



HOBART  
HIGH SCHOOL

Options  
Information  
2025



# Year 9 Options Information

Year 9 Students entering KS4  
September 2025

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Dear Parents and Carers

This Options Booklet outlines how students at Hobart make the transition from Year 9 onto GCSE courses at Key Stage 4.

In this important phase of students' education, it is crucial that we give clear and informed guidance regarding the choices available. It is always a difficult decision as to which courses to follow at GCSE. However the more informed you are, the easier the decision making process will be. This booklet gives an overview of the courses that we hope to be offering in September 2025. We have also included the exam boards so you can look into the courses in more detail if you require.

Key Stage 4 courses require a considerable commitment to all aspects of study both in school and at home. It is therefore important to be fully aware of the expectations of each course when making a choice. The qualifications gained at the end of Year 11 will play a large part in shaping future educational and career opportunities.

The deadline for completing subject choices is **Monday 10th March 2025**. This can be done by submitting choices through the 'tools' section of the school website, or by completing the paper copy and handing this into reception.

We hope that the options resources and the evening itself will allow you and your child to get a clear picture of what might be the most appropriate courses for them to follow during Key Stage 4. Unfortunately we are unable to guarantee any course for any student. Please feel free to contact us if you need further help in this matter.

Yours faithfully

*A Pritchard*

**Mr A Pritchard**  
Assistant Headteacher

*M Setchell*

**Mr M Setchell**  
Head of Year 9

# Key Stage 4 at Hobart High School

## Choice of Subjects and Courses

Students are not alone if they find the idea of making choices a bit scary, but it is their opportunity to take control of what they learn and shape the way they want their future to be.

Some of the subjects students follow at GCSE are compulsory. The compulsory subjects are outlined below:

- English Language and English Literature - All students will complete separate GCSEs in English Language and English Literature.
- Mathematics - All students will follow a GCSE course in Maths.
- Science - Most students will follow Combined Science a combination of all three sciences which leads to two GCSEs. Some students may opt for Triple Science; separate GCSEs in Chemistry, Physics and Biology. Please see the options section of this booklet for more information.
- Core PE (non exam).
- PSHE (Personal, Social and Health Education) - This course will cover RE, Citizenship and Personal, Social, Health, Economic and Enterprise education. (non exam)

In recent times the Government has put a greater emphasis on specific subjects that are recommended for study at GCSE. These subjects make up the English Baccalaureate (Ebacc). To gain the full Ebacc students must achieve a Grade 5 or above in English, Maths, Science, a Humanities (Geography or History) and a Modern Foreign Language (French, Spanish or German). These subjects are considered to give students a breadth of learning across the curriculum, and are also amongst the subjects that some universities and employers are keen for students to have followed.

When students make option choices, there are a range of combinations that can be chosen. At Hobart we believe that all subjects are uniquely important and valued. We recommend that students study a broad range of qualifications.

How to choose an option subject:

- Look at **all** your options before you make a decision.
- If you have a firm career idea, choose subjects that you will need for the next stage of your career journey - the ones you need to go into further or higher education or into an Apprenticeship (see the apprenticeships website for more information).
- Some Universities and employers may require you to have completed the English Baccalaureate. This means you may need to choose a Humanities and a Language course.
- If you don't have a firm career idea, choose subjects that will allow you to keep your options open.
- Don't be afraid to ask for help and advice from your teachers, tutors, parents, older students and others.
- If you are thinking of choosing a completely new subject make very sure you have found out what you will be studying over the two years.

# Option Pathways

All students follow a compulsory core curriculum which includes the following GCSE courses: English Language, English Literature, Mathematics, Combined Science (worth 2 GCSEs).

In addition the following GCSE courses are optional. Students must select four subjects to study from this list: Art & Design, Business Studies, Computer Science, Design & Technology, Drama, Food Preparation & Nutrition, French, Geography, German, History, Music, Physical Education, Religious Studies, Spanish, Triple Science.

In making option choices there are two main pathways:

## 1. Ebacc Pathway

These subjects are considered to give students a breadth of learning across the curriculum, and are also amongst the subjects that universities and employers are keen for students to have followed.

French, Spanish or German from Option A

Plus Geography or History from another block

Plus two further options

## 2. General Pathway

This pathway is designed to offer a broad range of subjects for students who may continue into further education, follow an apprenticeship or move into employment.

Make 4 option choices — one from each block

# **Key Stage 4 at Hobart High School**

## **Compulsory Core Subjects**

All students will follow these compulsory courses as part of their core curriculum.

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science
- Physical Education
- Personal and Social Development (including Citizenship, PSHE and core RE)

Details of these courses are outlined on the following pages.

