




**SIR THOMAS  
BOTELER**  
CHURCH OF ENGLAND HIGH SCHOOL  
THROUGH GOD, WE CARE

**2025 - 2027  
OPTIONS**



**WHICH  
PATHWAY  
WILL YOU  
TAKE?**

**[BOTELER.ORG.UK/OPTIONS](https://boteler.org.uk/options)**

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# KEY DATES

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## **Thursday 23<sup>rd</sup> January**

Options Evening Presentation and  
Subject Marketplace – 18.00

## **Monday 27<sup>th</sup> January**

Year 9 Parents' Evening in School  
15.30 – 19.00

## **Wednesday 5<sup>th</sup> February**

Year 9 Options Assembly

## **Monday 10<sup>th</sup> February – Friday 28<sup>th</sup> February**

CEIAG Student Interviews

## **Thursday 27<sup>th</sup> February**

Option forms completed and  
submitted to Form Tutors directly

## **Friday 28<sup>th</sup> March**

Option choices confirmed by letter

## **Thursday 4<sup>th</sup> September**

Year 10 GCSE lessons begin (GCSE  
Exams 2027)

# YOUR FUTURE STARTS HERE

Dear Year 9 Student

You are coming to a very important transition in your education when the choices and decisions you make will affect your future and career paths. For the first time since you started at primary school you have some choice about what you will study next year. This needs to be taken very seriously so you make the right choices. Below is information which may be useful to help you and your parents/carers when making these decisions.

We have a dedicated Options Webpage which provides all the information students need to make well informed choices about which subjects to study at KS4. The Options booklet will be available electronically in addition to a power point presentation delivered by Mr Koltan which provides parents and carers with the information needed to support you in making the right Option choices. Year 9 will have a follow-up assembly with Mr Koltan explaining the Options process and asking any question students may have. The University of Chester has prepared a presentation supporting students with the options process, pathways and decision making. Our subject teachers will be delivering assemblies to Year 9 each Wednesday and will continue to do so over the coming weeks where teachers have 'pitched' their subject.

## **Our Ethos**

We are privileged to be able to promote and develop Christian beliefs, practices and values within the whole school Boteler family, wider communities and within our teaching and learning. The teaching and ministry of Jesus enables us to bring Hope, Compassion and Endurance to our students and others. Sir Thomas Boteler acknowledged 500 years ago that "Through God, We Care" which is at the heart of our school community today. All students follow Religious Studies at KS4 enabling students to respond to personal, spiritual and moral questions that face us as human beings.

## **Vocational Courses**

As a school we want to develop self-motivated and mature young people who enjoy learning. We offer a selection of BTEC courses as well as traditional GCSEs. BTECs are work related qualifications providing a more practical, real-world approach to learning alongside a key theoretical background. Students complete units of work which are internally assessed and verified. They also complete an external exam component. Students are graded with a Pass, Merit, Distinction or Distinction\*. Each of our BTEC courses are equivalent to one GCSE.

## **Government changes to GCSE and the new GCSE grading system**

GCSEs specifications changed in September 2016 to meet new Government guidelines and standards. All GCSE qualifications will now be examined at the end of the two-year course. Only a few contain internal assessments that need to be completed in school as well as a final exam. All GCSE subjects will be graded on the 9-1 scale replacing grades A\* - G. It is important to note that a **grade 5 (strong pass)** is required by many colleges to gain access to courses post-16.

## **Thinking ahead - University**

Universities look for students who have good grades but grades in the right subjects for the course they want to apply for. If you know what you want to study at university, you should think about choosing subjects

which give you the best possible preparation for your chosen degree course. If you're not sure what you want to study at university yet, it's important to choose subjects which will leave as many options open as possible.

### **What are Facilitating Subjects?**

Some A-level subjects are more frequently required for entry to degree courses than others. We call these subjects '**facilitating**' because choosing them at advanced level leaves open a wide range of options for university study. **These facilitating subjects are: Biology, Chemistry, Physics, English, Geography, History, Languages (French/Spanish), Maths.**

If you don't know what you want to study at university then it's a really good rule of thumb that taking two facilitating subjects will keep a wide range of degree courses open to you. **Studying a language at GCSE will be looked on favourably by universities.** Successful applicants are normally expected to achieve good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course. Some institutions publish a list of preferred A-level subjects which are acceptable for general admission, as well as specific requirements for individual courses. It is important to check University websites very carefully for detailed GCSE requirements should you have a specific degree course in mind. This information should be easily accessible on Universities' websites or in their prospectuses.

### **What is the English Baccalaureate (EBacc)?**

The EBacc is not a qualification in its own right – it's a combination of the GCSE subjects listed below that offer an important range of knowledge and skills to young people. The Department for Education recommends that students follow the EBacc subjects as it will help keep their options open.

- **English language and English literature**
- **Maths**
- **Science** - Combined science or 3 single sciences from Biology, Chemistry, Physics or Computer Science
- **History or Geography**
- **A language**

Choosing the EBacc at GCSE gives students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If you are thinking of going to university, the EBacc is well regarded as a strong set of subjects that can be supplemented further by more creative subjects.

