE - AQA

Ms E Roe

Guided Learning Hours - 5 per fortnight

## What will I study?

You will develop technical and creative skills to explore personal, historical, local, and global themes through photography. The course combines artistic processes with tools, techniques, materials, and resources to produce diverse evidence of your work and outcomes.

You'll work in specialist areas such as portrait, documentary and studio photography, experimental imagery, photojournalism, and moving image. Your studies will include research into artists and designers, project-based investigations, and exploring physical and digital editing techniques to refine your ideas. Highlights include gallery visits and trips to renowned art destinations like the Louvre and Musée d'Orsay in Paris.

## How will I be assessed?

### Component 1: Coursework Portfolio (60%)

A portfolio showcasing the full creative process, including a sustained project

from initial ideas to final outcomes, and additional work completed during the course. Projects focus on developing photography skills, guided by teachers, with an emphasis on incorporating your own ideas and responding to the work of photographers and animators.

### Component 2: Externally Set Assignment (40%)

Choose a starting point from an externally set paper, demonstrating all assessment objectives. After a preparatory period, you will complete the project in 10 hours of supervised time.

## Photography pathways

This course fosters creative thinking and problem-solving skills, valuable for further education and the workplace. This qualification is ideal for careers in photography, architecture, urban design, town planning, documentary photography, and gaming design.

Our Art Department ranks well above the national average for results.

OPTIONAL SUBJECT



# Art & Design: Textile Design

GCSE - AQA

Ms E Roe

Guided Learning Hours - 5 per fortnight

## What will I study?

You will develop technical and creative skills to explore personal, historical, local, and global themes through textile processes such as felting, machine embroidery, and other artistic techniques. The course enhances observational skills and critical thinking while offering insights into fields like fashion design, textile installation and surface pattern.

You'll create practical/contextual work in a specialist area of textile design: constructed textiles, decorative textiles and printed and dyed textiles. Highlights of the course include gallery visits, trips to renowned art destinations like the Louvre and Musée d'Orsay in Paris, and city visits to explore diverse architectural styles.

## How will I be assessed?

### Component 1: Coursework Portfolio (60%)

A portfolio showcasing the full creative process, including a sustained project from initial ideas to final outcomes and

additional work completed during the course. Projects focus on developing textile skills, guided by teachers, with an emphasis on incorporating your own ideas and responding to designers' and artists' work.

### Component 2: Externally Set Assignment (40%)

Choose a starting point from an externally set paper, demonstrating all assessment objectives. After a preparatory period, you will complete the project in 10 hours of supervised time.

## Textile design pathways

This course fosters creative thinking and problem-solving skills, valuable for further education and the workplace. This qualification is ideal for careers in fashion and design, interiors, journalism, surface design and textiles technology.

Our Art Department ranks well above the national average for results.

## OPTIONAL SUBJECT



# Business

## GCSE - EDEXCEL

Mr A Kumar

Guided Learning Hours - 5 per fortnight

**In addition to the GCSE course, we are adding a VOCATIONAL BUSINESS COURSE to our options from September 2026. This will be more coursework based.**

### What will I study?

Are you interested in the world of work and keen to develop workplace skills? This business course offers an introduction to the business environment, focusing on how small businesses start, operate, and succeed. You'll learn about entrepreneurship, spotting opportunities, and making marketing, operational, financial, and human resource decisions.

The course also develops skills essential for the workplace, such as problem-solving, decision-making, and exam techniques. Additionally, students can participate in trips; past destinations include Alton Towers, Barcelona, Paris, and London.

#### Theme 1: Investigating Small Business

Content includes: business ideas, market research, financial planning, and external influences such as technology and the economy.

#### Theme 2: Building a Business

Content includes: growth, globalisation, marketing strategies, operational and financial decisions, and managing people.

### How will I be assessed?

The course is assessed through two external exams, each contributing 50% of your GCSE grade:

**Theme 1: Investigating a Small Business**  
(1 hr 45 mins)

**Theme 2: Building a Business**  
(1 hr 45 mins)

Both papers include multiple-choice, calculation, short-answer, and extended writing questions.