<b>Subjects:</b>	Combined Science
<b>Department:</b>	Science
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA GCSE Combined Science: Trilogy (8464)

<b>Description of the courses:</b>	
<p><b>GCSE Combined Science</b></p> <p>Most students will follow AQA GCSE Combined Science which will lead to two GCSEs at the end of Year 11. The course covers elements of Biology, Chemistry and Physics. Topics covered include: Cells, Photosynthesis, Atomic Structure, Organic Chemistry, Forces and Energy. The course contains a mixture of theory and practical lessons used to support learning and engagement of students.</p>	
<b>Assessment Structure:</b>	
<p><b>GCSE Combined Science</b></p> <p>This will be examined through 6 exams (2 Biology, 2 Chemistry and 2 Physics) taken at the end of Year 11 making up 100% of the final mark. 15% of the exam questions will be focussed on practical skills the students have used throughout the course.</p>	
<b>For more information, please contact:</b>	<p>Mr S Brown Email: <a href="mailto:sbrown@hobart.org.uk">sbrown@hobart.org.uk</a></p>



<b>Subject:</b>	English Language
<b>Department:</b>	English
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA (8700)

<b>Description of the course:</b>	
<p>The AQA GCSE English Language course is designed on the principle that students should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).</p>	
<b>Assessment Structure:</b>	
<p>100% examination at the end of Year 11 (2 exams).</p> <p>Spoken Language (Speaking &amp; Listening) will be assessed separately. This will take the form of at least one formal spoken presentation, which may be recorded digitally for moderation purposes. It is worth 0% of the GCSE English Language qualification, however students will receive a grading (FAIL, PASS, MERIT or DISTINCTION) which will be awarded in the form of a certificate at the time of their GCSE results.</p> <p>Paper 1: Explorations in Creative Reading and Writing (1hr 45mins, 50% GCSE)</p> <p>Paper 2: Writers' Viewpoints and Perspectives (1hr 45mins, 50% GCSE)</p>	
<b>For more information, please contact:</b>	<p>Ms C Rodden Email: <a href="mailto:crodden@hobart.org.uk">crodden@hobart.org.uk</a></p>

<b>Subject:</b>	English Literature
<b>Department:</b>	English
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA (8702)

### **Description of the course:**

The AQA GCSE English Literature course will encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level. The course should also encourage students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

### **Assessment Structure:**

100% examination (2 exams)

Paper 1: Shakespeare and the Nineteenth Century Novel (1hr 45 mins, 40% GCSE)

Paper 2: Modern Texts and Poetry (2hrs 15 mins, 60% GCSE)

**For more information, please contact:**

Ms C Rodden  
Email: [crodden@hobart.org.uk](mailto:crodden@hobart.org.uk)

<b>Subject:</b>	Mathematics
<b>Department:</b>	Mathematics
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA (8300)

<b>Description of the course:</b>	
<p>This qualification requires students to develop their knowledge, skill and understanding in the five areas of Number, Algebra, Ratio &amp; Proportion, Geometry &amp; Measure and Statistics &amp; Probability. From assessment data, up to and including Year 9, individual students are allocated either Foundation or Higher Tier schemes.</p>	
<b>Assessment Structure:</b>	
<p><b>Paper 1</b> 1 hour 30 minutes, Calculators Not Allowed <b>33.3%</b></p> <p><b>Paper 2</b> 1 hour 30 minutes, Calculators Allowed <b>33.3%</b></p> <p><b>Paper 3</b> 1 hour 30 minutes, Calculators Allowed <b>33.3%</b></p> <p>Students studying the Foundation Tier can achieve grades 1 – 5 and those studying the Higher Tier can achieve grades 4 – 9.</p>	
<b>For more information, please contact:</b>	<p>Mrs L Jackson Email: <a href="mailto:ljackson@hobart.org.uk">ljackson@hobart.org.uk</a></p>

<b>Subject:</b>	Physical Education - Core
<b>Department:</b>	Physical Education
<b>Qualification Type:</b>	N/A
<b>Exam Board:</b>	N/A

<b>Description of the course:</b>	
<p>At present all students study a range of games activities and athletics. In addition to this, time will be spent looking at the importance of physical activity in the promotion of a healthy lifestyle and development of students fitness levels through a health related exercise module. Students will be encouraged to apply and develop their knowledge, skills and techniques and will experience a variety of roles such as performer, coach, leader and official.</p> <p>Students are encouraged to pursue their own sporting interests both inside and outside of the school environment and achievement at whatever level in sport is celebrated.</p> <p>The emphasis is placed on the qualities of self discipline, acceptance of responsibility and the development of personal confidence to become lifelong learners and participants in physical activity.</p> <p>Representative teams are entered for most major sports. Lunchtime and after school clubs continue to be run on a 'Sport for All' basis and students who wish to participate in sport outside of school are encouraged by links with local clubs, sports associations, county and regional teams.</p>	
<b>Assessment Structure:</b>	
<p>There is no written coursework or examination structure for the core PE programme. Continuous assessment will be made of your progress and your sporting achievements.</p>	
<b>For more information, please contact:</b>	Mr M Stone mstone@hobart.org.uk

<b>Subject:</b>	Personal, Social Development (PSD)
<b>Department:</b>	Humanities
<b>Qualification Type:</b>	Non-exam
<b>Exam Board:</b>	n/a