### **What if you are unsure about a future career or further study?**

A good piece of advice is to pick a broad and balanced mix of subjects that will give you the most choices for study, training and employment after the age of 16. If you have a specific career in mind, check with your subject teachers, Mrs Mawby (Assistant Headteacher) or Mr Koltan (Deputy Headteacher) for guidance about what is required at GCSE and beyond. To study some A-level subjects, you need to have studied them at GCSE but this is not always the case.

Enjoy investigating and researching your option choices and if you have any queries, speak to the people below who will be able to help. Best wishes for the future.

Mr Koltan

**Deputy Headteacher**

[jkoltan@boteler.org.uk](mailto:jkoltan@boteler.org.uk)

# ADVICE AND GUIDANCE

## FROM OUR CURRENT KS4 STUDENTS

- "Do something you enjoy. You will be studying the subject for five hours every fortnight for the rest of your time at secondary school".
- "Don't choose something just because your friends are, as you are not guaranteed you will be in the same group".
- "Don't choose a subject because you like the teacher as the teacher may not be here in the future".
- "Try to think about a possible career that interests you and you would like to do when you are older. Then research what subjects are needed to allow you to be successful in working towards your career goal".
- "Think about picking a subject with a practical element (Design and Technology, Hospitality and catering, Sport, Music, Art, Drama) to allow you to have variety in learning that is not just theoretical".
- "Choose subjects you are good at to prevent as much stress as possible. You need to be able to do well in the subjects you pick as they will be your stepping stones to your future career as an adult".
- "Consider studying a language as employers and Universities look at students who have studied a language favourably".
- "Make sure the options to choose are the ones YOU want, not friends or family".

## CAREER CONNECT

Sir Thomas Boteler Church of England High School works with Career Connect to deliver an exciting and inspirational programme of career advice and guidance activities. The Careers Adviser who will be working with our school is Kim Dickson.

Year 9 students will have a careers interview with Kim. Interviews will continue to be held every Tuesday. If any students have any questions regarding option choices/careers/college applications, they can book another careers interview by emailing Kim below or by speaking to Miss Bound.

To contact Kim via email at [Kim.Dixon@careerconnect.org.uk](mailto:Kim.Dixon@careerconnect.org.uk)

Use the following websites to help you decide which subjects you would like to take:

<https://careers.startprofile.com/>  
<https://www.bbc.co.uk/bitesize/careers>  
<https://www.mypathcareersuk.com/>  
<https://www.mypathcareersuk.com/>

# THE OPTIONS PROCESS EXPLAINED

- All students study the core subjects of **English** (Language and Literature), **Maths**, **Religious Studies**, **Science** (Combined or Triple) and **Core PE** (not examined)
- All students will choose **one** Humanity subject which is chosen from either **GCSE History or Geography in Option Block A**. If students wish to study both Humanity subjects, please indicate this on the option form.
- All students need to choose **one** subject from those listed in **Option Block B and Option Block C**.

We will do our best to give students the Option subjects they have chosen. However, where groups have very low numbers of students opting for them, we may not be able to run the subject. We therefore ask students to also **list a second-choice subject as a reserve** from each option block. In the event that a student is unable to start an Option subject they have chosen, both student and parents/carers will be consulted about further choices.

Please complete the separate Final Option Form carefully. If you have any further questions, please speak to **Mr Gwinnett** on 01925 636414 (extension 126) or via email at [mgwinnett@boteler.org.uk](mailto:mgwinnett@boteler.org.uk)

Mr Koltan is also available via email at [jkoltan@boteler.org.uk](mailto:jkoltan@boteler.org.uk)

**Students will need to have completed the option form and submitted it to their form tutor by Thursday 27<sup>th</sup> February at the latest.**

Students will be required to have an options meeting with either a member of the Senior Leadership Team/HOY/SENDSCO to ensure that every student has the right support to make the best choices. These meetings will take place from **Monday 10<sup>th</sup> February** and run until **Friday 28<sup>th</sup> February**.

# THE CORE CURRICULUM SUBJECTS

The core curriculum subjects that **all** students will study are:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- GCSE Dual Award Science (Triple award for some students)
- Religious Studies GCSE
- Core PE (Not examined)

If you have any questions about these core subjects, please speak to the relevant Head of Department:

**English: Mr N Vallender**

[nvallender@boteler.org.uk](mailto:nvallender@boteler.org.uk)

**Maths: Mr R Allen**

[rallen@boteler.org.uk](mailto:rallen@boteler.org.uk)

**Science: Mr A Davies**

[adavies@boteler.org.uk](mailto:adavies@boteler.org.uk)

**RS: Miss J Baggaley**

[jbaggaley@boteler.org.uk](mailto:jbaggaley@boteler.org.uk)

**PE: Mr C Burbidge**

[cburbidge@boteler.org.uk](mailto:cburbidge@boteler.org.uk)



# ENGLISH LANGUAGE & ENGLISH LITERATURE

**CONTACT: HEAD OF DEPARTMENT MR N VALLENDER**

**EMAIL: NVALLENDER@BOTELER.ORG.UK**

## **Qualification Details**

**Eduqas GCSE English Literature**

**AQA GCSE English Language**

## **What you will study:**

Students will receive a GCSE qualification on a nine-point scale from 9-1, where 9 is the highest grade for English Language and a separate GCSE qualification for English Literature. Students will sit un-tiered exams accessible to learners of different abilities. There are no separate papers for Foundation/Higher tier.

