



**Welcome to
Year 9 Options information
Evening**

'Inspiring ambition and excellence, guided by Christ'

Saint John Houghton CVA School Prayer

Father, give me the courage to always do what is right.

Instil within me the grace that I may serve you today as Saint John Houghton once did through prayer and witness.

Empower me with the conviction to put my heart into all that I do for the good of others.

Provide me with the strength of mind to keep my faith.

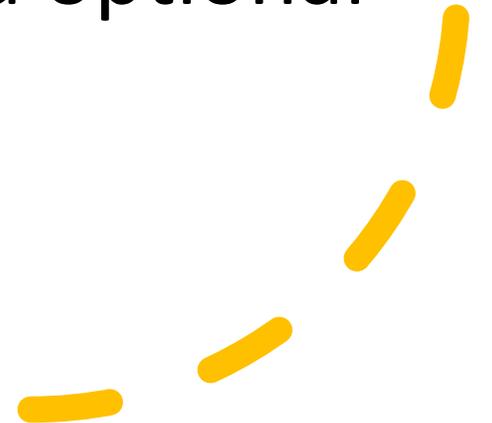
And above all, grant me the fortitude to follow your Son Jesus, amid the mayhem of our often-chaotic world. Amen

Saint John Houghton, **Pray for us.**

Saint Ralph Sherwin, **Pray for us.**

Aims of the session:

- To inform pupils, parents and carers about what going into Year 10 means for our young people.
- To explain fully what the Key Stage 4 curriculum looks like for students – how core and optional subjects fit together



Core Subjects – All students **must** study

English (Language
and Literature)

Mathematics

Combined Science
(Biology, Chemistry
and Physics)

Religious Education

PSHE

Core PE

Compulsory Subjects – Choose **at least** one of the following subjects

Geography

History

French

Spanish

Computer
Science

Triple
Science

Optional Subjects – Choose a further two subjects

History

Geography

French

Spanish

Triple
Science

Computer
Science

Business
Studies

Engineering

Creative
iMedia

Art

Food and
Nutrition

Design and
Technology

GCSE PE

Health and
Social care

Music

Broad and balanced curriculum – only choose **one** of the following subjects

Design and
Technology

Engineering

The Option Blocks

Block 1

- History
- Geography
- French
- Spanish
- Creative iMedia
- Health and Social Care

Block 2

- GCSE PE
- Health and Social Care
- History
- Engineering
- Art
- Design and Technology

