EMMAUS
CATHOLIC MAC
Our journey with Christ

HAGLEY CATHOLIC
HIGH SCHOOL
SEMPER FIDELIS

Key Stage 4 Options Booklet

A Foreword from the Principal

The Year 9 Options Programme is one of the key events of every student's school career and represents the first major decision that our young people make about their future. It gives every student a chance to personalise their own curriculum for the first time. This means that the information, advice and guidance our young people receive from their parents and school staff is of the utmost importance in to help them make the 'right' choices.

For us, in a Catholic school, this process of decision-making calls to mind the concept of vocation. Through the Options Programme we offer an invitation to all our students to look to the future and ask themselves the question "What is God calling me to be?" The Options Programme will run until the deadline for options to be received on Monday 23rd March 2026, having initially been introduced to students at an assembly before February half term.

The curriculum that all students will follow is divided into the Core Curriculum and the Optional Curriculum. The Core Curriculum consists of 6 GCSE courses in Religious Education, English Language, English Literature, Mathematics and Combined Science Double Award. In addition to this, all students follow non-examined courses of study in Physical Education and Character, Culture and Formation, where they will follow the PSHE, RSE and Citizenship Curriculum. The Optional Curriculum allows students to follow three further GCSE (or equivalent) subjects. Our students are fortunate to have a broad range of courses to follow, the details of which are summarised in this booklet.

There has been much change in education in recent years, one of the more significant changes is that all GCSE courses are now assessed through terminal examinations at the end of Year 11, although some may still contain Controlled Assessment units. This has led to an increase in examined content. Further change has already been influenced by the DFE's response to the 2025 Curriculum review.

Since 2018 all students are now awarded GCSE grades from 9 to 1, while vocational courses are still awarded pass, merit and distinction grades. Student attainment and progress is measured against eight key subjects. Consequently, in addition to the Core Curriculum, all students are required to study History, Geography and/or Computer Science. The requirement to take a language GCSE has been removed this year. However, all students have the option to continue with their study of French or Spanish ay Key Stage 4.

Our key option advice to all our students is to select subjects that ensure they have a breadth and balance to their studies, and which will keep their options and opportunities wide open in the future. We have always recommended that our students choose the subjects they enjoy and in which they have a track record of success. Students should also be aware that, in most cases, it will NOT be a requirement to have a GCSE in a subject in order to be able to study it at A Level.

Finally, please note that each of the options courses will only run if enough students opt for them; there are a great number of courses available and a finite number of students, so the year group as a whole will shape the final curriculum.

Thank you for your support during this process. Please contact subject leaders directly for additional specific advice about courses or, for more general curriculum enquiries, please contact Mr A Trickett (Assistant Principal: Quality of Education – Curriculum) at atrickett@emmausmac.com.

Mr J Hodgson
Principal

Curriculum Overview

Core Curriculum – You will study the six GCSE's below:
Religious Education
English (Language and Literature)
Mathematics
Combined Science (unless triple science is selected as an option)
Non-Examined Courses:
Core Physical Education
Character, Culture and Formation

KS4 Options

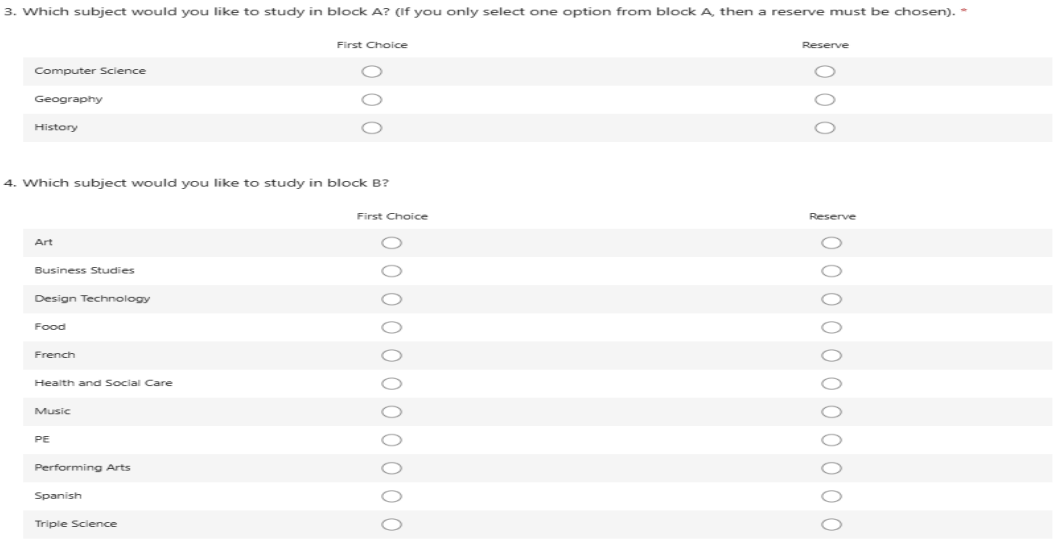
- **Select three options (<u>At least</u> one subject in column A must be chosen)**
- **You must select <u>at least three</u> reserve options**

