

# **GCSE Options**

**Year 9**

**2026**



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# Introduction

## Message from Mr Duggan

This is an exciting time for you in your education at Dixons Croxteth; it is the first time you will have autonomy over the subjects that you will choose to master by the end of Year 11, and in some cases, university and beyond. We have designed the options to ensure you have a good range of subjects to choose from to have a broad and interesting education. To ensure that you are prepared for almost any degree or career you might want to pursue, the following subjects are compulsory: English Language, English Literature, Mathematics, Science, Religious Studies, and at least one Language and Humanities subject. You will select three options from a variety of subjects. Throughout Key Stage 4, you will also still receive lessons in core PE and Personal Development.

## Subject overview

### Compulsory subjects:

- English Language
- English Literature
- Mathematics
- Science (worth two GCSEs)
- Religious Studies

### One of the following:

- History
- Geography

### One of the following:

- Spanish
- Travel & Tourism

### One of the following:

- Art
- IT
- Hospitality and Catering
- Sports Studies

*The options offered may be subject to change with other subjects added or some removed- we will communicate this as soon as we are able.*

## Research your options

- **Time-** allocate enough time to read and talk about each subject that you are interested in.
- **Keeping notes-** make notes when you talk to trusted adults or read useful information. This will help you remember any important points when making your final decision.
- **Begin to make long-term plans-** knowing what degrees or careers interest you can help you choose GCSEs that will support you.

## Be informed

Look at prospectuses for universities. These will show you different degrees you can study when you are older and help you think about what you will need to study now in order to keep your options open. Other sources of information and advice: trusted relatives and family friends, older students, your teachers, your advisor, careers advisors and helplines.



## Top Tips

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### Good reasons to pick a subject

*"I enjoy it!"*

*"I am good at it!"*

*"It is relevant to a degree or career that interests me."*

*"I would like a new experience."*

*"I'm not sure about what I want to do in the future; this subject will help me to keep my options open for A-Level and university."*

*"It is a challenging subject, and I would like a challenge."*

### Poor reasons to pick a subject

*"I like the teacher." They might not be your teacher for GCSE. You are more likely to be successful if you have a good relationship with all of your teachers.*

*"My friends are doing it." You might not enjoy the subject and could lose motivation to revise and work hard. Studying something you like will help you to get to know even more people who have similar interests to you.*

*"It sounds easy." No qualification is easy! Don't pick a subject that doesn't motivate you to work hard to get the best grade possible. If you are worried about getting the grades you want, speak to your teachers.*

*"I am under pressure to take the subject." You will already have a broad range of compulsory subjects that will help you to go to university (or a real alternative) and get a top job. Although others' advice is valuable, be guided by your own strengths and interest*



## Case Studies

### Mr Boswarva

#### Option choices

History, IT, PE and French

#### What did you enjoy about studying at KS4?

I enjoyed studying subjects that I had an interest in and liked. I really enjoyed learning more about WW2 and the assassination of JFK in History, as well as more about the human body in PE and how computers can be used to help business, finances and creativity in IT. I enjoyed doing detailed pieces of coursework rather than all my work being assessed in an exam. It was nice to spend time on work that was contributing towards my GCSEs, especially in subjects I was passionate about.

#### How did you make your choices?

I chose the subjects I was good at and enjoyed learning about.

#### What advice do you have for Y9?

I think it's important to play to your strengths and to do what you enjoy. When you're older, you want to be good at your job and you'll want to enjoy it. So have that as the basis of your decision making.

### Ms Palmieri

#### Option choices

Drama, History, French

#### What did you enjoy about studying at KS4?

I enjoyed the subjects I chose as it allowed me to develop my subject knowledge and to practice and develop my skills. The choices also opened different career pathways that I hadn't previously known about. My teachers encouraged me to do my best and supported me to get involved in activities out of school which helped to develop my subject knowledge in-depth. I soon realised that my subjects would link together or could be studied further on their own once I had left school.

#### How did you make your choices?

I made my choices by selecting the subjects that I enjoyed the most. My choices gave me the chance to study a design element for the theatre brought together my love of reading with designing costumes for characters so that I could use my practical and creative skills, this helped me to choose art and design as a career pathway later in my education. These subjects were my favourite, and my choices enabled me to focus my studies so that I could be successful at KS4.

