



Year 9

option Guide

2025-27





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MAKING THE RIGHT CHOICES

Helping you make your choices

During the last few weeks you will have taken part in some decision-making exercises and have been given information about the choices available for study in years 10 and 11. Do not be worried if you feel you cannot take all this in at once, or if there is something which you do not understand. There are lots of ways of making sense of it all: by asking teachers and tutors, by asking the subject specific teachers or by reading this booklet and also talking it over with your family/carers and friends. Whilst reading this booklet you need to think carefully about the subjects you want to study over the next two years.

Very important

Whichever subject you finally choose, you will continue to follow them until your examinations in 2025. There may be some changes in some subject areas as 2025 is a long way off. If this was to happen, you will be told as soon as possible if these changes may affect you.

Points to note

When selecting your subjects, please bear in mind the following:

1. **DO** Choose subjects **you** would like to do. These are usually the subjects in which you get the best results.
2. **DO NOT** choose a subject because your friend has. Your interests and abilities are not necessarily the same, nor is there a guarantee that you will be placed in the same teaching group.
3. Discuss your choices with your parents/carers as well as your teachers and tutors. If you have any problems/questions seek advice from the subject teachers.
4. You will be given the opportunity to speak to your Connexions Advisor as to what may be best for you.
5. Once you have chosen your subject **you will not be able to change** except under the most exceptional circumstances, as it is extremely difficult to do so.



General points for consideration



At this early stage in your education, you probably do not have a definite career plan. Do not worry. The purpose of giving you different options provides a balanced curriculum; that will give you the ability to pursue a wide range of career choices in the future.

Most careers entered at age sixteen, are not specific to subject. Employers often ask for “four/five GCSEs at grades 4 and above”, or the equivalent in BTECs or similar qualifications, for example ASDAN.

Good qualifications are still necessary, if you want to pursue a career and gain promotion. Qualifications, however, need to be supported more and more by good personality traits: flexibility, adaptability, initiative, interest and motivation.

The old traditional careers are now few in number, opportunities are low and competition is high. The trend is towards careers requiring technical know - how and good personal skills, as well as the ability to work with others in a team.

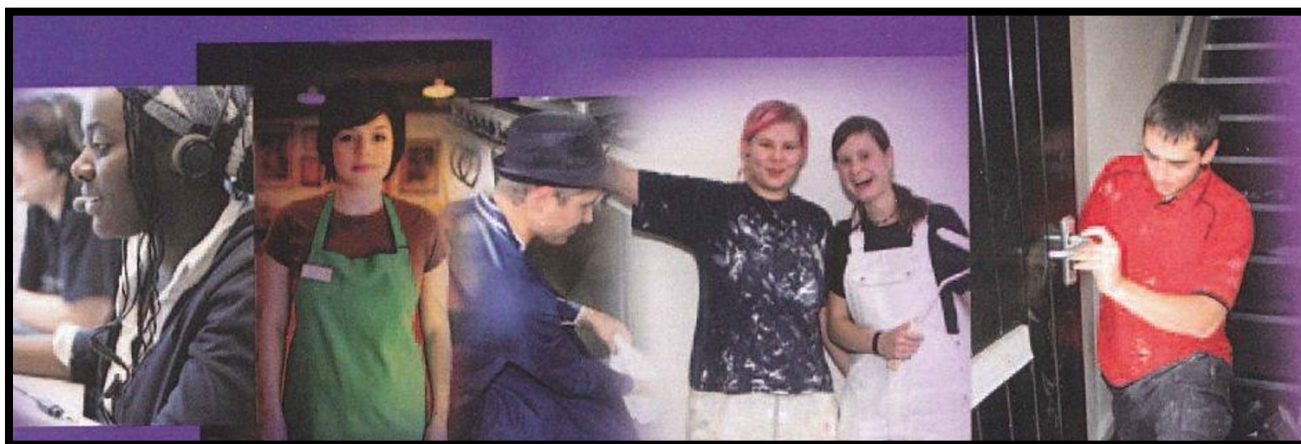
Choose wisely and carefully.

Mrs L Smith
Deputy Head

Mr L Thompson
Assistant Head

connexions

Connexions helps young people in Hull aged 13 to 19 to make informed choices about their education, training and employment. We also help you find appropriate opportunities. We support young people with learning difficulties or those who have disabilities up to the age of 25.



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COMPULSORY EDUCATION

subjects at



Every state funded school must offer a curriculum, which is balanced and promotes spiritual, moral, cultural, mental and physical development of their pupils, in order to prepare them for the opportunities, responsibilities and experiences of later life.

