



Educate for life

Year 9 Options

2026

Contents

Introduction.....	2
Key Dates.....	3
Art and Design - Textiles	4
Art and Design – Fine Art.....	6
Art and Design – 3D Design.....	8
Design and Technology.....	10
Drama	12
Media - Film Studies	13
Food Preparation and Nutrition	14
French.....	15
Geography	16
Health & Social Care	18
History.....	19
PE GCSE.....	20
Religious Studies.....	21
Spanish.....	23
Triple Science.....	25

Introduction

At Cowes Enterprise College, we are passionate about ensuring students are able to choose from a wide range of courses to offer as much flexibility as possible. Student's learning pathways needs to be personal to them, so they should not be influenced by the choices made by their friends – their life is their own and everyone is so very different.

Students know the subjects they thoroughly enjoy and those where they are most successful. They may even have an idea about their future career. We encourage conversation within families and with the staff who know them best to help decide what is best for them.

Here is a plan to follow:

1. Read the options booklet and talk to teachers to find out as much as you can about the different subjects you can choose.
2. Discuss your plans with your parents, your form tutor and your subject teachers.
3. Make your choices, with your parent, by filling in the options choices form online via a link that will be sent by email on Monday 2nd March 2026.
4. Ensure that your form is submitted by the deadline on Friday 6th March 2026.

Key Dates

Week Beginning 9th February 2026	Introduction to Options assemblies Option book available
Thursday 26th February 2026	Year 9 Parent evening
Monday 2nd March 2026	Link for the options form will be made available to parents
Wednesday 4th March 2026	Optional drop-in session for parents and students to discuss any questions face-to-face with a member of the Senior Leadership Team and Directors of Learning, from 5 - 6pm
Friday 6th March 2026	Hand-in date – deadline for options choices to be submitted online
June 2026	Confirmation – following final checks on student numbers, students will have their subject confirmed for year 10

All students will follow the same core subjects which will give them a strong foundation for further study and future employment.

The core curriculum comprises of:

English (language and literature) 2 x GCSE, Mathematics GCSE, Science (combined) 2 x GCSE (unless you select triple science), EIM and Games.

To make the timetable work, we have to put these subjects into blocks. You will be asked to pick one subject from each of the blocks below. Each subject must be different.

Please note that on the options form you will be asked to give a back-up option from each block. In the event that we cannot offer your first choice you will be given the back-up choice.

You can only choose one Art and Design option.

Your choice of subject must include at least one subject from History, Geography, French, Spanish, or Triple Science.

Option 1	Option 2	Option 3
History	History	Art & Design -Textiles
Geography	Geography	GCSE Physical Education
Religious Studies	French	Drama
Spanish	Art & Design - Fine Art	Design and Technology
Triple Science	Food Preparation and Nutrition	Art & Design - 3D Design
	Media - Film Studies	Health & Social Care
		Spanish

Art and Design - Textiles

AQA 8204

Overview

Art and Design GCSE will open the door to lots of pathways such as Art & Design A-Level, and then the huge range of Art or Design related Degree Courses at university such as: Architecture, Fashion, Photography, Animation, Textiles, Interior Design, Graphics, etc. The Creative Industries offer a wide range of careers that could start with an Art & Design GCSE.

Course Content and Skill Development

GCSE Art and Design offers students the option to choose the area of art and design that they explore and develop. At Cowes, you can choose Textile Design (8204). Whichever specialism is chosen this course allows students to develop their creativity and confidence by experimenting with a wide range of techniques.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives and is the same for all specialisms. Guidance on the evidence required for each Assessment Objective is below.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- GCSE Textiles is a creative, practical course that teaches you how to design and make textile-based work while exploring a wide range of materials, processes, and artists.
- You'll learn techniques such as felt-making, machine embroidery, appliqué, printmaking, weaving, dyeing, and fabric manipulation, building confidence with both hand and machine skills.
- Throughout the course you'll work on themed projects, researching textile artists and designers to inspire your ideas and help you develop your own creative voice.
- You'll produce drawings, sketches, mixed-media experiments, and technical samples as you work towards high-quality final pieces, some of which may be fashion-inspired.
- This subject is suited to students who enjoy hands-on making, creativity, problem-solving, and developing ideas over time, and it leads well into A-Level Textiles, Art & Design, fashion, costume, interiors, and other creative pathways.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Art Curriculum <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Assessment Procedure

60% of the GCSE grade is based on production of a portfolio that shows explicit coverage of the four assessment objectives. All work produced in class and homework is included. Students produce a portfolio of work based on at least one 'full' project, plus other isolated pieces.