## **How you will be assessed:**

### **Language Component 1 (1hour 45 minutes)**

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Language Component 2 (1hour 45 minutes)**

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Literature Component 1 (2 hours)**

Section A:

- **Macbeth:** Extract and Essay 20% (5 marks for SPG on essay)

Section B:

- **Poetry anthology:** two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison. 20%

### **Literature Component 2 (2 hours 30 minutes)**

Section A:

- **Blood Brothers:** sourced based question 20% (5 marks for SPG on essay)



Section B:

- **The War of The Worlds/A Christmas Carol:** One source-based question on a 19th century prose text 20%

Section C:

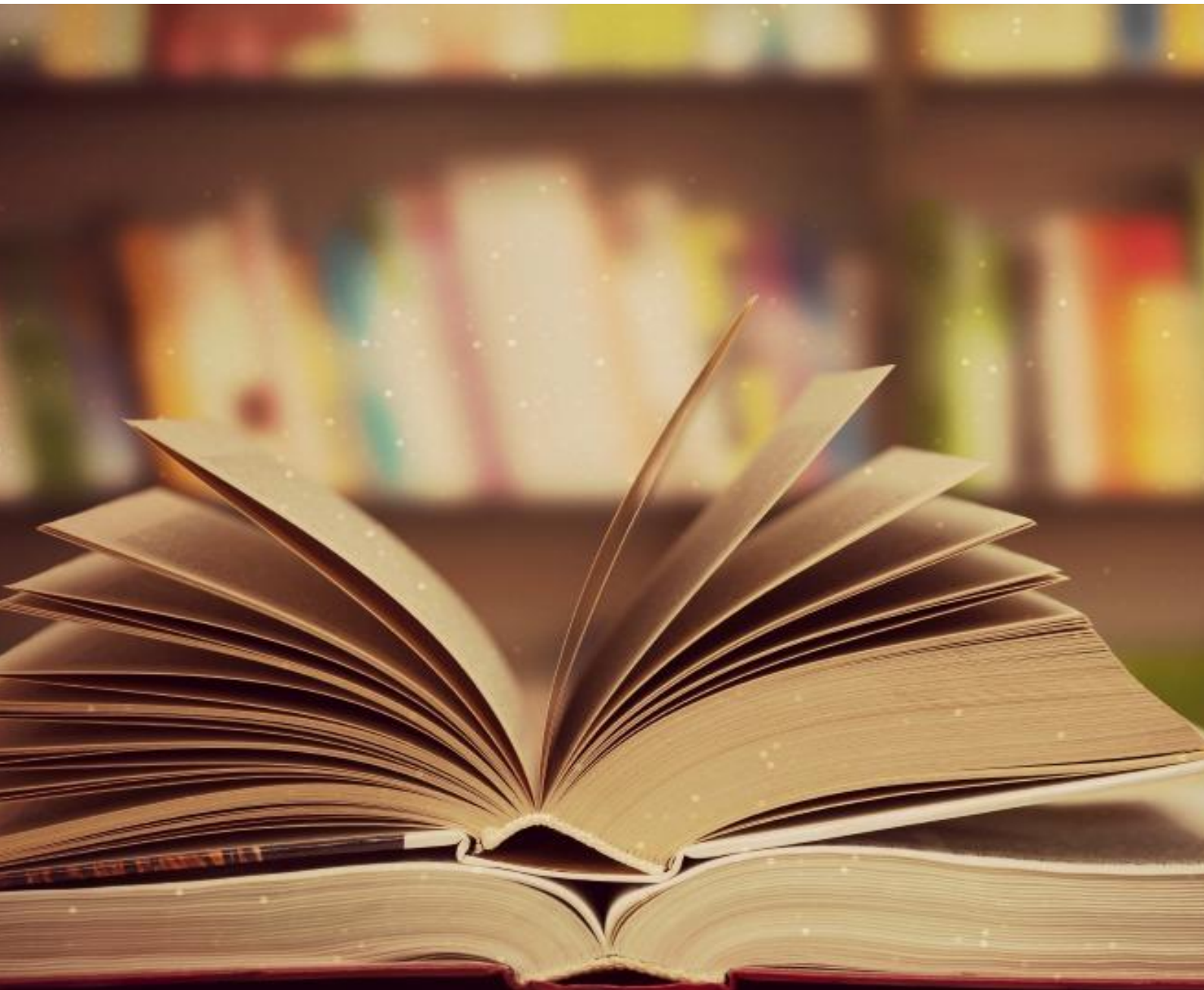
- **Unseen Poetry from the 20th/21st Century:** two questions on unseen poems, one of which involves comparison 20%

**Potential Post-16 progression:**

The English Language GCSE is a basic qualification for any type of further study and most types of employment. Most sixth form colleges require a GCSE pass for entry to their courses. Both English Language and English Literature develop your communication skills.

**Potential Careers/Higher Education progression:**

English qualifications allow access to many A Level courses such as History, Geography, Psychology, Faith and Ethics and Politics to name but a few.





