

Marshland High School

Specialist Science College

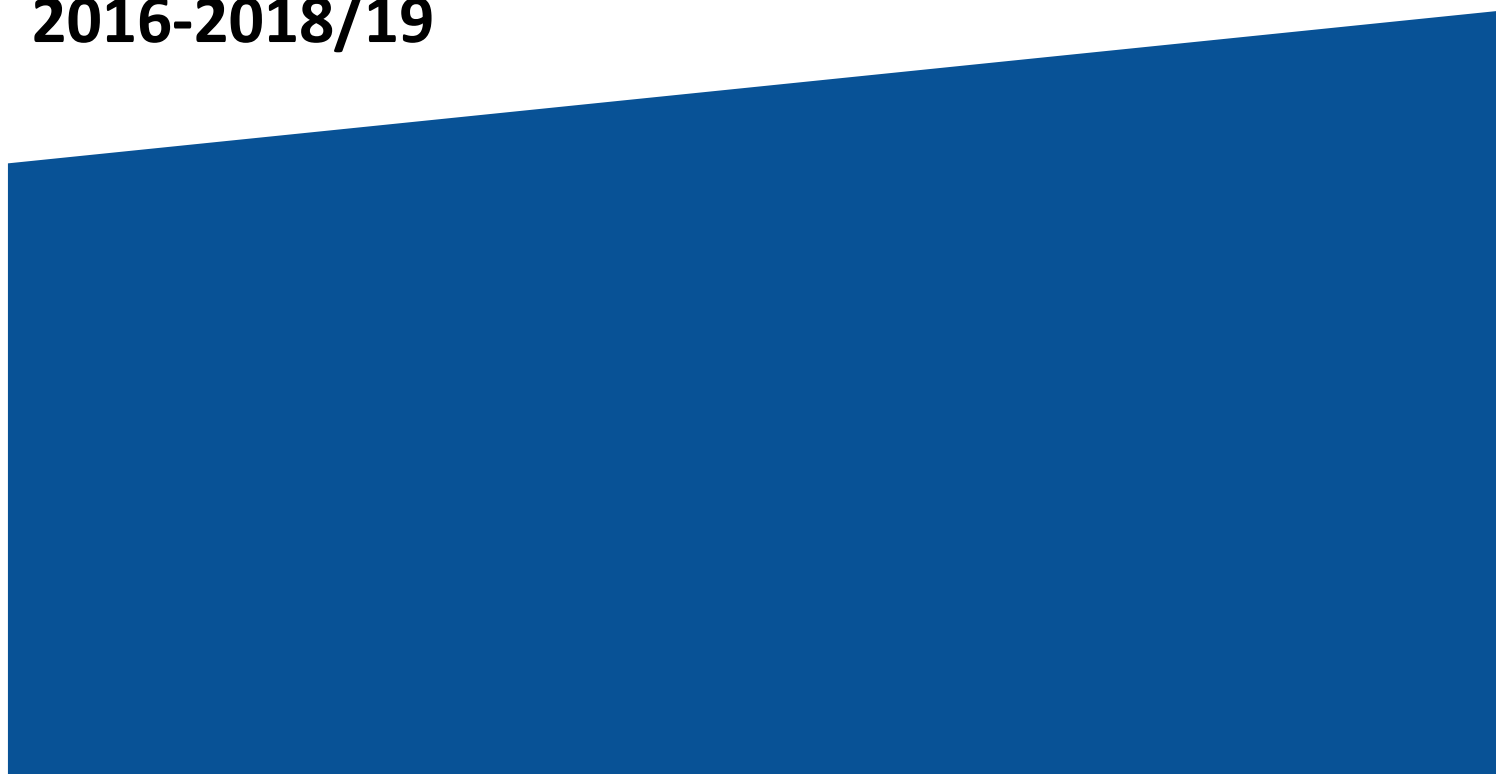
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KS4 Choices Booklet

2016-2018/19



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Options Choices Timeline 2016

Mid-January

Year 8 and 9 Options assembly.
Options booklets given out to students.

Thursday 28th January

Options Evening 5.00 – 7.30pm

Year 8 5.00 - 6.15pm

Year 9 6.15 - 7.30pm

Timetable and map are in this pack so you can plan which subject presentations you go to.

Year 9 key dates:

Friday 12th February

Year 9 PRAISE reports to parents.

Thursday 25th February

Year 9 Parents' evening.

Monday 29th February

Year 9 Options Deadline – forms put in the post box outside Miss Parker's office.

Year 8 key dates:

Friday 26th February

Year 8 PRAISE reports to parents.

Thursday 3rd March

Year 8 Parents' evening .

Monday 7th March

Year 8 Options Deadline – forms put in the post box outside Miss Parker's office.

Students are welcome to book an appointment to discuss their choices throughout this time—please speak to Miss Parker.

Subjects taken in Years 9, 10 and 11

The subjects that you take in Years 9, 10 and 11 are divided into (A) a common core that everyone studies, and (B) selected subjects.

(A) Common Core Subjects

These subjects are described in Section A in the booklet. The subjects are:

- English
- Mathematics
- Science
- Core Physical Education
- Skills for Life (inc. Core ICT digital literacy skills in Year 9)
- Core Culture and Beliefs

(B) Selected Subjects

These subjects are described in Section B. You need to choose 4 additional subjects to complete your individual curriculum pathway.