Block 3

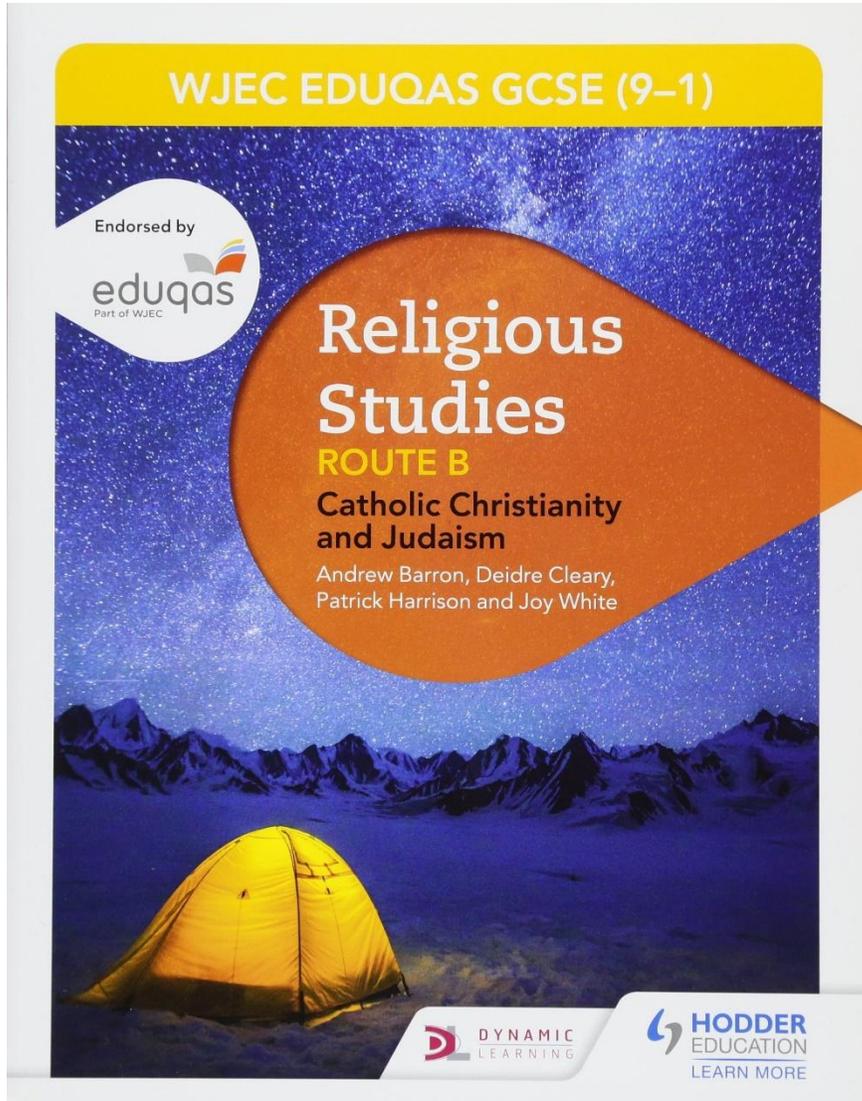
- Business Studies
- Geography
- Music
- Triple Science
- Food and Nutrition
- Engineering
- Computer Science



Mrs Hartharn

The Core Subjects

Religious Studies GCSE



FOUNDATIONAL CATHOLIC THEOLOGY – 37.5%

Origins and Meanings

Good and Evil

Paper 1 – 1 hour 30 mins

APPLIED CATHOLIC THEOLOGY – 37.5%

Life and Death

Sin and Forgiveness

Paper 2 – 1 hour 30 mins

JUDAISM – 25%

Judaism Beliefs

Judaism Practices

Paper 3 – 1 hour

Language Paper 1

Fiction

Short story extract

- Q1 Find four things
- Q2 Language focus
- Q3 Structure focus
- Q4 Evaluate the choices
- Q5 Description / Story Writing

50%

Language Paper 2

Non-fiction

Two extracts from two different time periods

- Q1 True / False
- Q2 Summary focus
- Q3 Language focus
- Q4 Compare attitude and methods
- Q5 Point of view writing

50%

Literature Paper 1

Section A

Romeo and Juliet
SPaG mark

Section B

A Christmas Carol

40%

Literature Paper 2

Section A

An Inspector Calls

Section B

Power and Conflict Poetry

Section C

Unseen Poetry

60%



GCSE Mathematics

- A continuation of the KS3 curriculum.
- No explicit 'KS3'/'KS4' topics – current learning crucial for future understanding.
- Involves 3 exam papers at the end of Year 11.
 - 1 non-calculator paper and 2 calculator papers
 - Foundation and Higher tiers
 - Equal weighting on each paper
- Homework is extensive use of Sparx Maths, and
- (in Year 11) past papers.

Science₁ – is **not** an option subject. There are two pathways students could follow.

GCSE combined science - Averaged score worth 2 GCSEs

This course is made up of 3 subjects: Biology, Chemistry and Physics. It is the most common Science GCSE in the country – it will provide students with the correct foundational knowledge to go onto A-Level should they wish to do.

ALL students will follow this science qualification unless they opt for GCSE Separate Science.

GCSE Separate science – An Option this year.

This provides the student with 3 GCSE's in Biology, Chemistry and Physics.