The final 40% is an externally set assignment that takes place in May of year 11. Following a period of preparatory time, there is a 10 hour "exam" that takes place over 2-3 days in exam conditions. All preparation work is produced in class and at home, based on an externally set theme.

Homework Expectations

In year 10 students will need to spend at least one hour a week on their portfolio work.

Useful Information

A keen interest in design and creativity will be beneficial. It would be an advantage to develop your English Language skills and apply these to your analytical annotations.



Art and Design – Fine Art

AQA 8202

Overview

Art and Design GCSE will open the door to lots of pathways such as Art & Design A-Level, and then the huge range of Art or Design related Degree Courses at university such as: Architecture, Fashion, Photography, Animation, Textiles, Interior Design, Graphics, etc. The Creative Industries offer a wide range of careers that could start with an Art & Design GCSE.

Course Content and Skill Development

GCSE Art and Design offers students the option to choose the area of art and design that they explore and develop. At Cowes, you can choose Fine Art (8202). Whichever specialism is chosen this course allows students to develop their creativity and confidence by experimenting with a wide range of techniques.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives and is the same for all specialisms. Guidance on the evidence required for each Assessment Objective is below.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- GCSE Fine Art is a broad, expressive course that focuses on developing your creative thinking, visual communication, and practical art-making skills.
- You'll explore a wide range of media such as drawing, painting, printmaking, sculpture, mixed media, and digital techniques, experimenting to find the materials and processes that suit your ideas best.
- Projects are usually theme-based, and you'll research artists, movements, and cultural influences to inspire your work and help you develop personal, meaningful responses.
- Throughout the course you'll create observational studies, sketches, experiments, and refined pieces as you build a strong portfolio.
- Fine Art is ideal for students who enjoy exploring ideas visually, working independently, and developing their own artistic style.
- It provides a strong foundation for A-Level Art & Design/Fine Art and can lead to pathways in illustration, animation, architecture, graphic design, fine art, and many other creative fields.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Art Curriculum <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Assessment Procedure

60% of the GCSE grade is based on production of a portfolio that shows explicit coverage of the four assessment objectives. All work produced in class and homework is included. Students produce a portfolio of work based on at least one 'full' project, plus other isolated pieces.

The final 40% is an externally set assignment that takes place in May of year 11. Following a period of preparatory time, there is a 10 hour "exam" that takes place over 2-3 days in exam conditions. All preparation work is produced in class and at home, based on an externally set theme.

Homework Expectations

In year 10 students will need to spend at least one hour a week on their portfolio work.

Useful Information

A keen interest in design and creativity will be beneficial. It would be an advantage to develop your English Language skills and apply these to your analytical annotations.



Art and Design – 3D Design

AQA 8205

Overview

Art and Design GCSE will open the door to lots of pathways such as Art & Design A-Level, and then the huge range of Art or Design related Degree Courses at university such as: Architecture, Fashion, Photography, Animation, Textiles, Interior Design, Graphics, etc. The Creative Industries offer a wide range of careers that could start with an Art & Design GCSE.

Course Content and Skill Development

GCSE Art and Design offers students the option to choose the area of art and design that they explore and develop. At Cowes, you can choose 3D Design (8205). Whichever specialism is chosen this course allows students to develop their creativity and confidence by experimenting with a wide range of techniques.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives and is the same for all specialisms. Guidance on the evidence required for each Assessment Objective is below.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- GCSE 3D Design is a practical, imaginative course that focuses on creating three-dimensional work using a wide range of materials and construction techniques.
- You'll explore areas such as product design, sculpture, architecture, model-making, and functional or decorative objects, experimenting with materials like clay, wood, wire, card, plaster, and mixed media.
- Projects are theme-based, and you'll research designers, architects, and 3D artists to inspire your ideas and help you develop thoughtful, well-designed outcomes.
- Throughout the course you'll produce sketches, technical drawings, maquettes, prototypes, and refined final pieces, learning how to solve design problems and communicate ideas visually and physically.
- This subject is suited to students who enjoy hands-on making, creative problem-solving, and working with materials in a practical way.
- It provides a strong foundation for A-Level 3D Design, Product Design, Art & Design, and can lead to pathways in architecture, engineering, interior design, model-making, sculpture, and many other creative industries.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Art Curriculum <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Assessment Procedure

60% of the GCSE grade is based on production of a portfolio that shows explicit coverage of the four assessment objectives. All work produced in class and homework is included. Students produce a portfolio of work based on at least one 'full' project, plus other isolated pieces.