Please consider the following points as you are selecting subjects:

- You are going to follow the course for two or three years, so you need to choose subjects which you enjoy and will excel at.
- It is in your best interest to choose subjects in which you are likely to get the highest grades.
- You must make sure that the subjects you choose are suitable for the career that you wish to pursue, and for the Sixth Form or Further Education course that you might wish to follow.
- It is extremely important that you research your choices very carefully, as it is very difficult to change subjects once you have started in September. No changes will be allowed after the first half term.
- Some subject combinations are not possible (for example you should only select one Technology subject). Please check with your teachers if you are unsure.
- It can be good to have a variety of subjects if you are not sure what your future career will be.

Choices you have, and key contacts

| (Section A) Subject and level | For more info please see... |
|-------------------------------|-----------------------------|
| GCSE English | Mrs Kennedy |
| GCSE Mathematics | Mr Hambright |
| GCSE Science | Mrs Collins |

| (Section B) Subject and level | For more info please see... |
|--------------------------------------|-----------------------------|
| GCSE Art and Design | Mrs Harris |
| BTEC Business Studies | Mr Woodhouse |
| GCSE Computer Science / ICT | Mr Lucas |
| GCSE Technology: Food and Nutrition | Mrs Anderson |
| GCSE Drama | Mrs Dix |
| GCSE French | Ms Davey |
| GCSE Geography | Mr Burton-White |
| GCSE German | Ms Davey |
| GCSE Technology: Graphic Products | Mr Balmforth |
| BTEC Health and Social Care | Mrs Benson |
| GCSE History | Miss Dye |
| BTEC Music | Mr Wicks |
| GCSE Physical Education | Mr Swinburn |
| GCSE Religious Studies | Ms McCoy |
| GCSE Technology: Resistant Materials | Mrs Swinburn |
| The Duke of Edinburgh Award | Mr Beck |

**You are also welcome to discuss any issues with your Form Tutor,
Miss Parker, your Head of House or Mr Nicholls.**

Choices Checklist

Tick off each bullet point when you have completed it

- 1) Read the 'Choices Booklet'
- 2) Refer to your 'Choices @ 13/14' Booklet
- 3) Think about subjects which interest you
- 4) Think about subjects you enjoy
- 5) Look carefully at your last PRAISE report and your grades
- 6) Discuss your initial thoughts with your parents/carers
- 7) Start to think about what you want to do when you leave Marshland, or what areas interest you as a career
- 8) Make sure the subjects you are considering are relevant to your skills and your future progression plan - Miss Parker is in the Careers room every Monday, Tuesday and Wednesday lunchtime to help you
- 9) Talk to the teachers who teach each subject you are considering
- 10) Understand the type of work for each subject you are considering
- 11) Discuss your thoughts with your parents/carers

Well done! Now you are ready to make your choices.

Section A—Core Subjects

English Language and Literature

The study of English is an essential and therefore compulsory part of the education of every student. Not only is competence in English vitally important as a qualification for future careers and pathways, but it is a basic necessity of everyday life.

The course

All students from September 2016 will be taking the reformed English and Literature GCSEs which means that students will be given an increased amount of unseen texts to read in their exams, including texts written before the twentieth century. In addition, the courses are only assessed by examinations so there is not any coursework. This presents students with new challenges: being word-rich and having a good vocabulary, as well as being well-read, are hugely important. It will really help students to be looking up new words and their definitions each week, as well as reading very regularly at home.

English Language – the new requirements

- Spoken language (similar to what is currently called speaking and listening) will be compulsory, but assessed and certificated separately.
- 20% of the marks must be awarded for spelling, punctuation, grammar and sentence structure.
- Students must respond to texts from the 19th, 20th and 21st centuries, with at least two unseen texts and a comparative element.

English Literature – the new requirements

- Students must respond to whole texts including a Shakespeare play and a 19th century novel, plus a selection of post 1789 poetry including ‘representative Romantic poetry’.
- Students must also respond to either a modern prose or a modern drama text, both must be by a British writer.
- Students must respond to at least two unseen texts and compare them
- Exams will be ‘closed book’ (i.e. students will have to memorise quotes and will not be allowed copies of the texts in the exam hall).

Assessment

Spoken language certified separately.

Spelling punctuation and grammar.

Terminal examinations - minimum three hours . Literature exam to include ‘closed book’.

We will be following the AQA English Language and English Literature specifications.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

The course prepares you for A/AS level courses in English Language and English Literature.

Section A—Core Subjects

Mathematics

Mathematics is taken by all students as a GCSE as it covers many of the basic skills that you will need throughout your life. Much of what is covered in GCSE Mathematics will be useful in other subjects you study in other areas of the curriculum. Many 6th form colleges or courses require GCSE Maths, as do many jobs and careers, and if you do not gain a grade 5 in Maths by the end of Year 11 you will be required to continue studying Maths in further education.

The course

In Years 10 and 11 all students study GCSE mathematics. Students will sit the Linear exam due to run until at least June 2017. Very able students may also sit FSMQ Additional Mathematics, a good link to 'A' level courses. A few students will also sit Entry Level Mathematics, thus ensuring that all students leave Marshland with at least one Mathematics qualification.