# COMBINED SCIENCE

**CONTACT: HEAD OF DEPARTMENT MR A DAVIES**

**EMAIL: ADAVIES@BOTELER.ORG.UK**

## **Qualification Details**

**AQA GCSE Combined Science (Trilogy Specification)**

### **What you will study:**

Students studying GCSE Combined Science will receive two GCSE awards at the end of Year 11. All specifications contain elements of Biology, Chemistry and Physics. There is an emphasis on the study of scientific skills and understanding. Students will receive two grades on a 17-point scale 1,1-9,9 (grades can be at a split level for instance a 4,5 grade)

#### **Biology topics:**

Cell Biology; Organisation; Infection and response; and Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology

#### **Chemistry topics:**

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes; the rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

#### **Physics topics:**

Energy; Electricity; Particle model of matter; and Atomic structure; Forces; Waves; and Magnetism and electromagnetism

There will also be a significant emphasis on practical work in the investigation of associated theories. Students will be taught, as much as possible, by subject specialists – so may have two or three teachers

### **How you will be assessed:**

All exams will be sat at the end of Year 11. Six exam papers of 1 hour and 15 minutes duration (2 for Biology, 2 for Chemistry and 2 for Physics topics) each worth 16.7%. There are two tiers of entry, Higher and Foundation, which are dependent on your ability and progress. Students are required to complete at least 16 practical tasks. 15% of the exam questions will be based upon these tasks.

### **Potential Post-16 progression:**

The course is one possible route to study Biology, Chemistry and Physics at A Level but many people use the qualification to assist in securing places on courses such as Psychology, P.E. and a variety of A Level courses.

### **Potential Careers/Higher Education progression:**

GCSE Science is essential for many Science based professions. Many people are surprised to learn that other professions look very favourably on it too with some courses having minimum entry requirements to gain access such as teaching.

# TRIPLE SCIENCE

**CONTACT: HEAD OF DEPARTMENT MR A DAVIES**

**EMAIL: ADAVIES@BOTELER.ORG.UK**

## **Qualification Details**

**Triple Science AQA GCSE Biology, Chemistry and Physics (3 GCSEs obtained)**

## **Course Overview**

This course is available to students who have consistently demonstrated high performance during Key Stage 3. It is an excellent (but not essential) preparation for students considering further studies at AS or A Level. Triple Science is a demanding course due to both the volume and depth of subject content covered. Students will have to sit six separate exams in the summer of Year 11 which requires commitment to prepare for this many exam. **To ensure Triple Science is the right Option choice, Year 9 students will sit a Triple Science Access Assessment to ensure students will be able to cope with the demands of the course. The Triple Science access assessment will take place w/b Monday 3<sup>rd</sup> March.**

**What you will study:** Each GCSE is graded 1-9; students will receive three grades, one in each Science discipline. There is an emphasis on the study of scientific skills and understanding taking a deeper look at the topics covered on the Combined Science course.

### **Biology topics:**

Cell Biology; Organisation; Infection and response; and Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology

### **Chemistry topics:**

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes; the rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

### **Physics topics:**

Energy; Electricity; Particle model of matter; and Atomic structure; Forces; Waves; and Magnetism and electromagnetism

Students will study the same topics but there will be more breadth and depth than in additional content than in Combined Science. There will be a significant emphasis on practical work in the investigation of associated theories.

### **How you will be assessed:**

Two exam papers lasting 1 hour 45 minutes each will be taken for each separate subject (6 exams in total).

### **Potential Post-16 progression/Potential Careers/Higher Education progression:**

The three separate Sciences are an ideal stepping stone to the study of A-Level Sciences and are highly desirable qualifications for many of the specialist Science professions such as Medical, Dental, Veterinary, Optometry and Pharmacy.

# RELIGIOUS STUDIES

**CONTACT: HEAD OF DEPARTMENT MISS J BAGGALEY**

**EMAIL: JBAGGALEY@BOTELER.ORG.UK**

## **Qualification Details**

**AQA Religious Studies Specification A**

### **What you will study:**

GCSE Religious Studies helps students develop their interest in, and enthusiasm for, the study of Religion and its relation to the wider world.

### **Year 10**

Topics of study

Term 1	Term 2	Term 3
Jewish Beliefs + Practices	Christian Beliefs + Practices	Theme A - Relationships and families

### **Year 11**

Topics of study

Term 1	Term 2	Term 3
Theme B - Religion and Life	Theme D - Religion, peace and conflict	Theme E - Religion crime and punishment

### **How you will be assessed:**

Students will receive a GCSE qualification on a nine-point scale from 9-1, where 9 is the highest grade.

Written Exam - Paper 1 - Christianity + Judaism - 1 hour 45 - 50% overall grade

Written Exam - Paper 2 - Thematic Studies - 1 hour 45 - 50% overall grade

### **Potential Post-16 progression/Potential Careers/Higher Education progression:**

GCSE Religious Studies lays a good foundation for further study of Religious Studies at A Level and related subjects including Philosophy, History, History of Art, Government and Politics, Sociology and English Literature.