Oakfield school's compulsory subjects in KS4 (Years 10-11) are:

- English
- Mathematics
- Science
- ICT
- Physical Education
- Employability
- PSHE



GCSE English Language - Compulsory

Exam Board: AQA

Specification: 8700

Graded: 1-9

Content Overview:

Chapter 1: Bugs

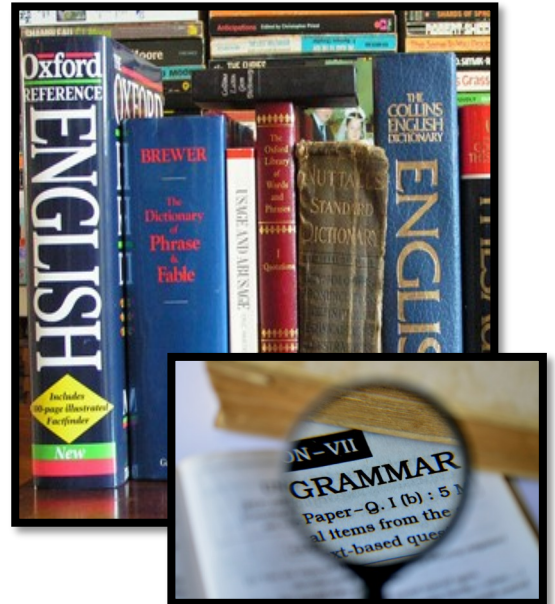
Chapter 2: Fight for freedom

Chapter 3: Trapped

Chapter 4: All in the mind

Chapter 5: Town and Country

Chapter 6: Now it is time to understand more



Assessment Overview:

Exam 1: Paper 1: Total 80 marks (50% of GCSE)

Explorations in Creative Reading and Writing - 1 hour 45 minutes

Reading: 40 marks (25% of GCSE)

Writing: 40 marks (25% of GCSE)

Exam 2: Paper 2: Total 80 marks (50% of GCSE)

Writers' Viewpoints and Perspectives - 1 hour 45 minutes

Reading: 40 marks (25% of GCSE)

Writing: 40 marks (25% of GCSE)



Non-Examination Assessment: Spoken Language

The assessment will be separately endorsed. All students are required to deliver a formal extended individual presentation and respond to questions. The specification sets a maximum of 10 minutes for the presentation and questioning to reflect the status of the task.

English Entry Level Certificate

Exam Board: AQA

Specification: 5970

Graded: 1 - 3

Content Overview:

Component 1: Literacy topics – 60 marks (50% of Step Up to English)

What's assessed:

Spoken language task (12 marks)

Reading tasks (24 marks)

Writing task (24 marks)

How it's assessed:

Students should complete and submit two topics.



Externally-set non-exam assessment: up to 1 hour and 30 minutes.

Component 2: Creative reading and writing – 60 marks (50% of Step Up to English)

What's assessed:

Section A: Reading (30 marks)

Section B: Writing (30 marks)

How it's assessed:

Students should complete one paper.



GCSE Mathematics - Compulsory

Exam Board: Pearson/EDEXCEL **Specification:** 1MA1 **Graded:** 1-9

The assessments will cover the following content headings:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics



Two tiers are available:

- Foundation tier: grades 1 to 5
- Higher tier: grades 3 to 9



Assessment Overview:

Paper 1: Non-Calculator Exam - 80 Marks

1 hour 30 minutes



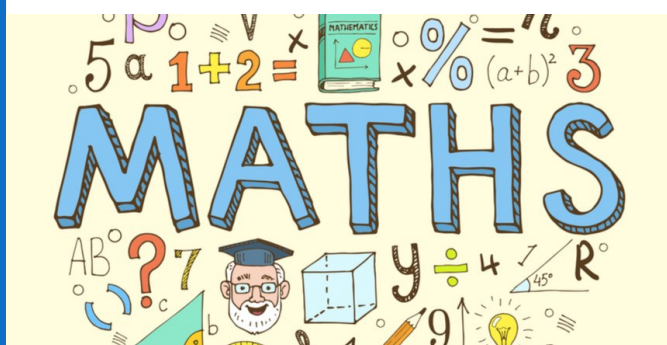
Paper 2: Calculator Exam - 80 Marks

1 hour 30 minutes

Paper 3: Calculator Exam - 80 Marks

1 hour 30 minutes





Functional Skills - Compulsory

Exam Board: TQUK Specification
Level 1 610/2623/2 Level 2 610/2624/4

The assessments will cover the following content headings:

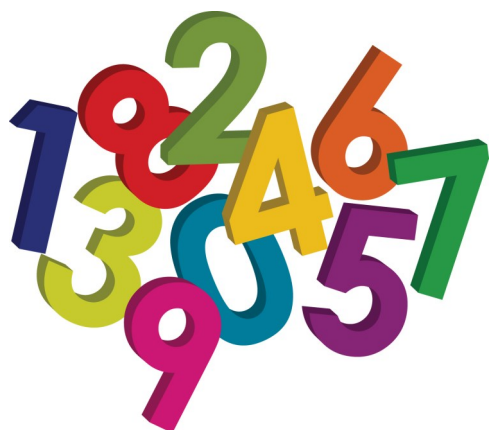
- Use of number and number systems
- Use of common measures, shape and space
- Handling information and data
- Solving mathematical problems and decision making

Assessment Overview:

Functional Skills qualifications in maths at Level 1 and Level 2 are assessed via two exams

- **Paper 1:** Non calculator (30 minutes)
- **Paper 2:** Calculator (90 minutes)

Both sections of the assessment for both Level 1 and Level 2 must be completed in one continuous sitting



Entry Level Certificate

Exam Board: Pearson/EDEXCEL

Specification: NMA0 **Graded:** 1-3



The Pearson Edexcel Entry Level Certificate in Mathematics consists of one externally-set test and one externally-set task for Entry 1 and 2 and two externally-set tests and one externally-set task for Entry 3.

Entry Level 1

- Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts;
- Geometry: 2D shapes; 3D shapes; Position, movement and pattern
- Measures: Units; Measuring instruments
- Statistics

Entry Level 2

- Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations
- Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles
- Measures: Units; Measuring instruments
- Statistics

Entry Level 3

- **Number:** Count; Read, write and order; Fractions and decimals; Pattern; Facts;
- Algebra
- Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles
- Statistics
- Ratio and proportion
- Geometry: Perimeter and area
- Measures: Units; Measuring instruments



Science – Biology GCSE Compulsory

Exam Board: OCR **Specification:** J257 **Graded:** Single Award

Content Overview:

Students develop their understanding of how the ideas of biology can describe the complex and diverse phenomena of the natural world in terms of a small number of key ideas which are of universal application.

Assessment overview

B1: You and your genes

B2: Keeping healthy

B3: Living together - food and ecosystems

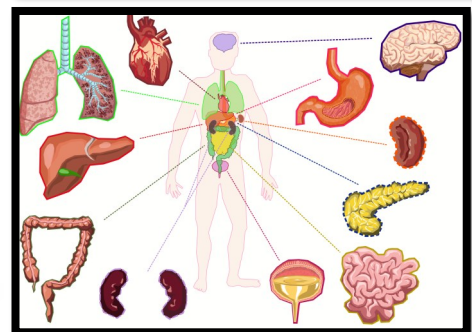
B4: Using food and controlling growth

B5: The human body - staying alive

B6: Life on Earth - past, present, and future

B7: Ideas about Science

B8: Practical skills.



Students must complete components 01 and 02 to be awarded the OCR GCSE (9-1) in Biology B (Twenty First Century Science).

Paper 1 - Breadth in biology (01) - 90 marks - 1 hour 45 minutes - 50%

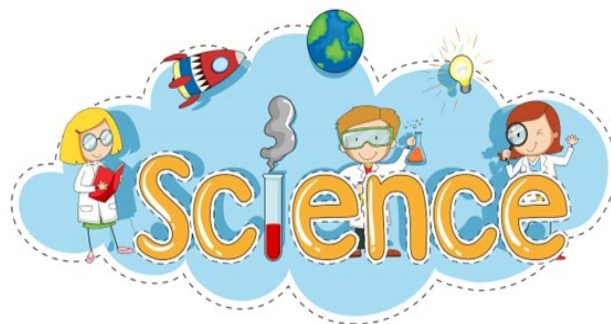
Paper 2 - Depth in biology (02) - 90 marks - 1 hour 45 minutes - 50%

Entry Level Certificate

Exam Board: OCR **Specification:** R483

Graded: Level 1-3

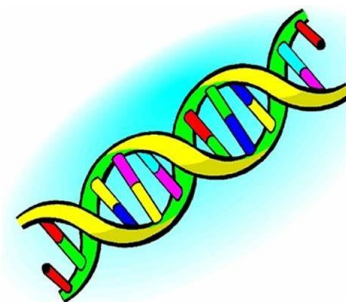
Content Overview:



Students will compete a selection of units from the below, covering a balance of Biology, Chemistry and Physics as well as skills work and practical activities.