The courses build upon and extend knowledge and skills acquired in Key Stage 3. There will continue to be a range of activities, tasks, and lots of practice to help students learn, exploring and explaining different methods so that they can apply their mathematics to solve problems appropriately.

Assessment

The Linear course GCSE in mathematics is assessed in three papers, two calculator and one non-calculator, sat during Year 11 in June. Students can sit either the foundation or higher tier papers, with a grade 5 attainable in either.

The final award will be:

Higher - for grades 9, 8, 7, 6, 5, 4

Foundation - for grades 5, 4, 3, 2, 1

Entry Level is assessed during class time with a short terminal paper.

FSMQ Additional Mathematics is assessed by a single calculator paper.

Where next?

- GCSE mathematics prepares you for A/AS level courses in mathematics.
- Most colleges/sixth forms will require a higher-level pass in mathematics at GCSE.
- All careers need a relevant level of mathematical skills.

Section A—Core Subjects

Science, Additional Science and Further Additional Science

The courses

In Key Stage 4 most students study GCSE Science and GCSE Additional Science. They are wide ranging, modular courses covering diverse topics. For example:

- **Biology** - human biology, evolution and environment, cells; how plants produce food, energy flows, enzymes, homeostasis, inheritance.
- **Chemistry** - products from rocks, oils, earth and atmosphere, bonding, structure and properties, how much, rates of reaction, electrolysis, energy.
- **Physics** - energy and electricity, waves and the universe, motion, momentum, speeding up, slowing down, electricity, nuclear physics.

Wherever possible, studies will be practical, with the emphasis on relevance and application to everyday life and technology. All exams will be taken at the end of Year 11.

One class will be taking the Triple Science option. This covers the same course taken by the other GCSE students but will include applications that bridge the gap between GCSE and A-level. This is a challenging non-modular course covering topics such as:

Biology - exchange surfaces; cardiac cycle; kidneys; use of micro-organisms

Chemistry - periodic table; acids and alkalis; water; bond energies; chemical analysis

Physics - moments; centripetal force; gravity, mirrors and lenses; motors; transformers

In total, this is a two-year Triple Science course designed for students studying Biology, Chemistry and Physics as separate subjects.

Assessment

Each separate qualification will be assessed as three non-modular exams each worth 33.3%.

The final awards will be :

Higher - for grades 9, 8, 7, 6, 5, 4

Foundation - for grades 5, 4, 3, 2, 1

Where next?

- All the science courses are a good preparation for AS and A level courses.
- This could lead to further training and employment opportunities related to architecture, environmental issues, the food industry, forensics, engineering, nursing and medical etc.

Section A—Core Subjects

Culture and Beliefs

The course

In KS4 all students study core Culture and Beliefs. The aim of these lessons is to improve religious literacy, to enable students to identify diverse religious beliefs, and to explore their own position on faith, through thinking about their experiences of life and the values of contemporary culture. The course will allow students to develop their moral reasoning skills, which they will be able to relate to one or more religious traditions.

Some of the following topics will be studied in core Culture and Beliefs.

- Beliefs about God
- Beliefs about the end of life
- Medical ethics
- Equality

The course will also allow students to develop and articulate their own points of view about religion and be able to apply these to everyday events.

Where next?

This course shows colleges and employers that students are able to consider and discuss issues on which there are no 'correct' answers and that they have knowledge of some of the views that can be held on these topics.

Skills for Life

The course

This is a compulsory, non-examination course which aims to prepare students for adult life and to help them to develop into responsible citizens.

The course includes work on the following:

- Citizenship
- Decision making
- Health education
- Personal finance
- Self appraisal
- Sex education
- Drug education
- Study skills

Designed to instil a sense of personal accountability, Skills for Life lessons are stimulating and inclusive, with all students encouraged to take an active role in group and class discussions. Against a background of core topics, there is the flexibility to respond to events, so that decision making, finance or health education would be discussed in relation to a current issue.

Sessions are centred on class participation in conversations, debates, group work and written work, in order to develop personal skills that are easily transferable to other aspects of school and home life.

In Year 10 or 11, students are seen by a careers advisor, either in groups or individually. The school holds visits to sixth forms, colleges and universities, and staff are always willing to help answer any questions.

Section A—Core Subjects

Physical Education (Core)

The course

All students have to pursue core PE. The core curriculum will give each student the opportunity to choose from a range of activities. This personalised approach helps to engage students and encourage them to continue sporting or health-related activities when leaving school. The course also helps to develop a healthy mind-set and establish safe practice to perform safely (e.g. jewellery, long hair secured, tied laces).

Where next?

This course helps students to sustain a healthy lifestyle and makes them aware of the opportunities and access available to them when they leave school.

ICT Digital Literacy Skills (Year 9 Core)

The course

All students study core ICT Digital Literacy Skills. The core curriculum will give each student the opportunity to develop their use of word processing, presentation and spreadsheet software. These skills will in turn support their study in other subjects by enhancing their capability with computers.

Assessment

The intention is that pupils will be able to undertake a formal assessment in ICT if they are ready. This will be dependant on the qualifications that are available on the 'technical list' approved by the government each year.

Where next?

This course helps students to prepare for further study and for the use of computers in the workplace.



