



Hurworth
School

Year 9 **Options Booklet**



INTRODUCTION

Introduction for Pupils

Believe it or not, this booklet is one of the most important you will ever read. For the first time in nine years of education, you get the chance to choose some of the subjects you study. It's an exciting time, but also a very important one, because the decisions you make could play a big part in your future progression.

For this reason, you should take your time and talk to people before you decide your options. Talk to your parents/carers; they will have made similar decisions of their own in the past and will be able to advise you. Talk to your teachers; they will tell you whether they think their subject is suitable for you, and they can answer any questions you might have. Talk to older pupils, who are already doing courses that you might be interested in; they will know exactly what each subject is like. Talk to your tutors too, who will be able to give you unbiased advice.

Introduction for Parents/Carers

This booklet is designed to help your child make the best choice of subjects to study at GCSE / Vocational level. For parents / carers this can be quite a confusing time. You will want to help your child / children make the right choices, but you may feel that you don't know enough to give them the right advice. Any member of staff will be more than willing to discuss your child's options.

If after the Year 9 Options Evening you are still unsure about anything, please make an appointment for a one-to-one meeting with a senior member of staff to discuss things in more detail.

We hope you find this year's Option booklet informative and useful to help you make the best choices with your child. Our aim is to ensure that we get the "right pupils onto the right courses". We hope that this booklet will help you to support these important decisions.

Deadline for completion

Options Choice Forms must be completed no later than **Monday 26th January 2026**.

Options Interview

Interviews with some pupils will be arranged with the Senior Leadership Team once all options choices are collated.

If you have any questions about the options process, please email srawle@hurworth.nalp.org.uk and sreilly@hurworth.nalp.org.uk include 'Year 9 Options' in the subject line.



Option Choices

We are offering two curriculum paths for Key Stage 4.

Students who wish to study **Separate Sciences** will study all subjects in Column A and then be able to select **two** subjects from anywhere in Columns B and C.

Students who wish to study **Combined Sciences** will study all subjects in Column A and they **must** choose **one** subject from column B and **two** from either columns B or C.

Due to the course content being so similar students are not permitted to choose Art and Design and Technology.

Column A Subjects	Column B Subjects	Column C Subjects
English	Spanish	<u>GCSE</u>
Maths	Geography	Art, Craft and Design
Science	History	Art – Photography
(Combined or Separate)	Computer Science	Business Studies
		PE
		Religious Studies
		Dance
		Music
		<u>Vocational</u>
		Design and Technology
		Engineering
		Health and Social Care
		Hospitality and Catering
		Creative iMedia



GCSE AQA - English Language and Literature

The English Language and English Literature courses enable students of all abilities to develop their reading and writing skills; to experience a wide range of Literature texts, to produce independent writing, in a variety of forms, for a range of audiences and to develop their speaking and listening abilities. Our aim is to provide a strong foundation for further academic and vocational study and for employment, to help students progress to a full range of courses in further and higher education.

Qualification aims and objectives

To enable students to:

- Read a wide range of texts fluently and with good understanding.
- Read critically and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate



Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Publisher
Author
Actor
Archivist



GCSE Edexcel - Maths

As one of the core subjects, all students Mathematics throughout the school, according to individual ability. Students will be assessed on their ability to use and apply standard techniques, how they are able to reason, interpret and communicate mathematically, as well as solving problems in a variety of different contexts.

Students focus on the non-negotiable knowledge during Key Stage 3, which they then use throughout their GCSE course. They follow a GCSE Linear course, which is assessed by three final examinations (with no coursework) at the end of Year 11. This is split into two tiers of entry: Higher (Grades 9 - 4) and Foundation (Grades 5 - 1).



Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Accountant
Teacher
Engineer
Forces



GCSE Edexcel - Science

Science is a core curriculum subject alongside Mathematics and English. Students will study at least one course to help them to make sense of the Science they come across in everyday life. Students will complete 2 (Combined) or 3 (Separate) GCSEs to prepare them for more advanced study, and/or lead to careers in technical fields. Students will follow the Edexcel 9-1 Science curriculum.

The Combined Science qualification is available for students to choose if they desire the opportunity to study the standard scientific content that will allow them to progress to study A level sciences and potential jobs requiring a science qualification. The course is worth two GCSE qualifications.