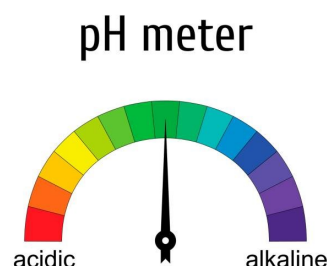
Biology

ELB1-Dead or alive (cells), ELB2-Babies (reproduction),
ELB3-Control systems, ELB4-Fooling your senses,
ELB5-Gasping for breath, ELB6-Casualty, ELB7-You can only have one life – look after it, ELB8-Body wars,
ELB9-Creepy crawlies, ELB10-Extinction, ELB11-My genes,
ELB12-Food factory



Chemistry

ELC1-Physical or chemical change, ELC2-Acids and alkalis, ELC3-Everything in its place, ELC4-Clean air and water, ELC5-Novel materials, ELC6-Sorting out, ELC7-Let's get together, ELC8-Heavy metal, ELC9-Fuels, ELC10-Are you overreacting? ELC11-How fast? How slow? ELC12-CSI plus



Physics

ELP1-Getting the message, ELP2-Full spectrum, ELP3-Medical rays, ELP4-Hot stuff, ELP5-Alternative energy, ELP6-Nuclear power, ELP7-Our electricity supply, ELP8-Attractive forces, ELP9-Pushes and pulls, ELP10-Driving along, ELP11-Fly me to the moon, ELP12-Final frontiers



Assessment Overview:

All assessments are classroom-based and are supervised by the learner's own teacher.

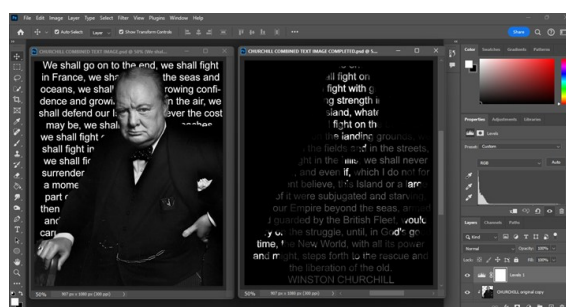
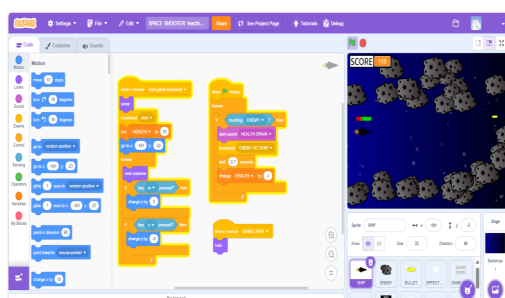
72% end of unit tests - a maximum of 36 tests can be submitted.

8% Can-to-tasks

Compulsory- ICT

Content overview:

KS3 pupils will learn transferable skills, which will prepare them for their options of completing Digital functional Skills in Year 10 and 11. KS3 ICT is specially tailored to the needs of our pupils. AQA offers a Unit Award Scheme (UAS) which allows our pupils to gain recognition for their achievements in short, focused units of learning, including ICT. These awards are not qualifications in themselves, but rather a way to celebrate individual accomplishments in specific areas of ICT. The scheme provides certificates for successfully completing each unit. Pupils will complete Employability Skills, Using ICT and Exploring Sounds and Images on the Computer.



ICT – COMPULSARY: AQA SHORT AWARDS:

83284 - ICT: CREATING A MULTIMEDIA PRESENTATION USING POWERPOINT

87579 – ICT: DEVISING A POWERPOINT PRESENTATION

113533 - ICT: USING FORMULAE AND GRAPHS IN SPREADSHEETS

114798 - ICT: INPUTTING DATA INTO A SPREADSHEET

120719 – ICT: HOUSEHOLD BUDGETING

113536 – ICT: CREATING A SIMPLE DATABASE

858761 – ICT: CONSTRUCTING AND USING A SIMPLE DATABASE

113535 – ICT: CREATING AND INTERROGATING A DATABASE

116317 – ICT: MICROSOFT WORD: EDITING AND PRESENTING INFORMATION (UNIT 1)

116320 – ICT: MICROSOFT WORD: EDITING AND PRESENTING INFORMATION (UNIT 2)

121364 – ICT: MICROSOFT WORD SKILLS

108929 – ICT: BASIC BLOCKY CODING USING SCRATCH

122059 – ICT: IMPLEMENTING A 'GAME OVER' CONDITION IN SCRATCH

122873 – ICT: USING VARIABLES IN SCRATCH

121749 – ICT: BASIC PHOTOSHOP SKILLS

72157 – ICT: INTERMEDIATE PHOTOSHOP: USING FILTERS

70682 – ICT: INTRODUCTION TO IMAGE MANIPULATION (UNIT 1)



All AQA short awards are assessed by completing the skills assigned to the assessment criteria by AQA and then marked by staff and submitted as evidence.