### Business pathways

Business complements subjects like maths (business finance, statistics), English (marketing), and design and technology (product development). After GCSE, you can progress to A level business, economics, or related further education courses.

Career paths include accountancy, finance, marketing, banking, retail, business management, and even running your own business.

## OPTIONAL SUBJECT



# Computer Science

## GCSE - OCR

Mrs J Sidhu

Guided Learning Hours - 5 per fortnight

### What will I study?

This GCSE provides an excellent opportunity to explore how computers work, their applications, and programming. You'll develop problem-solving skills through practical work and research, gaining an in-depth understanding of computer technology and what happens behind the scenes.

The course covers fundamental principles of computer science, such as abstraction, decomposition, logic, algorithms, and data representation. You'll learn to analyse problems computationally, design and debug programs, and think creatively, analytically, and critically. It also examines digital systems, how they communicate, and their impact on individuals and society, while incorporating relevant mathematical skills.

**A solid understanding of mathematics is essential, with a minimum of Grade 4 at Key Stage 3.**

### How will I be assessed?

The qualification is assessed through two exams:

#### Paper 1: Computer Systems

1 hr 30 mins - 50%

#### Paper 2: Computational Thinking, Algorithms, and Programming

1 hr 30 mins - 50%

Assessment objectives include demonstrating understanding (30%), applying knowledge (40%), and analysing problems to design, evaluate, and refine solutions (30%).

### Computer science pathways

This course supports progression to A level Computing, related STEM subjects, and careers in technology, artificial intelligence, engineering, and programming. You'll also develop valuable skills like independent thinking, time management, and problem-solving.

OPTIONAL SUBJECT



# Drama

GCSE - EDUQAS

Mrs N Smith

Guided Learning Hours - 5 per fortnight

## What will I study?

This course focuses on both understanding and practically engaging in performance. It offers a chance to build confidence, develop your personality, and become more self-assured in a structured environment. Through exploring a variety of meaningful and inspiring topics, you'll develop a personal interest in drama, deepen your empathy skills, and become an active, independent learner.

### Component 1: Devising Theatre

You'll work in groups to create a piece of drama from a given stimulus, producing a portfolio to analyse and evaluate your work.

### Component 2: Performing from Text

You'll interpret and perform two extracts from a chosen play. You'll work as part of a group, either as a performer or in a design role (lighting, sound, set, or costume/makeup), and submit a 150-word explanation of your artistic intentions.

**Drama is a practical subject requiring confidence and the ability to follow direction.**

### Component 3: Interpreting Theatre

You'll study a performance text and respond to live theatre, demonstrating your knowledge of drama and theatre development.

## How will I be assessed?

### Component 1 - 40% of the total grade

Internally assessed and externally moderated portfolio (up to 900 words)

### Component 2 - 20% of the total grade

Externally assessed by a visiting examiner  
Performances lasting 5-14 mins, plus a 150-word explanation of your intentions

### Component 3 - 40% of the total grade

Written exam - 1 hr 30 mins

## Drama pathways

Drama fosters collaboration, problem-solving, and communication skills, preparing you for various careers such as acting, community arts, broadcasting, teaching, media research, theatre management, and therapy. It enhances your personal growth, confidence, and empathy, and complements English literature study.

## OPTIONAL SUBJECT



# Film Studies

## GCSE - EDUQAS

Ms H Craig

Guided Learning Hours - 5 per fortnight

### What will I study?

The UK film industry contributes over £15 billion annually to the economy and is expected to grow further with online platforms like Netflix, Apple TV, and Amazon Prime heavily investing in UK film production. To enrich the curriculum, we organise film screenings in school and external visits to cinemas in the West Midlands, allowing students to experience films on the big screen and develop a lifelong love of cinema. The course equips learners with transferable skills such as creative thinking, project management, technical knowledge, and analytical ability.

The course covers three units:

#### Key Developments in US Film

Comparing two mainstream films and exploring one US independent film.