Section B—Options Choice Subjects

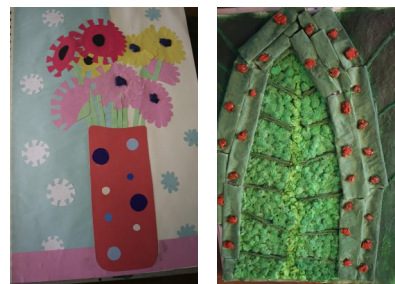
Art and Design

The course

Art and Design GCSE is an exciting and varied course engaging students in photography, drawing, painting, printmaking, sculpture, ceramics, ICT and other media as a response to broad themes. Coursework is completed throughout the course. For the final exam in April/May of Year 11, students are required to express themselves using a range of media, in both two and three dimensions, forming a personal response. They are also expected to keep a sketchbook for each assignment, to show evidence of the development of their ideas to its final outcome, responding to and analysing artists and designers who have connections with their own personal work.

The syllabus aims to give the students opportunities to develop:

- Practical skills to enable more advanced creativity and expression,
- Independent investigation and analytical skills,
- Cultural knowledge and understanding of art, design, media and technology,
- Self-confidence, perseverance, self-discipline and commitment.



Owing to the nature of the subject and the large coursework element, students need to be committed, have good organisational skills, and a personal interest in Art to excel in this course.

Assessment

- Unit 1: coursework portfolio including two controlled assessments and sketchbook and/or sheets - 60%.
- Unit 2: completes the course with a controlled assessment in April/May Year 11. Final controlled assessment with sketchbook and/or sheets - 40%

Furthermore, throughout the course students' work will regularly be given a mark by their teacher.

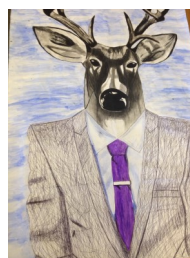
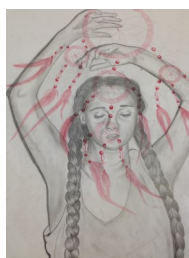
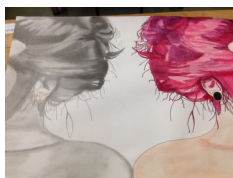
Marks will be given for the following: **collecting** ideas, **designing & making** artwork, **discussing, describing & assessing** your work, other students' work and the work of artists and designers; **developing** your work; **exploring and experimenting** with ideas and different materials; the use of **formal elements** line, colour, texture and shape.

Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.

EXAM BOARD: EDEXCEL

The final award will be:

Grades 1-9 with 9 being the highest.



Where next?

Anyone considering careers in any of the following would be strongly advised to take GCSE Art and Design:

Graphic, illustration, fashion, textile, photography, advertising, printmaker, retail buying, architecture, beauty and make-up, hairdressing, theatrical support (technician), film and television, make-up artist, art teaching, art therapist, community arts worker, gallery and museum work.

The course prepares students for Art and Design courses in further education colleges as well as 'A' levels. Students also put together a portfolio of their work to take to college/sixth form interviews.

Section B—Options Choice Subjects

Business Studies

The course

The Business Studies course has been designed to provide an engaging and stimulating introduction to the world of business. The intention is to study a BTEC Level 2 First Award in Business. This course is the equivalent to a GCSE but has the benefit of a larger coursework content.

By studying this course you will

- Gain personal development of knowledge and skills relevant to the business world and working life
- Develop a wider understanding and appreciation of the broad range of business specialisms
- Develop people, communication, planning and team working skills

The course has two compulsory units

Unit 1: Enterprise in the Business World

Unit 2: Finance for Business

Within these units you will plan an idea for a realistic business start-up in your local area and explore different types of business ownership. You will also explore how businesses generate profits and measure their financial success. This will include application of mathematical calculations.

Two optional units will also be studied and these will be selected from

Promoting a Brand

Principles of Customer Service

Sales and Personal Selling

Introducing Retail Business

Providing Business Support

The choice of units to study will be made by the class teacher at the start of the course.

Assessment

- Unit 1 and 2 other units - Coursework - 75%
- Unit 2- Exam paper - 25%

The final award will be

Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction *

In order to succeed students will need:

- Commitment to work steadily throughout KS4
- To produce regular coursework and meet all deadlines
- An interest in the world of business and a desire to learn about how businesses work
- Sound basic mathematical skills

Where next?

The Edexcel BTEC First Award in Business could provide a starting point of a route to employment in many of the diverse areas of business, including

- marketing
- customer service
- finance
- human resources

In addition it could lead on to further study of other Level 2 and Level 3 vocational qualifications such as BTEC Level 3 National in Business. It also prepares students for an A Level in Business Studies.



Section B—Options Choice Subjects

Computer Science

The course

This GCSE gives you an excellent opportunity to investigate how computers work, how they're used, and to develop computer programming skills. The course will help you learn about critical thinking, analysis and problem solving. For example, some of the current investigations look at writing algorithms, understanding encryption, and assembly language programming.

You don't need to have studied this subject before and assessment is based on a written exam and programming tasks.

Unit 1 - (written exam) The computer systems and programming unit teaches the theory of a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.

Unit 2 - (practical programming) The programming project will call on you to design, code and test a solution to three tasks using a 'Python' programming language.

Assessment

- Exam paper 75%
- Programming project 25% (controlled assessment)

The final award will be:

Grades 1-9 with 9 being the highest.