This pathway consists of extra topics in all three sciences and there is a greater depth of knowledge required. If a student is very serious about following a career in stem and has the ability to achieve a Level 6 or over this may be the course for them. Talk to your science teacher.

6 papers – in total which ever pathway you follow.

PSHE Year 10 & 11 at SJH

All students will partake in a spiral curriculum, gaining the vital skills and knowledge in which will support them to live a happy, healthy life.

Term	Year 10	Year 11
Advent 1	Careers	Online and Media (RSE)
Advent 2	Intimate and Sexual Relationships including Sexual Health (RSE)	Alcohol (PHMW)
Lent 1	Intimate and Sexual Relationships including Sexual Health (RSE)	Health and Prevention (PHMW)
Lent 2	Being Safe (RSE) Respectful Relationships (RSE)	Careers
Pentecost 1	Mental Wellbeing (PHMW)	Citizenship (NC)
Pentecost 2	Citizenship (NC)	Exams/Study Leave



Mr Petronzi
Engineering & Design
Technology and Art

Engineering

GCSE equivalent vocational course

Component 01 – Manufacturing Engineering Products (40%)

Introduces learners to interpreting different types of engineering information in order to plan how to manufacture engineered products.

Controlled assessment, 20hours.

Component 02 – Designing Engineering Products (20%)

Allows learners to experience and gain understanding of how an engineered product is adapted and improved over time.

Controlled assessment, 10 hours

Component 03 – Solving Engineering Problems (40%)

Introduces learners to how engineering design is impacted by a range of external considerations such as the properties of materials, both traditional and smart developing materials.

Written exam, 1 hour 30mins.



Technical

Creative

Design & Technology

Component 01 – Manufacturing Engineering Products (50%)

Core technical and specialist principles in design along with design and making principles

2 hour written exam.

Component 02 – Designing Engineering Products (50%)

Substantial design and make task.

Identifying and investigating design possibilities, producing a design brief and specification.

Students will produce a prototype and a portfolio of evidence.

Approx 30-35 hours lesson time.



Dom's Story

1. When you were in Year 9 choosing your options, did you already know you wanted to do engineering? What helped you decide?



2. Why did you choose engineering at school instead of other subjects?



3. How did lessons in school (like Design & Technology, maths or science) help you in your apprenticeship?



4. Were there any school projects or skills that helped you when applying to Rolls-Royce?



5. What does a normal day and week look like for you as an apprentice? Is it more hands-on, computer-based, or a mix of both?



6. What's the most exciting or interesting thing you've worked on so far?



7. Apprenticeships are sometimes seen as an alternative to university. From your experience at Rolls-Royce, how would you explain the benefits of an apprenticeship to parents who might be unsure about that route?



8. What kind of long-term career opportunities can an apprenticeship at Rolls-Royce lead to? Is there progression into higher qualifications or leadership roles?



Art Craft and Design

Component 1: Portfolio (60%) From Sept of year 10 to December year 11

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study

Component 2: Externally set assignment (40%) From January to April of year 11

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

3 months of supervised preparation time leading to a final exam of 10 hours supervised time.



Art Craft and Design Assessment Objectives (AOs) for components 1 and 2

- **AO1 (Develop Ideas)**: Extensive research into relevant artists, with critical analysis that influences the student's own work.
- **AO2 (Refine/Experiment)**: Evidence of experimenting with a wide range of media (e.g., painting, photography, sculpture) rather than sticking to one, showing a clear development of skills.
- **AO3 (Record Ideas)**: High-quality, original observational drawings and, where appropriate, photography.
- **AO4 (Personal Response)**: A final, well-executed piece that connects directly to the preparatory work.



Art Craft and Design Coursework examples

Final piece ideas / Experiments

A03-Idea 1: family Montage.

1. for this design i used photo shop using snippets of different family photos to come up with an ultimate family collage which highlights the whole family together in the back ground of this montage is a build out section of my grandparents eyes which convey the idea this collage is watching over us as a family so this is quite a personal piece of work.



