



YEAR 9 OPTIONS 2026

THURSDAY 12TH FEBRUARY



Introduction

Making curriculum choices in Year 9 is a very important and exciting part of your time in school. The options you choose for Year 10 and 11 will impact on the final two years of your school experience and will also influence your choice of pathway after Year 11.

Your subject teachers will be speaking to you about the courses in lessons over the coming weeks and videos will be posted on the school website with information regarding each subject. Mrs Daniels and I will also be hosting an Information Day and Evening to go through the process of selecting your options and what this will look like on Thursday 12th February, which will start at 4pm in school. At 4:15pm, there will be a talk in the Theatre to outline the options process. Following this, there will be opportunities to speak to teachers in each subject in addition to some post-16 providers. This should give you and your child the opportunity to make the most informed decision regarding options

This booklet will give you an overview of the choices on offer and help you make these decisions. If you need any further help or guidance, please do not hesitate to contact me on k.derbyshire@cansfield.wigan.sch.uk

The Curriculum

Cansfield provides all students with a broad and balanced diet of a wide range of subjects. We offer an exciting and wide-ranging curriculum which reflects our ever-changing world and provides students with choices of courses to study. These courses engage our students in learning and prepare them to be successful in society.

As well as taking the Core subjects of:

- *English*
- *English Literature*
- *Maths*
- *Science: Trilogy Award*

You will select three other subjects to study during Years 10 and 11.

Core PE is also taken once a week for all students. Students will also study RE and Life studies as part of the broad curriculum through an engaging programme of study. These are non-examined courses.

The Options Process

We endeavour to offer students the subjects they have chosen, however the options process is a '**best-fit**' approach and in some circumstances, reserves will have to be used. Students will complete the options online process in February, and outcomes of the process will be shared in July. Whilst we will consider the possibility of option choice moves, we will only do this in a single window of time in September 2025. All students will be expected to continue with the options that they have been given for the first three weeks of the new academic year. If they want to change options after this, they need to complete an options change form and discuss this change with me before any amendments are made. Changes will always have to consider number of students in a group and other subjects' students are studying.

Studying a 9th Option

There is a bespoke pathway for students who wish to study a 9th GCSE Option. During the Options Evening, please speak to a member of our SLT team in the Library should you be interested in this

Mr Derbyshire

Assistant Headteacher

Making the right choice

The time has arrived for you to start making some decisions about the next two years at Cansfield High School and the courses you would like to study. You are required to take certain subjects in the core curriculum, but this is your opportunity to choose other subjects that interest you and will support your preferred progression route and learning style. The following information will allow you to make informed decisions. Remember to follow the instructions carefully and take your time, ask as many questions and seek as much advice as you need in order to ensure the choices you make are the right ones for you. All courses will be studied over two years and examined at the end of Year 11. The subjects you can choose have been placed in three 'blocks' and you will need to select one subject from each of the blocks. Departments have provided an outline of each subject, highlighting the course content, assessment processes and potential progression routes Post 16 and 18. Hopefully, these outlines will answer many of your questions, but there will be additional opportunities to find out more about the courses on offer.

The choices you make at Key Stage 4 will start to shape your future learning and employment opportunities, so it is important that you undertake the necessary research prior to making your informed decisions.

Remember:

- It is your decision and you should not make any choices based on the subjects your friends take or the subjects taught by your favourite teachers.
- Ask others for advice prior to reaching a decision. There are lots of people available for you to speak to, including your teachers, parents, older students, form tutors, senior leaders and the careers adviser.
- You need to consider what you want to do after Year 11. It is important to consider the Key Stage 4 choices as part of your long-term plans. Ensure that the subjects you choose are appropriate and support your future aspirations.



Advice for students and parents/carers

How can students ensure they are matching their GCSEs to their chosen career?

Students should do as much research and take as much advice as they can. We have excellent careers advice within school. Students can book face to face appointment through their Head of Year and parents can make a telephone appointment with a careers advisor by emailing m.blagbrough@cansfield.wigan.sch.uk.

What if students don't know what they want to do when they leave school?

Do not worry about this! Our options process ensures a solid foundation for further study, so we recommend that students focus on choosing the subjects they enjoy and succeed in as this should ultimately lead to further success.

Why are there reserve options?

Despite our best efforts, we cannot offer an infinite combination of subjects. Sometimes, students' option choices will clash and we will have to ask them to study their reserve instead.

How do GCSE choices affect students going to college and university?

Students will need to have at least 5 good GCSE passes (Grade 5 or above) to be accepted into college and certain subjects will have other specific entry requirements. For some subjects, students will need to have studied the subject at GCSE level; for others they will not.

Oxford University in the general expect 7 GCSEs at Grade 8 to 9. There one thing to remember is that many of our students would qualify for contextualised offers so this may well be flexible anyway.

For careers such as medicine, dentistry and veterinary science GCSE grades are considered when making decisions on applicants. These typically require a minimum of a Grade 7 in all GCSE subjects.

What are the implications of choosing 3 non-GCSE subjects?

Studying 3 non-GCSE courses would only be an issue if applying to a prestigious Russell Group university, see the next section for more information. Aside from that, many universities tend to focus on the qualifications achieved in college.

Colleges

Winstanley College base entry on students 8 best GCSE grades. They only accept 1 non-GCSE subject if applying for the study of all A levels (typically 44 points to gain a place). They accept 2 non-GCSE subjects if applying for an A level/BTech mix (typically 40 points to gain a place). This averages at four grade 5's and four grade 6's for A level entry. If a student chooses 3 non-GCSE subjects and wants to do A levels, they need to achieve a grade 7 on average.

Apprenticeships

Most students leaving school would apply for an Intermediate level apprenticeship. Entry for these vary, however, employers want a Maths and English grade at a 4 or better. This is an especially competitive field and higher grades are more likely to get you the place desired.

Final suggestions for students to consider when making their choices:

- What do I enjoy studying? What are my strengths?
- What way do I learn best and will the course suit me?
- If I choose this option now, will it keep more options open for me later for further study, training or work?

Some things for parents/carers to consider with students:

- Some students choose a subject to stay in the same class as friends but, due to the complex timetable, it is unlikely that this will happen.
- Some students may be inclined to choose a subject because of the teacher but, again, due to the timetabling and potential staff changes, a specific teacher cannot be guaranteed.