#### What advice do you have for Y9?

Choose subjects you enjoy and what you are good at, it won't feel like hard work as you will want to put the time into your studies! Talk to your teachers and find out about your course and what it will be like in year 10 and 11, ask lots of questions. Will there be coursework or an exam? Ask to look at what year 10 and 11 work looks like- folders, sketchbooks, workbooks, portfolios. Don't worry if you think you can't do that level of work at this point in school but ask yourself would you like to do this type of work, as this is what you will be taught and what you will learn at KS4. Also, find out where your course could lead to after school.



## Mr Doyle

### Option choices

BTEC Sport

#### What did you enjoy about studying at KS4?

I enjoyed specialising in a subject that I was both interested in, and thought would benefit me in the future. It also allowed me to focus on the subjects that mattered most to me.

#### How did you make your choices?

I thought about the careers I might like to go into in the future like the Police or becoming a PE teacher and this helped me to narrow my choices down to sport.

#### What advice do you have for Y9?

Make sure you think about your future when choosing your options. The subjects you choose might limit what you can study at college, and this in turn affects what you can study at university. Make sure you ask for advice from your family but also your teachers with this in mind.

## Miss Kayll

### Option choices

History, French, IT, Further Maths

#### What did you enjoy about studying at KS4?

I liked doing less subjects as it allowed for a deeper understanding; at KS3 the knowledge learnt was foundational whereas KS4 allowed me to further my understanding and find my passion for science.

#### How did you make your choices?

I made my subject choices based on subjects I enjoyed and found interesting. I knew I wanted to study a range of subjects which gave me the option to pursue different A-levels, university courses and careers.

#### What advice do you have for Y9?

Choose subjects you enjoy doing and try your best every day to get the best grades possible.

## Miss Hawley

### Option choices

Geography, ICT, Art

#### What did you enjoy about studying at KS4?

When studying at KS4 I enjoyed the different GCSE subjects I picked as they allowed me to be creative as well as expanding my knowledge and skills on different subject topics.

#### How did you make your choices?

When picking my own GCSEs, I selected the subjects I enjoyed the most as I knew I would have the determination to succeed in them. The different subjects also opened multiple opportunities for me when picking my A-Levels and when going to university.

#### What advice do you have for Y9?

Pick the subjects you enjoy most and are most passionate about. If you have an idea of a career you want to do in the future pick a subject that will help you achieve that goal. Don't follow what your friends are picking and make sure you do what is best for you to succeed, no matter what that is.



## Miss Redhead

### Option choices

Art, Drama, History, French

#### What did you enjoy about studying at KS4?

I enjoyed the balance my option choices gave me. The creative subjects, Art and Drama, although challenging in their own way, allowed me to develop other skills which were not necessarily academic. I felt that History and French offered academic rigor, with History enabling me to develop my essay writing skills and French improving my cognitive function and developing my cultural knowledge.

#### How did you make your choices?

I chose subjects I enjoyed and was currently succeeding in. I also spoke to my teachers about the courses they provided and whether they thought I would be a good fit. I was highly motivated to achieve, and this was reflected in my grades.

#### What advice do you have for the Class for Y9?

Very few people know what career they want in Year 9 - don't think you need to select subjects which take you down a specific path. Don't select subjects based on what your friends are doing - we all have different strengths and weaknesses. Choose subjects you know will inspire, challenge and develop you as an individual.

## Mr Malabar

### Option choices

Art and Geography

#### What did you enjoy about studying at KS4?

I enjoyed the variety that my option choices gave me. Having the freedom to choose subjects to study at GCSE meant that I was able to balance the academic subjects with a creative option such as Art. Although KS4 progresses in difficulty, it was reassuring to know that the end goal (reaching GCSEs) was in sight, and this was a motivating factor for me to work hard in and out of school.

#### How did you make your choices?

I made my option choices based on what subjects I enjoyed the most, coupled with subjects that I excelled in. I found it beneficial to speak to teachers to explore what the GCSE will entail, such as coursework to exam ratio, topics covered in the course and whether I am able to thrive in the subject.

#### What advice do you have for Y9?

My number one piece of advice to any Y9 pupil choosing their GCSE options, would be to choose what you enjoy doing. It is rare to know exactly what career path you will take at this stage of your education journey and so keeping your options varied is wise. Choose a subject that you are passionate for and one that you will want to work hard, to achieve the best possible grade at the end.