Compulsory



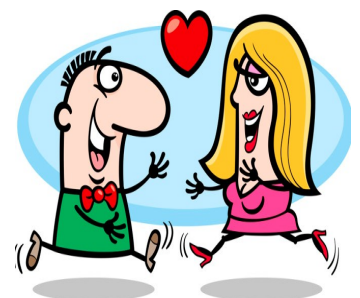
Content overview:

PSHE stands for Personal, Social, Health and Economic Education. It's a school curriculum subject that aims to equip our pupils with the knowledge and skills they need for life, both during and after education.

PSHE helps pupils develop the knowledge, skills and qualities they'll need to deal with the opportunities, challenges and responsibilities they'll face as they grow up. PSHE includes the teaching of Relationships and Sex Education and broadly covers: health and wellbeing.

The key features and themes of this course include:

- Age and developmentally appropriate content with sensitive and inclusive appropriate content on the following topics.
- Being me
- Celebrating differences
- Dreams and goals
- Healthy me
- Changing me
- Relationships



Graded: Level 1 Award in Employability Skills

The NCFE qualification in Employability is designed to help learners develop the skills needed to become successful employees. The Employability qualifications provide a framework for developing and recognising general employability skills. They are suitable for use with pre-16 and post-16 learners.

The qualification comprises of mandatory and Optional units. The units included are:

Understanding mindset (2 credits)



Communicating with others at work, Looking for work, following instructions, health and safety in the workplace, managing personal finance as an employee, opportunities for learning and work , overcoming barriers to work , participating in an enterprise activity, planning and reviewing learning , rights and responsibilities in the workplace , tackling problems, teamwork , advice and guidance , ICT for employment and working with numbers.

The qualification is credit-based and candidates must choose a combination of units from those listed above. Candidates must complete 15 credits worth of units in total, and this must include the Mandatory unit .



Physical Education - Compulsory



Content Overview:

OCR ELC PE: (Levels 1-3)

The OCR ELC PE offers pupils the opportunity to excel in a variety of sports. The course is completely practical, except for a performance review evaluation which is completed in year 11.

Assessment Overview for OCR ELC:

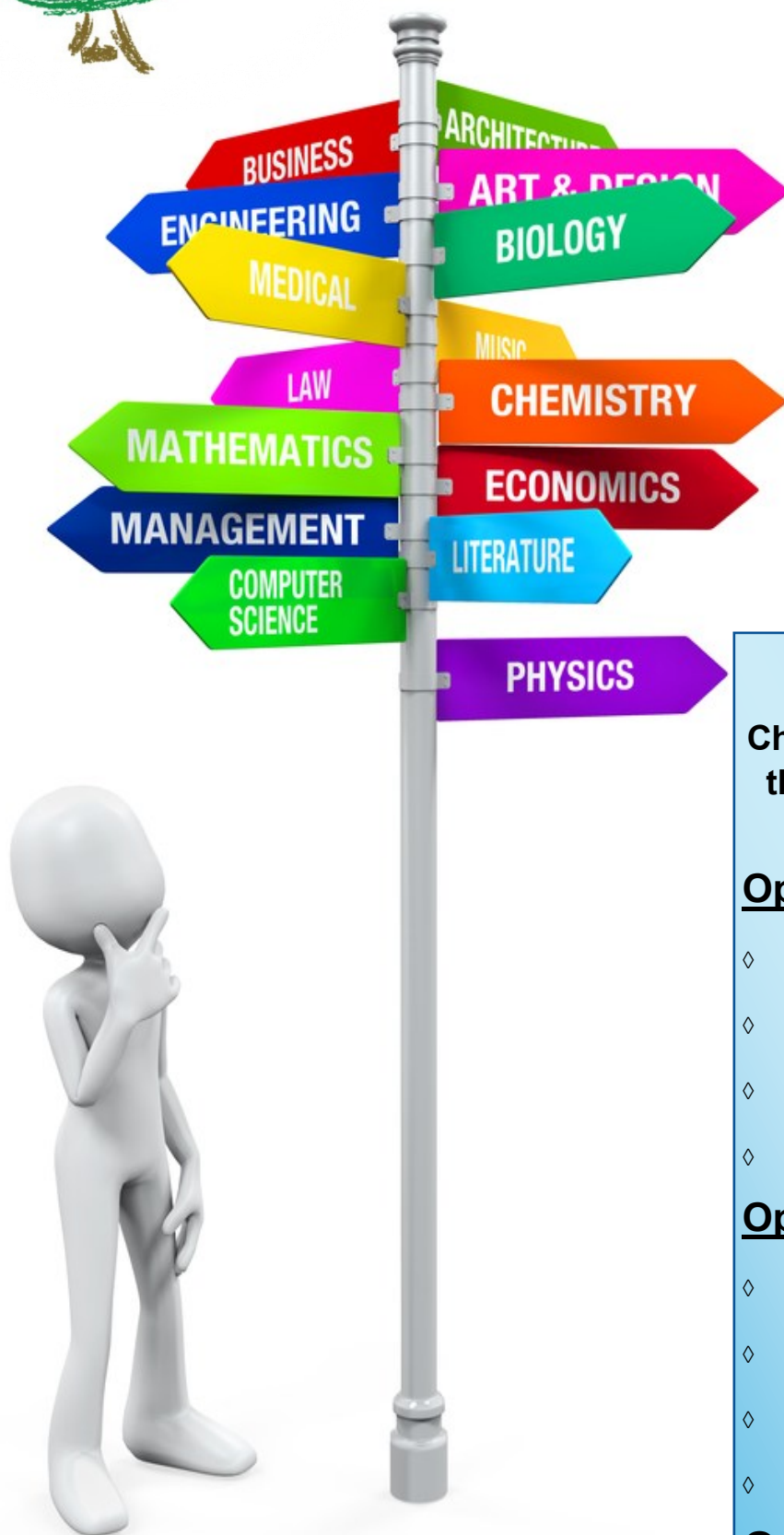
Practical assessment: All pupils being entered will be expected to complete three different sports under the moderation of an OCR representative.