In order to succeed students will need:

- Commitment to work steadily throughout Key Stage 4 producing regular coursework and meeting all deadlines
- Interest in the use of IT in all aspects of life
- Sound basic knowledge of IT skills and techniques
- A good understanding of mathematical concepts and logic
- Desire to succeed in an interesting but demanding course

Where next?

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are starting the subject at these higher levels. The increasing importance of computer science means there'll be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.



Section B—Options Choice Subjects

Drama

The course

The syllabus includes practical drama work, a written report and a written exam at the end of the course. The practical work may involve:

- Acting
- Scripted performance
- Physical theatre
- Improvisation
- Theatre in education
- The study of theatre practitioners
- Masked theatre

There are written components throughout the examination period. The written coursework elements of the course will involve reports about the practical work you have undertaken during the devised and scripted performances. The final examination is a written paper on a study of a scripted play.

Assessment

Unit 1 - 40% Devised performance examination with a performance report.
Internally assessed and externally moderated.

Unit 2 - 20% Scripted performance
Externally marked

Unit 3 - 40% External written examination
Externally set and marked

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

This examination qualifies you for A/AS level courses in drama and theatre studies. It can also help you get into college to do a performing arts or acting course. With further training you could go on to study drama or performing arts at university / stage school. Drama can help you with confidence and teamwork, so even if you do not go on to take drama at college or sixth form it can help you in many ways.

This course provides you with many employment opportunities in the world of media, performing arts, teaching, stage management, arts administration, or theatre in education. It also shows employers that you have skills such as team work, communication, confidence and commitment.

Section B—Options Choice Subjects

Duke of Edinburgh Award

The course

The Duke of Edinburgh's Award Scheme (Bronze and Silver) has four parts to it:

Volunteering: Helping someone, the local community, the environment etc. Examples are teaching old people how to use ICT, gardening in care homes and community awareness projects.

Skill: The skill section is about learning a new skill and continuing with it over a period of time. There is an emphasis on showing determination in continually developing that skill. Examples are sports appreciation, gardening skills and painting projects.

Physical: This section is about taking part in physical activity, mainly fitness sessions.

Expedition: This section involves developing camp craft, route planning and going on a practice and an assessment expedition. Bronze expeditions last two days whilst silver expeditions last three.

During each of the four sections you will be given lots of opportunities to develop your confidence and leadership skills along with lots of other personality traits. To succeed we will require you to be up for a challenge and to put maximum effort into tasks.

There will be timetabled lessons to complete the majority of this course. Expeditions will be completed at weekends - you will get lots of help to make sure you have the best possible chance of passing. Look at the DofE webpage www.dofe.org for more information about the award generally.

Assessment

Assessment is on-going. Students must complete all four parts to achieve each award. Personal reflection and assessment is encouraged during every session.

E-DofE will be used to monitor students' progress throughout the year in each section and signed off once completed.

Where next?

By the end of the programme you should have both Bronze and Silver Awards. There is also a Gold Award which you could do when you leave school. Employers regard the Duke of Edinburgh's Award as a brilliant achievement because it is all about overcoming challenges, and determination. If you go on to complete the gold award, you will even get to visit Buckingham Palace!

Section B—Options Choice Subjects

Food and Nutrition

The course

The food and nutrition course focuses on food and ways of making different foods to sell to customers. It is designed to give candidates an opportunity to extend and apply their skills and knowledge of the catering industry within a variety of contexts. It introduces the catering industry by concentrating on the main areas of food production and food service. There will be aspects of work involving food science experiments, global food problems, and industrial production.

Pupils will be expected to cook most weeks, firstly from a given recipe and then later using a theme but finding their own recipes.

Assessment

Due to ongoing changes at the exam board, details about the exact nature of final assessment are unclear, but it is likely to include practical assessments of skill, and a formal written exam. There will be assessments in the form of a written exam (50%) and 2 pieces of Food Investigation coursework (50%). These assessments will involve Food Science on the functions and characteristics of food products.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

The course provides progression opportunities both directly into apprenticeships or Level 3/4 Catering or Hospitality courses.

Possible career opportunities include: working as a chef or cook in restaurants, pubs, bistros, wine bars or hotels; food development industries; product development and food and nutrition analysis.

Section B—Options Choice Subjects

French



The course

In French, students will cover a range of themes: identity and culture; local area, holiday, travel; school; future aspirations, study and work; an international and global dimension.

The examining board is Edexcel.

There is no coursework but a student's ability in French is developed and assessed throughout the course in four main areas:

- Speaking
- Writing
- Listening
- Reading

Assessment

Unit 1

Listening: 25% of the final mark.

The exam is taken at the end of Year 11. There are 2 sections.

Unit 2

Speaking: 25% of the final mark.

The speaking exam is conducted by the teacher in Year 11. There are 3 sections, a role play, a picture based task, and a conversation.

Unit 3

Reading : 25% of the final mark.

The exam is taken at the end of Year 11. There are 2 sections, including a translation into English.

Unit 4

Writing: 25% of the final mark.

The writing exam is taken at the end of Year 11. There are 4 sections, including a translation into French.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

You can progress to A/AS level in French.

Some universities put a modern language as an entry requirement.