The final 40% is an externally set assignment that takes place in May of year 11. Following a period of preparatory time, there is a 10 hour "exam" that takes place over 2-3 days in exam conditions. All preparation work is produced in class and at home, based on an externally set theme.

Homework Expectations

In year 10 students will need to spend at least one hour a week on their portfolio work.

Useful Information

A keen interest in design and creativity will be beneficial. It would be an advantage to develop your English Language skills and apply these to your analytical annotations.



Design and Technology

Pearson Edexcel IDT0/1F

Overview

IGCSE Design and Technology enables students to design and make products with creativity and originality using a range of materials and techniques. Further study can lead to vocational or degree programmes such as architecture, product design or engineering, apprenticeships and further education training leading to jobs in fields such as: Engineering, mechanics, yacht and boat building, carpentry, joinery, construction, electrician, furniture crafts, kitchen fitter, plumber, manufacturing, welding and the world of design.

Course Content and Skill Development

Students will design and make small, complex items out of a combination of materials such as woods, metals, plastics, card, paper and fabric, with the opportunity to look at electronics along with systems and control.

They cover core content with timber as a focused material. Students will learn and develop a range of practical skills in the workshop using hand tools and powered equipment along with using our CAD and CAM machines. Skills are developed by working within a range of design contexts and developing design briefs, specifications and then designing and making products to meet a client's needs and requirements.

During the course, students complete the following projects:

- **Designing and making a wildlife housing** - including formal orthographic, isometric measured drawings; material selection and their properties; designing for a client; researching the experts' opinion; safe use of the workshop and powered and hand tools.
- **Pewter casting** – an investigation into the properties of metals focusing on pewter; manufacturing with metals; casting; CAD/CAM; surface finishes and a final product.
- **Tea Light project** – CAD/CAM
- **Design Team** – A STEM style approach to working as an interdisciplinary design team, students look into the choices designers have to make when setting up a design company; including sustainable and ethical decisions as well as design strategies to implement effective designs for their clients.
- **CAD/CAM chair** – referring to the work of designers and design movements students build on their CAD/CAM and skills to produce a scaled model chair influenced by the work of others.
- **Torch project** - an NEA style project, that focuses the students on the requirements of their NEA portfolio.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 DT Curriculum <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.html>

Assessment Procedure

Students complete one written exam at the end of the course and one NEA task, each worth 50% of the final grade. The portfolio work for their NEA is started in the June of year 10 and must be completed by the February half term of year 11.

Homework Expectations

Homework tasks are set to build on the learning in class or check and reinforce and revisit topics, to support making further progress and checking and testing knowledge acquisition, retention and application.

Useful Information

It is an advantage if you enjoy the creative design and make process. A basic grasp of numeracy skills including ratio and percentages will be required. Not all lessons will be practical.



Drama

AQA 8261

Overview

GCSE Drama is an exciting course that provides the opportunity for students to develop their practical skills and their understanding and appreciation of drama and theatre. By taking Drama, students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Course Content and Skill Development

The course content falls under the three components of Understanding Drama, Devising Drama and Texts in Practice, with elements of theatrical skills across all three.

In the practical components, students may specialise in performing, lighting, sound, set, costume and/or puppets.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Drama Curriculum <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance>

Assessment Procedure

There are two NEA Practical Assessments and one written exam.

- **Component 1** – Understanding Drama – Written exam – 40% of overall grade
- **Component 2** – Devising Drama (practical) – NEA – 40%
- **Component 3** – Texts in Practice (practical) – NEA – 20%

Homework Expectations

One hour a week homework in year 10 to complete set activities relevant to coursework. It could be learning lines, watching films, devising plays, rehearsing, exam practice and logbook. Extension tasks are on the SharePoint that students can access.

Useful Information

You should enjoy English, Art, Film and working collaboratively and creatively with others in either performing or designing.

Media - Film Studies

Eduqas 8261

Overview

The enjoyment of Film and Media more widely is an integral part of young peoples' lives; capturing images of their lives and sharing visual ways of communication is everywhere and Film is the way to do this through storytelling. Understanding how character, narrative, suspense and intrigue is created on the big screen is at the heart of this art form. This qualification allows students to access this as both a film maker and lover of film in the context of the multi-billion-dollar Media industry.