A second option in science is the Separate Science qualification. This qualification is aimed at students who are confident in their English and Mathematics skill set and desire the opportunity to study Science to a deeper level and at a faster pace. The Separate Science qualification allows the students to achieve a separate GCSE in Biology, Chemistry and Physics, three GCSE qualifications. This qualification provides a fantastic knowledge base for further education within science.

Assessment

Combined Science

- Six exam papers, two in each Science subtopic, each 1 hour 10 minutes and out of 60 marks.

Separate Science

- Six extended exam papers, two in each Science subtopic, each 1 hour 45 minutes and out of 100 marks.
- Papers, two in each Science subtopic, each 1 hour 45 minutes.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Chemist
Paramedic
Animal Care
Forensics



Your Options



GCSE AQA - Art Photography

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interest in Photography and Digital Manipulation in ways that are personally relevant and truly developmental in nature. It develops the progression from their Key Stage 3 art education, and a strong and appropriate foundation for further progression to photography, film and art related courses such as A-level, BTEC and Creative and Media Diplomas and enhanced vocational and career pathways.

Subject Content

Students will learn how to use a DSLR camera and understand how to take interesting and meaningful photographs. They will gain practical experience in communicating meanings, ideas and intentions through the medium of photography, exploring colour, line, tone, texture, shape, pattern, composition and scale. Students will work in one or more areas of photography, such as portraiture, location photography, studio photography, experimental imagery, installation, photography or fashion photography. Students will be required to study the work of photographers to develop their own work further.



Much of this work will involve experimentation of techniques and developing ideas in a digital portfolio.

The course will consist of two units – Portfolio of work (Coursework)

This digital portfolio will consist of more than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

Externally set task (exam)

Students will be required to elicit a personal response from seven starting points from the exam paper. There is unlimited preparation time followed by a ten-hour period of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies. We have high expectations in the Art department and students must accept that this is NOT an easy option. We have always achieved consistently high GCSE results due to students showing a real commitment to their work. Students will be expected to produce work of a high standard, and demands will be made on their time. However, with real interest and motivation to succeed, everyone can achieve.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Photographer
Marketing and Advertising
Photojournalism
Editorial
Designer



GCSE AQA - Art

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interest in art and design in ways that are personally relevant and truly developmental in nature. It provides progression from Key Stage 3, and a strong and appropriate foundation for further progression to art and design related courses such as A-level, BTEC and Creative and Media Diplomas and enhanced vocational and career pathways.

Subject Content

Students are required to develop knowledge, understanding and skills through integrated practical, critical and theoretical study that encourages direct engagement with original works and practice. Students will work with both traditional and new media. They will be encouraged to explore different ways of working including painting, drawing, clay work, textiles, sculpture, photography etc. We always aim to design the course around individual students' strengths and students will be encouraged to plan and design their own schemes of work.

The course will consist of two units.

Portfolio of work (Coursework)

This portfolio will consist of more than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.



Externally Set Task (Exam)

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Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Interior Designer
Fashion
Marketing
Landscape



GCSE Edexcel - Business

The GCSE Business qualification is assessed through two equally weighted exam papers.

There is no coursework.

Paper 1 - Theme 1: Investigating Small Business

- **Topic 1.1:** Enterprise and entrepreneurship
- **Topic 1.2:** Spotting a business opportunity
- **Topic 1.3:** Putting a business idea into practice
- **Topic 1.4:** Making the business effective
- **Topic 1.5:** Understanding external influences on business

Paper 2 - Theme 2: Building a Business

- **Topic 2.1:** Growing the business
- **Topic 2.2:** Making marketing decisions
- **Topic 2.3:** Making operational decisions
- **Topic 2.4:** Making financial decisions
- **Topic 2.5:** Making human resource decisions

Exam Format

Both papers: 1 hour 45 minutes, 90 marks each, 50% of the total GCSE

Each paper includes:

- Multiple-choice questions
- Calculation questions
- Short-answer questions
- Extended-writing questions

Each exam paper consists of three sections that increase in difficulty (ramped). Section A includes multiple-choice and short-answer questions, while Sections B and C focus on real-life, relevant business contexts and feature both short-answer and extended-writing questions. This GCSE will help students develop key skills like problem-solving, critical thinking, and decision-making, using real-world business examples.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Entrepreneurship
Small Business
Event Planning
Hospitality
Finance



Vocational NCFE - Design & Technology

Who should study Design & Technology?