UK companies are now realising that they need foreign languages to compete when trading internationally. There are many job opportunities, such as international lawyers, translators, exports, sales, broadcasting, armed forces, engineers and, of course, teaching, including at primary level.

Section B—Options Choice Subjects

Geography

The course

The Geography department currently studies Edexcel B. There are three areas of study:

Component 1: Global Geographical Issues

The focus of this module is on the **global landscape**. Students will be expected to have a good understanding of World issues in Geography. It includes the topics of: Hazardous Earth (Tropical Cyclones and Tectonic Hazards); Development dynamics (The differences between richer and poorer nations); Challenges of an urbanising world (The growth of World mega-cities).

Component 2: UK Geographical Issues

The focus of this module is on the **British landscape**. Students will be expected to have a good understanding of the following aspects of the British Isles, and be able to conduct, analyse and write about several fieldwork experiences for the exam.

The content includes: The UK's evolving physical landscape, examining the physical landscapes, formation, geology of the British Isles and how the country is shaped by the sea (Coastal processes); The UK's evolving human landscape, examining UK settlements, cities and rural environments; Geographical investigations, whereby students must write about fieldwork techniques and investigations.

Component 3: People and Environment Issues – Making Geographical Decisions

The focus of this module is on the **environmental landscape**. Students will be expected to have a good understanding of these following World issues in Environmental Geography. It includes the topics of: people and the biosphere; forests under threat; consuming energy resources.

In this exam students will have to apply their Geographical understanding to an unfamiliar location and context and make a suitable Geographical decision in the Making a Geographical Decision section. For example, students may be given a range of sources and asked to decide whether they should or should not build a hydroelectric dam.

Assessment

Component 1: Written examination: 37.5% of the qualification

Component 2: Written examination: 37.5% of the qualification

Component 3: Written examination: 25% of the qualification

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

Prepares you for A/AS level geography, sociology, psychology, philosophy, law, business studies, economics, and BTEC leisure and tourism.

Careers: armed forces, education, social work, travel industry, journalism, surveying, architecture, environmental sector, etc.

Section B—Options Choice Subjects

German



The course

In German, students will cover a range of themes: identity and culture; local area, holiday, travel; school; future aspirations, study and work; an international and global dimension.

The examining board is Edexcel.

There is no coursework but a student's ability in German is developed and assessed throughout the course in four main areas:

- Speaking
- Writing
- Listening
- Reading

Assessment

Unit 1

Listening: 25% of the final mark.

The exam is taken at the end of Year 11. There are 2 sections.

Unit 2

Speaking: 25% of the final mark.

The speaking exam is conducted by the teacher in Year 11. There are 3 sections, a role play, a picture based task and a conversation.

Unit 3

Reading : 25% of the final mark.

The exam is taken at the end of Year 11. There are 2 sections, including a translation into English.

Unit 4

Writing: 25% of the final mark.

The writing exam is taken at the end of Year 11. There are 4 sections, including a translation into German.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

You can progress to A/AS level in German.

Some universities put a modern language as an entry requirement.

UK companies are now realising that they need foreign languages to compete when trading internationally. There are many job opportunities, such as international lawyers, translators, exports, sales, broadcasting, armed forces, engineers and, of course, teaching, including at primary level.

Section B—Options Choice Subjects

Graphics

The course

The course covers a range of graphical techniques ranging from technical drafting to basic illustration. An understanding of the graphic industry will be gained along with knowledge of graphic designers who have made a huge impact on our everyday lives.

The core skills are: theoretical knowledge, making/modelling, designing, drawing/presentation, and ICT-CAD/CAM. Numeracy skills are important.

The areas of design and making that will be focused on are graphical products such as logos, posters, signs, point-of-sale displays, leaflets, and packaging using cards and paper.

Topics include: perspective, isometric, NETs, Photoshop work, designing and modelling in card, CD designs, Standee designs, CAD drawings, and graphic designers Harry Beck, Alessi, Calvert and Kinear, and Wally Olins.

Coursework is set by the exam board. All students have to design and make a working design as well as produce a 21-page folder of their work.

Assessment

Due to ongoing changes at the exam board, details about the exact nature of final assessment are unclear, but it will likely include practical assessments of skill, and a formal written exam.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

This course prepares students for further study at a range of Level 3 technology-based subjects.

Possible career opportunities to consider: advertising, interior design; product design; exhibition work; graphic design; architecture; illustration and print design.

Section B—Options Choice Subjects

Health and Social Care

The course

The BTEC Health and Social Care course gives students an underlying knowledge in:

- Understanding the structures of health, social care and early years
- The care values of health, social care and early years
- Health promotion
- Client needs and services available to all clients
- Barriers affecting individuals accessing services
- Safeguarding individuals
- Communication within the health, social care and early years setting
- Human relationships, development and growth

Health and Social Care will enable students to develop skills in:

- Teamwork
- Time management
- Study skills
- Organisational skills
- Insight into careers within health and social care
- Understanding the needs of others
- Assessment, planning and evaluation
- Practical application of knowledge gained

Assessment

Core unit 1 - Human Lifespan Development

Written exam

Core unit 2 - Health and Social Care values

Portfolio - internally assessed

Plus 2 units from optional specialist block (to be confirmed)

The final award will be:

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

Where next?

The first award is equivalent to 1 GCSE and provides a vocational platform to access level 3 qualifications, such as A levels or the diploma equivalent. This is a good foundation for anyone considering a career within the Health and Social Care industry.