Russell Group Universities

1 in 5 Higher Education students in the UK now attend a Russell Group university. The Russell Group generally represents the top ranked universities in the UK and all the Russell Group universities are featured in the rankings that we reference on the site.

The Russell Group also represents some of the oldest universities in the UK. Old doesn't always mean the best and UK Education Guide is not suggesting there are not great universities that are not part of the Russell Group, but as long-established universities, their reputation is especially trusted by employers.

All Russell Group universities are research-intensive and are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector.

RUSSELL GROUP UNIVERSITIES ARE AS FOLLOWS:

[University of Birmingham](#)

[University of Bristol](#)

[University of Cambridge](#)

[Cardiff University](#)

[Durham University](#)

[University of Edinburgh](#)

[University of Exeter](#)

[University of Glasgow](#)

[Imperial College London](#)

[King's College London](#)

[University of Leeds](#)

[University of Liverpool](#)

[London School of Economics & Political Science](#)

[University of Manchester](#)

[Newcastle University](#)

[University of Nottingham](#)

[University of Oxford](#)

[Queen Mary, University of London](#)

[Queen's University Belfast](#)

[University of Sheffield](#)

[University of Southampton](#)

[University College London](#)

[University of Warwick](#)

[University of York](#)



Choices

Please make sure you are selecting carefully

OPTION ONE:

ALL students MUST choose **ONE** of:

- GCSE Geography
- GCSE History
- GCSE RE
- BTech Travel and Tourism

OPTION TWO:

ALL students MUST choose **ONE** of:

- BTECH Enterprise
- BTECH Music
- BTECH Health & Social Care
- Vocational Award Child Development
- GCSE French
- GCSE Triple Science
- GCSE Geography
- GCSE Photography
- GCSE 3D Design (product design) – [this cannot be taken alongside GCSE Art]
- GCSE Geography
- GCSE RE

OPTION THREE:

ALL students MUST choose **ONE** of:

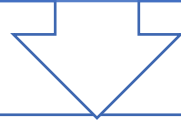
- GCSE Art and Design
- GCSE French
- GCSE History (if not selected in option block one)
- GCSE Photography
- Vocational Award Digital Information Technology
- BTECH Performing Arts - Dance
- BTECH Performing Arts - Drama
- BTECH Sport
- GCSE Textiles
- BTECH Hospitality & Catering

Although we always seek to meet the requests of all students, options is a best fit process therefore students MUST also select TWO SECOND choices as a reserve for each option block.

Key Dates:

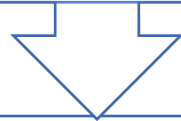
Week beginning 19th January

Student Assembly Launch



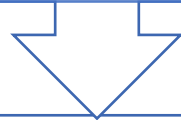
Thursday 5th February

Parent's Evening



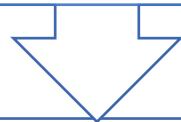
Thursday 12th February

Options Evening



6th March

Deadline to complete the Options online process.



30th June

Options confirmed with all students.

GCSE Art And Design

Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE Art and Design students will produce a portfolio of work termed Component 1 which will contribute 60% towards their final grade. Component 2 will be an externally set task and contribute 40% towards each pupil's final grade. This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

Component 1: must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of Art and design.

Component 2: must show evidence of areas of study drawn from one or more of the titles. The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2. Students must 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.

Areas of study In Component 1 and Component 2: students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- photography and the moving image
- printmaking
- mixed media

They may explore overlapping areas and combinations of areas.

The way sources inspire the development of ideas, relevant to Art and Design including: how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based context. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to Art and Design can be communicated including the use of: figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation visual and tactile elements, such as:

- colour
- line
- form
- tone
- texture
- shape
- structure and surface

Child Development

Exam Board: Cambridge National



Qualification Overview

The Cambridge National in Child Development is a Level 1/2 Technical Award for students aged **14–16**.

It develops knowledge, understanding and practical skills relevant to childcare and early years settings. The course includes both theoretical learning and practical application, using real-life contexts such as preparing feeds, planning play activities, and creating safe environments.

What Students Study

Unit R057 – Health and Well-being for Child Development (*Exam*)

Students learn about: Pre-conception health and reproduction, antenatal care, pregnancy, and birth options, postnatal checks and care for mother and baby, developmental needs of children from birth to five, childhood illnesses and creating safe environments

This unit underpins the practical coursework units.

Unit R058 – Create a Safe Environment and Understand Nutritional Needs (*Coursework*)

Students apply knowledge to real scenarios, including: Identifying and preventing common accidents, planning safe indoor/outdoor childcare environments, selecting appropriate childcare equipment, understanding nutrition for 0–5 years, planning, preparing and evaluating a feed/meal

This unit includes four practical tasks set by the exam board

Unit R059 – Understand the Development of a Child from One to Five Years (*Coursework*)

Students explore: Physical, intellectual and social developmental norms, stages and types of play, benefits of play for development, observing a real child (1–5 years) using approved methods, planning and evaluating play activities

This unit includes observing a child and designing a development-focused play activity.

How the Course is Assessed

1. External Exam – Unit R057 (40%)

1 hour 15 minutes, 70 marks

Section A: Scenario-based questions (40 marks), includes one 8-mark extended response

Section B: Short/medium answer questions (30 marks)

2. Non-Examined Assessment (coursework) – Units R058 & R059 (60%)

- OCR-set assignments
- Centre assessed, externally moderated

R058: 4 practical tasks involving safety planning, equipment selection, nutrition and feed preparation.

R059: Observation task and planning/evaluating a play activity.

Btec Tech Award (Level 2) Digital Information Technology

Exam Board: Pearson (Edexcel)



Studying DIT is great for starting a digital career, offering practical skills in software, web design, data analysis, and networking, leading to apprenticeships, employment, or Level 3 courses, bridging the gap between GCSEs and A-Levels in a growing tech sector.

Component One (Internally Assessed) – Exploring User Interface Design Principles and Project Planning Techniques

Component 1 involves investigating UI principles for users, applying project planning methods to design and develop a user interface for a specific scenario, and reviewing its effectiveness against user needs, all assessed through a Pearson-set assignment. You'll learn how to make interfaces intuitive and efficient, manage a digital project, and create a usable interface for individuals or organizations, focusing on practical application.