Course Content and Skill Development

GCSE Film Studies explores four key concepts that form the basis of the subject content: Cinematography, Mise en Scene, Editing and Sound.

Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Film Studies Curriculum

<https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=1213>

Assessment Procedure

There are two written exams and one NEA Practical.

- **Component 1** – Key Developments in US Film – Written exam – 35% of overall grade
- **Component 2** – Global Film: narrative, representation and film style – Written exam – 35%
- **Component 3** – Production – NEA – 30%

Homework Expectations

One hour a week homework in year 10 to complete set activities relevant to coursework. It could be learning lines, watching films, devising plays, rehearsing, exam practice and logbook. Extension tasks are on the SharePoint that students can access.

Useful Information

You should enjoy Drama, English and Humanities subjects as you will be creating your own characters and stories; and questioning the way that people behave in the world.

Food Preparation and Nutrition

AQA 8585

Overview

The food industry is the biggest employer in the UK, from head chefs right through to food developers. Food is very on trend with many TV shows covering many aspects of food, whether it be preparation, sourcing or healthy eating. We all want to know what we are eating, why we are eating it and its benefits to us, as well as considering cost, seasonality and the best foods to choose from. They will learn the specific techniques to produce quality dishes that they can go on to cook for enjoyment or for work within the industry. Students also complete an industry recognised Level 2 Food Hygiene course that will demonstrate their understanding of how to manage food and preparation in a kitchen.

Course Content and Skill Development

GCSE Food Preparation and Nutrition teaches students about nutrition and the working properties of foods; so why we must have eggs in cakes, right through to how each food group behaves within your body.

Throughout the course, students will back up the theory they learn by creating foods and illustrating the functions and nutritional properties of the ingredients. They will learn to take into account health considerations.

Students are specifically taught about nutritional functions and properties of foods, working properties of foods and alternatives, and will perform scientific experiments to illustrate these in action.

As part of the course, students will also have the opportunity to enter nationally accredited competitions and take part in whole-school themed days.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Food Curriculum <https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF>

Assessment Procedure

There are two NEAs throughout the course and one written exam at the end.

- **Paper 1 – Written Paper** – Theoretical knowledge of food preparation and nutrition – 50% of final grade.
- **Task 1 – NEA - Food Investigation Report** - Working characteristics, functional and chemical properties of ingredients – 15%
- **Task 2 – NEA – Food Preparation Assessment** – Students prepare, cook and present a final menu of three dishes within a single 3-hour period and produce a portfolio of their work– 35%

Homework Expectations

Homework tasks are set to build on the learning in class or check and reinforce and revisit topics, to support making further progress and checking and testing knowledge acquisition, retention and application.

Useful Information

It will be beneficial to have the organisational skills to manage ingredients on the correct days. It is an advantage to be interested in Science and where our food comes from. You will need to develop and apply your English Language skills to your written work. Not all lessons will be practical.

French

Pearson Edexcel IFR1

Overview

Learning a language brings many benefits including widening future career opportunities, expanding cultural knowledge and developing language skills. It can bring additional enjoyment and opportunities when working or travelling abroad. French is currently the most in-demand language for recruitment in the UK with, for example, a large number of jobs in administration and ICT in the pharmaceutical industry.

Course Content and Skill Development

The areas of language covered in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. The following six broad thematic contexts to provide a focus for the teaching and learning throughout the course.

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

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 French Curriculum

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gg000023-gcse-french-specification-2024-issue-1-1.pdf>

Assessment Procedure

There are two tiers of assessment, Foundation (Grades 1-5) and Higher (Grades 4-9). Listening, Reading and Writing are assessed at the end of the course as written exams. The speaking exam is taken in April/May of Year 11 where students are assessed individually on how they respond to questions in the context of a reading aloud task, a role play and a picture task with a conversation. Thorough preparation for speaking will ensure a positive outcome – booklets will be issued for this purpose at the start of the course.

Homework Expectations

Learning a broad range of vocabulary is key to becoming fluent in French. As such, students are given weekly vocabulary lists to learn and a quiz on show my homework.

Useful Information

You do not need to be thinking of a career in which you will be required to speak French to thrive and benefit from this course. Studying French can benefit your development in other languages, including English.