Section B—Options Choice Subjects

History

The course

GCSE History offers students the opportunity to develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources from a historical context. Students will also be able to see that their historical knowledge, understanding and skills can help them understand the present and the ever-changing world in which they live.

The course is motivating, interesting, varied and challenging, covering:

1. Development study: crime and punishment through time, the medieval period to the twentieth century
2. Study of the environment: Whitechapel 1870-1900
3. Modern depth study: Weimar and Nazi Germany 1918-1939
4. British depth study: Anglo- Saxon and Norman England 1060-88
5. Period study: The American west 1835-1895

Assessment

The course is assessed through 3 external exams.

| Topics | Percentage of final grade |
|--|---------------------------|
| •Crime and punishment c1000–present •Whitechapel 1870–c1900 | 30% |
| •Anglo-Saxon and Norman England c1060–88 •American west c1835–c1895 | 40% |
| •Weimar and Nazi Germany, 1918–39 | 30% |



The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

This course prepares students for a range of Level 3 courses including As/A Level History.

Employers value the research, analytical, teamwork and communication skills that are developed by History students.

Jobs directly related to History include:

Heritage manager
Historic buildings inspector/conservation
Museum education officer
Museum/gallery curator
Museum/gallery exhibitions officer
Secondary school teacher

Jobs where History qualifications would be useful include:

Academic librarian
Archaeologist
Archivist
Broadcast journalist
Civil Service administrator
Editorial assistant
Solicitor

Section B—Options Choice Subjects

Information and Creative Technology

The course

This BTEC course will inspire students to become technology savvy - producers of technology products and systems, not just consumers. They will also gain a broad understanding of the Information Technology sector and some aspects of creative industries e.g. computer website development.

To achieve the award students have to complete three units of coursework:

Unit 1 - The Online World - Starting with your own experiences, you will extend your knowledge of online services and investigate the technology and software that supports them. You will learn more about a range of services including email, online data storage, collaborative software, search engines and blogging.

Unit 3 - The digital portfolio - You will create a digital portfolio to demonstrate your coursework which will have a clear audience and purpose. It should have a logical structure, be easy to navigate and must be in a format that can be uploaded and viewed on the web.

Unit 13 - Website development - You will analyse and create a website for a particular audience and purpose by combining elements such as text, graphics, animation and video. You will investigate the features and uses of websites and evaluate what works well. You will test your own website and make improvements based on feedback and the testing that you carried out.

Assessment

Unit 1 - Exam paper - 25%

Units 3, and 13 - Coursework - 75%

The final award will be:

Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

In order to succeed students will need:

- Commitment to work steadily throughout Key Stage 4
- To produce regular coursework and meeting all deadlines
- Interest in creating IT products
- Sound basic knowledge of how computers work
- Desire to succeed in an interesting, but demanding course



Where next?

The Edexcel BTEC Level 2 First Award in ICT provides the skills, knowledge and understanding for level 2 learners to progress to:

- Other level 2 vocational qualifications
- Level 3 qualifications such as the Edexcel BTEC Level 3 Nationals in IT, or an IT Creative Media apprenticeship.

Section B—Options Choice Subjects

Music

During KS4, students following the three-year GCSE model will complete an additional course. This is a Level 2 qualification, and is completed in addition to the course completed in Years 10 and 11. Details for the courses started in Year 9, and Year 10 are below.

The Year 9 course

Rockschool Level 2 Certificate. Students study a core unit from their chosen pathway and two additional supporting units.

Pathway A: Level 2 Certificate in Music Performance

- Live Music Performance - Controlled Assessment
- Music Style Development
- Music Rehearsal Skills

Pathway B: Level 2 Certificate in Music Technology

- Live Sound Recording - Controlled Assessment
- Music Sequencing and Production
- Remixing and Production

Core units are assignments completed under Controlled Assessment conditions and are externally assessed. All supporting units are coursework based and internally assessed, then moderated by the awarding body. Progress is closely monitored during each lesson with a view to offering advice for improvement.

The final award will be: Level 2 Pass, Merit, Distinction or Distinction* (Equiv. to 1 GCSE)

The Year 10 and 11 course

Students will study 2 mandatory core units aimed at providing them with a broad range of the knowledge and understanding required for a successful career in the music industry. Students will then study 2 specialist units designed to focus their learning on particular aspects of the music industry, such as becoming a performer or a sound technician. There is a 1-hour exam based upon one of the core units. This is taken at the end of the 2-year course.

Assessment

Core Units - 50% (25% each)
Specialist Unit 1 - 25%
Specialist Unit 2 - 25%

Progress in each unit is assessed during each and with a view to offering advice for improvement. Final Assessment of each unit takes place at specified points during the 2 years. 75% Coursework, 25% written exam.

The final award will be:

Level 2 Pass, Merit or Distinction
Equivalent to 1 GCSE

Where next?

You can progress to the full BTEC Level 2/3 Diploma in Music, A level courses in various aspects of music, e.g. music technology, or continue on to higher education music courses. The skills learnt are relevant to musical careers such as becoming a performer, session musician, producer, band manager, marketer, venue planner, recording studio artist or working in any part of the performing arts or music industry.