2. My sub idea for this piece was to complete it in the style of Nicole Zeng of which is one of my chosen artists who uses water-colour / coloured pencils to highlight a realistic and detailed piece of work using this i was going to incorporate her technique into my work.

3. My exam question was texture and i feel my idea has tons to show as it includes textures of skin, wavy hair, clothing and focuses in detail on features of the family.

4. the colour scheme will be natural and realistic as i will use layers of water colour / coloured pencil to achieve these natural and detailed tones to make my final piece look very real and liberantly eye-catching.

5. like Nicole Zeng i am going to complete my piece/idea in coloured pencils/water colour as i feel effective and detailed i also feel im quite confident with using these two materials.

6. the final piece will look like a memory of with will be portrait to fit the whole family in on A3 paper.

A03-Idea 2: Portrait of my dad.

1. for this design i will use one of my A02 photos of my dad to come up with a textured portrait of him. i will use a pen enlarged version of my observational drawing of him in biro pen for my A02 techniques.



2. to be honest this idea doesn't really relate to one of my artists as this is an idea of my own i feel it links to the class colours of one of my chosen artists but for this im using my own ideas.

3. My design relates to my exam question as im using a textured technique by cross hatching biro pen to achieve textures of clothes, hair and skin which is really effective and looks eye-catching.

4. the colour scheme will be black and white which allows me to achieve a variety of dark and light tones.

5. i am going to use biro pen and may be a black oil marker to help or achieve a dripping effect on the back ground on card preferably A03 in size.

6. this final piece will look like a portrait in black and white using black biro pen at the size of an A3 piece of paper as this size allow me to express this technique and allow it to stand out in addition to this i feel like using texture to achieve textures is a good idea.



Art Craft and Design Coursework examples



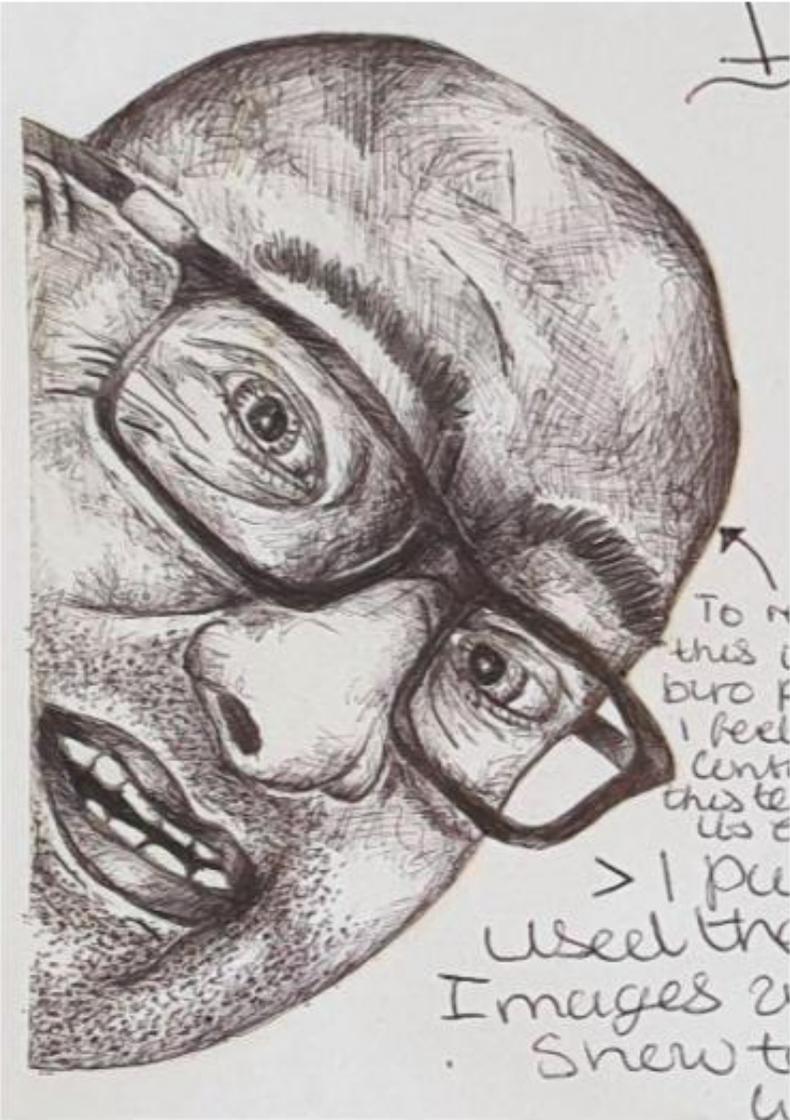
Art Craft and Design Coursework examples