# CORE PHYSICAL EDUCATION

**CONTACT: HEAD OF DEPARTMENT MR C BURBIDGE**

**EMAIL: CBURBIDGE@BOTELER.ORG.UK**

Physical Education remains a compulsory part of the curriculum.

In the 1 hour a week of Core Physical Education lessons, students will have the opportunity to continue to develop their skills and understanding across a wide range of sports they have experienced at KS3. Such sports include Football, Basketball, Netball, Badminton and Trampolining. They will also understand how to gain a greater understanding of how to maintain and improve their own level of fitness through new activities. Students within this core programme will develop not only physical skills but also have an opportunity to develop their coaching and leadership skills.

Physical Education encourages physically active for all students by providing planned and balanced programming to develop the knowledge, skills and attitudes for physically active and **healthy lifestyles**.

Core PE is not examined.



# THE OPTION SUBJECTS

## ART & DESIGN

**CONTACT: HEAD OF DEPARTMENT MRS U MORRIS**

**EMAIL: UMORRIS@BOTELEL.ORG.UK**

### **Qualification Details**

**AQA GCSE Art and Design**

### **What you will study:**

This specification enables students to develop their ability to actively engage in the process of Art and Design. Students are encouraged to build creative skills through learning and applying a wider range of artistic skills. Students will work to develop imaginative and intuitive ways of working and extend their knowledge and understanding of media, materials and technologies in historical and contemporary contexts, across a variety of societies and cultures.

### **How you will be assessed:**

60% Portfolio of work- coursework

40% Externally Set Task (10 Hours in exam conditions to produce personal response)

### **Potential Post-16 progression:**

It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

### **Potential Careers/Higher Education progression:**

Various Art and Design based under-graduate degree courses are available.

Possible careers include: Fashion designer, Fine artist, Graphic designer, Illustrator, Printmaker, Textile designer, Art therapist, Photographer, Multimedia specialist.



# COMPUTING

**CONTACT: HEAD OF DEPARTMENT MR B GORMAN**

**EMAIL: BGORMAN@BOTELER.ORG.UK**

## **Qualification Details**

**AQA GCSE Computer Science**

### **What you will study:**

In Computer Science you learn about how computers work and develop computer programming and problem solving skills. You will learn to program through practical experience of solving problems, including designing, writing and debugging programs. You will gain an in-depth understanding of how computer technology works studying topics such as:

- Algorithms: understanding how computers solve problems.
- Programming: learning to code in Python.
- Cyber security: learning about threats and how to protect against them.
- Data representation: how text, images and sounds are stored on a computer, how computers use binary numbers.
- Computer networks: types of computer network, how they work and are kept secure.
- Computer systems: hardware, software and how the parts of a computer work together.
- Databases and SQL: how databases work and how to manipulate them through code.
- Ethical, legal and environmental impacts: how digital technologies can affect people's lives.

### **How you will be assessed:**

Two exams sat at the end of year 11.

**Paper 1** Computational thinking and programming skills, 50% of grade, 2 hours. Assesses practical problem solving and programming skills.

**Paper 2** Computing concepts, 50% of grade, 1 hour 45 minutes. Assesses theory knowledge such as networking, cyber security and data representation.

### **Potential Post-16 progression:**

- AS/A2 Computing (Priestley College)
- HNC/HND Computer and Systems Development in Game Develop (Warrington Collegiate)

### **Potential Careers/Higher Education progression:**

- Degrees in Computer Science (BSc)
- Careers in Computer Game Development and Systems Analysts
- Careers available in App and web development



# DESIGN & TECHNOLOGY

**CONTACT: HEAD OF DEPARTMENT MR A ROBINSON**

**EMAIL: AROBINSON@BOTELER.ORG.UK**

## **Qualification Details**

**AQA GCSE Design and Technology**

### **What you will study:**

Learners will have the opportunity to develop skills in making high quality products using woods, metal and polymers (plastics). They will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. They will have the opportunity to use traditional skills and modern technologies.

### **How you will be assessed:**

Written exam: 2 hours

100 marks

50% of GCSE

### **Section A** – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### **Section B** – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

### **Section C** – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA): 30–35 hours

100 marks

50% of GCSE

Substantial design and make task

Assessment criteria: Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas

Developing design ideas

Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by AQA

**Potential Post-16 progression:**

- A level product Design
- Level 1 / 2 Engineering and innovation
- Level 1 / 2 Engineering and computer applications
- Computer Aided Design / Computer Aided Manufacture (CAD CAM)
- Graphic Design

**Potential Careers/Higher Education progression:**

- Joiner / building profession, Quantity surveyor, Architect, Design and Technology Industry, Graphic Designer, Construction industry and Engineering



# ENTERPRISE

**CONTACT: MR D SUTCLIFFE**

**EMAIL: DSUTCLIFFE@BOTELER.ORG.UK**

## **Qualification Details**

**BTEC Tech Award in Enterprise (GCSE equivalent)**

### **What you will study:**

The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

### **How you will be assessed:**

The qualification consists of **three** components that give learners the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant skills such as research, planning, problem solving and communication.