This component is assessed through a practical, scenario-based assignment, not a traditional exam.

Assessment Part A: Investigation & Planning: Research UI principles, analyse user needs for a given scenario (e.g., an app for students, a website for a local business), and create a project plan.

Assessment Part B: Development: Design and create the actual user interface (e.g., wireframes, mockups) based on your research and plan.

Assessment Part C: Review & Evaluation: Test your interface with potential users and review its effectiveness, suggesting improvements.

Component Two (Internally Assessed) – Collecting, presenting and interpreting data.

Component 2, involves understanding data characteristics, using data manipulation tools (like spreadsheets/databases) to create dashboards, and drawing conclusions to help organizations make decisions, requiring learners to analyse data for trends and patterns, presenting findings in a report and presentation, and focusing on research, analysis, and evaluation skills for a practical task.

Assessment Tasks include:

1. Collecting data from different sources for a given scenario.
2. Using digital tools (spreadsheets, databases, charts) to organise and present the data.
3. Analysing and interpreting the data to identify patterns, trends, or errors.
4. Drawing conclusions or making recommendations based on the data.
5. Demonstrating awareness of legal, ethical, and security considerations.

Students are assessed on practical skills, accuracy, and the ability to communicate information effectively.

Component Three (Externally Assessed) – Effective Working Practices (EXAM)

1 hour 30-minute synoptic exam with: Short-answer questions, extended writing question, scenario-based analysis and evaluation and justification tasks.

You will need to understand - **Cloud storage & cloud computing. Collaboration tools** (e.g. shared drives, online meetings).

Remote working. How modern tech affects: Workplaces, individuals, and ways people communicate. You should be able to explain benefits and drawbacks of different technologies. You must know: Types of **cyber-threats**: Malware, phishing, DDoS, social engineering, etc. **System vulnerabilities. Data protection measures** (technical + behavioural) and why cyber security matters for organisations and individuals

Btec Tech Award (Level 2) Enterprise

Exam Board: Pearson (Edexcel)



The BTEC Tech Award Level 2 in Enterprise introduces students to the skills and knowledge needed to understand how businesses operate and how enterprise ideas are developed. The qualification focuses on encouraging creativity, problem-solving and an awareness of the business world. Throughout the course, students learn what enterprise is and explore different types of businesses, including small local enterprises and larger organisations. They examine how businesses identify opportunities, generate ideas and aim to meet customer needs. Students also consider the characteristics of successful entrepreneurs, such as creativity, determination, communication skills and the ability to take risks. The course develops an understanding of how businesses plan and promote their ideas.

Component One (Internally Assessed) – Exploring Enterprise

Students explore different types of enterprises, including small local businesses and larger organisations, and examine their aims, objectives and ownership. They learn about the characteristics of successful entrepreneurs, such as creativity, innovation, resilience, communication skills and the ability to take risks. The component also develops an understanding of how these skills are used in real business situations.

Assessment for Component 1 is internally assessed coursework. Students research real enterprises, analyse entrepreneurial skills and characteristics, and explain how opportunities are identified and developed. Overall, Component 1 provides a foundation for the course by building enterprise knowledge, research skills and an understanding of how business ideas begin.

Component Two (Internally Assessed) – Planning for an Enterprise Activity

Students learn how to turn a business idea into a workable plan. They explore factors that affect how an enterprise operates, including target markets, customer needs, competitors, costs, pricing and marketing strategies. They also consider the resources needed, such as money, equipment, people and time, and how to manage these effectively.

Assessment for Component 2 is internally assessed coursework. Students produce a business plan or enterprise proposal that demonstrates their understanding of how an idea could become a real business activity. Overall, Component 2 helps students develop planning, problem-solving and analytical skills while applying enterprise knowledge in a practical context.

Component Three (Externally Assessed) – Marketing and Finance for Enterprise (Exam)

External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Students will be provided with a case study of a small to medium-sized enterprise (SME), and a number of questions to answer.

Assessment objectives

- Demonstrate knowledge of facts, terms and issues in relation to enterprise and demonstrate an understanding of facts, terms and issues in relation to enterprise
- Apply an understanding of facts, terms and issues in relation to enterprise
- Make connections with concepts, issues and terms in enterprise.
- Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts

GCSE French

Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. The French GCSE assess listening, reading, writing and speaking. There are two tiers at French GCSE: foundation (grades 1-5) and higher (grades 3-9). The French GCSE is assessed as follows:

	Higher	Foundation
Reading exam 25%	1 hour	45 mins
Listening exam 25%	45 mins	35 mins
Writing exam 25%	1 hour 15 minutes	1 hour 10 minutes
Speaking exam 25%	7-9 mins approx.	10-12 mins approx.
	+ 15 mins prep time.	

The French GCSE is split into three Themes:

Theme 1 People & Lifestyle	Theme 2 Popular Culture	Theme 3 Communication and the World Around Us.
Topic 1: Identity & Relationships	Topic 1: Free-Time Activities	Topic 1: Travel & Tourism
Topic 2: Healthy Living & Lifestyle	Topic 2: Customs, Festivals & Celebrations	Topic 2: Media & Technology
Topic 3: Education & Work	Topic 3: Celebrity Culture	Topic 3: Environment & Where People Live

The different skills are assessed using the following exercises:

Speaking	Listening and Understanding	Reading and Understanding	Writing
Tasks include: <ol style="list-style-type: none"> 1. A role play 2. A read aloud task with four follow-up questions 3. A description of two photographs followed by a conversation 	Tasks include: <p>Section A: Multiple-choice questions and short-answer open response questions. All questions are set in English.</p> <p>Section B: Dictation. Each sentence is played three times so that pupils can listen, respond and then check their spelling and grammar.</p>	Tasks include: <p>Section A: Multiple-choice questions and short-answer open response questions. All questions are set in English.</p> <p>Section B: Translations into English.</p>	Tasks include: <p>Section A (foundation): Five short sentences describing a picture (foundation only). A 50 word open response written description (foundation only). A gap-fill exercise with five sentences. (foundation only). Translations into French – five sentences.</p> <p>Section B (foundation): A 90 word open response written description.</p> <p>Section A (higher): Translations into French – five sentences.</p> <p>Section B (higher): A 90 word open response written description.</p> <p>Section C (higher): A 150 word open response written description.</p>

GCSE Geography
Exam Board: Eduqas Geography B



What is studied?