#### Global Film: Narrative, Representation, and Style

Analysing one global English language film, one non-English language film, and one contemporary UK film.

**Film studies is a rewarding subject that enhances cultural capital.**

### Production

Creating a 2–2.5 minute film extract or screenplay, incorporating knowledge from Units 1 and 2, and producing a 750–850 word evaluative analysis comparing their work to professional examples.

### How will I be assessed?

#### Unit 1: Written exam - 35%

1 hr 30 mins

#### Unit 2: Written exam - 35%

1 hr 30 mins

#### Unit 3: Coursework - 30%

Production of a film sequence or screenplay and evaluative analysis

### Film studies pathways

Many students progress to A level Film Studies or university courses in film and television production, leading to careers in the media industry. Our academy has strong links with organisations like Into Film and the BFI, offering film production experiences and networking opportunities with young creatives.

## OPTIONAL SUBJECT



# Geography

**GCSE - AQA**

**Mr W Nield**

**Guided Learning Hours - 5 per fortnight**

### **What will I study?**

The geography course highlights the importance of understanding the world and its diverse places. It inspires students to become global citizens by exploring their role, values, and responsibilities to people and the environment. Covering modern and engaging topics, it motivates students to explore physical processes, human interactions, and cultural differences.

### **Key areas of study**

#### **Living with the Physical Environment**

Explore dynamic physical processes (tectonic, geomorphological, biological, and meteorological) and their interaction with human activity across various places and scales.

#### **Challenges in the Human Environment**

Examine human processes, systems, and their changes over time. Topics include sustainable management, current challenges, and future opportunities in human environments.

### **Geographical Applications**

This synoptic unit integrates knowledge, skills, and understanding from the full course. It also emphasises interrelationships within geography. Through the undertaking of a fieldwork investigation, students will develop skills in problem-solving, decision-making, idea synthesis, and teamwork.

### **How will I be assessed?**

**Paper 1:** Living with the Physical Environment (35%)

**Paper 2:** Challenges in the Human Environment (35%)

**Paper 3:** Geographical Applications (30%)

### **Geography pathways**

Geography complements most subjects and develops transferable skills. It supports progression to A level, university courses, and careers in transport, tourism, planning, surveying, civil engineering, estate management, and more.

OPTIONAL SUBJECT



# History

GCSE - AQA

Miss A Hammerton

Guided Learning Hours - 5 per fortnight

## What will I study?

### Paper 1 - Section A: Democracy and Dictatorship (1890-1945)

Explore Germany's transformation through democracy, dictatorship, and the rise and fall of Nazism. This section examines political, economic, social, and cultural changes, the role of key individuals, and the impact of these developments on German society.

### Paper 1 - Section B: Conflict and Tension: The Inter-War Years (1918–1939)

Understand the diverse interests of individuals and nations, focusing on concepts like national self-determination and internationalism. This section investigates the causes of World War II, challenges in revising the peace settlement, and the influence of key figures and groups on international relations.

### Paper 2 - Section A: Britain – Health and the People (c. 1000–Present)

Trace the evolution of medicine and public health in Britain, examining causes, consequences, and the interplay of short- and long-term developments.

The course also considers the influence of global events on British medical advancements.

### Paper 2 - Section B: Norman England (c. 1066–1100)

Delve into the Norman conquest and its impact on England. Study economic, religious, political, and social changes, as well as controversies and the historic environment of the period.

## How will I be assessed?

The course is evaluated through two (2-hour) written exams:

**Paper 1:** 50% of the total GCSE

**Paper 2:** 50% of the total GCSE

## History pathways

History develops critical analysis and research skills, complementing subjects like geography, English literature, and religious studies. It provides a strong foundation for careers in journalism, law, policing, accountancy, urban planning, civil service, management, architecture, TV research, tourism, IT analysis, and teaching.