Geography

AQA 8035

Overview

Studying Geography enables students to explore the world, the issues it faces and their own place in it. This GCSE course will deepen understanding of geographical processes and illuminate the impact of change and of complex people-environment interactions. It will highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed, thoughtful and enquiring citizens. It is excellent preparation for a diverse range of careers in planning, resource and countryside management, tourism and recreation, and environmental management and development.

Course Content and Skill Development

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 natural hazards, climate change, poverty, deprivation, global shifts 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.

Students are required to develop a range of geographical skills using resources such as digital and OS maps, photos, diagrams, text and graphs alongside mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers. In order to develop their exam skills and confidence, students will complete regular short answer questions (1-4 marks) and extended answers (6 and 9 marks) which will be marked and feedback provided.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Geography Curriculum

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification>

Assessment Procedure

The subject content is split into four units that are assessed by three externally set exam papers.

Paper 1 - Living with the physical environment (worth 35%)

The aims of this paper are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

- **Section A:** The challenge of natural hazards (including tectonic, weather and climatic hazards)
- **Section B:** The living world (including Ecosystems, Tropical rainforests and either Hot deserts or Cold environments)
- **Section C:** Physical landscapes in the UK (including glacial, river and coasts environments)

Paper 2 - Challenges in the human environment (worth 35%)

The aims of this paper are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

- **Section A:** Urban issues and challenges (including case studies of urban growth and change in a city from an NEE / LIC and of a UK city, plus urban sustainability)
- **Section B:** The changing economic world (including global economic development, UK economic futures and a case study of economic development and change in one LIC or NEE)

- **Section C:** The challenge of resource management (including resource management and choice of topic from Food or Water or Energy)

Paper 3 - Geographical applications (worth 30%)

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. This section is synoptic and the assessment will require students to use their learning of more than one of the themes from papers 1 and 2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

In addition, students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries must be carried out in contrasting environments and show an understanding of both physical (coastal environments) and human geography (urban environments).

Homework Expectations

Homework is set regularly to mirror the subject content and geographical skills being taught in the lesson. We will focus on using time away from the classroom on knowledge retrieval though the knowledge quizzes on Satchel One. Scores will be regularly tracked in order to plan for any intervention.

Also students will work on producing flashcards to support their preparations for end of topic tests, mock exams and ultimately their final exams in 2027. We have a full list of flashcards that students will produce and we stagger the completion of these throughout year 10 and 11 to ensure they can prepare effectively for end of topic tests, in class assessments and mock exams throughout their GCSE course.

Useful Information

Geography graduates are consistently ranked among the most employable.

The course we study builds a unique "mixed bag" of skills that employers love such as

- **Data & information:** You'll learn to use a variety of sources of information (maps, photos, diagrams, text and online sources) and interpret them successfully
- **Analysis:** You'll develop "synoptic" thinking—the ability to see how different issues like climate change and economic development are linked.
- **Teamwork:** Compulsory **fieldwork** (at least two days outside the classroom) teaches you how to collect data and work in a team.

Geography GCSE enables you to connect science, history and economics to real life issues, opening doors to exciting careers and opportunities. If you enjoy learning about a diverse range of topics such as natural hazards, global challenges, climate change and natural environments, as well as building valuable skill such as map reading and data analysis, then Geography GCSE is for you.

Health & Social Care

OCR J835

Overview

The Cambridge National in Health and Social Care will inspire and equip students with transferable skills that are relevant both to the sector and more widely. It covers the rights of individuals, person-centred values of care, how to protect individuals in various care settings and learn about the impact of life events.

Course Content and Skill Development

The course consists of three units;

- **Principles of care in health and social care settings (mandatory unit)**- Students learn about the importance of the rights of service users, person-centred values and how to apply them. They also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.
- **Supporting Individuals through Life Events (mandatory unit)** - Students learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/ emotional, and socio-economic aspects in an individual's life. They will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.
- **Creative and Therapeutic Activities** - Students learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. They learn to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 HSC Curriculum <https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf>

Assessment Procedure

Students complete two NEA units and an exam unit.

- RO32 – Principles of care in health and social care settings – Written Paper (Exam) - 40% of the final grade.
- RO33 – Supporting Individuals through Life Events – Written Assignment (NEA) - 30% of the final grade.
- RO34 – Creative and Therapeutic Activities – Written Assignment (NEA) – 30% of the final grade.