Theme 1: Changing Places – Changing Economies

- Urbanisation in Contrasting Global Cities
- Urban and Rural Processes and Change in the UK
- A Global Perspective on Development Issues

Theme 2: Changing Environments

- Coastal Processes
- River Processes
- Weather & Climate
- Climate Change

Theme 3: Environmental Challenges

- Ecosystems
- Water Resources
- Desertification

How is it assessed?

Component 1: Investigating Geographical Issues: 40% of the GCSE. Split into three sections;

Question 1 assesses Theme 1

Question 2 assesses Theme 2

Question 3 assesses Theme 3

100 Marks in total - 32 marks per Theme, plus 4 marks for Spelling, Punctuation and Grammar

Component 2: Problem Solving Geography: 30% of GCSE. Split into three sections

Part A will present an issue and ask questions from all three Themes

Part B will suggest solutions to the issue and ask questions from all three Themes

Part C is a decision making, long-answer question where students will need to choose which solution is the best, and justify their choice

76 marks – Split differently across each part, with 4 marks for Spelling, Punctuation and Grammar

Component 3: Applied Fieldwork Enquiry: 30% of GCSE. Split into three sections

Part A will assess the Methodological Approach

Part B will assess the Conceptual Framework

Part C will assess the application of broad geographic concepts, in a wider UK context, and will include a decision-making question, similar to Part C of Component 2

76 marks – Split differently across each part, with 4 marks for Spelling, Punctuation and Grammar

Btec Health and Social Care

Exam Board: Pearsons



A BTEC Tech Award in Health and Social Care is a practical, vocational qualification (equivalent to a GCSE) that gives students a broad introduction to the health and social care sector, combining theoretical knowledge of human development and care services with practical skills like creating health plans and understanding care values.:

- **Component 1: Human Lifespan and development**
- **Component 2: Health and Social Care Services**
- **Component 3: Health and Wellbeing**

What's assessed?

Component 1

- A Understand human growth and development across life stages and the factors that affect it
- B Understand how individuals deal with life events.

Component 2

- A Understand the different types of health and social care services and barriers to accessing them
- B Understand the skills, attributes and values required to give care.

How it's assessed

Internal assessment – externally moderated

- Components 1 and 2 are assessed through non-exam internal assessment. The nonexam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.
- Component 1 and 2 are each worth 30% of the overall grade

Component 3

What's assessed?

- Knowledge of health and wellbeing
- Understanding of health and wellbeing
- Apply knowledge and understanding of health and wellbeing
- Make connections between aspects of health and wellbeing

How it's assessed

- Written exam: 2 hours
- 60 marks
- 40% of GCSE

Questions

- A series of 1-, 2-, 4- and 6-mark questions, including application of case studies

GCSE History
Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the papers in the same series. The GCSE History content comprises the following elements:

- One period study: **Germany 1890-1945: Democracy & Dictatorship (Paper 1)**
- One thematic study: **Britain: Health & the People 1000-Present Day (Paper 2)**
- One wider world depth study: **Conflict & Tension: The First World War 1894-1914 (Paper 1)**
- One British depth study including the historic environment: **Elizabethan England 1568-1603 (Paper 2)**

Paper 1: Understanding the modern world: 50% of the GCSE

What's assessed?

In Section A, Conflict & Tension: The First World War 1894-1914 will be assessed. In Section B, Germany 1890-1945: Democracy & Dictatorship will be assessed

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation: 50% of the GCSE

What's assessed?

In Section A, Britain: Health & the People 1000-Present Day will be assessed. In Section B, Elizabethan England 1568-1603 will be assessed

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Hospitality and Catering

Exam Board: WJEC



This course is not a GCSE but a Level 1-2 **Vocational award** that is graded from a Level 1 Pass up to a Level 2 Distinction*. The course is recognised by colleges/further education settings, and you gain equivalent points depending on your result.

The Vocational Award in **Hospitality and Catering** has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Key course details: This course is designed to develop your practical cooking skills, as well as to give you an understanding of how the Hospitality and Catering industry works at different levels. From the restaurant brigade to housekeeping. Management positions to the kitchen brigade. We will look at the skills needed to become a variety of different roles within the industry. Any of these job roles can give you a fulltime occupation with excellent career opportunities.

This qualification consists of **2 units**:

Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification 80 marks. Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions. Unit 1 enables learners to gain and develop widespread knowledge and understanding of the hospitality and catering industry including provisions, health and safety and food safety.

Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification 120 marks. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website. Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. **All units are compulsory**

How is the course assessed?

Unit 2 - Written coursework leading to a three-hour practical cooking exam. This is marked out of a maximum mark of 120 marks and worth 60% of the learner's overall grade.

Unit 1 – Is a written exam on the hospitality and catering industry (external exam) is marked out of 80 and is worth 40% of the learner's overall grade.

Should my child study Hospitality and Catering?

WJEC Level 1/2 Vocational Awards (Technical Awards) offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in contexts that have many of the characteristics of real work.

Btec Tech Award (Level 2) Music

Exam Board: Pearson (Edexcel)



The **BTEC TECH Award in Music** is a practical, skills-based qualification equivalent in size to a GCSE, that gives an introduction to the music industry through three components: exploring music styles, developing musical skills (performance/production), and creating a final piece for a brief, combining technical knowledge with core subjects like English and Maths.

It builds practical ability in composition, performance, and technology, helping students decide on future careers in the thriving music sector. You will explore how music is created and shared in the real world while developing your own skills as a musician. Units include:

- **Music Performance** – solo and/or group performances
- **Music Creation** – composing and songwriting
- **Music Production** – recording, sequencing and mixing using music technology

You will work with instruments, vocals and digital music software (DAWs).

Component One (Internally Assessed) – Exploring Musical Styles

Exploring Musical Products and Styles requires students to **research, analyse, and practically apply musical techniques from different genres (like Pop, Classical, Jazz, Music for Media) to create their own short musical examples, often documented in a portfolio or blog, focusing on sonic features**, composers, technology's impact, and theory, demonstrating understanding through practical tasks like composing, performing, and producing with a DAW in response to a brief.