<b>Description of the course:</b>	
<p>Our Personal and Social Development course at KS4 encompasses the PSHE curriculum, relationships and sex education and core religious studies. It has been designed to support our young people in:</p> <ul style="list-style-type: none"> <li>• Becoming confident individuals who are physically, emotionally and socially healthy</li> <li>• Being responsible citizens who make a positive contribution to society</li> <li>• Understand and Manage risk</li> <li>• Recognise personal wellbeing and embrace change</li> </ul> <p>Students will have two lessons per fortnight. The course follows a modular structure whereby groups rotate a programme of PSD units and teachers, specialising in a particular topic.</p> <p>Students will cover elements on relationships and sex, religion and beliefs, drugs and substance misuse, careers and finance.</p>	
<b>Assessment Structure:</b>	
<p>During each of the different units/elements of the PSD programme students will be assessed through multiple choice, teacher assessed end of unit exams.</p>	
<b>For more information, please contact:</b>	<p>Mrs L Nethersell-Webb Email: Lnethersell@hobart.org.uk</p>

# Key Stage 4 at Hobart High School

## Option Subjects

**You will be making four option choices in total from the following lists:**

### **1. EBacc GCSE Options**

(You must choose **a Language** from Option A and can opt for others from Options B, C and/or D to complete the English Baccalaureate)

- Geography
- History
- French
- Spanish
- German

### **2. Other GCSE Options**

- Art and Design
- Business Studies
- Computer Science
- Design and Technology
- Drama
- Food Preparation and Nutrition
- Music
- Physical Education
- Religious Studies
- Triple Science

Details of all optional courses are outlined on the following pages.

<b>Subject:</b>	Art and Design (Fine Art)
<b>Department:</b>	Art
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	OCR (J171)

Description of the course:					
<p>Students develop their creative skills and record their visual and written ideas in a sketchbook. They have the opportunity to study artists that inspire them and explore specialist art materials as part of creative projects that focus on their own interests. They learn to use a range of techniques within drawing, painting, collage, photography/digital media, 3D work, printmaking and mixed media. Students also learn how to analyse images and evaluate what they find effective or less effective about an art work. Towards the end of each project they explore how to develop their ideas and media trials into a final outcome.</p> <ul style="list-style-type: none"><li>• In Year 10 or Year 11 students visit a gallery or other location as part of their coursework project.</li><li>• Sketchbooks and folders are available at subsidised prices.</li><li>• Students will be expected to have their own basic art equipment: pencils, sketching pens, pens, pencil crayons, watercolours, etc.</li><li>• Independent work outside lesson time is crucial to success (a minimum of one and a half hours per week).</li></ul> <p>The GCSE course consists of Component 1 (Coursework) which counts for 60% and Component 2 (Externally Set assignment) which counts for 40%. All coursework must be completed by the beginning of May in Year 11 when work is marked internally and then moderated by an external moderator.</p>					
Assessment Structure:					
Unit	Unit title	Weighting	Method of assessment	Requirements	
1	Personal portfolio  Consisting of one or more projects and investigations	60%	Assessment by portfolio Internally set Internally marked Externally moderated	Must include sketchbook	Must show evidence of all assessment objectives
				Must consist of 45 hours of controlled work	
2	Externally Set Assignment	40%	Externally set Internally marked Externally moderated Final outcome is made during a 10 hour timed period over two days	The creative project must show evidence of all assessment objectives	
For more information, please contact:			Ms A Langan (Head of Art) Email: <a href="mailto:alangan@hobart.org.uk">alangan@hobart.org.uk</a>		

<b>Subject:</b>	Business Studies
<b>Department:</b>	Information and Communication Technology
<b>Qualification Type:</b>	GCSE (9-1)
<b>Exam Board:</b>	Edexcel (1BSO)

### **Description of the course:**

This course brings together the subjects of Business Studies, Enterprise and Economics with a view to understanding how a Business works. It provides students with a wide range of knowledge and practical ICT skills essential in today's modern business world.

### **The course covers two core themes delivered over two years.**

**Theme 1** - Investigating a Small Business

**Theme 2** - Building a Business

**Theme 1** looks at all aspects of a small business. You will learn about Enterprise and the different Businesses that exist. You will develop the ability to spot an opportunity and how to put a business idea into practice. You will look at how to make a business effective and what will influence success and failure.

**Theme 2** provides the opportunity to understand how businesses grow, how to market and advertise and how to make effective business decisions. You will learn about the finances in business and the human resources required to run a business.

You will undertake 2 exams, one on each theme. The exams will take place at the end of the course. They will be written exams and both will last for 90 minutes, they are worth 50% each. Links have been built with local businesses to support your study and develop your understanding of different workplaces. You will gain a valuable insight into business needs within today's modern market and how business opportunities are created. You will develop your presentation of information skills, a general business understanding and be able to analyse the risks associated with enterprise as well as the financial and non-financial objectives when running a business.

The course aims to incorporate key ICT skills in the core business topics covered, which include spotting a business opportunity, marketing, understanding the customer, human resources, finance, recruitment and economics. The course is business driven and students will gain some essential skills that link with industry; they will experience real world topics that will broaden their understanding of the business world, which will enhance their choices in the future. Examination results in the subject area have been consistently high; students enjoy the delivery of the subject and have a good opportunity to be successful. Related subjects at AS, A vocational A level or BTEC National course are Business, Economics, Law, Retail, ICT, Leisure and Tourism or Media.