A	**B**
Computer Science	Art
Geography	Business Studies
History	Design Technology
	Food
	French
	Health and Social Care
	Music
	PE
	Performing Arts
	Spanish
	Triple Science*

*** Spring Present Predicted Grade (PPG) must be at least a grade 4a in Maths and in all three Science subjects.**

How to select your subjects using Microsoft Forms:

1. ***Click on the link that has been sent to you via Microsoft Teams***
2. ***Select the subjects that you wish to study. At least one subject must be chosen from block A. You must select a reserve option from block A and three reserve options from block B.***


3. Which subject would you like to study in block A? (If you only select one option from block A, then a reserve must be chosen). *

	First Choice	Reserve
Computer Science	○	○
Geography	○	○
History	○	○

4. Which subject would you like to study in block B?

	First Choice	Reserve
Art	○	○
Business Studies	○	○
Design Technology	○	○
Food	○	○
French	○	○
Health and Social Care	○	○
Music	○	○
PE	○	○
Performing Arts	○	○
Spanish	○	○
Triple Science	○	○

Options forms are available from the school reception if you are unable to access a computer/the internet. A detailed guide outlining how choices can be made using Microsoft Forms can be found on the school website by selecting the 'Our Community' tab and going to 'KS4 Options'.

Core Subjects

GCSE Religious Education

Since September 2016, the Government has required that all students study a minimum of two religions in all Key Stage 4 courses. In accordance with instruction received from the *Bishops' Conference of England and Wales*, our GCSE course will be based upon Catholic Christianity 50%, Judaism 25% and Themes (moral Issues) 25%. The assessment is 100% exam. Students sit two exams at the end of Year 11.

CATHOLIC CHRISTIANITY			
Beliefs	*Practices*	*Sources*	*Forms of Expression*
▪ Trinity ▪ Creation ▪ Nature of Jesus ▪ Salvation ▪ Grace ▪ Eschatology	▪ Prayer ▪ Sacraments ▪ Popular Piety ▪ Love of Neighbour ▪ Mission ▪ Evangelism	▪ Bible ▪ Magisterium ▪ Vatican II ▪ Church ▪ Role of Mary ▪ Jesus' Teachings	▪ Architecture ▪ Paintings ▪ Frescos ▪ Statuary ▪ Drama and Music ▪ Symbolism

JUDAISM	
Beliefs	*Practices*
▪ Nature of God ▪ Sanctity of Life ▪ Role of Messiah ▪ Promised Land ▪ Abraham ▪ Mitzvot	▪ The Synagogue ▪ Tenakh and Talmud ▪ Worship at home ▪ Prayer ▪ Rituals ▪ Festivals

THEMES AND MORAL ISSUES	
Relationships	*Religion, Peace and Conflict*
▪ Marriage ▪ Family Life ▪ Sex ▪ Cohabitation ▪ Divorce	▪ Violence and terrorism ▪ War ▪ Justice ▪ Peace and pacifism ▪ Reconciliation

Examination Board: AQA
Specification B

Head of Department: Mr P Farley pfarley@emmausmac.com

GCSE English Language and Literature

All exams will take place at the end of Year 11. There is no coursework.

1. AQA GCSE English Language (8700)

Paper 1: External Examination (1 hour 45 minutes)
50% of the total GCSE marks: Exam on explorations in creative reading and writing.

Paper 2: External Examination (1 hour 45 minutes)
50% of the total GCSE marks: Exam on writers' viewpoints and perspectives.

Non-Exam Assessment: Spoken Language

2. AQA GCSE English Literature (8702)

Paper 1: External Examination. (1 hour 45 minutes)
40% of the total GCSE marks: Exam on Shakespeare and a 19th Century novel.

Paper 2: External examination (2 hours 15 minutes)
60% of the total GCSE marks: Exam on modern texts and poetry.

Examination Board: AQA
Syllabus Codes: 8700 / 8702

Head of Department: Mrs E Barrett ebarrett@emmausmac.com

GCSE Mathematics

The Mathematics GCSE is a two-year course examined at the end of Year 11. There is no coursework component; however, detailed problem solving is embedded in the content.

A large proportion of the assessment will be functional Mathematics (i.e. the use of Maths in solving day to day problems). Therefore, thinking skills are essential.

Homework will be regularly given, using both ICT and written pieces. Students will be required to own and use a scientific calculator.

There are two tiers in Mathematics that students can study.

On the Foundation tier course students can achieve grades 1 to 5.
On the Higher tier course students can achieve grades 3 to 9.