Final piece (3D)



Art Craft and Design Coursework examples





Mrs Etienne
Geography

Mr Poland
History

AQA Geography

Unit 1 – Living with the physical environment

1 hour 30-minute exam – 35%

- The challenges of natural hazards
- The Living world
- Physical landscapes in the UK

Unit 2 – Challenges in the human environment

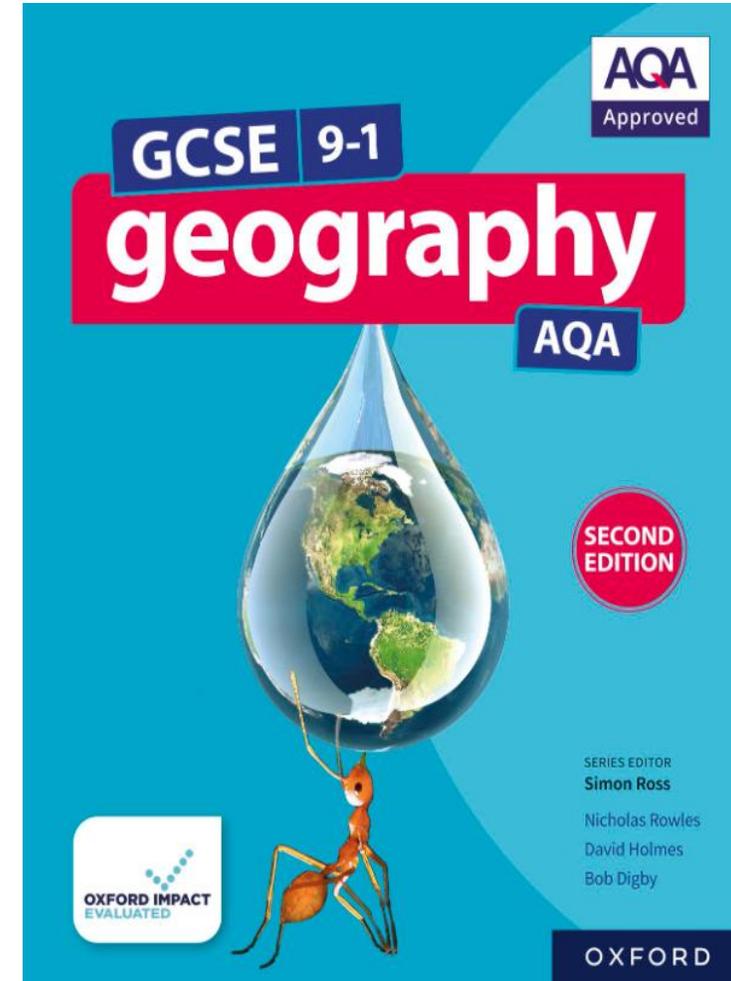
1 hour 30-minute exam – 35%

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Unit 3 – Geographical applications (with pre-release material made available 12 weeks before exam)

1 hour 30-minute exam – 30%

- Issue evaluation
- Fieldwork
- Geographical skills



AQA History 8145

Course and examination structure:

AQA history – popular exam board and resources

GCSE History students must take assessments in both of the following papers in the same series:

- **Paper 1:** Understanding the modern world helps students to understand key developments and events in modern world history.
 - **Paper 2:** Shaping the nation enables students to understand key developments and events in the history of Britain.
-
- **2 exam papers:**
 - **Paper 1** – 2-hour exam paper, split into 1 hour of Period study (**Germany**) and 1 hour of conflict and tension (**The Cold war**)(50%)
 - **Paper 2** – 2-hour exam paper, split into 1 hour of the theme (**Medicine**) and 1 hour of the depth study (**Elizabeth**) (50%)

Conflict and Tension between East and West 1945-1972



AQA History 8145

Paper 1

Period study - Germany Democracy to Dictatorship 1890-1945

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazi regime

Conflict & Tension - The Cold War, East V West 1945-1973

- Tensions in the world after WW2,
- The Iron curtain,
- The Berlin blockade, Korean War,
- Hungry 56,
- Arms and Space races,
- Cuban crisis,
- Prague spring and Vietnam War.

Germany 1890-1945 Democracy and Dictatorship



Oxford AQA GCSE History

Britain: Health

the People

c1000-Present Day



Aaron Wilkes
J. A. Cloake

SENIOR EDITOR
Aaron Wilkes

WORKSHEETS EDITOR
J. A. Cloake

AQA History 8145

Paper 2

Britain: Health and the People" (c1000–Present)

- Medieval (c1000–c1500)
- Renaissance (c1500–c1700): .
- 18th & 19th Century (c1700–c1900):
- Modern Era (c1900–Present):

Elizabeth I: Life and society

- **British Depth study with a building study**
Kenilworth Castle –
 - Elizabeth's court and Parliament
 - Life in Elizabethan times
 - Troubles at home and abroad
 - Historic building of Elizabethan England





Mr Timms
Creative iMedia
Computer Science
Business Studies

iMedia

GCSE equivalent vocational course

R093



Creative iMedia in the Media Industry

puts creativity into practice. Students design logos, brand assets, and digital graphics for real client briefs, developing a strong eye for design and an understanding of how visual identity shapes the way audiences perceive a brand.

R094



Visual Identity and Digital Graphics

puts creativity into practice. Students design logos, brand assets, and digital graphics for real client briefs, developing a strong eye for design and an understanding of how visual identity shapes the way audiences perceive a brand.

R098

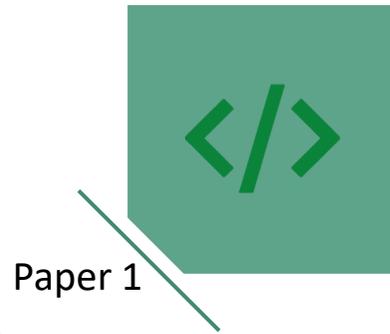


Visual Imaging in Practice

challenges students to plan and produce stunning images for a range of purposes. From concept to final edit, they'll learn how to use industry-standard techniques to create and manipulate visuals that communicate a clear and compelling message.

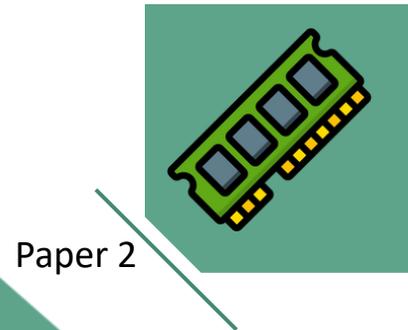
Computer Science

AQA GCSE Computer Science gives students a thorough grounding in how computers work and how to think like a programmer. Combining practical coding skills with essential theory, it's a highly respected qualification that opens doors to some of the fastest-growing and best-paid careers of the modern world.