### **Assessment Structure:**

**Theme 1: Written examination - 90 minute exam paper (Year 11) 50%**

**Theme 2: Written examination - 90 minute exam paper (Year 11) 50%**

**For more information, please contact:**

Mr A Ball  
Email: [aball@hobart.org.uk](mailto:aball@hobart.org.uk)



<b>Subject:</b>	Computer Science
<b>Department:</b>	Information and Communication Technology
<b>Qualification Type:</b>	GCSE (1-9)
<b>Exam Board:</b>	Edexcel (1CP2)

<b>Description of the course:</b>	
<p>This course brings together the elements of computing and programming. It is designed to help students understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. It will provide students with a wide range of knowledge and practical computing skills essential in today's modern digital world.</p> <p><b>The course is made up of 2 core components and delivered over two years.</b></p> <p><b>Component 1 - The Principles of Computer Science.</b>  <b>Written examination: 1 hour and 30 minutes.</b>  <b>50% of the qualification and 75 marks covering the following areas:</b></p> <ul style="list-style-type: none"> <li>• What algorithms are, what they are used for and how they work. Developing the ability to interpret, amend and create algorithms, learning how to construct truth tables.</li> <li>• Understanding binary representation, data representation, data storage and compression, encryption and databases.</li> <li>• Understanding the hardware and software components of computer systems and the characteristics of programming languages.</li> <li>• Understanding of computer networks, the internet and network security.</li> <li>• Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</li> </ul> <p><b>Component 2 - Application of Computational Thinking</b>  <b>Onscreen examination: 2 hours</b>  <b>50% of the qualification and 75 marks.</b></p> <p>This unit will focus on problem solving within programming, encouraging the development of practical computing skills so that students can apply them to a given context. <b>This practical component covers the following areas:</b></p> <ul style="list-style-type: none"> <li>• Algorithms, decomposition and abstraction in relation to creating programs.</li> <li>• Designing, reading, writing, refining and evaluating programs.</li> </ul> <p>The aims and objectives of this qualification are to enable students to analyse problems in computational terms through the practical experience of solving problems, including designing, writing and debugging programs. Students will be encouraged to think creatively, innovatively, analytically, logically and critically. They will learn about the impacts of computing technology to the individual and to wider society, they will apply mathematical skills relevant to computer science.</p> <p>Related subjects AS, A, vocational A level or BTEC National course are Computer Science, Games Development, IT and Maths.</p> <p>Related careers include: Computer programming, web design and development, network administrator, systems analyst, systems engineer, intelligence analyst, game designer.</p>	
<b>Assessment Structure:</b>	
<b>Component 1: Written examination - 90 minute exam paper (Year 11) 50%</b> <b>Component 2: Onscreen examination—120 minute exam paper (Year 11) 50%</b>	
<b>For More Information, please contact:</b>	Mr A Ball Email: <a href="mailto:aball@hobart.org.uk">aball@hobart.org.uk</a>

<b>Subject:</b>	Design and Technology
<b>Department:</b>	Design and Technology
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	Eduqas (C600QS)

#### **Description of the course:**

GCSE Design and Technology encourages students to use their creativity and problem solving skills to design and make prototypes that address real and relevant problems, considering their own and others' needs, wants and values. Students will gain knowledge and understanding of a wide range of materials, designing skills manufacturing processes and an insight into related sectors.

During Year 10 students will undertake focused practical tasks including modelling, presentation skills and 3d printing to develop knowledge and skills about materials and processes. Students will also complete a mini NEA piece of coursework which will prepare them for their assessment task in Year 11. The assessment task will be undertaken throughout Year 11. Students will be expected to design and make a high quality finished prototype and produce a detailed portfolio to support their design ideas and decisions. The tasks are set by the exam board and students will have 35 hours to complete this. An exam at the end of Year 11 will test knowledge and understanding of materials, processes, environmental and consumer issues and safety. 20% of the exam questions will have a Science and Maths link.

#### **Assessment Structure:**

##### **Component 1: Written exam (2hrs) 50% - Design and Technology in the 21st Century**

Section 1 - Technical Principles: Core knowledge and understanding

Section 2 - In depth knowledge and understanding

Section 3 - Core designing and making principles

##### **Component 2: NEA - Design and Make Assessment (35hrs) 50%**

Students will investigate the task set by the exam board. Within this task they have the opportunity to work with a chosen client to explore, research, design and manufacture a high quality prototype. Students will be expected to produce a detailed and high quality 20 page portfolio alongside this prototype. Students will be encouraged to use a variety of design tools including modelling, Computer Aided Design (CAD) and freehand sketching and rendering. Testing and evaluation of their final product will also form an essential part of their portfolio.

##### **Where can GCSE Design and Technology lead?**

GCSE Design and Technology can lead to a wide range of careers including Engineering, Fashion design, Architecture, Construction industry, Interior design, Civil engineering, Furniture design.