Homework Expectations

Students will be expected to complete one homework for every two lessons studied. These will be a combination of application tasks, revision tasks and assignment preparation tasks in relation to the unit being studied. All homework's will either extend and consolidate the learning done within the lesson or prepare students for future learning. Homework's will not be set unless applicable to the course content, aims and objectives, it is therefore expected that all students will complete all set pieces of homework in line with the published deadline.

Useful Information

It would be beneficial if you are prepared to develop how you are able to work with independence. You should be prepared to work on developing your use of English language to improve your written work. A keen interest in Science is advisable.

History

AQA 8145

Overview

Students will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation. They will engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups. A GCSE in history is well regarded by further and higher education establishments and by employers as a rigorous and academically challenging qualification. A qualification in history can open career paths in business, the media and law, as well as politics, research and the heritage sector.

Course Content and Skill Development

Our course will cover the development of Germany between 1890 and 1945 and the international Cold War struggle which followed from 1945 to 1972. Students will also be able to study the story and development of medicine and health in Britain over the last 1000 years and an in-depth study of Elizabethan England in the 16th century.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 History Curriculum <https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

Assessment Procedure

The final grade is determined by two externally set, equally weighted exam papers. Each paper is divided into two sections.

- **Paper 1** - Understanding the Modern World
 - **Section A:** Period studies: Germany, 1890–1945: Democracy and dictatorship
 - **Section B:** Wider world depth studies: Conflict and Tension between East and West 1945-72
- **Paper 2** - Shaping the nation
 - **Section A:** Thematic Studies: Health and the people c1000 to the present day.
 - **Section B:** British depth studies with the historic environment: Elizabethan England c.1568-1603

Homework Expectations

Students should spend between 1 and 2 hours per week on History homework. This might be practising exam style questions, researching aspects of the course in more depth, or making and using revision resources to help remember the depth of content that is required for this exam.

Useful Information

History is a great subject for those who enjoy studying the past, writing, reading and critical thinking. We seek to develop skills which will be useful to you in the future for different career paths and further/higher education. These skills include: constructing an argument, responding to questions, following instructions and remember key bits of information.

PE GCSE

Pearson Edexcel IPE0

Overview

Physical Education develops the physical and academic skills required for careers and educational courses that are in the science, sports coaching, fitness and sports development areas. Students develop analytical skills that allow them to create solutions in relation to a variety of different areas in the field of sports and science. Higher education possibilities include A Level Physical Education.

Course Content and Skill Development

The content studied is aimed at developing the learner's knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems and structures (including the cardiovascular, muscular, respiratory and skeletal systems), as well as general wellbeing. Alongside this, students will also gain the opportunity to develop their knowledge and understanding of practical performance in physical activity.

Throughout the course students are given the opportunity to develop their practical and analytical skills relating to their own and others performance in physical activity.

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 PE GCSE Curriculum

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf>

Assessment Procedure

Students complete two written exams at the end of the course and two NEA tasks.

- **Component 1** – Fitness and Body Systems – Written Paper (Exam) - 36% of the final grade
- **Component 2** – Health and Performance – Written Paper (Exam)- 24% of the final grade
- **Component 3** – Practical Performance – NEA– 30% of the final grade
- **Component 4** – Personal Exercise programme – NEA – 10% of the final grade

Homework Expectations

Students will be expected to complete one theory homework for every two lessons studied. These will be a combination of application tasks, revision tasks and assignment preparation tasks.

All homework tasks will be set on SatchelOne and will either extend and consolidate the learning done within the lesson or prepare students for future learning.

Homework will not be set unless applicable to the course content, aims and objectives, it is therefore expected that all students will complete all set pieces of homework in line with the published deadline.

Alongside this, all PE GCSE students are expected to undertake an extra-curricular sporting activity each term through after college clubs offered by the PE department.

Useful Information

In order to gain the best experience in PE, you should not only enjoy practical sports performance but as the course is predominantly of a scientific nature, you should also enjoy science, in particular, human biology.

Religious Studies

AQA (8062)

Overview

Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content. GCSE RS is a great subject for anyone who is interested in people's beliefs and values, fascinated by the nature and impact of religion, and willing to develop critical thinking. The skills gained by studying RS are valued by employers and higher education institutions and Russell Group universities recognise that "Religious Studies ... provides suitable preparation for entry to university in general"

Course content and Skill Development

GCSE Religious Studies course will allow students to:

- Study the beliefs, teachings and practices of two religions*
- Investigate religious texts and/or explore different religious, philosophical and ethical arguments and themes, and their impact and influence in the modern world *Christianity and Islam – these are the world's largest two religions Skills required:
- Sound knowledge and understanding of Christian and Muslim teachings
- Inquisitiveness
- Critical thinking
- Interpreting and evaluating.