Design Technology at Hurworth is ideal for students who have a real passion for creative design and are motivated to widen their skill set using a range of design media and manufacturing processes. It's suitable for students who wish to pursue a career in the design and production sector or progress to further study.

What will students learn?

This course aims to:

- focus on the study of creative design and production in the design and production industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills



The main areas of study are:

- design and production in context:
 - including design movements and design principles
- design materials and processes:
 - including investigating materials, the design process and digital design and manufacture opportunities
- design brief and production processes:
 - including interpreting a design brief and communication skills
- presentation of a design solution:
 - including purposes and methods of presentation and presentation skills
- review of processes and solution:
 - including review of the process and summative review
- working in the design production sector:
 - including employment and career opportunities, product promotion and self-promotion

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Architecture
Graphic Design
Product Design
Design Marketing
Interior Design
Jewellery Design



Vocational NCFE - Engineering

What is Engineering?

The study of engineering is the application of maths and science to solve real-world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world.

Who should study Engineering?

Engineering at Hurworth will particularly appeal to students who enjoy being creative and have an affinity for drawing, design, maths and practical problem-solving. It's suitable for students who wish to pursue a career in the engineering industry or progress onto further study.

What will students learn?

This course aims to:

- focus on the study of the engineering sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The main areas of study are:

- the different engineering disciplines
- applied science and maths in engineering
- how to read engineering drawings
- the properties, characteristics and selection of engineering materials
- engineering tools, equipment and machines
- hand-drawn engineering drawings
- CAD engineering drawings
- production planning techniques
- applied processing skills and techniques

There is a strong link with maths and science throughout the course so students must be competent in these areas if they are to be successful.

Students studying Engineering will also be required to work outside of lessons and independent study will be required throughout the two-year course.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Mechanical Engineering
Civil Engineering
Aerospace Engineering
Automotive Engineering
Architecture
Surveying



Vocational WJEC - Hospitality and Catering

Who should study Hospitality and Catering?

Hospitality and Catering at Hurworth is suitable for students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. Students on this course should have a passion for cooking and devising different meals to suit different audiences.

What will students learn?

This course aims to:

- focus on the study of food and cookery and the hospitality and catering industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a range of practical and technical skills



The main areas of study are:

- types of hospitality and catering providers
- health and safety and food safety in hospitality and catering
- food related causes of ill health
- the importance of nutrition and how cooking methods can impact on nutritional value
- how to plan nutritious menus and factors which affect menu planning
- skills and techniques needed to prepare, cook and present dishes
- how to review work effectively

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Catering
Chef
Hotel Management
Production Management
Nutritionist
Dietitian



GCSE AQA - Geography

At GCSE students will follow the AQA specification which will include the following units.

- Living with the physical environment – The challenge of natural hazards, the living world and physical landscapes in the UK.
- Challenges in the human environment – Urban issues and challenges, the changing economic world and the challenge of resource management.
- Geographical applications – Issue evaluations and fieldwork including trips out to complete fieldwork.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shift in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Aims

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography)

Assessment of GCSE Geography will occur under the following areas

Paper 1: Living in the Physical Environment (35%)

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

Paper 3: Geographical Applications (30%)

Level 3 Qualifications

A Levels
T Levels
Vocational Courses

Potential Careers

Urban Development
Environmental Management
Land Surveyor
Teacher



GCSE AQA -History

The GCSE course is concerned with the study of History from three eras, on three timescales

and in three historical contexts. The assessment is broken into two examination papers, with 100% examination at the end of Year 11. Paper 1: Understanding the Modern World and Paper 2: Shaping the Nation. Each paper is 50% of the overall grade and within each paper are two units, worth 25% each respectively.

The Course focuses on:

- One thematic study - Britain, Health and the People: C1000 - present day
- One period study - Germany, 1890-1945: Democracy and Dictatorship
- One wider world depth study - Conflict and Tension: 1918-1939
- One British depth study including the historic environment – Norman England, c.1066-1100

Studying GCSE History allows students to develop independent thinking based upon a rigorous analysis of different types of evidence before reaching conclusions.