OPTIONAL SUBJECT



# Media Studies

GCSE - EDUQAS

Ms H Craig

Guided Learning Hours - 5 per fortnight

## What will I study?

Media studies explores the central role of media in shaping culture, communication, and societal participation. It examines how media representations and messages influence our worldviews, while also highlighting the economic importance of global media industries.

You will study media language, representation, industries, and audiences across diverse forms, including advertising, film, magazines, music videos, newspapers, online media, radio, television, and video games. The course combines theoretical analysis with practical creativity, culminating in the creation of a media product based on a set brief. Production briefs may include television, magazines, film marketing, or music marketing.

## How will I be assessed?

### Component 1: Exploring the Media - 40%

Written exam

1 hr 30 mins

### Component 2: Understanding Media Forms & Products - 30%

Written exam

1 hr 30 mins

### Component 3: Creating Media Products - 30%

Non-exam assessment - internally assessed and externally moderated

1 hr 30 mins

## Media studies pathways

This course equips students with skills in analysis, teamwork, planning, and creative problem-solving, preparing them for various roles in the creative and media industries. Career options include TV or film production manager, advertising account executive, media researcher, community arts worker, events manager, actor, web content manager, vlogger, and writer. Media studies also pairs well with subjects like English, photography, drama, and art and design, offering a strong foundation for further education and careers in this dynamic sector.

## OPTIONAL SUBJECT



# Music

## GCSE - OCR

Mrs N Lacey

Guided Learning Hours - 5 per fortnight

### What will I study?

Music fosters transferable skills such as teamwork, leadership, dedication, and commitment, benefiting students in all areas of life. It enhances confidence and provides lifelong enjoyment.

You will study:

#### Performance (Solo and Ensemble)

Students will develop performing skills through solo and ensemble pieces, focusing on technical control, fluency, accuracy, and musical expression. They will also learn to collaborate effectively with other musicians.

#### Composition (Individual and to a Brief)

Students will explore rhythm, melody, harmony, and structure, using compositional devices to extend and develop musical ideas. They will create pieces that consider audience, resources, and occasions.

#### Listening and Appraising

Students will deepen their understanding of musical elements and learn to identify features aurally across various styles. Areas of study include the evolution of the concerto from the Baroque to Romantic

periods, traditional rhythms from around the world, film music, and popular music, ranging from 1950s rock 'n' roll to modern solo artists.

### How will I be assessed?

#### Integrated Portfolio - 30%

Teacher-assessed, externally moderated  
Includes one solo performance (15%) and one composition (15%)

#### Practical Portfolio - 30%

Teacher-assessed, externally moderated  
Includes one ensemble performance (15%) and one composition to an exam board brief (15%)

#### Listening and Appraising - 40%

Externally marked written exam  
1 hr 30 mins

### Music pathways

Studying music offers a practical balance to academic subjects and supports progression to A level music and beyond. Careers include performer, composer, music teacher, sound technician, event manager, and music therapist.

OPTIONAL SUBJECT



# Physical Education

GCSE - OCR

Mrs H McGlynn

Guided Learning Hours - 5 per fortnight

## What will I study?

### Theory

The theory component covers key aspects of physical and mental performance, including how the heart, lungs, skeleton, and muscles function and the effects of exercise on the body. You will explore international sporting events, the role of media and sponsorship in sport, sports psychology, skill acquisition, and strategies for healthy, active lifestyles. Topics also include diet, rest, and sociocultural factors influencing physical activity, as well as movement analysis, biomechanics, injury prevention, and promoting participation in sport.

### Practical

The practical component involves assessment in a range of individual and team sports, with the highest-performing activities contributing to your final grade. Students must demonstrate a strong foundation in three sports, including at least one individual and one team activity. Commitment to participation in at least one club outside of school and two school-based activities is essential.

## How will I be assessed?

### Theory - 60% of total

Two written exams

**Paper One: Physical Factors Affecting Performance Levels in Sport - 30%**

**Paper Two: Socio-cultural Issues and Sports Psychology - 30%**

Exams include multiple-choice, short-answer, and extended-answer questions

### Practical Performance - 30% of total

This unit is assessed internally and externally moderated. For sports not offered in school, video evidence may be submitted as part of the assessment.