Also remember these top tips:

- Know and understand religious teachings about, and responses to the issues being studied
- Keep an open mind – no one is expecting students to change their belief or opinion but be aware how and why others think differently to them
- Read the papers and watch the news – faith issues come up all the time and these are always discussed in lessons
- Contribute to discussions and debates – be willing to share viewpoints and learn from others
- Be ready to challenge ideas – including your own – but respect and value the views of all

Assessment procedure

Component 1: The study of religions: beliefs and practices

What is assessed?

- Beliefs and practices from two religions – At CEC we study Christianity and Islam

How it is assessed?

- Written exam: 1 hour 45 minutes. Consisting of 96 marks plus 6 marks for spelling, punctuation and grammar (SPaG). This would be 50% of GCSE.
- Each religion would have a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48.

Component 2: Thematic studies.

What is assessed?

- Four religious, philosophical and ethical studies themes:
 - Theme A: Relationship and families
 - Theme B: Religion and life.
 - Theme C: The existence of God and revelation.
 - Theme F: Religion, human rights and social justice.

How it is assessed?

- Written exam: 1 hour and 45 minutes. 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG). 50% of GCSE.
- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24 marks.

Homework expectations

Students should spend between 1 and 2 hours per week on Religious Studies homework. This might be practising exam style questions, researching aspects of the course in more depth, or making and using revision resources to help remember the depth of the content that is required for this exam.

Useful information

You will be required to develop and apply your English Language skills to your written work.



Spanish

Pearson Edexcel ISPI

Overview

Learning a language brings many benefits including widening future career opportunities, expanding cultural knowledge and developing language skills. It can bring additional enjoyment and opportunities when working or travelling abroad. Spanish is currently in demand, for example, for sales and logistics managers within the UK aerospace industry.

Course Content and Skill Development

The areas of language covered in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. The following six broad thematic contexts to provide a focus for the teaching and learning throughout the course.

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

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Spanish Curriculum

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sampleassessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf>

Assessment Procedure

There are two tiers of assessment, Foundation (Grades 1-5) and Higher (Grades 4-9). Listening, Reading and Writing are assessed at the end of the course as written exams. The speaking exam is taken in April/May of Year 11 where students are assessed individually on how they respond to questions in the context of a reading aloud task, a role play and a picture task with a conversation. Thorough preparation for speaking will ensure a positive outcome – booklets will be issued for this purpose at the start of the course.

Homework Expectations

Learning a broad range of vocabulary is key to becoming fluent in Spanish. As such, students are given weekly vocabulary lists to learn and a quiz/ spelling test on show my homework.

Useful Information

You do not need to be thinking of a career in which you will be required to speak Spanish to thrive and benefit from this course. Studying Spanish can benefit your development in other languages, including English.

Paper 3 People and Environment Issues (25%)

- **Section A:** People and the biosphere
- **Section B:** Forests under threat
- **Section C:** Consuming energy resources
- **Section D:** Making a geographical decision

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended questions and Section D will include a 12-mark extended writing question requiring a decision to be justified.

Homework Expectations

Homework is set regularly. We will focus on using time away from the classroom on knowledge retrieval through the knowledge quizzes on SMHW. Scores will be regularly tracked in order to plan for any intervention. This will be set weekly.

Also students will work on producing flashcards to support their preparations for end of topic tests, mock exams and ultimately their final exams in 2025. We have a full list of the 122 flashcards that students will produce and we stagger the completion of these throughout year 10 and 11 to ensure they can prepare effectively for end of topic tests, in class assessments and mock exams throughout their GCSE course.

Useful Information

Geography GCSE enables you to connect science, history and economics to real life issues, opening doors to exciting careers and opportunities. If you enjoy learning about a diverse range of topics such as natural hazards, global challenges, climate change and natural environments, as well as building valuable skills such as map reading and data analysis, then Geography GCSE is for you.