Paper 1: External Examination (1 hour 30 minutes), out of 100 marks
$\frac{1}{3}$ of the total GCSE marks: This is a Calculator Examination

Paper 2: External Examination (1 hour 30 minutes), out of 100 marks
$\frac{1}{3}$ of the total GCSE marks: This is a Non-Calculator Examination

Paper 3: External Examination (1 hour 30 minutes), out of 100 marks
$\frac{1}{3}$ of the total GCSE marks: This is a Calculator Examination

All parts of the GCSE syllabus can be assessed in any of the three papers.

Examination Board: OCR linear
Specification: J560

Head of Department: Miss A Holland *aholland@emmausmac.com*

GCSE Combined Science

All students can follow the Combined (Double GCSE) Science course without one of their option blocks being used up. This course covers all three Sciences and is delivered by specialist Biology, Chemistry and Physics teachers, with 2 lessons per fortnight in each subject. There is also one extra lesson per fortnight that is given to studying Chemistry in Year 10 and Biology in Year 11. We follow the AQA specification. This is a linear course with examinations at the end of Year 11. Students sit two written examination papers for each Science subject, giving a total of 6 examination papers.

Combined Science covers the foundations of GCSE Biology, Chemistry and Physics, placing an emphasis on not just learning theory but understanding the practical side of Science and its relation to the world we live in. As part of the course students will complete 16 required practicals and the written examination papers sat at the end of Year 11, will include questions that draw on students' experience of practical Science. There is no coursework in Combined Science.

There are two tiers in Combined Science that students can study.

On the Higher tier course students can achieve grades 4 to 9. On the Foundation tier course students can achieve grades 1 to 5.

Combined Science is a double award course; therefore, students will be awarded two grades based on an average grading system (1-1, 1-2, 2-2 through to 9-9).

Examination Board: AQA

Syllabus Code: 8464

Head of Department: Mrs D Fairclough *dfairclough@emmausmac.com*

Physical Education

Participation in Physical Education continues throughout Years 10 and 11 for all students. Students will continue to develop the skills and knowledge that they have gained in Key Stage 3. The Key Stage 4 programme of study will provide a broad range of activity options, allowing students to experience a competitive environment and/or participate in other physical activities designed to improve their personal health and fitness. It is our aim that Core PE will provide an opportunity for students to enjoy sport and physical activity without the pressure of formal assessments.

Student Involvement

Students are expected to prepare appropriately for activities and should have a good understanding of the correct techniques, rules and tactics. Students will develop their understanding of the importance of a healthy, active lifestyle through a variety of activities. Students are involved in the analysis of sports performance, and they will take on a variety of roles including coach, official and performer. Students will have the opportunity to conduct themselves in a competitive environment whilst displaying character building values such as sportsmanship, fair play, teamwork and honesty. Students are also encouraged to take part in the wide range of extracurricular opportunities available at Key Stage 4 to ensure that they access at least 2 hours of high-quality physical education and sport per week.

Head of Department: Mr S Rich *sarich@emmausmac.com*

Character and Culture (including PSHE and RSE)

Our Catholic faith is at the heart of the Character and Culture programme, encouraging students to achieve their personal best by supporting them to become responsible, active citizens.

Students continue to follow the Character and Culture programme into Key Stage 4 during Tuesday mornings giving students the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

The programme covers a wide range of themes including:

- Spiritual, Moral, Social and Cultural development
- Personal, Social, Health and Economic Education
- Relationships and Sex Education
- Careers Education, Information, Advice and Guidance

As part of Character and Culture, students are also encouraged to develop important skills such as leadership, organisation, resilience, initiative and communication, all of which are important in preparing students for the opportunities, responsibilities and challenges of adult life.

Throughout the year guest speakers are invited into school to speak with students during assemblies and opportunities provided for students to engage in charitable and social outreach activities. The Character and Culture curriculum is carefully sequenced to ensure students engage in a journey of personal growth and discovery.

Character, Culture and Formation Coordinator:

Mrs N Mouzer (Assistant Principal – Pastoral Care & Personal Development)

nmouzer@emmausmac.com

Option Subjects (GCSE)

GCSE Art and Design

Why Choose Art and Design?
This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art and Design in ways that are personally relevant and truly developmental in nature.

GCSE Art and Design will encourage every student to:

- Actively engage in the process of art and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develop creative skills through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value. Becoming confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop personal attributes, including self-confidence, resilience, perseverance, self-discipline and commitment.

Students must evidence coverage of the assessment objectives in the Portfolio of Work and their response to the Externally Set Assignment.