For more information, please contact.

#### **For more information, please contact:**

Mrs M Brown  
Email: mbrown@hobart.org.uk

<b>Subject:</b>	Drama
<b>Department:</b>	English
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA

### Description of the course:

GCSE Drama is a practical, creative course that helps provide students with a whole host of skills required to be successful in the working world. It is a fantastic course for those looking to build their confidence and develop their ability to work as a team. However, it also provides a high level of academic challenge, with the introduction of the end of course exam, and the development of a devising log.

Over the two years, students will explore key practitioners, such as Konstantin Stanislavski and Bertolt Brecht, become familiar with drama terminology, understand how to use these terms correctly when explaining their own ideas, as well as that of directors, and explore a variety of drama strategies, which will aid them with their own devised work.

Students will have the opportunity to: watch a live theatre performance, either locally or in the West End; devise their own drama from selected stimulus; keep a record of devised work to demonstrate their understanding of the devising process; and perform extracts from a play. The course involves a high level of commitment as students will spend the majority of the GCSE working in groups, and will require the ability and dedication to complete a substantial piece of written work in the form of the devising log.

### Assessment Structure:

GCSE Drama is a linear course with all non-exam assessment taking place in Year 11, and a written exam at the end of the course. They will be assessed on the following three components:

- **Understanding drama** (1 hour and 45 minute, open book exam): Students will answer four multiple choice questions, testing their knowledge of Drama terminology, followed by four questions on a given extract from a set play ('Blood Brothers') and one question on a live performance. This component is worth 40% of the final mark.
- **Devising drama** (practical): Students will keep a devising log (60 marks), detailing the devising process and perform their devised piece (20 marks). This component is worth 40% of the final mark; it is marked by teachers and moderated by the exam board.
- **Texts in practice** (practical): Performance of two extracts from one play, or performance support. Worth 40 marks in total. This component is worth 20% of the GCSE and is marked by AQA.

**For more information, please contact:**

Mrs L King  
Email: [lking@hobart.org.uk](mailto:lking@hobart.org.uk)

<b>Subject:</b>	Food Preparation and Nutrition
<b>Department:</b>	Design and Technology
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	OCR (J309)

### Description of the course:

This exciting new course aims to equip students with the knowledge, skills and understanding required to apply the principles of food science, nutrition and healthy eating. Students are encouraged to cook and make informed decisions about nutrition, food science and the challenges of supplying nutritious and safe food to feed themselves and others affordably today and into the future.

Students will learn and demonstrate a range of strong practical skills and techniques all relevant in the world today, along with the understanding of the global challenges facing the world in the supply of nutritious and safe food to help develop a healthier society.

The content of the course covers: Nutrition, Food provenance and food choice, Cooking and food preparation, Skills in preparation and cooking techniques.

### The course is divided into three units:

- **Food Preparation and Nutrition (01)** - This will be a 1 hour 30 minute exam at the end of Year 11 it covers all topics listed above and makes up 50% of the final GCSE grade.
- **Food Investigation Task (02 or 03)** - Controlled assessment work made up of 45 marks, which will be completed in Year 11, making up 15% of the final GCSE grade. The task will be set by the exam board each year.
- **Food Preparation Task (04 or 05)** - A piece of controlled assessment work made up of 105 marks, which will be completed in Year 11, making up 35% of the final GCSE grade. The task will be set by the exam board each year, and students will be expected to prepare, cook and present 3 dishes within a single period of 3 hours.

Regular homework is set to support classroom learning and students are encouraged to cook at home.

### Where can GCSE Food Preparation and Nutrition lead?

A GCSE in Food preparation and Nutrition can lead on to a wide range of careers including Nutritionist, Dietician, Food Scientist, Supermarket Research and Development.

### Please note:

Students are expected to provide their own ingredients when carrying out a variety of practical work. Ingredients will be provided by the department for experimental work. Approximately 70% of the course will be theory based with the remaining 30% practical work.

### Assessment Structure:

Controlled Assessments	50%
Written examination	50%

### For more information, please contact:

Mrs M Brown  
Email: [mbrown@hobart.org.uk](mailto:mbrown@hobart.org.uk)

<b>Subject:</b>	French, German and Spanish
<b>Department:</b>	Modern Foreign Languages
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA

### Description of the course:

A GCSE in a Modern Foreign Language helps students develop their language skills in a variety of contexts and gain a broad understanding of the culture of countries and communities where the language is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society. We strongly believe in languages as a skill for life: something students should find rewarding, as well as beneficial to future study and valued by employers, colleges and universities.

Over the two years, students will study the following three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Examinations take place at the end of Year 11, although the Speaking exam takes place just before the main GCSEs in Year 11. Students will have GCSE style assessments throughout the course to prepare them for the final exams.

### Assessment Structure:

Students may be entered for either the Foundation or Higher Tier in all four skills.