## Miss Ali

### Option choices

History, RE and Computing

#### What did you enjoy about studying at KS4?

I found RE fit in with my interest of world religions and I remember having some amazing discussions and debates in class. Computing gave me lots of transferable skills that still help me to this day, and I really enjoyed studying History because I found



myself able to understand current world events much better.

**How did you make your choices?**

While I was conflicted about not being in the same classes as my friends, I ultimately chose subjects based on my interests and what I was already succeeding in.

**What advice do you have for Y9?**

It's important that you pick subjects that are right for you so that you can succeed, so stick with your gut on your choices. When you start GCSE content, revise little and often, making a bank of notes and flashcards as you go, rather than leaving it all until Year 11 and getting overwhelmed!

# English Language and English Literature (AQA)

## What will I study?

### Year 10:

- English Literature: An Inspector Calls by J.B. Priestley
- English Literature: Power and Conflict Poetry (poetry anthology)
- English Literature: Macbeth by William Shakespeare
- English Language: Paper 1: Fiction and Imaginative Writing
- English Language: Paper 2: Non-Fiction and Viewpoint Writing

### Year 11

- English Literature: A Christmas Carol by Charles Dickens
- English Literature: Unseen Poetry
- English Language Skills

## How will I be assessed?

Students will be assessed for two full GCSEs:

English Language: 2 examinations

**Paper 1 - Explorations in Creative Reading and Writing (1 hour 45 minutes) 50%**

- 1 text (4 reading questions)
- Creative Writing

**Paper 2 - Writer's Viewpoints and Perspectives (1 hour 45 minutes) 50%**

- 2 texts (4 reading questions)
- Transactional Writing

English Literature: 2 External AQA examinations

**Paper 1 – 1 hour 45 minutes 40%**

- Macbeth (extract)
- A Christmas Carol (extract)

**Paper 2 – 2hrs 15 minutes 60%**

- An Inspector Calls,
- Power & Conflict Poetry
- Unseen Poetry

## Key skills

- English provides a plethora of skills; Studying English Language and English Literature GCSE is important for several reasons, both academic and personal.
- Core Subject Requirement: English is a core subject, meaning it's a key requirement for further education, apprenticeships and jobs. Most colleges, universities, and employers expect students to have passed English Language GCSE as part of their qualifications.
- Communication Skills: Both Language and Literature focus on developing your ability to communicate effectively, both in writing and speaking. These skills are crucial in almost all aspects of life, from personal interactions to professional environments.
- Critical Thinking: The course involves analysing texts, understanding different viewpoints, and making informed judgments. These skills can improve your overall ability to think critically, which is valuable in all areas of study and problem-solving.
- Reading and Writing Skills: English helps improve your reading comprehension and writing abilities, which are essential for many other subjects. Strong writing skills are also vital in creating compelling essays, reports, and other forms of communication.
- Literacy Skills for Career Success: In most jobs, effective written and spoken communication is crucial. Whether it's crafting emails, reports, or presentations, English helps lay the foundation for professional success.



- **Exposure to Diverse Texts:** The curriculum often includes a wide range of literature, poetry, and non-fiction, which broadens your cultural knowledge and improves your understanding of different perspectives.
- **Foundation for Future Studies:** English Language & English Literature can provide a foundation for further study, such as A-levels in English Literature or Language, or other subjects that require strong literacy skills.
- **Personal Development:** By studying English, you can develop a deeper appreciation for language, literature, and the arts. This can lead to personal growth and a more enriching understanding of the world.

## **Career opportunities**

All colleges, universities and employers will look for qualifications in English regardless of career path. A high standard of written communication and an ability to read and decode language are important skills. English lends itself to a broad range of careers and specialisms and taking a path which involves the study of English can open many doors. Examples are as follows: teaching (Primary and Secondary), journalism, law, politics, linguistics, advertising and media, business, social media and many more.

## **Who should I speak to for more information? - Miss Gregson**



## GCSE Mathematics (Edexcel)

### What will I study?

#### Year 10:

- Algebra: equations of lines, quadratic functions, areas under and gradients of curves, quadratic equations, simultaneous equations
- Geometry: plans and elevations, surface area and volume, cones and spheres, loci, bearings, vectors, 3D trigonometry, sine, and cosine rules
- Number: indices, growth and decay, surds, ratio
- Probability and statistics: sampling, bias, Venn diagrams, combined events, cumulative frequency

#### Year 11

- Mixed topic areas including algebraic proof, circle theorems and circle functions
- Each class will have a tailored long-term revision plan, best suited to those students

### How will I be assessed?

Students are assessed through three written papers, one non-calculator and two calculator papers. Each paper is worth 80 marks and lasts 1 hour 30 minutes. Grades are based on a combined score of all three papers. All papers assess students' knowledge and understanding of mathematical concepts and their ability to apply them in a variety of contexts.