### Coursework - 10% of total

Written analysis and improvement task based on one of your practical activities.

## Physical education pathways

This course supports progression into practical and clinical careers such as physiotherapy, sports coaching and personal training, while building a strong foundation in anatomy, training and performance.

## OPTIONAL SUBJECT



# Spanish

## GCSE - AQA

Mr L Cogollo

Guided Learning Hours - 3 per week

### What will I study?

You will develop communication skills for Spanish-speaking countries while gaining cultural insights. Through role-play, opinion expression, and authentic listening and reading activities, you will learn to use Spanish actively. Grammar and vocabulary are integrated into each theme, preparing you for study, work, and leisure.

Students will provide information and opinions about their own experiences and those of people in Spanish-speaking communities:

#### Theme 1: People and Lifestyle

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

#### Theme 2: Popular Culture

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

#### Theme 3: Communication and the World Around Us

- Travel and tourism
- Media and technology
- The environment and where people live

### How will I be assessed?

Students will sit four exams at either foundation tier (grades 1–5) or higher tier (grades 4–9), with all assessments completed at the end of Year 11.

**Listening:** 35 minutes (F) or 45 minutes (H) – 25%

**Speaking:** 7–9 minutes (F) or 10–12 minutes (H) – 25%

**Reading:** 45 minutes (F) or 60 minutes (H) – 25%

**Writing:** 60 minutes (F) or 75 minutes (H) – 25%

### Spanish pathways

Spanish is one of the most widely spoken languages globally, making it a valuable asset for future career opportunities. Many employers seek linguists, and Spanish complements other subjects at university.

OPTIONAL SUBJECT



# Child Development

LEVEL 1/2 CAMBRIDGE NATIONAL - OCR

Ms N Chauhan

Guided Learning Hours - 5 per fortnight

## What will I study?

The Level 1/2 Cambridge National in Child Development introduces students (ages 14–16) to key knowledge, skills, and practical applications in the childcare sector. It fosters independence, confidence, and transferable skills useful in both work and everyday life. Students will develop:

**Research skills** – e.g. selecting and justifying equipment choices in the NEA assignment.

**Communication skills** – e.g. providing recommendations on accident prevention in a nursery setting.

## How will I be assessed?

### Unit R057: Health and Wellbeing for Child Development

- Written Exam - 1 hr 15 mins  
Covers pre-conception health, reproduction, antenatal care, birth preparation, postnatal care, childhood illnesses, and creating a safe environment.

### Unit R058: Create a Safe Environment and Understand the Nutritional Needs of Children from Birth to Five Years

- Centre-assessed tasks (Coursework) - Moderated by OCR

Focuses on safety in childcare settings, selecting appropriate equipment, and understanding children's nutritional needs.

### Unit R059: Understand the Development of a Child from One to Five Years

- Centre-assessed tasks (Coursework) - Moderated by OCR

Explores child development (ages 1–5), including physical, intellectual, and social milestones, the role of play, child observation, and planning activities to support development.

## Child development pathways

This course provides a strong foundation for careers in childcare, education, and healthcare. It can lead to roles such as a paediatric nurse, nurse, speech and language pathologist, preschool teacher, childcare worker, learning mentor, nursery nurse, or librarian.

OPTIONAL SUBJECT



# Digital Information Technology

**BTEC LEVEL 1/2 TECH AWARD - PEARSON/EDEXCEL**

**Mrs J Sidhu**

**Guided Learning Hours - 5 per fortnight**

## **What will I study?**

The Tech Award helps you develop practical skills in digital information technology through vocational contexts.

You will learn:

**Skills:** Project planning, designing user interfaces, and data presentation.

**Processes:** Cyber security, legal and ethical codes, and effective team working.

**Attitudes:** Personal management and communication skills.

**Knowledge:** Understanding user interfaces, data collection, and virtual workplaces.

This course complements GCSE Computer Science, focusing on project planning, user interface design, and digital systems.