Component Two (Internally Assessed) – Developing Skills and Techniques in Music

Component 2 of the BTEC Tech Award in Music focuses on developing practical music-making skills through performance and composition. In this component, students apply the knowledge and understanding gained in Component 1 to create and develop their own musical ideas.

Assessment for Component 2 is internally assessed coursework. Students present their musical work and provide evidence of the development process, demonstrating both practical skills and an understanding of how musical elements are used. Overall, Component 2 helps students build confidence as musicians and develop the creative and technical skills needed for further study or work in music.

Component Three (Externally Assessed) – Responding to a brief

Component 3 of the BTEC Tech Award in Music focuses on applying musical skills and knowledge to a real-world music brief. In this component, students respond to a set task that simulates professional practice in the music industry. The aim is to show how well students can plan, develop and realise a musical outcome that meets specific requirements.

Component 3 is externally assessed under controlled conditions. Students complete their work within a set time period and submit evidence of their planning, development and final outcome. Overall, this component brings together everything learned across the course, allowing students to demonstrate their musical understanding, practical skills and ability to work to a professional brief.

BTEC Tech Award in Sport

Exam Board: Pearson



This qualification is modular. Modular means that students will complete units of controlled assessment coursework throughout the course, which are internally assessed. BTEC Sport students must also complete a 90-minute paper at the end of Year 11, which is an assessment based around the Component 3 content.

The BTEC Sport content comprises the following elements:

- Component 1 Controlled Assessment Coursework (30%)- Preparing Participants to Take Part in Sport and Physical Activity
- Component 2 Controlled Assessment Coursework (30%)- Taking Part and Improving Other Participants Sporting Performance
- Component 3 Written Exam (40%)- Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Component 1 Controlled Assessment: 30% of the final BTEC grading

What's assessed: Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

How it's assessed

- Coursework Window: 36 Guided Learning hours
- 60 marks with 5 different task each marked out of 12

Component 2 Controlled Assessment: 30% of the final BTEC grading

What's assessed: Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

How it's assessed

- Coursework Window: 36 Guided Learning hours
- 60 marks with 5 different task each marked out of 12

Component 3- Written Exam: 40% of the final BTEC grading

What's assessed: Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness.

How it's assessed

- Written Exam: 1.5 hours
- 60 marks with 5 different tasks each marked out of 12

Btec Tech Award (Level 2) Performing Arts (Dance and Drama)

Exam Board: Pearson (Edexcel)



The **BTEC TECH Award in Performing Arts** is a practical, industry-focused course that allows you to develop your performing arts skills through: Dance, Drama, Musical Theatre or Production/Design. It is ideal for students who enjoy hands-on learning and creative subjects.

Component One (Internally Assessed) – Exploring the Performing Arts

Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Learning outcome A - Investigate how professional performance or production work is created.

Learning outcome B - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component Two (Internally Assessed) – Developing Skills and Techniques in the Performing Arts

Component 2 of the BTEC Tech Award in Music focuses on developing performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Learning outcome A - Use rehearsal or production/design processes

Learning outcome B - Apply skills and techniques in performance or realisation.

Learning outcome C - Review own development and application of performance or design skills.

Component Three (Externally Assessed) – Responding to a brief

Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Assessment objectives

AO1 - Understand how to respond to a brief

AO2 - Select and develop skills and techniques in response to a brief

AO3 - Apply skills and techniques in a workshop performance in response to a brief

AO4 - Evaluate the development process and outcome in response to a brief

GCSE Photography

Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE Photography students will produce a portfolio of work termed Component 1 which will contribute 60% towards their final grade. Component 2 will be an externally set task and contribute 40% towards each pupil's final grade.

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

Component 1: must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of Photography.

Component 2: must show evidence of areas of study drawn from one or more of the titles. The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2. Students must explore, through a range of two-dimensional media, practical application of skills and relevant critical and contextual sources such as the work of contemporary photographers and artists and the different purposes, intentions and functions of Photography as appropriate to their own work.

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of study In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as portraiture, location photography, studio photography, experimental imagery, documentary photography and moving image. Students may explore overlapping areas and combinations of areas.

The way sources inspire the development of ideas, relevant to Photography including: how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based context. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to Photography can be communicated including the use of; figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation visual and tactile elements, such as:

- colour
- line
- form
- tone
- texture
- shape
- composition

GCSE Religious Studies

Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE RE students must take assessments in both of the papers in the same series. The GCSE RE content comprises the following elements:

- **Component 1: The study of religions: beliefs, teachings and practices**
- **Component 2: Thematic studies**

What's assessed?

Component 1: 50% of GCSE

- Section A- Christianity: Beliefs, teachings and practices
- Section B- Islam: Beliefs, teachings and practices

How it's assessed

- Written exam: 1 hour 45 minutes

Each religion is marked out of 48, 96 marks total for component 1, plus 6 marks for spelling, punctuation and grammar (SPaG)

Questions

- Each religion has a common structure of two five-part questions of 1, 1, 4, 6 and 12 marks.
- Plus 3 marks for spelling, punctuation and grammar

Component 2: 50% of GCSE

What's assessed?

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

Questions

- Each theme has a common structure of one five-part question of 1, 1, 4, 6 and 12 marks.
- Each theme is marked out of 24.
- Plus 3 marks for spelling, punctuation and grammar

GCSE Textiles

Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE **Textile** students will produce a portfolio of work termed Component 1 which will contribute 60% towards their final grade. Component 2 will be an externally set task and contribute 40% towards each pupil's final grade.

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Component 1: must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of Textiles.

Component 2: must show evidence of areas of study drawn from one or more of the titles. The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2. Students must explore, through a range of two-dimensional media, practical application of skills and relevant critical and contextual sources such as the work of contemporary Textile artists and the different purposes, intentions and functions of Textiles as appropriate to their own work.

Areas of study In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles

They may explore overlapping areas and combinations of areas.

The way sources inspire the development of ideas, relevant to **Textiles** including: how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based context. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to **Textiles** can be communicated including the use of: figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation visual and tactile elements, such as: colour, line, form, tone, texture, shape, structure and surface

Within the context of **Textile** design, students must demonstrate the ability to: use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods and printing.