A01 - Listening - 25%	Foundation 35 minutes	Higher 45 minutes
A02 - Speaking - 25%	Foundation 7-9 minutes	Higher 10-12 minutes
A03 - Reading - 25%	Foundation 45 minutes	Higher 60 minutes
A04 - Writing - 25%	Foundation 70 minutes	Higher 75 minutes

This is a new examination for 2026, so will be slightly different in format to previous examinations. More details are available here, although the exam boards are still developing some of the materials:

French: <https://www.aqa.org.uk/subjects/languages/gcse/french-8652>

German: <https://www.aqa.org.uk/subjects/languages/gcse/german-draft-8662>

Spanish: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-draft-8692>

**For more information, please contact:**

Mr R Rushton  
Email: [rrushton@hobart.org.uk](mailto:rrushton@hobart.org.uk)

<b>Subject:</b>	Geography
<b>Department:</b>	Humanities
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	OCR specification A (1-9)

<b>Description of the course:</b>	
<p>This course has 3 main themes:</p> <ol style="list-style-type: none"> <li>1. Living in the UK Today <ul style="list-style-type: none"> <li>• Landscapes of the UK</li> <li>• People of the UK</li> <li>• Environmental challenges to the UK</li> </ul> </li> <li>2. The World Around Us <ul style="list-style-type: none"> <li>• Ecosystems of the planet</li> <li>• People of the planet</li> <li>• Environmental threats to the planet</li> </ul> </li> <li>3. Geographical Skills</li> </ol> <p>Students who have a genuine interest in understanding the world around them and what may happen to it in the future, will find this subject particularly appealing as a GCSE option.</p> <p>As a GCSE geography student you will learn the correct use and application of geographical skills such as investigation, photographic interpretation, map work, statistical data collection and analysis and written communication, as well as being able to recall detailed knowledge of 10 real-world case studies.</p> <p>You will also gain a valuable understanding of key local, national and global issues that are present now and are likely to be in the future.</p> <p>There will be two separate fieldtrips throughout the course and your knowledge of fieldwork will be assessed in the geographical skills paper and not through submission of any coursework of controlled assessment/s.</p>	
<b>Assessment Structure:</b>	
<p>There are three main parts to the course, each part is assessed at the end of Year 11 by separate written examinations:</p> <p><b>Living in the UK Today</b> will assess your knowledge of landscapes and people in the UK today, as well as the environmental challenges faced by the UK. It is a written paper worth 60 marks and lasts 1 hour. It contributes 30% to the overall grade.</p> <p><b>The World around Us</b> will assess your knowledge of the planets ecosystems, its peoples, as well as the global environmental challenges faced by the planet today. It is a written paper worth 60 marks and lasts 1 hour. It contributes 30% to the overall grade</p> <p><b>Geographical Skills</b> will assess your application of skills and fieldwork techniques. It is a synoptic written paper worth 80 marks and is the longest paper, lasting 1 hour and 30 minutes. It contributes 40% to the overall grade.</p>	
<b>For more information, please contact:</b>	Miss Z Smith Email: <a href="mailto:zsmith@hobart.org.uk">zsmith@hobart.org.uk</a>

<b>Subject:</b>	History
<b>Department:</b>	Humanities
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	Edexcel (2HB01)

### Description of the course:

#### **Thematic study - Medicine in Britain c1250-present.**

This unit will allow students to track the changes and continuities in medicine from the medieval period through to the present day. They will assess the impact of individuals, the church, government, war and science and technology on the development of medicine. There will be a focus on ideas about the cause of illness and disease and approaches to prevention and treatment.

#### **Historical environment - The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.**

This unit examines the theatre of war in Flanders and Northern France considering the role of the trench systems and the use of mines and tunnels. Students will discover the types of injuries sustained during the war, the stages of treatment areas, transport of wounded soldiers and the importance of surgery. In this unit students will analyse a range of national and local sources to support their understanding.

#### **Period study - The American West, c1835-1895.**

This unit tells the story of the clash of culture between the Native Americans and the white settlers. It focuses on the expansion westwards by the white Americans and the negative impact this has on the lifestyle and culture of the natives.

#### **British depth study - Early Elizabethan England, 1558-88.**

This unit of study allows students to learn about the key events that happened during the early years of Elizabeth I's reign including plots and revolts against the Queen, the Spanish Armada and the age of exploration. Students will also study about Elizabethan society, education and leisure.

#### **Modern depth study - The USA, 1954-75: conflict at home and abroad.**

The modern depth study focuses on the treatment of black Americans during the middle of the 20th century and the USA's involvement in the Vietnam War. Students will learn about the civil rights movement including the role of the government and key individuals including Martin Luther King and Rosa Parks. The second part of the unit allows students to understand the reasons for the USA's involvement in Vietnam, the tactics of both the USA and the Vietcong as well as the protest movement in America.

### Assessment Structure:

Three exams at the end of Year 11.