Performance analysis : Pupils will be required to complete a performance analysis sheet. This will be a reflection of their own or others performance in a chosen sport.





Optional subjects



Optional subjects:

Chose one subject from each of the two option groups and include a backup 2nd choice.

Option 1

- ◇ History
- ◇ Art and design
- ◇ Design and Technology
- ◇ ICT

Option 2

- ◇ Geography
- ◇ Photography
- ◇ Food Technology
- ◇ ICT

Option 3

- ◇ Duke of Edinburgh

Option 1: GCSE

Exam Board: AQA GCSE/OCR Entry Level



Content Overview :

One of our key aims is to demonstrate the relevance of studying history to understanding the world around you today. Travel back in time and learn about the world of history, especially British history, the lifestyles of different civilisations and the important historical events that have shaped our world.

Paper 1: Understanding the modern world

Section A: America 1840-1895 Expansion & Consolidation

American civil war, Plains Indians lifestyles and the conflicts with the early settlers such as the 49ers, the Mormons, the homesteaders and the American army in the Wild West.



America 1920-73: Opportunities and inequalities

The Roaring twenties—Organised crime and racial tension. The Great Depression of the 30s and the New Deal. Women and African Americans during the 40s and the second world war. 1950s culture and the American dream. 1960s The civil rights movement. 1970s women's rights.



Section B: Conflict and tension in the Gulf and Afghanistan 1990-2009

Tension in the Gulf –The Iraqi – Iran war 1980/88, The invasion of Kuwait and the causes and consequences of the Persian Gulf war 1990/91 The Afghanistan war 2001, The aims of Al-Qaeda and Osama Bin Laden and The Iraq war 2003.



Paper 2: Shaping the nation

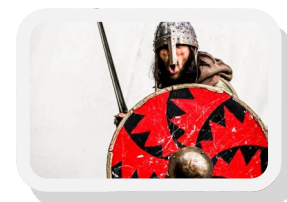
Section A: Britain: Health & the people c1000 to present day.

How was medicine developed in Britain by wars, religion, chance, government, communication, Science & Technology and the role of key individuals.



Section B— British Study—Norman England

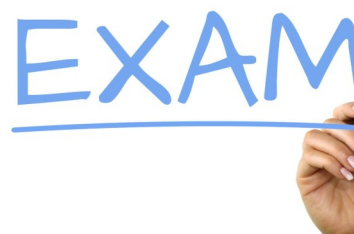
The Norman conquest– The battle for the English throne, the battle of Hastings, controlling the English, Motte & Bailey castles, William the Conqueror, Norman lifestyles, their government, religion and the rebel uprisings.



Assessment Overview:

Paper 1 : Contains 2 units of work -2 hrs = 50%

Paper 2: Contains 2 units of work -2 hrs = 50%



GCSE Art and Design (Fine Art)

- **Exam Board:** AQA
- **Specification:** 8201 C/8201 X
- **Graded:** 1-9
- **Coursework:** 60%
- **Externally Set Assignment:**

COURSEWORK FEATURING PORTRAITS AND FACES



COURSE OVERVIEW:

During this two year course you will use your creative abilities to produce projects that cover the disciplines of Art and Design. These areas will cover drawing, painting, sculpture, printmaking, illustration, craftwork and mixed media art works.