Computational Thinking and Programming Skills

is where students learn to think logically and solve problems through code. They develop real programming skills, learning how to design, write, and refine algorithms — building the kind of analytical mindset that is valuable far beyond the world of computing.



Computing Concepts

dives into the theory behind how computers and networks actually work. Students explore topics such as data representation, computer architecture, cybersecurity, and the ethical impact of technology — giving them a well-rounded understanding of the digital world they live and work in.

Business Studies

AQA GCSE Business Studies gives students a fascinating insight into how businesses are created, run, and grown in the real world. Through a mix of theory, real-life case studies, and analytical thinking, students develop a broad understanding of the business world that is relevant, engaging, and highly valued by both employers and further education providers.



Paper 1

Influences of Operations and HRM on Business Activity

explores how businesses manage what they produce and the people who make it happen. Students examine how businesses organise their operations efficiently, the importance of human resources, and how effective people management can be the difference between a business thriving or struggling.



Paper 2

Influences of Marketing and Finance on Business Activity

looks at how businesses attract customers and manage their money. Students explore how companies research and target their markets, build a brand, and make the financial decisions that keep a business profitable and sustainable in a competitive world.



Miss Cook French & Spanish

AQA GCSE French or Spanish

•Theme 1: People and lifestyle

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

•Theme 2: Popular culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

•Theme 3: Communication and the world around us

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

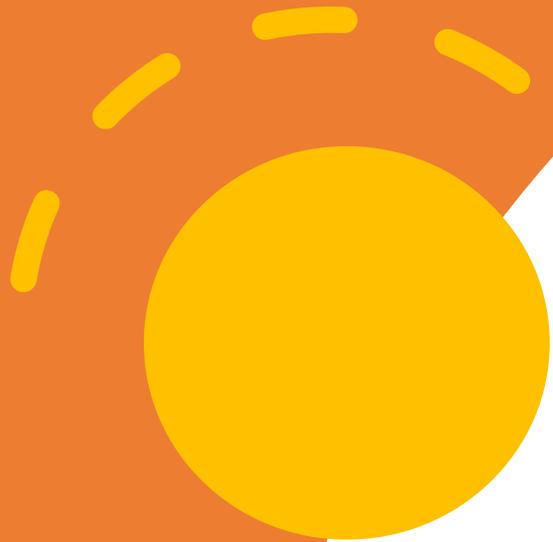
All exams at the
end of year 11

Listening 25%

Speaking 25%

Reading 25%

Writing 25%



Mr Quenby
Music

Integrated Portfolio (30%)

- Performance – you will perform a song on your own instrument.
- Composition – you will compose a piece a music in a style of your choice

Practical Component (30%)

- Performance – you will perform a song as an ensemble (2 or more people).
- Composition – you will compose a piece of music based on a brief set the exam board.

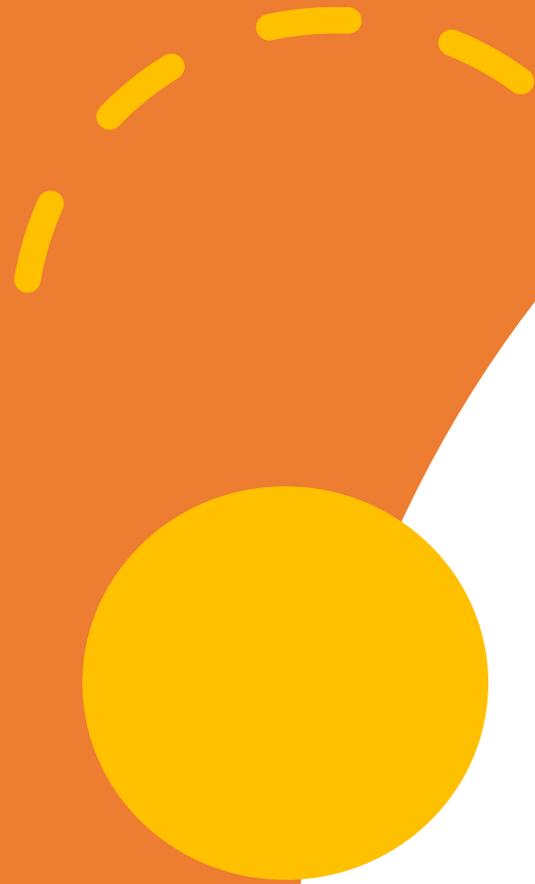
The Listening Exam (40%)