Portfolio Requirements for Art and Design (60%)
Externally Set Assignment Requirements for Art and Design (40%)

GCSE Art and Design:
Students are able to work in a wide range of materials and techniques which **may** include:

- **Fine art**: for example, drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Photography**: for example, portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Students will begin the course with a series of workshops in which they will develop skills through many of the areas of study. They may explore and develop ideas by combining or overlapping these areas of study and they may work in both 2D and 3D.




Examination Board: AQA Art & Design
Syllabus Code: 8202

Head of Department: Mrs N Stott nstott@emmausmac.com

GCSE Business Studies

We are delighted to be able to extend our GCSE portfolio at Hagley Catholic High School by offering GCSE Business Studies.

By studying GCSE Business Studies, you will gain a knowledge and understanding about how a range of different organisations operate, from small enterprises to large multinational companies. You will learn how businesses identify a product need, how managers secure funding, how companies market their products and how they assess their success.

The content provides an excellent foundation for further study at A Level. It can also lead to a wide range of different careers including:

- Finance
- Marketing
- Human Resources
- Business Management
- Service Sector

What will you study?

The content of the specification is divided into six, clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

How will you be assessed?

You will sit two examinations at the end of year 11. Details of these examinations are given below:

Component 1- Business Dynamics will be assessed through a written examination:

- 2 hours 62.5% of qualification where 100 marks are available.
- The examination questions will be a mix of short answers and responses to stimulus material.

Component 2: Business Considerations will be assessed through a written examination:

- 1 hour 30 minutes 37.5% of qualification where 60 marks are available.
- The examination questions are focused on responding to data.

Examination Board: Edquas WJEC

Current Subject Leader: Mrs K Mann kmann@emmausmac.com

GCSE Computer Science

Computer Science is a core component of the EBacc, putting it alongside traditional sciences by recognising the high standards of intellectual depth and practical value of this qualification. This course enables students to learn the science behind computing and programming skills which high-tech industries need. Many high-tech companies originated as small start-ups founded by Computer Scientists e.g. Microsoft, Facebook, Google and Apple.

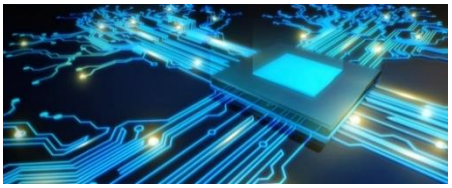
It is important to note that Computer Science can be very challenging at times due to the nature of the programming, maths and theoretical concepts involved. Therefore, **students will need to have a PPG of a grade 4a,4b or 4c in Maths in the Year 9 spring reports in order to access the course.**

What is the difference between IT and Computer Science?

Consider a car. Most people want to learn to drive; you do not need to know how the car works, but you just want to get from A to B. IT is just that, it develops a skill set so you can "drive" your computer. You do not care how it works as long as it helps you write a report or do the accounts. However, some people want to know how it works. Just like car mechanics and engineers, they want to get under the bonnet and understand the basic principles. They might design better cars and invent new technologies for greener engines etc. This is the equivalent to studying Computer Science, getting underneath the computer, learning how it actually works.

Why Choose GCSE Computer Science?

The course will give students an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, students will investigate computer programming in the Python language, which students will find enjoyable, if sometimes difficult. The course will help students develop critical thinking, analysis and problem-solving skills.



Unit 1: Computer systems
Written Examination (50%) 1hour 30minutes

Students will learn about the hardware involved in making the computer work, the functions of operating system software, binary and hexadecimal number systems, communications and networking, as well as the ethical, legal, cultural and environmental impacts of digital technology. There is a small amount of mathematical content in the exam.

Unit 2: Computational thinking, algorithms and programming
Written Examination (50%) 1hour 30minutes

Students will learn about algorithms, how to create them and turn them into working programming projects through the learning of programming techniques using the Python programming language. There is a large amount of computer programming which will be in the final exam.

Practical Programming

All students are required to undertake a programming task during their course of study. Students will draw on some of the content in both components when engaged in Practical Programming. This is completed under classroom conditions and students will have to be prepared to work independently on the task given.

Examination Board: OCR **Syllabus Code:** J277

Head of Department: Mrs E French *efrench@emmausmac.com*

GCSE Design and Technology

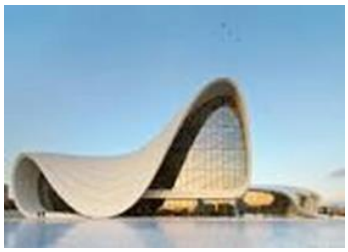
The study of Design and Technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social or cultural, environmental and economic factors.

This course builds on everything you have learned across the workshop-based Design and Technology subjects in Key Stage 3 and will help you to develop your knowledge and abilities as a designer and manufacturer. Design and Technology is a subject where you apply the knowledge and skills you gain across the curriculum and put them to a practical use.