### Key skills

GCSE Mathematics is compulsory for all students to study and pass due to the many functional applications of the skills it helps develop in everyday life. Not only does it develop an understanding of numeracy and basic calculations but studying mathematics also develops students' problem-solving skills, which can be applied to unknown situations such as: Working out timetables, organising events, construction, shopping, baking/cooking, and planning travel.

### Career opportunities

Mathematics GCSE helps prepare students to study A Level Mathematics and Further Mathematics. Many students then go on to study a wide range of Maths based subjects at university such as: engineering, medicine, dentistry, accountancy, pharmacy, astronomy, statistics and research, economics, business, and any science-based degree.

**Who should I speak to for more information?      Mr Doyle**



## GCSE Science (AQA)

GCSE Science is a compulsory subject at Dixons Croxteth – all students will study Biology, Chemistry, and Physics.

**Combined Science** – Also known as Double Award or 'Trilogy Science'. This is the standard science pathway, taken by most students nationally. It is worth two GCSEs and students are awarded two grades that are an average of your attainment across the three sciences.

### What will I study?

All science students will study the same topics.

#### Year 10:

- **Biology - Bioenergetics, Homeostasis and Response,**
- **Chemistry - Energy Changes, Chemical Changes, Quantitative Chemistry, Chemical Analysis**
- **Physics - Energy, Electricity, Forces**

#### Year 11

- **Biology - Inheritance, Variation and Evolution, Ecology**
- **Chemistry - Rates of Reaction, Organic Chemistry, Using Resources**
- **Physics - Waves, Magnetism and Electromagnetism**

### How will I be assessed?

Students are assessed through two written papers in each of the three sciences. These papers will include multiple choice, short answer questions, longer written responses and calculations. Students will also complete a range of required practical activities and details of these will be assessed in exams.

### Key skills

Students will develop their problem solving and scientific reasoning skills throughout the course. Approximately 20% of the marks on the exams will test students' mathematical skills, such as, performing calculations using formulas, handling data, and interpreting graphs and charts.

### Career opportunities

Your science pathway will prepare students for studying A Level Biology, Chemistry and Physics. Many students then go on to study a wide range of subjects at university such as: engineering, medicine, dentistry, law, veterinary medicine, history, biomedical sciences, journalism, pharmacy, sports science, and forensics.

**Who should I speak to for more information?      Mr Kenyon**



# GCSE Geography (AQA)

## What will I study?

Geography helps us to understand the planet we call home. The future generations of our planet will face many challenging questions. Is it too late to stop climate change? Will we have enough food to feed growing populations? How can we save more lives from natural disasters such as hurricanes and tsunamis? How can we prevent diseases from spreading around the world? What can be done to stop mass extinctions of our wildlife? How can we improve the lives of children in the poorest areas of the world? The study of Geography provides the opportunity to not only understand these questions, but to shape our world for the better.

### Physical and Human Geography

- **Natural Hazards:** earthquakes, tsunamis, hurricanes, floods, climate change
- **Living World:** different global ecosystems including the tropical rainforest and tundra biome
- **Physical Landscapes:** UK coastal landscapes and river landscapes
- **Urban Issues:** urbanisation, urban challenges and opportunities in London and Rio de Janeiro
- **Economic World:** reducing the development gap, development in Nigeria and the UK
- **Resource Management:** sustainability, resource management (food, water, and energy)

### Fieldwork

- **Human Fieldwork Investigation:** one day fieldtrip to investigate urban landscapes
- **Physical Fieldwork Investigation:** one day fieldtrip to investigate natural landscapes
- **Issue Evaluation:** using all our knowledge to solve the big geographical problems

### How will I be assessed?

- **Exam Paper 1: Living with the Physical Environment - 1 hour 30 minutes (35%)**
- **Exam Paper 2: Challenges in the Human Environment - 1 hour 30 minutes (35%)**
- **Exam Paper 3: Geographical Applications - 1 hour 30 minutes (30%)**

### Key skills

The study of Geography combines aspects of sciences, mathematics, history, and English. You will develop your ability to analyse viewpoints to form reasoned and well-evidenced conclusions. Graphical, statistical, cartographical (maps) and numerical knowledge will also be mastered. Employers highly value the knowledge that studying geography provides e.g., knowing how the world works, planning research, analytical writing and using new technologies such as GIS. You will find geographers working in every type of career, including seemingly unrelated career paths such as medicine, law, engineering, and politics.