- The concerto through time
- Rhythms of the world
- Film / Game music
- Conventions of Pop

Choose music if –

- You know how to play an instrument already
 - You have some performance experience
 - You have an understanding of music theory
- You are interested in a career in the Music industry





Mrs Joslin

GCSE PE

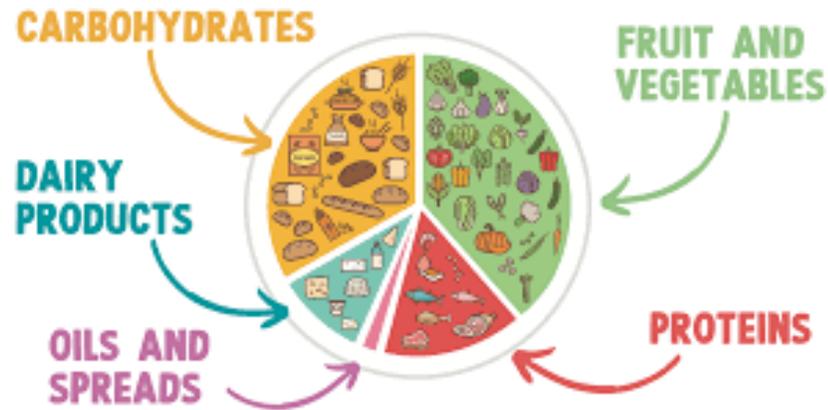
Health & Social Care

Food & Nutrition

GCSE FOOD PREPARATION AND NUTRITION

Year 10

In year 10 we learn about major commodity groups



Year 11

NEA 1: Food investigation (15%) working characteristics, functional and chemical properties of ingredients.

Principles of Food Preparation and Nutrition (50%) - Written Exam, 1hr 45mins

Year 11

NEA 2: Food preparation assessment (35%)

Students **plan, prepare & cook as well as looking at presentation of food** and **application of nutrition** related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.



Physical Education GCSE

Paper 1 (30%) – 1 hour exam

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

Paper 2 (30%) – 1 hour exam

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being.

Practical (30%)

- Core and advanced skills in three activities taken from the approved lists: one from the 'individual' list, one from the 'team' list, one other from either list.

Coursework (10%)

- Analysis and Evaluation of Performance



**It's a theory course with
a practical element**

HEALTH & SOCIAL CARE

This will be a Cambridge National L2 qualification - equivalent grades to GCSE 9-1

- 1. Principles of care in health & social care settings – exam – 40%**
- 2. Supporting individuals through life events – coursework – 30%**
- 3. Health promotion campaigns – coursework – 30%**





Summary

- We realise this is a lot to take in
- To summarise – Talk to the teachers of the options subjects and decide if they are right for you
- Don't choose your options based on what your friends are doing- you may get put in a different class
- Don't choose your options based on a teacher- you may be put in a different class, with a different member of staff
- Think about what suits you best – exam/ coursework etc
- You have a booklet which explains all of this in detail – have a read through this with parents/ guardians, so you are aware of everything

Timeline

Date	Action
5th March 2026	Meeting with Parents/ Option Booklets given
Monday 9th March 2026	Microsoft Forms open – Pupils choose options online
DEADLINE Wednesday 25th March 2026	All Options choices must be made- **DEADLINE MIDNIGHT**
Midnight onwards on 26 th March 2026	All forms completed after Midnight on 26th March will be considered late. This means your choices will be at greater risk – space in groups etc.