GCSE 3D Design

Exam Board: AQA



This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE 3D Design students will produce a portfolio of work termed Component 1 which will contribute 60% towards their final grade. Component 2 will be an externally set task and contribute 40% towards each pupil's final grade. 3D Design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Component 1: must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of 3D Design.

Component 2: must show evidence of areas of study drawn from one or more of the titles. The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2. Students must explore, through a range of two-dimensional media, practical application of skills and relevant critical and contextual sources such as the work of contemporary 3D Design artists and the different purposes, intentions and functions of Textiles as appropriate to their own work. In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as; architectural design, sculpture, product design, jewellery and body adornment, interior design, 3D digital design, designs for theatre, film and television.

They may explore overlapping areas and combinations of areas

The way sources inspire the development of ideas, relevant to 3D Design including: how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based context. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to 3D Design can be communicated including the use of: figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation visual and tactile elements such as; colour, line, form, tone, texture, space, proportion, decoration, scale

BTEC Tech Award Travel & Tourism

Exam Board: Pearson



What is studied?

Component 1: Travel and Tourism Organisations and Destinations

- Learning Outcome A: Demonstrate an understanding of the UK travel and tourism industry
- Learning Outcome B: Explore popular visitor destinations

Component 2: Customer Needs in Travel and Tourism

- Learning Outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends
- Learning Outcome B: Recognise how the needs and preferences of travel and tourism customers are met

Component 3: Influences on Global Travel and Tourism

- Assessment Objective 1: Demonstrate knowledge of facts, terms, processes and issues in relation to travel and tourism
- Assessment Objective 2: Demonstrate an understanding of facts, terms, processes and issues in relation to travel and tourism
- Assessment Objective 3: Apply an understanding of facts, terms, processes and issues in relation to travel and tourism
- Assessment Objective 4: Make connections with concepts, issues, terms and processes in travel and tourism

How is it assessed?

Component 1: Pearson Set Assignment (Controlled Assessment): 30% of the Qualification, 60 marks

- Students will complete five tasks in exam conditions. For three of these tasks, student will have supervised preparation time to research the subject and take notes. They can then use these notes to write up the reports for these tasks. For the other two, students will be given a resource and have to use that to complete the task

Component 2: Pearson Set Assignment (Controlled Assessment): 30% of the Qualification, 60 marks

The controlled assessment for component 2 is structured exactly the same as Component 1

Component 3: Formal Exam: 40% of the Qualification, 60 marks

The exam is split into three sections;

- Part A: This section is testing their knowledge and understanding of the content taught across Component 3
- Part B: Students are presented with a country or region, where they will have a range of questions including data analysis and application of knowledge
- Part C: Students are given a fact file of a country or region and asked to interpret things from. They will also be given a visitor profile and asked to discuss why this destination is suitable for the visitor in question. This section has longer-answer justification questions

GCSE Triple Science

Exam Board: AQA



The Triple Science pathway is a challenging course recommended for students who are passionate about science, highly motivated and who intend to pursue science subjects beyond GCSE level. Triple Science students study all three science disciplines: Biology, Physics and Chemistry and at the end of the course are awarded three separate GCSE qualifications. Triple Science is taught in 8 lessons per week with students studying everything contained within the Combined Science course. The additional 'Triple only' content is inserted at the appropriate points in the curriculum sequence. Each of the Triple Science courses includes 'Required practical' activities that students carry out over the duration of the course. The content and skills covered in these practical's are assessed in the written exam and contribute to at least 15% of the questions. Pupils could be required to write a method for a practical, evaluate a method or equipment, interpret data, and draw conclusions or require the students to apply their knowledge to similar practical investigations.

Paper 1 Biology: Written exam - 1 hour 45 mins, 100 marks, 50% of the Biology GCSE.

What's assessed?

Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 Biology: Written exam - 1 hour 45 mins, 100 marks, 50% of the Biology GCSE.

What's assessed?

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Paper 1 Chemistry: Written exam - 1 hour 45 mins, 100 marks, 50% of the Chemistry GCSE.

What's assessed?

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2 Chemistry: Written exam - 1 hour 45 mins, 100 marks, 50% of the Chemistry GCSE.

What's assessed?

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Paper 1 Physics: Written exam - 1 hour 45 mins, 100 marks, 50% of the Physics GCSE.

What's assessed

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 Physics: Written exam - 1 hour 45 mins, 100 marks, 50% of the Physics GCSE.

What's assessed

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Options Online Process and Help Sheet

Parents – Approval required only

Students – Choose their options

Before approving your child's options choices, you must first register and activate your SIMS Options Online account. You will receive an activation code sent to the email address that you have previously provided.

Setting up an account for SIMS Online Services

How do I sign in to my SIMS online services?

1. Click the **Accept Invitation** button in the invitation email from noreply@sims.co.uk. If you cannot find this email, please check your SPAM/Junk folder before contacting your school.

Hi Nichola,

You're invited to start using SIMS Parent to manage your child's personal details at Cansfield High School. If enabled by the school, you can also view child's attendance, school reports, homework assignments and more.

Simply accept this invitation and register within 90 days.

Accept Invitation

If the button above doesn't work, copy and paste the following link into your browser.

<https://registration.sims.co.uk>

Should you need to enter it, your personal invite code is: [REDACTED]

2. The **Activate Your Account** screen is displayed. Click the **Register with an External Account** button.

Activate Your Account

So that we can confirm your identity, please enter your email address and personal invitation code.

Username

Email address

Invitation Code

H83PYW7HJJ

Next

Alternatively you may complete the registration using an External Account.

Register with an External Account

3. Select one of these Third-Party providers to register: Apple ID, Facebook, Google, Microsoft/Office 365 or Twitter.

On clicking one of these buttons, you will be transferred to the Third Party to complete standard account authentication.

Register your account for SIMS products

Username

This is usually an email address

Password

Password

Show Password

[Forgot Password?](#)

Sign In

OR



4. The **Registration** screen appears. Your email address and third-party provider are displayed so you can confirm you have used the intended credentials.

Paste **your personal invite code** from your invitation email into the **Invitation Code** field. Click the **Register** button.

5. At the **Account Registration** screen, answer the security question and click the **Verify** button.

This is for security purposes only. This information will not be used in the SIMS Online Services system.

Your account is set up and configured. On completion, your SIMS Online Service launches.