### Career opportunities

Volcanologist, Oceanographer, Ecologist, Pilot, Geoscientist, Meteorologist, Palaeontologist, Cartographer, Environmental Scientist, Urban Planner, Climate Scientist, Conservation Officer, Architect, Seismologist, Disaster Emergency Response, Archaeologist, United Nations, Charity and NGOs (e.g., Water Aid, Greenpeace, UNICEF), Sustainability Officer, International Relations, Botanist, Energy Engineer, Horticulture, Hydrologist, Marine Scientist, Nuclear Engineer, Zoologist and so many more.

### Who should I speak to for more information?

**Mr Donnahey**



## GCSE History (OCR)

### What will I study?

#### Year 10:

- Living under Nazi Rule 1933-1945
- Migrants to Britain c.1250 to present
- History Around Us (site study)

#### Year 11

- The Making of America 1789–1900
- The Elizabethans 1580–1603

### How will I be assessed?

**Paper 1:** British History: thematic study (Migrants to Britain, c.1250 to present) and depth study (The Elizabethans, 1580–1603) – *1 hour 45 minutes* (40%)

**Paper 2:** History Around Us – *1 hour* (20%)

**Paper 3:** World History: period study (The Making of America, 1789–1900) and depth study (Living under Nazi Rule, 1933-1945) – *1 hour 45 minutes* (40%)

### Key skills

The options for each study cover a wide range of fascinating history, introducing different periods, places and cultures, whilst engaging learners with different approaches to studying history. The thematic study requires learners to understand change and continuity across a long sweep of history. The British depth study focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility of invasion. The period study focuses upon an “unfolding narrative” in world history. Finally, the world depth study focuses on a historical situation involving the interplay of different societies and cultures.

Studies in English Literature compliment the subject as there is a high literacy demand and source/interpretation handling is central to the assessments.

### Career opportunities

Employer's value the research, analytical, and communication skills that history students develop throughout their studies. As such, History is a gateway subject to a vast range of careers. Popular destinations for History graduates include: teaching, law, public services, forensic science, historian, archaeology, media and journalism, civil service, research, marketing, social care, education, politics and heritage work.

### Who should I speak to for more information?

Mr Evans



## GCSE Religious Studies (AQA)

### What will I study?

#### Year 10 (Paper 1):

- Key Christian Beliefs
- Key Muslim Beliefs
- Key Christian Practices
- Key Muslim Practices

#### Year 11 (Paper 2):

- Philosophical, social, and ethical issues regarding relationships
- Philosophical, social, and ethical issues regarding crime and punishment
- Philosophical, social, and ethical issues regarding life and death
- Philosophical, social, and ethical issues regarding peace and conflict

### How will I be assessed?

**Paper 1:** Study of Christianity and Islam (1 hour 45 mins exam)

**Paper 2:** Philosophical, Ethical, and Social Issues (1 hour 45 mins exam)

Each exam paper has 5 questions for each of the 4 sections. These questions have the same structure, making the exam papers accessible and suitable for students to express their thinking and perspective. This leads GCSE RS candidates to perform highly and gain excellent grades consequently.

### Key skills

Religious Studies is an extremely popular, exciting path for students across the world.

1/4 million UK students choose GCSE RS every year for example – similar amounts of students go on to A-Levels in Philosophy, Sociology, Religious Studies, and other subjects linked to GCSE RS. Key reasons for this are:

- ✓ RS develops your ability to think deeply, critically, and creatively – ideal for future employers to see.
- ✓ RS invites students to debate the big questions in life and about being human – interesting to all!
- ✓ RS students' emotional intelligence improves – they connect better to people and different cultures.
- ✓ Debates on challenging topics vastly improves reading, writing, listening & spoken communication.
- ✓ RS trains students to become strong leaders and judges of character – perfect for higher-skill jobs.
- ✓ RS students gain a highly personal, deep, life-long satisfaction from it – it increases their happiness!