The creative industries in the UK currently employ around two million people and they contribute around two billion pounds to the UK economy each year. Jobs as diverse as motor vehicle design, film and set design, the exhibition industry, architecture, engineering, game design and construction and manufacturing all rely on a sound knowledge and understanding of materials, technology and design communication. The movie industry, TV and advertising, product design, carpentry, plumbing, electrical installation and fashion design all rely on the skills we teach here. Give yourself an advantage and learn about managing your impact on our environment, new and emerging technologies and come and play with the CAD-CAM stuff!

The course is organised into two parts; an exam at the end of Year 11 and a piece of non-examined assessment (coursework). These two parts are worth 50% of the marks each. You will spend Year 10 learning the core theory content and specialising in one material area, along with developing your designing and making skills through a series of projects. You will spend most of Year 11 applying that knowledge and experience to the design challenge that the exam board will set during the summer. You will then sit the final exam in June of Year 11.

The exam is a 1 hour and 45-minute paper, with 2 sections. Section 1 will cover the core subject knowledge and Section 2 will focus on a specific material area.




The subject content for Design and Technology is varied and interesting and includes sections on new and emerging technologies, developments in modern and smart materials, the functions of mechanical devices, electronic components and the study of designers and their work, such as Alessi, Apple and the architect Zaha Hadid.

This course will prepare you for post-16 learning in a variety of subject areas and would be an ideal preparation for a career in design, manufacturing, engineering, architecture or other D&T related fields.

Examination Board: EDEXCEL **Syllabus Code:** 1DT0

Head of Department: Mr M Button *mbutton@emmausmac.com*

GCSE Food Preparation and Nutrition

Food Preparation and Nutrition is an exciting, innovative and broad GCSE that covers a wide variety of topics relating to food preparation, food science, nutrition and well-being.
In this course, you will learn to make connections between theory and practice so that you can apply your understanding of Food Science and Nutrition to practical cooking. The course involves a mixture of both theory and practical lessons, but most of the theoretical knowledge will be acquired through practical work, practical investigation and experiments.

What will I cover in class?
You will learn challenging techniques, such as how to portion a whole chicken, fillet a fish, cook a variety of complex pastry items, make fresh pasta and bread, how to thicken sauces and many other practical culinary skills. You will also be required to present and style your food as your skills progress.
Food science is also a key element of this course. You will carry out a series of food science investigations and experiments, to understanding the characteristics and functions of food components and factors which can influence their composition and use.

What skills do I need to have?
You must enjoy cooking and have an interest in Food and Nutrition. Be aware that you may need to practise dishes at home and that the course does involves written as well as practical work. Food Preparation and Nutrition is not an 'easy option'. It is fast moving, challenging and demanding, but is also exciting and rewarding. If you enjoy Science and Food Preparation, this is the course for you!

How will I be assessed?
You will be assessed through a formal written examination and two non-examined assessments {NEA}, which must be completed in Year 11.

Written Examination (worth 50% of your final GCSE grade in total):
The written examination is 1 hour 45 minutes long and is worth 50% of your final GCSE grade. The exam will assess you on anything covered within component 1 of the course:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Non-Examined Assessments (worth 50% of your final GCSE grade in total):
This is component 2 of your course. It consists of two non-examined assessments.

Assessment 1: This is an 8-hour food science investigation where you will be required to carry out a series of food science experiments and produce a report of your findings. This is worth 15% of your final GCSE grade.

Assessment 2: You will be required to plan, prepare and evaluate three separate dishes with accompaniments (side dishes) in 3 hours, to a specific brief. This will also be supported with written work. This element of the course will take 12 hours in total and is worth 35% of your GCSE mark.

GCSE Food Preparation and Nutrition

How will this course help me in the future?

This course teach you essential life skills and allow you to develop a knowledge of nutrition, health and well-being. It can also lead to further studies or experience in:

- Nutrition and Health Studies
- Hospitality and Catering
- Food Science and Technology
- Sports related courses where nutrition is key
- Consumer Management
- Tourism
- Early Years, Youth and Community Work

Is there anything else I need to know?

At KS4 you will be expected to wear chef's whites, a hat and apron when taking part in practical activities. You will also be required to bring ingredients for all your practical lessons, to gain experience of the essential skills that are required for the course.

Examination Board: EDUQAS **Syllabus Code:** C560P1

Head of Department: Mr M Button *mbutton@emmausmac.com*

GCSE Geography

The benefits of studying Geography GCSE

- You develop a wide range of applied skills which are used in today's world. These include use of numeracy for data descriptions and graph analysis, map skills, scientific analysis and literacy in some longer and structured exam answers. This variety of skills helps to provide more options in the future when compared to more closed subjects that focus on only one of two skill sets.
- There are at least two fieldtrips as part of the course. One is of a human landscape, often conducted in a nearby town. The other is a physical landscape, usually a river study. This provides the opportunity to get out of the classroom and conduct a scientific structured enquiry linked to the GCSE topics covered.
- Most students make good progress in geography at Hagley. In the 2025 summer exams 36.8% of geography students achieved a grade 9 to 7 and 71.9% achieved a grade 9 to 5. These were the highest in the school.