### **Components 1 and 2 are assessed through internal assessment (60% of the qualification).**

The components focus on:

- The development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success
- The development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- Reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback

### **There is one external assessment - Component 3 (40% of the qualification).**

**Marketing and Finance for Enterprise** requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

### **Potential Post-16/Potential Careers/Higher Education progression:**

The choices that a learner makes post-16 will depend on their overall level of attainment and their performance in the qualification

- A Levels as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships,
- Move on to higher education by studying a degree in the business sector.

# FRENCH/SPANISH

**CONTACT: MRS E HESFORD**

**EMAIL: EHESFORD@BOTELER.ORG.UK**

## **Qualification Details**

### **AQA GCSE FRENCH/SPANISH**

#### **What you will study:**

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French or Spanish is spoken.

- Theme 1: Identity and culture
- Theme 2: Local, National, International and Global areas of interest
- Theme 3: Current and future study and employment

#### **How you will be assessed:**

##### **Listening 25%**

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

##### **Speaking 25%**

Role-play (15 marks)

General conversation (30 marks)

##### **Reading 25%**

One paper. Questions in French and English.

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

##### **Writing 25%**

Foundation Tier 50 marks; 1 hour

Higher Tier 60 marks; 1 hour 15 minutes

#### **Potential Post-16 progression:**

- A Level Languages
- International Baccalaureate

#### **Potential Careers/Higher Education progression:**

A degree in Languages would help in accessing careers such as translation, interpreting, tourism, law, European government institutions. Higher qualifications linked to languages support employment in any business with International links. Many high performing universities expect students to have taken a language at GCSE level.

# GEOGRAPHY

**CONTACT: HEAD OF DEPARTMENT MRS C LEATHERBARROW**

**EMAIL: CLEATHERBARROW@BOTELER.ORG.UK**

## **Qualification Details** **AQA GCSE Geography**

### **What you will study:**

- **Unit 1** – Living with the physical environment
  - a) The challenge of natural hazards
  - b) The living world
  - c) Landscapes of the UK
- **Unit 2** – Challenges in the human environment
  - a) Urban issues and challenges
  - b) The changing economic world
  - c) The challenge of resource management
- **Unit 3** - Geographical skills and application

### **How you will be assessed:**

3 Examinations to be sat at the end of Year 11:

**Paper 1:** Living with the physical environment 35% 1hr 30m

**Paper 2:** Challenges in the human environment 35% 1hr 30m

**Paper 3:** Issue evaluation and fieldwork skills 30% 1hr 15m (Pre-release resources booklet made available 12 weeks before Paper 3 exam)

Question types: multiple-choice, short answer, levels of response, extended prose

### **Potential Post-16 progression:**

- This course lends itself to a wide range of A-level courses including geography which looks at a wide range of up to date issues.
- Geography is classed as both a science and an art so it bridges the gap between many subjects at A level.
- Taking geography at GCSE level will widen your options at further and higher education.

### **Potential Careers/Higher Education progression:**

Employers like Geography qualifications because they demonstrate a wide range of skills, including numeracy, graph use, empathy, data collection, self-motivation and teamwork skills. Career opportunities such as teaching, disaster management, environmental health and transport planning are just a few careers open to you.

# GRAPHIC DESIGN

**CONTACT: HEAD OF DEPARTMENT MR A ROBINSON**

**EMAIL: AROBINSON@BOTELER.ORG.UK**

## **Qualification Details**

**AQA GCSE Design and Technology**

### **What you will study:**

Learners will have the opportunity to develop skills in making high quality products using up to date Computer Aided Design packages that link to the laser cutter. They will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. Students will also become proficient in Photoshop, sketch up and 2Ddesign.

### **How you will be assessed:**

Written exam: 2 hours

100 marks

50% of GCSE

### **Section A** – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### **Section B** – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

### **Section C** – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA): 30–35 hours

100 marks

50% of GCSE

Substantial design and make task

Assessment criteria: Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas

Developing design ideas

Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by AQA

# HEALTH AND SOCIAL CARE

**CONTACT: MR S MASON**

**EMAIL: SMASON@BOTELER.ORG.UK**

## **Qualification Details**

**BTEC Level 1/Level 2 Tech Award in Health and Social Care (GCSE equivalent)**

## **Course Overview**

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## **What will you study:**

Learners taking this qualification will study three components, covering the following content areas:

- Life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- The barriers and obstacles an individual may encounter and how these can be overcome
- How factors can affect an individual's current health and wellbeing
- How physiological indicators and an individual's lifestyle choices determine physical health
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

## **Potential Post-16 progression:**

Level 3 vocational qualifications such as BTEC Level 3 in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

## **Potential Careers/Higher Education progression:**

A BTEC in Health and Social Care can give you the practical skills and knowledge to progress to your chosen career. With qualifications designed for working in the healthcare sector, this qualification can prepare you for real-life working experiences. Future careers could include: Nurse, Midwife, Social Worker, Youth Worker, Psychologist, Health Care Assistant or Occupational Therapist.