### Career opportunities

GCSE RS is highly flexible, supporting transition into thousands of potential careers paths. Some careers it can link into are those in law, politics, research, anthropology, archaeology, emergency services, social/political activism, social work/care, health work/care, animal care/research, town/events planning, journalism, education, and so much more! GCSE RS leads into a wide variety of sixth form courses such as A Levels in Philosophy, Sociology, Law, Politics, Religious Studies, and it supports transitions to other A Levels in History, Geography, Psychology, English, Biology, Physics and more. From there, students can go on to university to study an even-wider variety of degrees. Some former students have gone to university to study Zoology, Criminology, Education, Nursing, Philosophy, International Politics and Genetics. Ask for more information on your career and/or university ambitions to see how GCSE RS supports your path there!

**Who should I speak to for more information?**

**Miss Eginton**



# BTEC Level 1 / 2 Tech Award in Digital Information Technology

## What will I study?

Students will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. Learning the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted. You will develop your understanding of how to represent information in different ways to give it more meaning. Finally, you have the opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. You will explore digital systems and how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

## How will I be assessed?

The Digital Information Technology course has a total qualification time of 150 hours with 120 guided learning hours. The assessment is split into 3 components:

**Component 1:** Exploring User Interface Design Principles and Project Planning Techniques. This is internally assessed coursework that is worth 36 marks.

**Component 2:** Collecting, Presenting and Interpreting Data. This is internally assessed coursework that is worth 36 marks.

**Component 3:** Effective Digital Working Practices. This is an externally assessed exam that is worth 48 marks.

## Key skills

Students will focus on four areas of equal importance, these areas include: development of key skills that prove your aptitude in digital information technology, such as: project planning, designing and creating user interfaces and dashboards as a way to present and interpret data; the process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct; the attitudes that are considered most important in digital information technology, including personal management and communication and finally the knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## Career opportunities

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

## Who should I speak to for more information?

Mr Gardner



## Cambridge Nationals Sports Studies

### What will I study?

The OCR Cambridge Nationals in Sports Studies will offer the students an opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

Students will learn about contemporary issues in sport such as: funding, participation, ethics and role models and sport within the media. Students will develop and appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sport industry.

Assessment is through 2 written coursework units of work and a written examination. Students cover 1 unit of work in Year 10 and a further unit with an examination in Year 11. Areas of study for the coursework units include, applying the principles of training, the body's response to physical activity and technology in sport. The examination unit focuses on factors which influence the risk of injury.

### How will I be assessed?

**Unit 1:** Contemporary Issues in Sport (external 40%)

**Unit 2:** Performance and Leadership in Sports Activities (internal assessment – 40%)

**Unit 3:** Sport and the Media (internal assessment – 20%)

### Key skills

The Cambridge National in Sports Science will enable you to develop independence and confidence in using skills that would be relevant to the exercise, physical activity, sport and health sector. You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through several practical experiences.

### Career opportunities

Sports studies would allow students to go on to study A– level Physical Education at college or sixth form or completing the advanced level 3 course. This would involve studying more in-depth theory around specific fields such as sports coaching. Careers relating to sports studies would include:

- Sports journalism
- Sports coaching
- Teacher
- Sports referee
- Personal trainer
- Sports analyst
- Sports management

**Who should I speak to for more information?**

**Mr Boswarva**



## GCSE Art & Design (AQA)

### What will I study?

Students will be introduced to various techniques and materials, investigating artists' work via research and external visits. Students will be encouraged to experiment, work from imagination and observation, and to develop ideas from a starting point right through to the end. In addition to exploring artists work, students will produce their own ideas through practical application alongside written reflections.

A 2 year practical course which allows you to explore a variety of art and design techniques and processes. Producing a personal portfolio will enable you to progress to further study and into a range of jobs within the Creative Industries. This qualification requires you to produce a portfolio of work including a sketchbook and mounted sheets work.

### How will I be assessed?

There are two parts to the course:

60% Coursework – A portfolio of work containing evidence of 2 projects

40% Externally set exam question – this follows the same structure as coursework but there will be a choice of question from AQA exam board. Students choose 1 question to answer. There is no written exam in art.

### Key skills

You will develop a wide variety of skills including drawing, painting, printing, architectural model making, designing, illustrating, sculpting, jewellery and fashion design. You will research and explore new ways of developing your own ideas based upon a theme, building upon your existing knowledge. Each project will be supported by your sketchbook including research of appropriate artists, designers, craftspeople and architects and annotations; this inspiration will inform your practice as you develop as an artist or a designer.