Topics studied in GCSE Geography

We study the OCR B (9-1 for enquiring minds) specification. Each topic helps to develop both world knowledge and understanding of processes that affect our surroundings. Within each topic there is also the development of core skills, such as interpreting maps and graphs, describing distributions of data and critical thinking about global issues.

Dynamic Development: We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. There is a focus on an LIDC country and the complexities of its development over time.

Global Hazards: This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. The topic then moves onto earthquakes and volcanic eruptions, looking at causes, effects and responses, with a case study of a recent tectonic event.

Sustaining Ecosystems: Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

Urban Futures: Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.

GCSE Geography

Resource Reliance: Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?' Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.

Distinctive Landscapes: The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape rivers and coastal landscapes is developed and consideration of the human influence on these.

Changing Climate: Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. A range of impacts of climate change, in both the UK and globally, will be examined.

UK in 21st Century: A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.

Fieldwork and skills: There will be two days of fieldwork in preparation for the geography fieldwork element of the exam. One day will focus on human fieldwork in an urban setting. One day will focus on physical fieldwork in a natural environment. Presentation and analysis skills will be applied to the fieldwork data. These skills will also be developed throughout the course in preparation for the resource booklet that forms a key part of paper 3 below.

(Component 01) Our Natural World	
35% of the GCSE (9–1) 1 hour 30 minutes Written exam 70 marks	This question paper has two sections: • Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems) • Section B: Physical Geography Fieldwork.
(Component 02) People and Society	
35% of the GCSE (9–1) 1 hour 30 minutes Written exam 70 marks	This question paper has two sections: • Section A: Questions on all individual topic areas (Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance) • Section B: Human Geography Fieldwork.
(Component 03) Geographical Exploration	
30% of the GCSE (9–1) 1 hour 30 minutes Written exam 60 marks	This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer all questions. A separate Resource Booklet is provided with the question paper.

Examination Board: OCR

Head of department: Mr M Williams *mwilliams@emmausmac.com*

GCSE Modern Foreign Languages

Whether you are studying French or Spanish, the course (MFL GCSE Pearson Edexcel) will cover the four Attainment Targets of Listening, Speaking, Reading and Writing. These will be examined at the end of Year 11 in 4 final exams covering the 6 following themes:

- My personal world.
- Media and technology.
- Lifestyle and wellbeing.
- My neighbourhood.
- Travel and tourism.
- Studying and my future.

Here is a brief outline of the 4 exam papers:

Paper 1: Speaking - Is worth 25% of the total GCSE marks and lasts 7 to 9 minutes at Foundation Tier and 10 to 12 minutes at Higher Tier.

Paper 2: Listening - Is worth 25% of the total GCSE marks and lasts 45 minutes at Foundation Tier and 60 minutes at Higher Tier.

Paper 3: Reading - Is worth 25% of the total GCSE marks and lasts 45 minutes at Foundation Tier and 60 minutes at Higher Tier.

Paper 4: Writing - Is worth 25% of the total GCSE marks and lasts 1 hour 15 at Foundation Tier and 1 hour 20 minutes at Higher Tier.

Language graduates score high on employability compared to graduates of other disciplines and studying languages alongside another degree subject can also enhance job prospects.

Here are some examples of jobs for which a language qualification could be used:

- Conference interpreter
- Air cabin crew member, Tourist guide or Resort representative
- Bilingual secretary or Translator
- Journalist
- Export manager
- Information scientist or Medical Translator
- Immigration officer
- International lawyer or Court interpreter

Examination Board: Pearson Edexcel

Head of Department: Mrs N Motaban *nmotaban@emmausmac.com*

GCSE Music

Performance workshop, song writing, Remixing using technology and other fun topics…. If you enjoyed these GCSE Music could be for you! **Often seen as a specialist subject this new syllabus is designed for anyone with an interest in music.** Perhaps you enjoyed learning guitar in Band Workshop or creating your film music on the computer. Our course covers performing, composing and listening in a wide variety of these musical styles. Although there is an element of theory, you will have already covered much of this in KS3. The majority of the time will be experimenting with music ideas, performing in groups or solo and learning to play instruments of your choice.

You do not need to be an expert on a musical instrument to achieve a high grade on this course. You do, however need to work hard and be prepared to develop your own performance skills with the help of the Music team.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that: is **largely practical** (60% involves practical music-making); allows you to be **creative**; gives you the opportunity to **play music with others** in e.g. pairs, pop/rock groups, bands, orchestras or vocal groups (These are different types of ensembles); and to learn more about and use music technology.