Registration

You will have received a new service invite code from either SIMS or from your school administrator. Please enter the code below and tap or click Register.

Name [\(not you?\)](#)

Signed in with

Invitation Code

Registration - Answer Security Questions

You are required to provide a second piece of information to confirm your identity.

What is the date of birth of one of your children at the school? (dd/mm/yyyy)

Once the registration process is complete, users can sign in via the following URLs.

For Parents/Students

<https://www.sims-options.co.uk>

Students must log on to SIMS Options Online and must make their choices **before** parents can approve choices made by their child

As a Parent/Carer you will need to log on to **SIMS OPTIONS ONLINE** (there may be a delay between your child making their choices and these showing on your parent approval screen). After logging on to the app select the 'Options' tab. The option screen will then launch and you can review your child's choices.

If you are happy with their choices, click on the Parent/Carer Approval tick box to approve your child's option choices. This tick box is at the bottom of the page.

▼ Parent/Carer Approval

Parent/Carer Approval

Ensure you then press the save button to indicate that you have approved their option choices.



If you would like any choices amending please ask your child to log into their account and change the choices on their log in. Once this synchronises across to options online you will be able to review and approve (and save!).

Your child is required to make 3 choices in each option block and 2 reserve choices.

The first screen they will see will list the available subjects you can choose to study as an option subject.

Option 1

You have chosen 0 of 1 courses and 0 of 2 reserves from this list

Geography GCSE Full Course

Reserve

i This course is also available in Option 2

History GCSE Full Course

Reserve

i This course is also available in Option 3

Health & Social Care

BTEC Award Level 2

Reserve

Travel & Tourism BTEC Award Level 2

Reserve

Option 2

You have chosen 0 of 1 courses and 0 of 2 reserves from this list

Digital & Information Te

BTEC Tech Award Level 1/2

Reserve

Enterprise BTEC Award Level 1 & 2

Reserve

French GCSE Full Course

Reserve

i This course is also available in Option 3

Geography GCSE Full Course

Reserve

i This course is also available in Option 1

Graphic Communication

GCSE 9 - 1 Full Course

Reserve

Music BTEC Award Level 1 & 2

Reserve

i This course is also available in Option 3

Photography GCSE Full Course

Reserve

i This course is also available in Option 3

Third Science GCSE Full Course

Reserve

Option 3

You have chosen 0 of 1 courses and 0 of 2 reserves from this list

Art GCSE Full Course

Reserve

French GCSE Full Course

Reserve

i This course is also available in Option 2

Hospitality & Catering

BTEC Award Level 2

Reserve

History GCSE Full Course

Reserve

i This course is also available in Option 1

Music BTEC Award Level 1 & 2

Reserve

i This course is also available in Option 2

Performing Arts GCSE 9 - 1 Full Course

Reserve

Sport BTEC Award Level 2

Reserve

Photography GCSE Full Course

Reserve

i This course is also available in Option 2

Religious Ed. & Philosophy

GCSE Full Course

Reserve

Click on the name of the subject in each option section you would like to choose (they will turn blue) and then click on the 'reserve' button next to a subject in that block. This will highlight orange.

Option 1

You have chosen 1 of 1 courses and 2 of 2 reserves from this list

Geography GCSE Full Course <input checked="" type="checkbox"/> Reserve <small>i This course is also available in Option 2</small>	History GCSE Full Course <input checked="" type="checkbox"/> Reserve <small>i This course is also available in Option 3</small>	Health & Social Care BTEC Award Level 2 <input checked="" type="checkbox"/> Reserve
Travel & Tourism BTEC Award Level 2 <input type="checkbox"/> Reserve		

Option 2

You have chosen 1 of 1 courses and 2 of 2 reserves from this list

Digital & Information Te BTEC Tech Award Level 1/2 <input checked="" type="checkbox"/> Reserve	Enterprise BTEC Award Level 1 & 2 <input checked="" type="checkbox"/> Reserve	French GCSE Full Course <input type="checkbox"/> Reserve <small>i This course is also available in Option 3</small>
Geography GCSE Full Course <input type="checkbox"/> Reserve <small>i You have selected this course in Option 1</small>	Graphic Communication GCSE 9 - 1 Full Course <input checked="" type="checkbox"/> Reserve	Music BTEC Award Level 1 & 2 <input type="checkbox"/> Reserve <small>i This course is also available in Option 3</small>
Photography GCSE Full Course <input type="checkbox"/> Reserve <small>i This course is also available in Option 3</small>	Third Science GCSE Full Course <input type="checkbox"/> Reserve	

Option 3

You have chosen 1 of 1 courses and 2 of 2 reserves from this list

Art GCSE Full Course <input type="checkbox"/> Reserve	French GCSE Full Course <input type="checkbox"/> Reserve <small>i This course is also available in Option 2</small>	Hospitality & Catering BTEC Award Level 2 <input checked="" type="checkbox"/> Reserve
History GCSE Full Course <input type="checkbox"/> Reserve <small>i You have selected this course in Option 1</small>	Music BTEC Award Level 1 & 2 <input type="checkbox"/> Reserve <small>i This course is also available in Option 2</small>	Performing Arts GCSE 9 - 1 Full Course <input type="checkbox"/> Reserve
Sport BTEC Award Level 2 <input checked="" type="checkbox"/> Reserve	Photography GCSE Full Course <input type="checkbox"/> Reserve <small>i This course is also available in Option 2</small>	Religious Ed. & Philosophy GCSE Full Course <input checked="" type="checkbox"/> Reserve

Go to the My Choices in Order of Preference section and make sure that your choices are listed in order of preference.