YEAR 10. At the beginning of year 10 we will work on practising a wide range of skills, based around themes of your selection. Previous years we have seen themes including Japan, Nature, Dragons, Godzilla, Wild Animals, Human figures and Portraits, Abstract Art and Landmarks to name a few. The choice is for each individual



YEAR 11. At the end of year 10 and moving into year 11, we will take our work around the chosen theme, and we will convert this into a 'sustained project' which will be broadened by completing artists research and studies, looking at similar artworks and artists and practicing new skills that we have not learned at KS3. We will develop our ideas and skills and we will turn these into one large 'final response'. This will be your chance to show off your skills.

EXTERNALLY SET ASSIGNMENT. At the end of year 11 you will NOT! have an exam. Instead we will produce another project, this time set by the exam board. We will research an idea and create a response to it, which will show off everything you have learned in the last two years. Again, your choice of subject and final outcome is up to you!

Design and Technology - Option 1

Exam Board: AQA **Specification** Unit levels



Content Overview :

The AQA unit target levels are short , hands on introductions within the construction and building industries. The course will cover 5 areas.

Plumbing

Electrical

Painting and decorating

Construction

Maintenance



Assessment Overview :

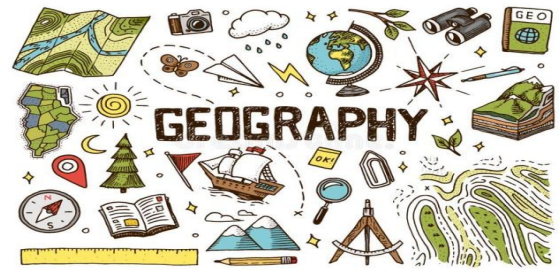
Pupils will cover 36 unit levels over 2 years. Each unit that is completed is awarded an AQA certificate, which will be evidence to employers and colleges that you have a basic understanding of the construction industry.



Option 2: GCSE

Exam Board: AQA GCSE/ OCR Entry Level

Grades: 1-9

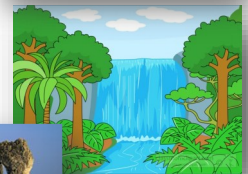


Content Overview :

Students who study Geography will gain an understanding of the physical world around them and learn about the effect the environment has on people and the communities in which they live. Students will develop a variety of skills through practical work including fieldwork and decision-making exercises.

Paper 1: Living with the physical environment

Learn about ecosystems such as Rainforests and deserts, their plant and animals life and their struggles. Learn about the UK's landscape of rivers and the coastal zones and the world's natural hazards volcanoes and earthquakes and weather hazards such as tropical storms and global warming.



Paper 2: Challenges in the human environment

Learn about places around the world and the people who live there such as Brazil, India, Japan and the UK. Learn about their economy and their resources of food, water and energy and their struggles.



Paper 3: Geographical applications

Learn geographical skills and problem solving techniques through field work on out of school visits where you will use a range of equipment and learn to read maps, draw diagrams and create graphs.



Assessment Overview :

Paper 1 (Physical): 1hr 30 minutes 35%

Paper 2 (Human): 1h 30 minutes 35%

Paper 3 (Geographical skills): 1hr 15 minutes = 30%



GCSE Photography—Option 2

- **Exam Board:** AQA
- **Specification:** 8206 C/8206 X
- **Graded:** 1-9
- **Coursework:** 60%
- **Externally Set Assignment:**

Content Overview:

During the two year course, you will explore different ways to create your own portfolio of photographs. You will learn to create your own photoshoots within the classroom environment and outside also. The skills learned will be enhanced digitally and develop into a project based on the content of your choice.



YEAR 10. In the first year, pupils will focus on learning the formal elements of Photography. This will involve completing basic photo shoots that will focus on lighting • viewpoint • aperture • depth of field • shutter speed and movement . These skills will then be developed further to introduce the concepts of

- portraiture
- location photography
- studio photograph
- experimental imagery
- Still and moving photography



YEAR 11. In year 11 you will move onto creating a project of your own that is based around a theme of your choice. You will complete research, plan and conduct photo shoots, learn to edit and manipulate your own photos and produce a submission of work that displays your project ideas.

EXTERNALLY SET ASSIGNMENT.

At the end of year 11 you will NOT! have an exam. Instead you will produce another series of photographs that will turn into a project, this time set by the exam board. Again, your choice of subject and how you set up your final outcome is up to you!

Food Technology - Option 2

ncfe.