What could I do next with GCSE Music?

GCSE Music is part of Progress 8, out of 9 subjects your highest 8 levels will be counted in an overall level. Therefore, your subject choices do not matter as much this year. It also doesn't stop you opting for different subjects at A Level.

GCSE Music gives you broader experiences that are valued in many other professions that require you to show good teamwork, communication and expressive skills, as well as commitment, confidence and creativity. It also prepares you well for AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and the Vocational A-Level in Performing Arts.

What will I study?

You will learn about different styles of music incorporating them into your own compositions (Pop songs, music for Film, "Dance" tracks, and instrumental pieces).

There are only TWO set works. The rest of the course is divided up into four areas of study:

- Musical Forms & Devices
- Music for Ensemble
- Film Music
- Popular music

Remember this syllabus is designed for everybody to achieve a high level in their GCSE.

GCSE Music

The course structure is outlined below:

Components	Weighting	Assessment	Description
Performance	30%	Coursework	Perform 2 pieces on any instrument (including voice), in any style. One ensemble and one ensemble or solo.
Composition	30%	Coursework	Compose 2 pieces of music (One is your own choice, the other is set by the Board)
Listening	40%	Examination	75 Minute exam based on the Areas of Study and the TWO set works.

What do our current GCSE students say?

1. **What do you really like about studying GCSE Music?**
   - 'Interesting lessons and less written work than other subjects'
   - 'It's not just writing and listening to a teacher all lesson, you get to do practical work almost every lesson. I like listening to new music'.
   - 'It's not only theory work, it's practical work as well and you can choose which instruments you play and who you work with'.

2. **What do you dislike?**
   - 'I dislike when the practical tasks are something out of my usual comfort zone, however this allows me to try new things, and being outside my comfort zone allows me to improve and vary my skills'.
   - 'Lots of memorising of theory'
   - 'Getting to grips with some of the music programs is difficult.'

3. **Why would you recommend music to other people?**
   - '… it is a great way to offer freedom to expand on musical talent and develop creativity'.
   - '…it's enjoyable because there's lots of practical'.
   - '…if you have only been playing an instrument for a few months it gives you the ability and freedom to develop your skills'.
   - '…it allows you to be creative when composing and a lot of the time the work is practical, so it is fun and enjoyable. If you play an instrument it is a huge advantage as it makes it easier to transfer your ideas to the instrument. I really enjoy GCSE Music'.

Examination Board: WJEC Syllabus Code: 601/8131/X (C660QS)

Head of Department: Mr. F. Mallinson *fmallinson@emmausmac.com*

GCSE Physical Education

What will I study?

GCSE Physical Education is an exciting opportunity for students to explore sport from a new perspective. The combination of practical performance, sports analysis and academic study provides students with a diverse and challenging qualification. The theoretical aspects of the course enable students to explore many aspects of Sport Science, including anatomy and physiology, sport psychology, biomechanics and socio-cultural issues in sport. Students also delve into the ethical considerations behind the use of performance enhancing drugs, and the effect of physical activity and diet on health and sport performance.

Non-Exam Assessment

The non-exam assessment contributes 40% of the total marks:

- 01: Practical performance in three sports: 30%
- 02: Evaluating and analysing performance: 10%

The practical assessments are ongoing throughout the course. The practical grades and video evidence are submitted in the Spring Term of Year 11.

Exam Assessment

The exam assessment contributes to 60% of the total marks:

- 01: Physical factors affecting performance: 30%
- 02: Socio-cultural issues and sports psychology: 30%

A total of two examination papers (2 x 1 hour) are taken at the end of the two-year course.

Additional Support available to students

The Physical Education department provides targeted intervention sessions in each of the theoretical units of the course. These sessions help to improve confidence and progress, through revisiting more complex theoretical concepts and focusing on exam technique. The extracurricular sports programme is designed to give GCSE PE students the opportunity to practise and compete in their best three sports or practical activities.

Other useful information

The course is unsuitable for those students who do not participate in competitive sport and extracurricular activities in school. Participation and practical assessment data from Key Stage 3 will be used to inform suitability for the course. The content of the GCSE PE course helps prepare students for post-16 study in Sport and Exercise, whilst developing skills and knowledge related to other subjects, such as Biology and Physics.

Exam Board: OCR **Syllabus Code:** J587

Head of Department: Mr S Rich *sarich@emmausmac.com*

GCSE Triple Science

Triple Science (Biology, Chemistry, Physics)

By choosing Triple Science as an option, students will study for three separate GCSEs in Biology, Chemistry and Physics. In year 9, all students at Hagley have lessons in all three Science subjects.