# HISTORY

**CONTACT: HEAD OF DEPARTMENT MR C MCDONALD**

**EMAIL: CMCDONALD@BOTELER.ORG.UK**

## **Qualification Details** **EDEXCEL GCSE History**

### **What you will study:**

- The Norman Invasion of Britain
- America in the 1960s: Conflict at home and abroad (Civil Rights Movement and Vietnam War)
- The American West
- Medicine through Time

### **How you will be assessed:**

3 examinations

**Paper 1** 30% 1h 15m

**Paper 2** 40% 1h 45m

**Paper 3** 30% 1h 20m

### **Potential Post-16 progression:**

**AS/A-Level:** History/Archaeology/Classical Studies/Law/English Literature/Media Studies

### **Potential Careers/Higher Education progression:**

Degree level: History supports the further study of a range of subjects at University such as History, Archaeology, Ancient Studies, Classical studies, Law, English Literature, Museum Studies, Journalism, Media Studies, Mass Communication studies.

### **Career Options:**

#### **(Not a complete list)**

Employers like History qualifications as this demonstrates the ability to write extended and balanced pieces of work, the skill of empathy for others in different situations, the ability to use evidence to substantiate arguments, reach independent conclusions on topics and events that shows the ability to think independently. These skills are transferable into many career choices such as Law, teaching, researcher (Inc. TV and other Media), Museum Curator or Journalism.



# HOSPITALITY

**CONTACT: MRS S CALLAWAY**

**EMAIL: SCALLAWAY@BOTELER.ORG.UK**

## **Qualification Details**

**WJEC Eduqas Vocational Award in Hospitality and Catering (GCSE Equivalent)**

## **Course Overview**

This course is a level 2 qualification and is the equivalent to studying for a GCSE. It is recognised by colleges and equips learners with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.

## **What you will study:**

Unit 1: Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector

Unit 2: Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs

## **How you will be assessed:**

Unit 1: Hospitality and catering industry (Externally Assessed Exam) (40%)

Unit 2: Hospitality and catering in action (Internally Assessed) (60%) (Includes a 3-hour practical exam)

## **Potential Post-16 progression:**

Learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

## **Potential Careers/Higher Education progression:**

- The hospitality industry is one of the biggest employers in the UK and opportunities for progression are plentiful. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups.

# MUSIC

**CONTACT: HEAD OF DEPARTMENT MISS R BRIDGE**

**EMAIL: RBRIDGE@BOTELER.ORG.UK**

## **Qualification Details**

### **AQA GCSE Music**

#### **What you will study:**

You will develop your performance skills, both as a soloist and playing in an ensemble. You will have lots of time to practise and try out different styles of music on your chosen instrument or voice. You will also develop your composition skills through experimenting with different techniques, creating music in a wide range of styles, both individually and in small groups. The final strand of GCSE Music is learning about the features of different styles of music, both through time and around the world.

#### **How you will be assessed:**

##### **Performance:**

You will submit two performances which will be recorded during Year 11. One performance is a solo piece and the second one is an ensemble. This counts for 30% of your overall grade.

##### **Composition:**

You will submit two composition pieces. One is a free choice composition when you can decide what style of music you compose. The second composition is a response to a brief set by the exam board – you have four to select from. This counts for 30% of your overall grade. So, 60% of your GCSE Music is focussed on Practical work completed throughout Years 10 and 11.

##### **Listening and Appraising:**

You will learn about and listen to lots of different music so that you can identify key features. This element of the course is a listening exam when you answer questions about music that is played to you. You will also learn about two pieces set by the exam board and answer questions based on them. This counts for 40% of your overall grade.

##### **Potential Post-16/ Potential Careers/Higher Education progression:**

GCSE Music is a very well-regarded qualification by all colleges and universities. It develops a very wide variety of skills that employers look for, such as creative thinking, problem solving, team work and confidence; alongside the more obvious musical skills. It works well alongside other subjects, whether they are scientific, academic or creative to prepare you for your future.

# PERFORMING ARTS (DRAMA)

**CONTACT: MS A ARMSTRONG**

**EMAIL: AARMSTRONG@BOTELER.ORG.UK**

## **Qualification Details**

**BTEC Tech Award in Performing Arts – Acting (GCSE Equivalent)**

### **What you will study:**

This new course allows you to study acting and production design, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as actor, director, writer and designer; as well as the different approaches and styles used, such as comedy. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Responding to a Brief	48	1/2	External synoptic

***\*Component 2: students can choose to be assessed through Lighting Design, Costume Design or Stage Design. This unit does not necessarily have to be completed as a performer (Actor).***

### **How you will be assessed:**

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus at Levels 1 and 2.

### **Internal assessment – externally moderated**

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques.
- The development and application of skills such as practical and interpretative, rehearsal and performance/production in acting and/or production through workshops and classes.

- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

### **External synoptic assessment**

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by the exam board.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus at Levels 1 and 2.

### **Potential Post-16 progression/Potential Careers/Higher Education progression:**

After you have finished the course, you may want to go on to further study such as A levels, BTECs or a mixture of both. Or you might want to find work in performing arts, as an apprentice or a trainee. Which option is best for you will depend on both the grades you achieve in this qualification and in other qualifications you have taken, what you enjoy doing and any advice you can access about the further learning and training opportunities available in your area.