It is a significant subject with a view to further progression academically and before entering the working world.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Anthropologist
Librarian
Lawyer
Research Analyst



Vocational OCR - Health and Social Care

Students will have the opportunity to:

- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

Content of the course

Students must complete three units:

- **Principles of Care in Health and Social Care Settings** including the study of types of care settings, the rights of service users, the benefits to service users' health and wellbeing when their rights are maintained, person-centred values and how they are applied by service providers, benefits of applying the person-centred values, effects on service users' health and wellbeing if person-centred values are not applied, the importance of verbal, non-verbal and specialist communication skills in health and social care settings, the importance of effective communication in health and social care settings, safeguarding, infection prevention, safety procedures and measures, how security measures protect service users and staff **(Examinable unit, 40% of final grade)**
- **Supporting individuals through life events** including the study of life stages and development, life events and their impacts on individuals and sources of support that meet individual needs **(Non-Examinable unit, 30% of final grade)**
- **Creative and Therapeutic Activities** including the study of types of therapies used in health and social care, types of creative activities and their benefits, factors that affect the selection of a creative activity, how to plan a creative activity to meet individual abilities, skills/personal qualities required to encourage participation, deliver a creative activity with a group or individual and evaluate its success **(Non-Examinable unit, 30% of final grade)**

Grading

Students can achieve the following grades in the qualification:

Level 2

Distinction* (*2)
Distinction (D2)
Merit (M2)
Pass (P2)

Level 1

Distinction (D1)
Merit (M1)
Pass (P1)

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

NHS Careers
Social Care Careers
Primary School Teacher/Teaching Assistant



GCSE AQA - Computer Science

This qualification will comprise of two components both assessed in the form of a written exam paper.

Component 01 – Computer Systems

This unit will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Component 02 – Computational Thinking, Algorithms & Programming

This unit incorporates and builds on the knowledge and understanding gained in Unit 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Summary

The aim of this academic course is to provide learners with an in-depth understanding of how computer technology works. Learners will already be familiar with the use of computers and other related technology that now forms a part of everyday life. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming.

The course provides excellent preparation for higher study and employment in the field of Computer Science. Learners who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels. The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming which can then be transferred to other subjects and even applied in day-to-day life.

It also provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

NB: It is important to note that the mathematical content of this course is very high; therefore, this course may not be suitable for all students.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Software Development
Game Development
Cyber Security
Network Management
Data Science



Vocational OCR - Creative iMedia

For this qualification, students must achieve three units: one externally assessed and two Non-Examined Assessment (NEA) Units.

Creative iMedia in the media industry

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations



Visual identity and digital graphics

In this unit students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

Visual imaging

In this unit students will learn how to plan, create and review portfolios of visual imagery.

Topics include:

- Plan visual imaging portfolios
- Create visual imaging portfolios
- Review visual imaging portfolios

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Digital Marketing
Graphic Design
Web Design
Photography
Video Production



GCSE Edexcel - Spanish

Students will be fully equipped to continue learning Spanish at A-Level and beyond. Students also develop key language learning skills which will allow them to pursue other languages much more easily in the future as well as enhancing their grammatical awareness in English. A GCSE language can be an excellent addition to a CV in a number of careers and according to the DfE is one of the key skills that make young people more employable. Studying a language at GCSE qualifies students to achieve the English Baccalaureate.

The specification we follow is Edexcel GCSE Spanish 2024.

Pearson Edexcel GCSE Spanish (2024) | Pearson qualifications

Assessment at a glance

Paper	Topic	Duration	Higher Duration	Marks	Percentage
Paper 1	Speaking (Non-examined assessment)	15 mins	10-12 mins	50 marks	25%
Paper 2	Listening and Understanding	45 mins	60 mins	50 marks	25%
Paper 3	Reading and Understanding	45 mins	60 mins	50 marks	25%
Paper 4	Writing	1 hour 15 mins	1 hour 20 mins	50 marks	25%

Thematic contexts

Following research with teachers and students, we have selected a range of engaging and relatable thematic contexts, which are relevant to students' current and future needs.

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

Students can use the specified vocabulary and grammar (Appendices 1 and 2 in Specification) to listen to, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Translator
Hospitality
Foreign Affairs
Travel and Tourism



GCSE AQA - Music

The course is divided into three main components:

- Understanding music - Listening - worth 40% of the overall mark
- Performing music - worth 30% of the overall mark
- Composing music - worth 30% of the overall mark

Listening and Understanding Music (40%)

There are 2 sections for this component:

- Section A: Listening
- Section B: Contextual understanding

Section A is set as an exam paper with listening exercises using excerpts of music based on four areas of study.