Triple Science covers all the material covered in the Combined (Double) Science GCSE course and then extends the topics further. It provides a challenging and more in-depth study of the key scientific principles and is an excellent bridge between GCSE and A-level Sciences. It is the right choice for naturally inquisitive students who want to find out more about the fundamental scientific principles of the world we live. It is recommended for students who wish to pursue any of the A-level Sciences and those who are considering a career within a scientific field.

Triple Science is a more demanding course than Combined Science and is designed for the more academic students, **therefore, students opting for Triple Science need to have a Present Predicted Grade (PPG) of at least a 4a in Maths and in all of the Sciences in their year 9 spring reports.**

Like the Combined GCSE Science course, Triple Science is a linear course, with examinations at the end of Year 11. Students will sit two written papers for each Science subject; however, the examinations are longer and more rigorous than the Combined Science papers. There is no coursework in either Triple or Combined Science.

Examination Board: AQA

Syllabus Code: 8461, 8462, 8463

Head of Department: Mrs D Fairclough *dfairclough@emmausmac.com*

Option Subjects (Vocational)

Performing Arts BTEC

The BTEC level 2 Technical Award in Performing Arts offers a unique opportunity for students to study a vocational area and engage in the study of both acting and dance, acquiring technical skills. The aim of the award is to broaden experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.

Students are required to complete assignments within three components, as outlined below. All assignments include practical workshops and/or performances, supported by written work such as log-books, extended writing or presentations. Components 1 and 2 are internally assessed, whilst component 3 is assessed externally. There is no final written examination as part of this qualification.

Unlike GCSE Drama and GCSE Dance, this qualification will enable students to develop a broader understanding of performing arts and expand their skill set, establishing links between the two art forms rather than narrowing their experience.

Assessments

Component 1: Exploring the Performing Arts

Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. All students will participate in practical acting AND dance workshops; exploring the responsibilities and requirements of these professions, whilst gaining a broad understanding of professional practitioners work.

Component 2: Developing skills and techniques in the Performing Arts

Students will develop their performing arts skills and techniques through the reproduction of acting and dance repertoire. Through practical classwork, students will work from existing professional acting and dance productions, developing the relevant technical and interpretative skills required for accurate performance. This component also provides the opportunity for students to review their progress.

Component 3: Performing to a brief

Students will work as part of a group to create a performance in response to a given brief and stimulus. This final component provides students with the opportunity to use skills developed in the two previous units and work through the entire creative process to produce an original piece of drama and/or dance. Students will be able to choose which discipline they are assessed in (acting or dance).

Who should take this qualification?

Students who are:

- Passionate about performing (both acting and dance)
- Interested in developing technical skills
- Intrigued by careers within the world of performing arts

Examination Board: Edexcel

Teacher in Charge of Performing Arts: Miss F Mckee fmckee@emmausmac.com

Health and Social Care

Cambridge Nationals

The Level 1/Level 2 Cambridge National in Health and Social Care is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in health and social care. You will study the key aspects of health and social care and have the opportunity to apply what you learn through a number of practical experiences.

Why should I choose to study Health and Social Care?

If you are interested in Health, Social Care or Early Years services or would like to work in one of these areas, then this is the course for you. If you want to study a variety of new topics, if you are hardworking, motivated and organised, then you will succeed in health and social care. This subject opens many doors and offers a wide variety of career choices. Therefore, it is also suitable for those pupils who have not yet decided on a career path.

What topics will I study?

R032: Principles of care in health and social care

This is assessed by an exam.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topic Area 1: The rights of service users in health and social care settings

Topic Area 2: Person-centred values of care

Topic Area 3: Effective communication in health and social care

Topic Area 4: Protecting service users and service providers in health and social care settings

R033: Supporting individuals through life events

This is Non-Examination Assessment (NEA).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topic Area 1: Life stages

Topic Area 2: Impacts of life events

Topic Area 3: Sources of support

Health and Social Care

R035: Health promotion campaigns

This is NEA.

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

Topic Area 1: Current public health issues and the impact on society

Topic Area 2: Factors influencing health

Topic Area 3: Plan and create a health promotion campaign

Topic Area 4: Deliver and evaluate a health promotion campaign

How will my work be assessed?

All students will complete one written examination (75 mins) and two pieces of NEA.

What can I do at the end of this course?

This course leads on to the Health and Social Care Cambridge Technical at Level 3 in our Sixth Form. Health and Social Care can lead to a variety of employment opportunities, both within and outside the NHS. Nursing, midwifery, care assistant, nursery nurse, primary school teaching and social work are a few of the career choices of our past students.

Qualification Gained: Level 2 Certificate in Health and Social Care (equivalent to GCSE)

Examination Board: OCR

Head of Department: Mrs S Palmer *spalmer@emmausmac.com*

‘Called as God’s family,

we strive to achieve our personal best,

by living and learning in Christ.’

HAGLEY CATHOLIC
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