## **How will I be assessed?**

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques - 33%**

Internally assessed - 6 hours of supervised assessment

**Component 2: Collecting, Presenting and Interpreting Data - 33%**

Internally assessed - 6 hours of supervised assessment

**Component 3: Effective Digital Working Practices - 33%**

Written exam - 1 hr 30 mins

## **Digital information technology pathways**

This qualification can lead to careers in IT support, software development, cyber security, data analysis, or digital marketing.

OPTIONAL SUBJECT



# Engineering

LEVEL 1/2 CAMBRIDGE NATIONAL - OCR

Mr M Blair

Guided Learning Hours - 5 per fortnight

## What will I study?

Engineering is a dynamic and innovative field that shapes the world around us. This course provides a broad introduction to the profession, developing key analytical, practical, and problem-solving skills. It is ideal for students interested in how things are designed, built, and maintained, offering a foundation for careers in mechanical, electrical, and aerospace engineering. If you enjoy hands-on work, using tools, and exploring modern techniques like computer-aided design, this course is for you.

## How will I be assessed?

This course explores manufacturing processes, materials, and production methods, with both theoretical and practical assessments.

### R014: Principles of Engineering Manufacture (40%)

Externally assessed exam covering manufacturing processes, material properties, and industry developments.

### R015: Manufacturing a One-Off Product (30%)

Internally assessed coursework involving product planning, risk assessments, and hands-on production using tools and machinery.

### R016: Manufacturing in Quantity (30%)

Practical coursework on mass production, including jig and template use, CAD programming, and CNC operation.

Equivalent to a GCSE, this qualification awards Level 1 (Pass, Merit, Distinction) and Level 2 (Pass, Merit, Distinction, Distinction\*), with top Level 2 grades aligning with GCSE 7-9.

## Engineering pathways

Engineering complements subjects like maths, physics, chemistry, and electronics. Students can progress engineering at St Peter's as part of Three Spires Sixth Form or pursue university degrees in engineering. Career opportunities span telecoms, mechanics, electronics, civil and structural engineering, aerospace, and materials science.

OPTIONAL SUBJECT



# Health & Social Care

LEVEL 1/2 CAMBRIDGE NATIONAL - OCR

Ms N Chauhan

Guided Learning Hours - 5 per fortnight

## What will I study?

The Level 1/2 Cambridge National in Health and Social Care is designed for students aged 14–16, providing knowledge, practical skills, and real-world applications in the sector. It develops independence, confidence, and communication skills essential for health and social care, as well as transferable skills like research and evidence presentation.

The course includes three units—two mandatory and one optional.

## How will I be assessed?

### R032: Principles of Care in Health and Social Care Settings

- Written Exam - 1 hr 15 mins  
Covers service user rights, person-centred values, effective communication, and safeguarding in health and social care.

### R033: Supporting Individuals Through Life Events

- Centre-assessed tasks (Coursework) - Moderated by OCR  
Explores life stages, the impact of life events, and support strategies.

### R035: Health Promotion Campaigns

- Centre-assessed tasks (Coursework) - Moderated by OCR  
Involves researching, planning, creating, and evaluating a health promotion campaign, focusing on public health issues and influencing factors.

## Health & social care pathways

This qualification supports progression into health and social care-related courses at Level 3 and careers in nursing, social work, midwifery, occupational therapy, counselling, and public health. It also develops transferable skills useful in education, psychology, and community support roles.

OPTIONAL SUBJECT



# Hospitality & Catering

LEVEL 1/2 TECH AWARD - EDUQAS

Mrs L Benton/Mr M Blair

Guided Learning Hours - 5 per fortnight

## What will I study?

The Level 1/2 Vocational Award equips learners with knowledge, understanding, and skills in a specific vocational sector. Alongside sector-specific knowledge, the course develops essential employability skills valued by employers and higher education. Focusing on the hospitality industry, students will study two mandatory units covering core hospitality principles while gaining teamwork, planning, and practical skills. Year 9 builds a foundation through skills-based food preparation and industry knowledge, preparing students for more advanced study in Year 10.