This will be completed under exam conditions at the end of the course.

The four areas of study are:

- Western classical tradition 1650–1910
- Popular music
- Traditional music
- Western classical tradition since 1910

Students will be expected to use appropriate musical vocabulary to describe the music that you hear, so will be expected to know about the elements of music and other musical devices.

Section B involves a focus on 2 of the areas of study.

The study piece for area of study 1 is Beethoven's 'Symphony No 1 in C, op 21, 1st movement'. The study pieces for area of study 2 are the Queen tracks 'Bohemian Rhapsody', 'Love of My Life' and 'Seven Seas of Rhye'.

Students must also be able to critically appraise the music from set study pieces which will be focussed on in class, using knowledge and understanding of:

- The effect of audience, time and place on how the study pieces were created, developed and performed, how and why the music across the selected areas of study has changed over time.
- How the composer's purpose and intention for the study pieces is reflected in their use of musical elements.
- The relevant musical vocabulary and terminology for the study pieces.

Performing (30%)

Students must be able to perform to at least Grade 2-3 standard on any instrument or using their voice. Students are required to perform two performances which can be in any style or genre. These can be recorded at any stage of the course.





The performances must include:

- A solo performance: performed by a student (however they can use a backing track or another type of accompaniment)
- An ensemble performance: this is where students are required to perform with at least one other live performer (as a duet or as part of a group/band)

Composing (30%)

Students are expected to write two compositions throughout the 2-year course. Students will be given instructions and guidelines to get them started, and then they are free to use their own imagination and creativity! There are computers with specific music software to use, as well as keyboards and guitars to help along the way.

- The first composition will be chosen by the Exam Board and will be set to a brief.
- The second composition is 'free choice' and can be written in any style students want.

For both compositions, students complete a Candidate Record Form which contains information about:

- The elements of music which they focused on for their piece (this is best completed at the end of the composition).
- A brief description of the composing process.

What they have done to make their piece suitable for their chosen audience or event.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Sound Engineer
Performer
Stage Manager
Radio Presenter



GCSE AQA - Physical Education

The GCSE Physical Education qualification will be 60% theory and 40% non-exam assessment (practical).

Practical (40%): Students will be assessed as a player/performer in three different practical activities; a team activity, an individual activity and a third from either a team or individual activity. These will be chosen from the list provided by the DfE, currently;

Theory (60%): Topics are divided across 2 exam papers, helping students to see which part of the specification they are being assessed on in each exam.

Paper 1: The human body and movement in physical activity and sport

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports Psychology
- Socio-cultural Influences
- Health, Fitness and Well-being



Students considering this as an option must be highly competent in a range of activities listed in the table above and be competing outside of school.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Physiotherapist
Teacher
Fitness Instructor
Forces



GCSE AQA - Dance

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their previous experience in the subject. The course recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography, and appreciation. Dance is a powerful and empowering form of non-verbal communication, and it is both physical and expressive, which makes it like and different from other art forms and physical activities.

What will I study?

Students will gain knowledge, understanding and skills in three core areas of dance: performance, choreography, and dance appreciation. The course will look at a dance anthology consisting of 6 short professional works that have been selected to broaden students' knowledge artistically and culturally. These skills are developed into their own performance and choreography as well as utilising analytical and interpretive skills to evaluate their own work.

How will I be assessed?

Component 1: Students will be assessed on a performance task which is marked out of 40 marks: The Solo performance (12 marks) involves each student performing the two selected phrases as a soloist in a live performance setting. While the duet/trio performance (24 Marks) involves each student performing together in a live setting. Students will also be assessed on a choreography task which is marked out of 40 marks. This can be either performed as a solo dance or a group dance for two to five dancers.

Component 2: This component is the written exam paper of one and a half hours. The question paper has three sections and is marked out of 80. The student will be assessed on their knowledge and understanding of choreographic processes and performing skills. They will be expected to critically analyse, evaluate, and reflect on their own experience of performance, or choreography, and show critical appreciation of professional works relating to the GCSE Dance Anthology.