**Paper 1** - Thematic study and historic environment. 1 hour and 15 minutes, 52 marks, 30% of the qualification.

**Paper 2** - Period study and British depth study. 1 hour and 45 minutes, 64 marks, 40% of the qualification.

**Paper 3** - Modern depth study. 1 hour and 20 minutes, 52 marks, 30% of the qualification.

### For more information, please contact:

Mrs L Nethersell-Webb  
Email: Lnethersell@hobart.org.uk

<b>Subject:</b>	Music
<b>Department:</b>	Music
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	Eduqas

<b>Description of the course:</b>	
<p>The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:</p> <ul style="list-style-type: none"> <li>Engage actively in the process of music study</li> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>Develop composing skills to organise musical ideas and make use of appropriate resources</li> <li>Broaden musical experience and interests, develop imagination and foster creativity</li> <li>Develop knowledge, understanding and skills needed to communicate effectively as musicians</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> <li>Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</li> <li>Develop as effective and independent learners with enquiring minds</li> <li>Reflect upon and evaluate their own and others' music</li> <li>Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development</li> </ul> <p>The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.</p> <p>This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of A Level music.</p>	
<b>Assessment Structure:</b>	
<p><b>Performing (30%)*</b> A minimum of two pieces, one of which must be an ensemble. The other pieces may be either solo and/or ensemble. The total duration of performances is 4-6 minutes.</p> <p><b>Component 2: Composing (30%)</b> Students will complete two compositions, one of which must be in response to a set brief by the exam board. The second composition is a free composition for which learners set their own brief. The total durations of the compositions is 3-6 minutes.</p> <p><b>Component 3: Appraising (40%)</b> For this component students will compete a written examination of 1 hour 15 minutes. There are eight listening questions in total, two on each of the four areas of study. Two of the eight questions are based on extracts set by the exam board.</p> <p>Area of study 1. Musical Forms and Devices Area of study 2. Music for Ensemble Area of study 3. Film Music Area of study 4. Popular Music</p> <p><i>*Please note that the standard of performances should be broadly equivalent to Grade 3 standard and students should already be receiving instrumental tuition or willing to start instrumental lessons for this course.</i></p>	
<b>For more information, please contact:</b>	<p>Mrs H Leggett Email: <a href="mailto:hleggett@hobart.org.uk">hleggett@hobart.org.uk</a></p>



<b>Subject:</b>	Physical Education
<b>Department:</b>	Physical Education
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	Edexcel

<b>Description of the course:</b>			
<p>The GCSE Physical Education course involves both a practical and theoretical component. Practically, the course builds on the knowledge, understanding and skills established by the KS3 National Curriculum. Students will take part in a variety of sporting activities throughout the course and also have the opportunity to use sporting activities which they participate in outside of school (at a structured level with a qualified coach) in an assessed context.</p> <p>The theory component is delivered through a weekly classroom based lesson and covers areas such as applied anatomy and physiology, movement analysis, physical training, health, fitness and well-being, sport psychology, social - cultural influences and the effects of exercise and training on the body's systems (circulatory system, bones, respiratory system and muscular system).</p> <p>The ideal student for this course is one who is dedicated to playing in sport and who has an interest in sports science and other sports related issues. The subject is a stepping stone for entry to sports courses post-16. Commitment and attendance to extracurricular sport is essential.</p> <p><b>SPORTS LEADER AWARD</b></p> <p>In addition to the PE GCSE course, students also have the opportunity to take the 'Go Lead' course and an extra curricular activity.</p> <p>The award is a largely practical qualification which is designed to develop generic leadership skills which can be applied to sporting activities as well as contributing to the candidate's personal and social education.</p> <p>Successful candidates will receive a certificate which can be included in their progress file.</p>			
30%	of the mark is practical performance. Students are assessed in their three strongest areas at the end of Year 11.		
10%	This takes the form of planning, performing and evaluation of a Personal Exercise Programme.		
60%	of the mark is externally assessed through two written examination papers.		
<table> <tr> <td><b>For more information, please contact:</b></td><td>Mr M Stone Email: mstone@hobart.org.uk</td></tr> </table>		<b>For more information, please contact:</b>	Mr M Stone Email: mstone@hobart.org.uk
<b>For more information, please contact:</b>	Mr M Stone Email: mstone@hobart.org.uk		

<b>Subject:</b>	Religious Studies
<b>Department:</b>	Humanities
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	OCR

<b>Description of the course:</b>											
<p>GCSE in Religious Studies encourages you to develop your knowledge and understanding of world religions, and philosophy and ethics.</p> <p>We will study the beliefs, teachings and practices of two of the following major world religions: Christianity and Hinduism.</p> <p>We will then study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of Christianity, covering things like:</p> <ul style="list-style-type: none"> <li>• Relationships and families (sex, marriage, prejudice and discrimination)</li> <li>• The existence of God (how religious people understand the existence of God)</li> <li>• Religion, peace and conflict (violence, war, terrorism and pacifism)</li> <li>• Non-religious beliefs and attitudes (looking at different attitudes towards religions)</li> </ul>											
<b>Assessment structure:</b>											
<p>There are three exam papers</p> <table> <tr> <td>The study of Christianity</td><td>63 marks</td><td>1 hour paper</td></tr> <tr> <td>The study of Hinduism</td><td>63 marks</td><td>1 hour paper</td></tr> <tr> <td>Philosophy and ethics in the modern world</td><td>126 marks</td><td>2 hour paper</td></tr> </table>			The study of Christianity	63 marks	1 hour paper	The study of Hinduism	63 marks	1 hour paper	Philosophy and ethics in the modern world	126 marks	2 hour paper
The study of Christianity	63 marks	1 hour paper									
The study of Hinduism	63 marks	1 hour paper									
Philosophy and ethics in the modern world	126 marks	2 hour paper									
<b>For more information, please contact:</b>	Mrs T Burkert Email: <a href="mailto:tburkert@hobart.org.uk">tburkert@hobart.org.uk</a>										