- **You will develop drawing, painting, printing, model making skills and explore skills with composition, design and creative direction.**
- **You will present and annotate your work in your portfolio and sketchbook.**
- **Exhibition skills- end of year show and online as Croxteth Creatives.**
- **You will develop employability skills: independence, resilience, communication, problem solving skills.**

Students will explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft, and design as appropriate to their own work.

### Career opportunities

Students who achieve a GCSE in Art can further their studies at A-Level. This could lead to studying a college or Foundation degree course in Art, or a degree in the various areas of Art.

Architect, Artist, Graphic Designer, Illustrator, Interior & Spatial Designer, Textile/Fashion Designer, Jeweller, Industrial & Product Designer, Teacher, Design for the TV/Set Designer, Museum/Gallery Curator. \*See the careers board in our studio.

**Who should I speak to for more information? Ms Palmieri**

## **Hospitality and Catering (WJEC)**

### **What will I study?**

#### **Year 10:**

- **Unit 1:** The Hospitality and Catering Industry – pupils will have the opportunity to develop their knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. During the year, pupils will also develop food preparation and cooking skills; as well as, transferable skills of problem solving, organisation and time management, planning, and communication.

#### **Year 11**

- **Unit 2:** Hospitality and Catering in Action –pupils demonstrate their understanding of unit 1 and show learning of the catering industry. Pupils will complete a 12-hour written controlled assessment, 3 of which will be practical based.

### **How will I be assessed?**

Exam Paper: Written exam (1.25 Hours), 80 marks, 40% overall grade

NEA Assessment (12 hours) 120 marks, 60% overall grade

### **Key skills**

The skills developed throughout the course include the ability to problem solve, to develop independence, time management, organisation skills, ability to work under pressure/team constraints, the ability to understand differing needs/requirements for different groups of people in society and evaluation skills.

### **Career opportunities**

A qualification in Hospitality and Catering will enable you to study Level 2 or Level 3 Food Safety and Hygiene. Level 3 Professional Chef Advanced Diploma via full time education or apprenticeship. At A level, Level 3 Food Science and Nutrition. It will also enable you to study at degree level at Liverpool John Moores University; BA (Hons) Nutrition.

**Who should I speak to for more information?      Miss Redmond**

## GCSE Spanish (AQA)

### What will I study?

Students study the following themes on which the assessments are based:

- **Theme 1:** Identity and Culture
- **Theme 2:** Local, National, International, and Global Areas of Interest
- **Theme 3:** Current and Future Study and Employment

#### Theme 1 topics include:

- Me, my family, and friends including relationships with family and friends and marriage/partnership
- Technology in everyday life including social media and mobile phones
- Free time activities including music, cinema, sport and tv
- Customs and festivals

#### Theme 2 topics include:

- Home, town, neighbourhood, and region
- Social issues including charity/voluntary work and healthy/unhealthy living
- Global issues including the environment, poverty, and homelessness
- Travel and tourism

#### Theme 3 topics include:

- Current and future study and employment

### How will I be assessed?

Students are assessed through the four key skill areas of listening, speaking, reading, and writing. Each skill is worth 25% of the final GCSE grade.

### Key skills

Learning other languages enables young people to make connections with different people and their cultures and to play a fuller part as global citizens. Language learners develop their ability to communicate their thoughts and feelings and respond to those of other people. The ability to communicate in another language develops several competencies, skills and attitudes which are critical for your success at university or employment. You will develop your critical thinking, ability to compare and contrast, practice gathering, analysing, and assessing information and improve your observational skills. You will also become more aware of your own language, and this will help you to become a more effective communicator. Language learners are flexible, take risks and are willing to overcome obstacles. These skills are highly rated by employers in many sectors.

### Career opportunities

A GCSE in Spanish prepares students to study A Level Spanish. Language skills can be used in almost any career, and particularly in businesses that trade internationally. You could get a job as an academic researcher, interpreter, political risk analyst, teacher, sales executive, or translator.

**Who should I speak to for more information?      Mr Boccou**



## BTEC Level 1 / 2 Tech Award in Travel & Tourism

### What will I study?

This course will give students the opportunity to develop sector-specific applied knowledge and technical skills in a practical learning environment. They will develop key transferable skills through vocational contexts, by exploring products and services offered by different travel and tourism organisations, the features of popular tourist destinations, how organisations use market research and trends to identify and meet customer needs requirements, and the factors that influence global travel and tourism.