# PERFORMING ARTS (DANCE)

**CONTACT: MRS R HUGHES**

**EMAIL: RHUGHES@BOTELER.ORG.UK**

## **Qualification Details**

**BTEC Tech Award in Performing Arts – Dance (GCSE Equivalent)**

### **What you will study:**

This new course allows you to study dance giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as a dancer, choreographer, director, writer and designer; as well as the different approaches and styles used. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Responding to a Brief	48	1/2	External synoptic

***\*Component 2: students can choose to be assessed through Lighting Design, Costume Design or Stage Design. This unit does not necessarily have to be completed as a performer (Dancer).***

### **How you will be assessed:**

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus at Levels 1 and 2.

### **Internal assessment – externally moderated**

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques.

- The development and application of skills such as practical and interpretative, rehearsal and performance/production in acting, dance, musical theatre and/or production through workshops and classes.
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

### **External synoptic assessment**

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by the exam board.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus at Levels 1 and 2.

### **Potential Post-16 progression/Potential Careers/Higher Education progression:**

After you have finished the course, you may want to go on to further study such as A levels, BTECs or a mixture of both. Or you might want to find work in performing arts, as an apprentice or a trainee. Which option is best for you will depend on both the grades you achieve in this qualification and in other qualifications you have taken, what you enjoy doing and any advice you can access about the further learning and training opportunities available in your area.



# SPORT

**CONTACT: HEAD OF DEPARTMENT MR C BURBIDGE**

**EMAIL: CBURBIDGE@BOTELER.ORG.UK**

## **Qualification Details**

**Cambridge National Sport Science Level 1 / Level 2 (GCSE Equivalent)**

### **What you will study:**

The OCR Level 1/Level 2 Cambridge National in Sport Science is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector. You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences.

### **How you will be assessed:**

The course covers a total 3 units over Year 10 and Year 11. Two of the units are coursework based and internally assessed by the Teacher; the other unit is an externally assessed exam (70 marks). Below is a breakdown of how each unit is assessed:

#### **Unit 1: Reducing the risk of sports injuries and dealing with common medical conditions**

Taking part in sport and physical activity puts the body under stress. Sports injuries can be caused in many ways, ranging from accidental to deliberate acts of foul play. They can also depend on various extrinsic and intrinsic factors. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries in a sport setting are vital skills in many roles within the sport and leisure industry.

In this unit you will learn how to prepare participants to take part in sport and physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to respond to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions. **This unit is externally assessed.**

#### **Unit 2: Applying the principles of training: fitness and how it affects skill performance**

In this unit you will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. This will give you the background knowledge you need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity. You will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training. **This unit is internally assessed.**

#### **Unit 3: Nutrition and sports performance**

In the world of sport, the right nutrition is as important as the right equipment and the right training methods. Without suitable nutrition, a performer's body would not cope with the demands that sport and performance place on it. In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer. **This unit is internally assessed.**

### **Potential Post-16 progression/Potential Careers/Higher Education progression:**

For those interested in taking their study of sport further, the subject-specific knowledge and skills outlined above and developed in studying this qualification will give a strong foundation for academic or vocational study at Level 3, including apprenticeships.

# TRAVEL AND TOURISM

**CONTACT: MRS C LEATHERBARROW**

**EMAIL: CLEATHERBARROW@BOTELER.ORG.UK**

## **Qualification Details**

**BTEC Level 1/Level 2 Tech Award in Travel and Tourism (GCSE equivalent)**

## **Course Overview**

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism (603/7048/8) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, and making decisions and judgements. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## **What will you study:**

Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
  - how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
  - factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

## **Potential Post-16 progression:**

Level 3 vocational qualifications such as BTEC Nationals  
BTEC Level 3 in Travel and Tourism

## **Potential Careers/Higher Education progression:**

Employment within the travel and tourism industry, for example posts in travel agencies, visitor attractions and the tourist information centre. The travel and tourism sector is the UK's third largest employer, accounting for 9.5 per cent of total employment. Tourism is one of the fastest growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK GDP.







# OPTIONS 2025 — TO — 2027

## YEAR 9 OPTION CHOICES 2025

Return Options Form to your Form Tutor by Thursday 27<sup>th</sup> February at the latest

Name: \_\_\_\_\_

Form: \_\_\_\_\_

The core curriculum subjects that **all** students will study are:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- GCSE Dual Award Science (Triple award for some students)
- Religious Studies GCSE
- Core PE (Not examined)

Option A		1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice
<b>All Students</b> to choose <b>either</b> History or Geography	History or Geography		
Option B		1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice
<b>All Students</b> to choose <b>one</b> first choice subject and one second choice subject. Please <b>write</b> these in the boxes on the right.	Art Computer Science Dance Design & Technology Drama Enterprise French Graphic Design Hospitality Music Spanish Sport		
Option C		1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice
<b>All Students</b> to choose <b>one</b> first choice subject and one second choice subject. Please <b>write</b> these in the boxes on the right.	Art Design & Technology Drama Health & Social Care Hospitality Music Spanish Sport Travel and Tourism Triple Science		

**WHICH  
PATHWAY  
WILL YOU  
TAKE?**



**HIGH EXPECTATIONS**  
**HIGH ASPIRATIONS**  
**HIGH STANDARDS**  
**YOU WILL SUCCEED**