Exam board: NCFE

Grade: Level 1 Certificate in Food and Cookery Skills

Content overview:

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career for a career in food

The course comprises of four units:

- ⇒ **Unit 1:** .Preparing to cook
- ⇒ **Unit 2:** Understanding food
- ⇒ **Unit 3:** Exploring balanced diets
- ⇒ **Unit 4:** Plan and produce dishes in response to a brief



Assessment overview:

The assessment for the Level 1 Certificate in Food and Cookery consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in all components, in order to gain the Level 1 in Food and Cookery Skills.

Types of Evidence:

This will include learners notes, diagrams, annotated photographs, reports, audio-visual evidence, witness statements, observation checklist, recipes and tasting review notes.

Progression opportunities:

Learners who achieve this qualification could progress to:

Level 2 Certificate in Food and Cookery Skills or
further **Level 2** qualifications and **GCSE'S**



Digital Functional Skills Option 1&2

Exam Board: Edexcel Pearsons

Graded: Functional Skills Entry Level 3 & Functional skills Level 1



Content overview: Digital Functional Skills qualifications provide skills that are relevant to the workplace and real life. It will provide assessment of a learner's knowledge and skills as well as their ability to apply these in different contexts and also provide a foundation for progression into employment or further education and develop skills for everyday life.

Entry Level 3 and Functional Skills Level 1 will assess pupils in 5 Skills areas:

Functional skills Entry Level 3:

1. Skills area: Using devices and handling information

This unit includes application settings, navigating online content and carrying out searches, using files and folders, identifying and fixing problems.

2. Skills area: Creating and editing

This unit includes editing and formatting text and graphics on digital media.

3. Skills area: Communicating

This includes contact lists, online communications, video calling, digital footprints

4. Skills: Transacting

This includes online forms and verification checks.

5. Content area: Being safe and responsible online

This unit includes protecting personal information and setting up security

Function Skills Level 1:

1. This unit includes using devices and handling data, taking account of currency and copyright from the internet, folder structure and file sizes, saving to a cloud, knowing the correct digital terminology and identifying technical problems and their solutions.

2. Content area: Creating and editing

This unit includes using suitable applications and appropriate layouts, using tools to edit images, using, formatting and using formulas for numerical data

3. Content area: Communicating

This unit includes using emails and online messaging services and knowing how to limit digital footprints.

4. Content area: Transacting

This unit includes managing account settings for online services, completing online forms, uploading documents and reducing risks involved in transactions online.

5. Content area: Being safe and responsible online

This unit includes understanding data protection laws and the importance of protecting personal data and privacy online, backing up files to a cloud, avoiding exposure to malware and minimising the effects of health risks from the internet.

Assessment: Entry Level 3 and Functional skills Level consists of one externally assessed assessment, available onscreen, on-demand. Each assessment comprises two sections –

1. test section 2. A task section

Duke of Edinburgh—Option 3



Content Overview

The Duke of Edinburgh Award is about empowering young people; supporting you as you learn new skills, overcome obstacles, and build confidence and resilience.

The Duke of Edinburgh Award can be a life-changing adventure for your child. On the way, they will do their own exciting and challenging programme of activities to help them reach their full potential. They'll learn new skills, help others, have fun, make new friends and gain a great sense of achievement. Employers, colleges and universities really value the Duke of Edinburgh Award.

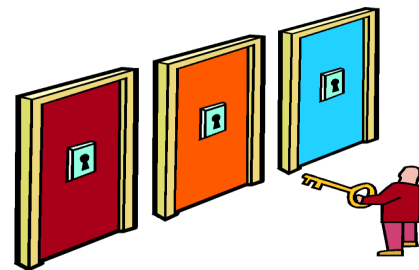


Assessment Overview:

You achieve the Bronze Award by completing a personal program of activities in **four sections:**

Volunteering Conservation at Tophill Low, cutting down trees, building fences and habitat building. AUTUMN/SPRING TERM	Physical Taking part in a variety of sports such as Paddleboarding, Open Water Swimming and Climbing. AUTUMN TERM
Skills This is chosen by the young people and has included photography, life skills and bushcraft. SPRING TERM	Expedition Planning, training and completing an overnight camp walking, biking or paddling SUMMER TERM

Optional subjects choices



Name: _____

Tutor Group: _____

Pupil Signature: _____

Parent/Carer Signature : _____

Option 1—Choose 1 out of the 3 options below, along with a 2nd back-up choice.

- History
- Art
- Design and Technology
- ICT

Your 1st choice: _____



Option 2- Choose 1 out of the 3 options below, along with a 2nd back-up choice

- Geography
- Photography
- Food Technology
- ICT

Your 1st choice: _____



Option 3: Duke of Edinburgh is an option on its own. However, pupils will have to miss one core subject for one day a week during Year 10.

We advise all pupils to speak to staff before making their choices, so they have a complete picture of the content and level of work that will be expected.