### How will I be assessed?

The Travel & Tourism course has a total qualification time of 157 hours with 120 guided learning hours. The assessment is split into 3 components:

**Component 1:** Travel and Tourism Organisations and Destinations (36 marks – internal assessment)

**Component 2:** Customer Needs in Travel and Tourism (36 marks – internal assessment)

**Component 3:** Influences on Global Travel and Tourism (48 marks – external synoptic)

### Key skills

The qualification enables students to develop their transferable skills, such as researching, planning, and making decisions and judgements. Students will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Also, they will develop an understanding of the different types of tourism and different types of visitors and will investigate the features of and routes to popular tourist destinations. Students will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences. Students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Students will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

### Career opportunities

This Tech Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening students' experience and skills participation in different contexts, with opportunities for them to practically apply knowledge and skills.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Travel & Tourism, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Tourism sector.

### Who should I speak to for more information?

**Mr Donnahey/Miss Hawley**



## Parental Information

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We are approaching an important time in your child's secondary education here at Dixons Croxteth Academy. Planning for the options process is underway and we are aiming for all Year 9 students to have selected their options before we finish for the Easter break; making the right decisions and choices is of vital importance and we will endeavour to ensure that you and your child are well informed about the process and the choices on offer.

As a Dixons Croxteth Academy, our curriculum is aligned to a common set of trust-wide principles which are underpinned by our mission to challenge educational and social disadvantage in the North. We believe all students are entitled to an ambitious, knowledge-rich curriculum which will open doors and maximise life chances. As a result, we have developed an offer which allows all students the opportunity to study the full EBacc. The EBacc is a set of subjects at GCSE that keeps students' options open for further study and future careers.

### **The EBacc consists of:**

- English Language and Literature
- Maths
- Science
- Humanities – Geography or History
- MFL – Spanish

Our GCSE offer is broad and balanced with a strong core in the EBacc. By focusing on the EBacc, Dixons academies have transformed lives and create opportunities by delivering an academically rigorous curriculum resulting in higher-end grades in high-value qualifications. This is what students at Dixons Croxteth Academy deserve.

The option process is outlined below:

- Sharing of our Options Booklet with pupils and families- **26/1/2026**
- A presentation in Morning Meeting to outline the process- **week beginning 19/1/2026**
- Presentations by Subject Leads in Morning Meeting to outline details of each course -**weeks beginning 2/2/2026 and 9/2/2026**
- An Options Evening and Consultation Evening- **Thursday 26/2/2026**

Year 9 students will complete an expression of interest form during the options evening. This will be included within our Trust feedback form. The information from this data will assist us in determining the courses we will provide.



## Subject Information- helping families make an informed decision

### Options Booklet

Students will be given a copy of the Options Booklet to bring home during the week beginning 26/1/2026- this will also be available on our website.

### Subject Lead Presentations

During the weeks beginning **2/2/2026 and 9/2/2026** options presentations will be delivered during Morning Meeting time by Subject Leads. This will be particularly useful to find out about subjects that pupils have not studied at KS3. Options presentations will also be made available on our website, should students wish to revisit them.

### Options Evening

We will host an Options Evening for you and your child to attend on **Thursday 26<sup>th</sup> February 4.00 pm – 6.30 pm**. During this evening you will get the opportunity to find out more about our KS4 curriculum and rationale behind the curriculum offer. Subject leads will deliver short presentations outlining each course, assessments, career opportunities and much more. The evening offers a great opportunity to ask questions of Subject Leads.

### Completion of Options Forms

On **Friday 27<sup>th</sup> February** you will receive an email with a link to allow students to select their options, using a **Microsoft Form**. There will be a question to confirm that you agree with your child's choices to reduce any issues later in the process. The form must be completed promptly and the deadline for submission of this form will be **9.00 am on Friday 13<sup>th</sup> March**. This deadline must be adhered to for the purpose of timetable construction.

If you have any questions, please email school using the enquires email address ([info@dixonscr.com](mailto:info@dixonscr.com)) and put 'Year 9 Options' as the subject of your email.

## Notes

***Use this space for any questions you have in preparation for options evening or for any relevant points that arise during assemblies / options evening that may help you make your final decision.***