Triple Science

AQA 8461/8462/8463

Overview

Students can opt to take Biology, Chemistry and Physics as three separate Sciences, commonly known as Triple Science, resulting in three GCSE qualifications at the end of the course. This means that in addition to the core four hours of Science a week they also take it for one of their option blocks, giving an additional two hours a week in year 10 and three hours a week in year 11, so is a good choice for students who really love the subject. They cover the same topics as Combined Science but go into more depth. Students will be helped to understand how, through the ideas of biology, chemistry and physics, the complex and diverse phenomena of our world can be described in terms of a small number of key ideas which are of universal application.

Course Content and Skill Development

Students will have the opportunity to develop the disciplinary concepts to make connections, analyse different examples of the material taught, carry out practical work having determined the variables, as well as carrying out mathematical processes such as graphing and calculation of values. Students will also be able to explore how scientific evidence is used and generate their own conclusions from experimental data. They will become confident when using key scientific terminology in their writing. Students will also carry out the required practical activities for GCSE Biology, Chemistry and Physics; these experiments can come up as exam questions at the end of the course.

Biology 8461

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

Biology Course Content and Skill Development

Alongside the factual (substantive) knowledge, students will also be taught the key disciplinary concepts which make up Biology. Across year 10 and 11, students will develop their understanding of:

Biology	<ul style="list-style-type: none">What are the different types of cell and how are they observed?How do enzymes work and how are they controlled?What is the difference between aerobic and anaerobic respiration?What is required for photosynthesis?How do cells differentiate?How do substances move through plants and animals?How do organs like the eye work?What are hormones and how are they controlled?How do plant hormones differ from animal hormones?How are nutrients cycled through an ecosystem?How do genes allow for variation?What is evolution by natural selection?How can we maintain and increase biodiversity?How are organisms genetically engineered?What is cloning?How do plant and animal diseases spread?
---------	---

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Biology Curriculum: <https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/specification-at-a-glance>

Chemistry 8462

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Chemistry Course Content and Skill Development

Alongside the factual (substantive) knowledge, students will also be taught the key disciplinary concepts which make up Chemistry. Across year 10 and 11, students will develop their understanding of:

Chemistry	<ul style="list-style-type: none">What is the particle model?What is the structure of an atom?How are mixtures separated?What are the differences between ionic and covalent bond?Why do different structures have different properties?How was the periodic table developed?What is the mole and what does it show?How do you measure exothermic and endothermic reactions?What causes a substance to be acidic?How does electrolysis separate an ionic substance?How do the periodic table groups behave?How do you measure and control rate of reaction?What is an equilibrium and how is it managed?How are metals extracted from the Earth?Why is recycling important?What is the atmosphere made from and how is it changing?
-----------	--

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Chemistry Curriculum: <https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/specification-at-a-glance>

Physics 8463

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

Physics Course Content and Skill Development

Alongside the factual (substantive) knowledge, students will also be taught the key disciplinary concepts which make up Physics. Across year 10 and 11, students will develop their understanding of:

Physics	<p>How did Rutherford develop the atomic model?</p> <p>How does temperature and pressure affect state of matter?</p> <p>How do speed and velocity differ?</p> <p>What are Newton's Laws and what do they show?</p> <p>What forces act on a stretching spring?</p> <p>What is static electricity?</p> <p>What different types of circuit can we use? How do magnets allow for motors to work?</p> <p>How is the velocity of a wave measured?</p> <p>What are the types of radiation?</p> <p>How does a nuclear power station work?</p> <p>How does energy transfer between stores?</p> <p>How is insulation used to prevent energy transfer?</p> <p>What factors affect stopping distance?</p> <p>How does electricity get from a power station to our homes?</p>
---------	--

The full course content and specification can be found on the links below:

Cowes Enterprise College KS4 Physics Curriculum <https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification/specification-at-a-glance>

Assessment Procedure

There are two equally-weighted written exams for each of Biology, Chemistry and Physics taken at the end of the course.

Homework Expectations

Each topic will have the knowledge organiser set for home learning of the key content and the key terms, this will be accompanied by a video clip from a website such as GCSEpod and a quiz to ensure that students are practising the material they have learnt in lesson.

Useful Information

It would be an advantage to have a keen interest in Biology, Chemistry and Physics. It is an excellent choice if you wish to study a science at A-Level as the extra material is excellent preparation.



Educate for life



AN OAT ACADEMY

Crossfield Avenue, Cowes, Isle of Wight, PO31 8HB

info@cowesec.org | www.cowesec.org | info@cowesec.org