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Performance Artist
Choreographer
Teacher
Dance Therapist
Theatre Technician



GCSE AQA - Religious Studies

Religious Studies at GCSE builds on the content studied at KS3. We will look at religious ideas and perspectives on a range of interesting issues. Students will be able to take part in class discussions and debates, visits and workshops run by experts. RS is a challenging subject that enables students to develop skills which will help them in all areas of their lives. Our students leave Hurworth with the ability to empathise with others, appreciate diversity and make informed choices. A GCSE in RS can open the door to lots of different careers...and not just religious ones!

Course Content

The course incorporates philosophical, theological and ethical questions as well as the beliefs and practices of religious people.

Students will complete two papers one on religious beliefs and practices (we study Christianity and Islam) and on thematic study. Thematic study looks at religious responses to different contemporary issues.

Our chosen themes are:

- Religion and the Family (including relationships, gender roles and marriage)
- Religion and Life (including medical ethics, abortion and euthanasia)
- Human Rights and Social Justice (including racism, sexism and homophobia)
- Crime and Punishment (including the death penalty, treatment of criminals and corporal punishment)

Level 3 Qualifications

A Levels
T Levels
Vocational Courses
Apprenticeships
Traineeships

Potential Careers

Teacher
Lecturer
Human Relations
Politics
Journalism
Law



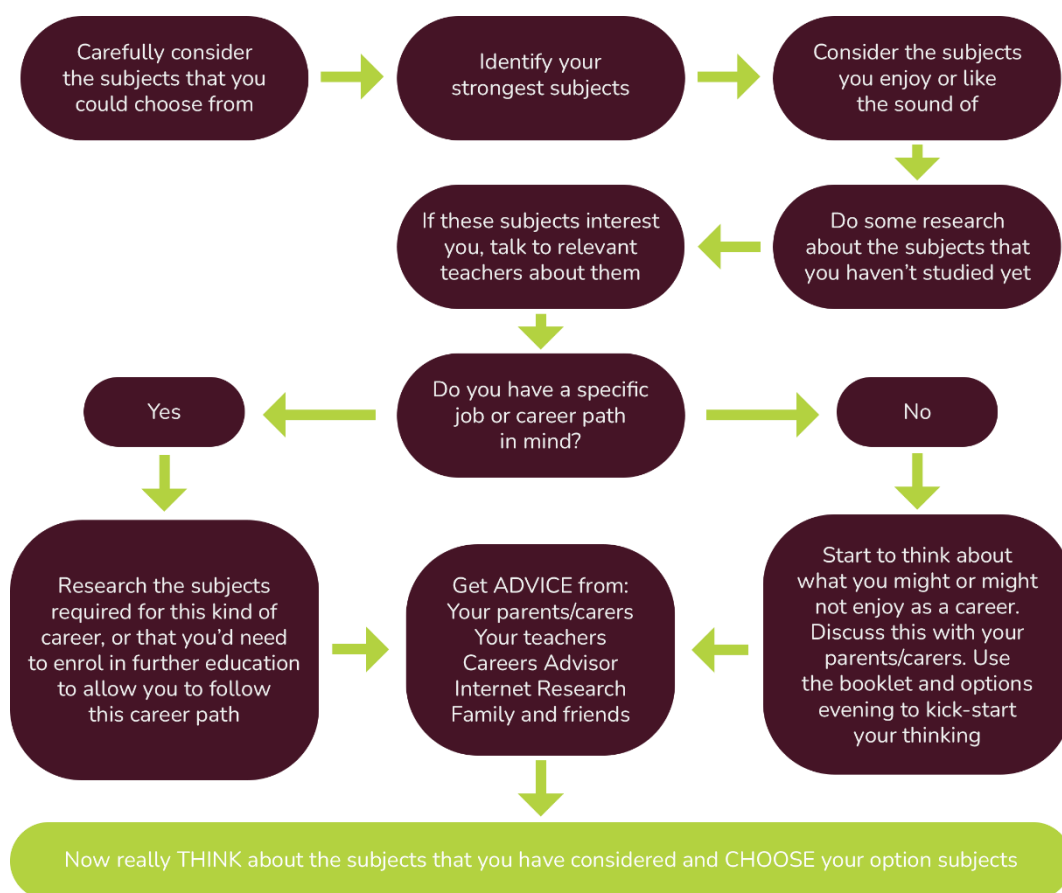
MAKING CHOICES ADVICE AND GUIDANCE

Success cannot just be measured by grades, or choosing subjects which people think are the 'best'.