<b>Subject:</b>	Triple Science
<b>Department:</b>	Science
<b>Qualification Type:</b>	GCSE
<b>Exam Board:</b>	AQA Biology – 8461, Chemistry – 8462, Physics - 8463

<b>Description of the course:</b>	
<p><b>Triple Science: GCSE Biology, Chemistry and Physics</b></p> <p>Students can opt to follow Triple Science across Year 10 and Year 11 by including the course in their list of options. This course is aimed at students likely to gain at least level 6 in their Year 9 tests, although anyone with an interest in Science can apply. It is ideal preparation for studying one or more Science at A-Level. The course incorporates the GCSE Combined Science course content but extends this to a higher level.</p>	
<b>Assessment Structure:</b>	
<p><b>Triple Science: GCSE Biology, Chemistry and Physics</b></p> <p>Each separate Science GCSE is assessed at the end of Year 11 with 2 exams (i.e. 6 exams in total) making up 100% of the total GCSE mark. Students will be awarded 3 separate GCSEs at the end of Year 11.</p> <p>Triple Science: GCSE Biology, Chemistry and Physics.</p>	
<b>For more information, please contact:</b>	Mr S Brown Email: sbrown@hobart.org.uk

## Collecting Student Choices On-line

We would prefer for you to use the online tool when choosing your child's options. Options can be found under the student heading / tab on our homepage:









**[www.hobart.org.uk](http://www.hobart.org.uk)**


At the front of this booklet there is a letter containing your personalised logon details which takes you through the process.

Although the system will allow you to choose any combination of subjects, **you must choose one subject from each option block.**

In order to achieve the English Baccalaureate you must choose a humanities subject (Geography or History) and a language subject (French or Spanish)

Please use the option form on the next page if you do not have access to the internet.

 GO 4 SCHOOLS	 Office 365	 Oliver's	 gcsepod
GO4SCHOOLS	OFFICE 365	LIBRARY	GCSEPOD
<a href="#">FIND OUT MORE &gt;</a>	<a href="#">FIND OUT MORE &gt;</a>	<a href="#">FIND OUT MORE &gt;</a>	<a href="#">FIND OUT MORE &gt;</a>
 kerboodle	 MY MATHS	 T.O.O.L.S. TimeTable Options On-Line System	 BULLYING
KERBOODLE	MY MATHS	OPTIONS	REPORT BULLYING FORM
<a href="#">FIND OUT MORE &gt;</a>	<a href="#">FIND OUT MORE &gt;</a>	<a href="#">FIND OUT MORE &gt;</a>	<a href="#">FIND OUT MORE &gt;</a>



## Option Choices 2025

<b>Name:</b>	
<b>Form:</b>	

**Please enter 1, 2, 3, 4 and R (Reserve) in order of preference in the boxes below:**

**One subject must be chosen from each option block**  
**(please see next page for subjects in each option block)**

**Please hand completed form into reception before the end of  
Monday 10 March 2025**

Please enter your 4 choices by entering 1, 2, 3, etc. in the box by your chosen subjects.

To mark your Reserve choice, put 'R' by that subject.

Subject	Choice
Art & Design (Ar)	<input style="width: 80px;" type="text"/>
Business (Bu)	<input style="width: 80px;" type="text"/>
Computer Scienc (Cs)	<input style="width: 80px;" type="text"/>
German (De)	<input style="width: 80px;" type="text"/>
Drama (Dr)	<input style="width: 80px;" type="text"/>
Design & Tech (Dt)	<input style="width: 80px;" type="text"/>
Food Technology (Fo)	<input style="width: 80px;" type="text"/>
French (Fr)	<input style="width: 80px;" type="text"/>
Geography (Gg)	<input style="width: 80px;" type="text"/>
History (Hi)	<input style="width: 80px;" type="text"/>
Music (Mu)	<input style="width: 80px;" type="text"/>
Physical Educat (Pe)	<input style="width: 80px;" type="text"/>
Religious Studi (Rs)	<input style="width: 80px;" type="text"/>
Spanish (Sp)	<input style="width: 80px;" type="text"/>
Triple Science (Ts)	<input style="width: 80px;" type="text"/>

## Option Blocks - Please choose one subject per block

Option Block A	Option Block B	Option Block C	Option Block D
Business	Business	Food Technology	Art
Drama	Computer Science	Geography	Business
French	Geography	History	D & T
Geography	History	Music	History
German	PE	Triple Science	Religious Studies
Spanish			