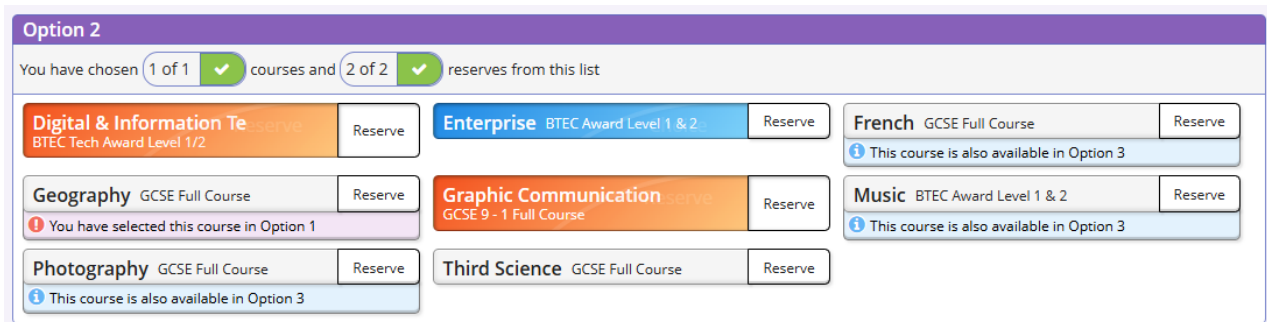
The image shows two screenshots of a user interface. The top screenshot is titled 'My Choices in Order of Preference (Total Choices: 3)'. It contains a list of three items: 1. Digital & Information Te (BTEC Tech Award Level 1/2 Option 2), 2. Geography (GCSE Full Course Option 1), and 3. Sport (BTEC Award Level 2 Option 3). The bottom screenshot is titled 'My Reserves in Order of Preference (Total Reserves: 6)'. It contains a list of six items: 1. Health & Social Care (BTEC Award Level 2 Option 1), 2. History (GCSE Full Course Option 1), 3. Enterprise (BTEC Award Level 1 & 2 Option 2), 4. Graphic Communication (GCSE 9 - 1 Full Course Option 2), 5. Hospitality & Catering (BTEC Award Level 2 Option 3), and 6. Religious Ed. & Philosophy (GCSE Full Course Option 3).

If you need to change the order of preference you should click on the subject you wish to move and then click again where you would like to move it to. In the example above, say I wanted to change Geography to my first choice, I would click on Geography:

The image shows a screenshot of the 'My Choices in Order of Preference (Total Choices: 3)' section. The list of choices is: 1. Geography (GCSE Full Course Option 1), 2. Digital & Information Te (BTEC Tech Award Level 1/2 Option 2), and 3. Sport (BTEC Award Level 2 Option 3). A yellow banner with an information icon and the text 'Click again to deselect or click another course to change preference.' is positioned above the second choice. Below the second choice, there is a green banner with a hand icon and the text 'Click to move Geography here.' Below the third choice, there is another green banner with a hand icon and the text 'Click to move Geography here.'

Then click on number 1 and this will change my order of preference and Geography is now preference 1

If you want to change a subject as either a choice or the reserve, simply click on it to cancel. For example if I want to change Digital Information Technology as the reserve I click on the reserve button, which cancels it as a choice:



Then click on Enterprise button which becomes my option choice in blue

Finally, you must remember to press the SAVE button at the top of your choices will not be saved for your parents to approve.



the screen, otherwise

GCSE Options Process – Frequently Asked Questions

1. What subjects do all students have to study?

All students must take **English, English Literature, Maths, and Science (Trilogy Award)**. They also take **Core PE** and **CRC**, which are non-examined subjects.

2. How many option subjects do students choose?

Students must choose **three option subjects**, one from each of the three option blocks. They must also choose **two reserve subjects** for **each option block**.

3. What does 'best-fit process' mean?

The school aims to give every student their chosen options. However, timetabling limitations mean that sometimes subjects clash, so a reserve choice may be used instead.

4. When does the options process take place?

Key dates include:

- **Week of 19th January:** Student Assembly Launch
- **5th February:** Parents' Evening
- **12th February:** Options Evening
- **6th March:** Deadline to complete SIMS Options Online
- **30th June:** Options confirmed with students

5. Can students change their options later?

Yes, but only in a strict window. Students must follow their assigned options for the first **three weeks** of Year 10. After that, they can request a change using an Options Change Form and must discuss it with Mr Derbyshire. Changes depend on class sizes and timetable constraints.

6. What is the 9th GCSE option pathway?

A small number of students may study an additional (ninth) GCSE. Students interested should speak to the SLT team in the Library during Options Evening.

7. How should students choose their subjects?

Students should consider:

- What they enjoy and are good at
- How they learn best

- What they might want to do after Year 11
They should *not* choose subjects based on friends or favourite teachers because timetable and staffing changes cannot be guaranteed.

8. What if a student doesn't know what they want to do after Year 11?

That's completely fine. Students should choose subjects they enjoy and can be successful in. The options structure provides a solid foundation for all future pathways.

9. How do GCSE choices affect college or university applications?

- Most colleges require **at least five grade 5s**, including subject-specific requirements.
- Oxford typically expects **7 GCSEs at grade 8–9**, although contextualised offers may apply.
- Medicine, dentistry, and veterinary science often require **minimum grade 7s** in all GCSE subjects.

10. What is the risk of choosing three non-GCSE subjects?

This is only a concern if a student aims to apply to a Russell Group university, as many require more GCSE-based subjects. Most universities, however, focus more on post-16 qualifications. Also, some colleges will only accept students with one non-GCSE option.

11. How do apprenticeships use GCSEs?

Most Level 2 apprenticeships require **Grade 4+** in English and Maths. Higher grades improve competitiveness. Never take the view that a grade 4 will be enough

12. How does the SIMS Options Online system work?

Students:

1. Log in and select one subject from each option block.
2. Select two reserve subjects.
3. Organise their choices in order of preference.
4. **Press SAVE** to submit.

Parents:

- Approve the student's choices *after* the student submits them.

13. Who can students or parents speak to for help?

- Subject teachers

- Form tutors
- Senior leaders
- Careers adviser (appointments available via Heads of Year or by emailing m.blagbrough@cansfield.wigan.sch.uk)
- Mr Derbyshire (k.derbyshire@cansfield.wigan.sch.uk)

14. What should parents consider when supporting their child?

- Students cannot guarantee being in lessons with friends
- Teachers may change due to timetabling
- Focus should be on their child's enjoyment, strengths and future aspirations

15. What types of courses are on offer?

A mix of:

- **GCSEs** (e.g., Geography, French, History, RE, Art, Photography, Triple Science)
- **BTEC / Vocational Awards** (e.g., Enterprise, Music, Sport, Health & Social Care, Hospitality & Catering, Digital IT, Child Development)
- Each subject page in the booklet includes full details of assessment, content and progression routes.