Success for each individual pupil will include:

- Beating your goals
- Achieving your full potential
- Developing as a person
- Achieving a place on the post-16 courses that will lead to your chosen future career

Below is a simple flow chart to help guide you through choosing your option subjects



Do's and Don'ts When Choosing Your Option Subjects

Take time

Don't choose your courses straight away. Take time to consider your options and discuss these with the people who can advise you.



Collect information and advice

Do some research into the jobs you may be interested in when you leave education, and which qualifications and subjects you may need to study. You need to follow this up with conversations with your subject teachers to find out even more. Teachers, Tutors and even Year 10 or Year 11 pupils who are already studying the courses will be able to help you.

Choose for yourself

Do not be influenced by what your friends are choosing or by which teacher has taught you this year. Next year will be different and you will have your lessons in different teaching groups.

Work Hard

It is important that whatever options you choose to study in Year 10, you must show maturity and commitment by attending all current subjects, making sure you do your best during the rest of this year. You need to work hard in all your subjects now so that you make good progress when you start GCSE or VOCATIONAL courses.

Useful Careers Advice

Consider subjects you think you will be good at and will enjoy. You may wish to explore possible careers. However, a balanced range of subjects will ensure as many options as possible are open to you. Ask yourself:

- Which subjects interest me?
- Which subjects do I like and why do I like them?
- Which are my best subjects and how do I know?
- What do my teachers say my strengths are?
- Would I prefer a course with examinations or coursework?

Few employers expect specific GCSE passes with the exception of English, maths and science.

Your GCSE subject choices and the grades you achieve can affect your ability to study some subjects at sixth form, college or in an apprenticeship, so speak to the sixth form and/or college staff who will be there on options evening. It always helps to have your questions ready so that you know exactly what you want to discuss.

In some subjects like history and geography, it may be possible to study these at A Level without having first taken them at GCSE. However, this does not apply to all subjects, for example languages. To be sure, please check entry requirements with post-16 staff.



Careers Websites and Useful Links

Hurworth School

We've been developing the careers section of our website to provide as much help as possible as you start to think about your life after education.

National Careers Service

You can find information on job sectors and specific careers using the 'Career Tools' and then 'Job Profiles' on the National Careers Service website. www.direct.gov.uk/NationalCareersService

Apprenticeships

An apprenticeship is where you are learning through hands on experience of a job and gaining a nationally recognised qualification. To find out more information and to view vacancies, register online at www.apprenticeships.org.uk

Post-16 Options

Choosing the correct options is the first 'Key Decision Point' most young people will face in their lives. The next 'Key Decision Point' will be when they choose what type of education destination to move on to after Year 11.

Although this may seem a long way off, the best way to make sure you can do what you want in the future is to give it some thought now, and make sure the choices you make leave as many options open to you as possible. After Year 11 you will have four learning pathways.

Entry Requirements for Local Colleges

Queen Elizabeth Sixth Form College

A minimum of 5 GCSEs at grade 4 or above including English language or maths. However, please be aware that subjects may have additional entry requirements.

Darlington College

- Level 1/2, usually requires a minimum of 4 GCSEs at grade 2 or above, including English language and maths
- Level 3 courses require a minimum of 5 GCSEs at grade 4 or above including English language and/or maths
- T Level course require a minimum of 5 GCSEs at grade 5 or above including English language and Maths



Carmel College Sixth Form

A minimum of 5 GCSEs grade 4 or above, including English language and maths, and any other subject-based grades as specified on their website.

Entry requirements can differ for each course and each college. Please use the college websites or speak with their application teams to find out the entry requirements for the courses / colleges you are interested in.

Thinking Ahead

Considering university?

It may seem like a long time away, but if you are considering applying to a competitive university and especially a competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements.

Many courses at university level build on knowledge which you will gain whilst studying at Hurworth School. Where this is the case, universities need to make sure that all the pupils they admit have prepared themselves in the best way to cope with their chosen course.

For this reason, some of the top university courses may require pupils to have studied a specific subject at A-level prior to entry, others may not.

If you are considering university or completing a degree course, make sure you research and explore entry requirements.

Visit the following helpful websites:

- www.ucas.ac.uk
- www.russellgroup.org/informedchoices-latest