## How will I be assessed?

### Unit 1 - Written exam - 40% of total

1 hr 20 mins, worth 20 marks.

- Hospitality & catering provision
- How hospitality & catering providers operate
- Health & safety
- Food safety

### Unit 2 (Controlled Assessment and Practical) - 60% of total

Students plan, prepare, cook, and present nutritional dishes while completing a coursework assignment.

- The importance of nutrition
- Menu planning
- Skills & techniques of preparation, cooking & presentation
- Evaluating cooking skills

The exam (Unit 1) includes a balance of short and extended answer questions based on stimulus material and applied contexts.

## Hospitality & catering pathways

This course opens doors to careers in hospitality, including food preparation, hotel management, and event management. It links with subjects like maths, science, ICT, and business, providing skills in costing, nutrition, and marketing. Students can progress to Level 3 BTEC Hospitality, building a strong foundation for further education and careers in the industry.

OPTIONAL SUBJECT



# Performing Arts (Dance)

**BTEC LEVEL 1/2 TECH AWARD - PEARSON/EDEXCEL**

**Miss R Parkin/Miss N Smith – Head of Department**

**Guided Learning Hours - 5 per fortnight**

## **What will I study?**

Dance is an expressive subject that develops creative, physical, emotional, and intellectual abilities. This course values and builds on all levels of prior experience, introducing students to a range of dance styles and fusions reflective of the UK's dance repertoire.

You will explore the performing arts with a strong emphasis on dance technique, styles and performance. You will develop your practical dance skills through workshops, rehearsals and performances, while also learning about professional dance practice and how choreographers and performers communicate ideas through movement. The course encourages creativity, teamwork and reflection.

## **How will I be assessed?**

### **Component 1 – Exploring The Performing Arts**

This is assessed internally and focuses on exploring how professional dance work is created.

### **Component 2 - Developing Skills and Techniques**

This is also internally-assessed and will focus on developing your skills and techniques through practical performance.

### **Component 3**

This unit is an externally-assessed task set by Pearson, in which you respond to a performance brief by planning, rehearsing, and performing a dance piece that demonstrates how you can apply your learning in a real-world context.

## **Dance pathways**

Dance can lead to careers in professional performance, choreography, dance therapy, teaching, arts administration, and roles in entertainment like theatre, film, or fashion. It's also an excellent way to develop transferable skills valued in many fields.

**Dance enhances skills like creativity, teamwork, discipline, and critical thinking.**

OPTIONAL SUBJECT



# Sport Studies

LEVEL 1/2 CAMBRIDGE NATIONAL - OCR

Mrs H McGlynn/Mr J Louca

Guided Learning Hours - 5 per fortnight

## What will I study?

This qualification develops teamwork, research, and leadership skills, explores sports performance beyond physical activity, and includes safe outdoor activities. It prepares students for careers in sports or progression to Level 3 media or leadership courses, fostering transferable skills like presentation and report writing.

### Theory Units

#### Contemporary Issues in Sport

Explore factors affecting participation, initiatives to increase involvement, values in sport (e.g. Olympic values and etiquette), performance-enhancing drugs, governing bodies, major events, and the role of technology.

#### Performance & Leadership in Sport Activities

Focus on practical performance, performance analysis, action planning, risk assessments, and coaching plans, including delivery and practical application.

#### Increase Awareness of Outdoor & Adventurous Activities

Learn about the provision, safety, and planning of outdoor activities, culminating in participation.

#### Practical Component

Students will be assessed on practical performance in two sports (worth 14 marks each).

## How will I be assessed?

#### Contemporary Issues in Sport - 40%

Written exam - 1 hr

Remaining units assessed through non-exam assessment (coursework) and moderated by OCR.

## Sport studies pathways

CNAT Sport Studies prepares students for Level 3 CTEC Sport and practical careers such as coaching, personal training and outdoor leadership. It also provides pathways into the wider sports industry, including journalism, marketing and leisure management, or further study in physical education.





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