Section B—Options Choice Subjects

Physical Education

The course

Students will study a range of sports including football, basketball, hockey, netball, table tennis, cricket, rounders, fitness, aerobics, trampolining, athletics, swimming, aqua-aerobics, circuit training, continuous running, and other fitness programmes. Other sports can be added to the list for consideration and verification by the examination board e.g. golf, karate, horse riding, skiing, etc.

Within the PE department we offer the GCSE in Physical Education. In this year's—and future years' PE GCSE there is a greater emphasis on the theory aspect. This is now set at 60%, so this really is now aimed at an academic mind-set rather than a practical one.

Currently the PE Department is looking to add a vocational programme to its offerings which will then cater for anyone who has been identified as needing to move from the GCSE qualification. These candidates will be identified in the opening term.

The theoretical and practical aspects of the course includes:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sport psychology
- Socio-cultural influences
- Health, fitness and well being
- Practical performance
- Performance analysis and evaluation.



Assessment

Written exam - 60%

Personal exercise plan - 10%

Practical assessment - 30%

Based on three sporting activities assessed continually throughout the course and verified by moderation in May of Year 11. The sports need to cover the following criteria: one team sport, one individual sport and another (of either). Pupils will follow the scheme of work (practical) as a class and be put into a sport to study. There is not a free choice.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

This course leads directly on to A level PE, BTEC National Diploma, BTEC coaching courses, uniformed services, etc.

Following further study, it can lead to employment opportunities related to physiotherapy, leisure management, sports instructors/coaches, dieticians, nutritionists, sports psychology, etc.

Section B—Options Choice Subjects

Religious Studies

The course

The course itself covers a wide range of interesting and thought provoking topics that matter in the 'real world'. It makes no difference if you come from a religious background or have no experience of religion at all. This is a GCSE where your opinion matters.

One section of the course involves the study of a selection of contemporary ethical themes. Students not only learn about the religious attitudes towards these but also the legal and social aspects associated with the themes. Ethical themes available to study from the new specifications include:

Section 1—Contemporary ethical themes

- **Human rights and social justice** (responsibilities associated with human rights, the use of wealth, and exploitation of the poor)
- **Crime and punishment** (types of crime, treatment of criminals, and the purpose of punishment)
- **Religion, peace and conflict** (peace, forgiveness, terrorism, and war)
- **Relationships** (marriage, divorce, contraception, and gender roles)

In the second component of the course students explore religious beliefs, teachings and practices based on Christianity and one other religion.

Section 2- The study of religions: beliefs, teachings and practises

- **Beliefs and teachings** (belief about God, the afterlife)
- **Practices** (different forms of worship, festivals and places of worship)

Assessment

All assessments are through external exams, these are taken in the final summer term.

The final award will be:

Grades 1-9 with 9 being the highest.



Where next?

Prepares you for A/AS level courses in Religious Studies, Psychology , Sociology, and Philosophy.

You will develop your skills of reasoning, empathy, tolerance and debate. These skills are vitally important in all careers especially professions within the health service, teaching, social services, armed forces, police force, the law, in fact any profession that brings you into contact with other people.

Section B—Options Choice Subjects

Resistant Materials

The course:

Students will work on a range of processes in wood, metal and plastics. Emphasis will be placed on combining materials together in design problems. Industrial processes that relate to their workshop experience will be studied.

Students will be given a series of design assignments with scope for working individually to produce solutions.

Focus Practical Tasks – to gain knowledge

Design and Make Tasks – to apply knowledge

Coursework – 1 project (subject to change)

Examinations – 1 exam paper



Assessment

Unknown at the moment due to specification content changing.

The exam boards have not released what the assessment will be. This is due to be released at the end of March or early April 2016.

The final award will be:

Grades 1-9 with 9 being the highest.

Where next?

This examination qualifies you for A/AS level courses in any subject area for Technology courses. It can also help you get into college to do apprenticeships for trades courses. With further training you could go on to study a technology area such as engineering at university.

Technology can help you with confidence and teamwork and give you valuable practical skills needed for the outside world and future life.

Possible career opportunities to consider: Metal fabrication, plastics development, stage/set design and building, furniture design, engineering, carpentry, welding, plumbing, teacher, builder, architect, engineer, interior designer, advertising, civil engineering, construction, robotics, armed forces.



Section C—Additional Guidance

Sources of additional information and guidance

You should make use of a range of support in order to help inform you when you are making your options choices. Here are some examples.

Support for you:

- Discuss your options choices, and thoughts with your form tutor
- Discuss your subjects with your subject teachers, what do they think?
- Talk to your friends and family
- Make an appointment to speak to our careers adviser, Miss Parker

The National Careers Service provide a free telephone and webchat service 8am-10pm on 0800 100 900. Perhaps give them a call with your parents?

Websites:

- | | |
|---|--|
| • www.helpyouchoose.org | Norfolk's 14-19 careers information, advice and opportunities website for young people |
| • www.gov.uk/apprenticeships-guide | Information about becoming an apprentice |
| • www.icanbea.org.uk | Information for young people on career opportunities across Norfolk and Suffolk |
| • www.apprenticeships.org.uk | Includes a parent's guide to apprenticeships |
| • www.icould.com | Career videos with information on choices |
| • https://nationalcareersservice.direct.gov.uk | Careers information with section for 13-19 year olds |

Examples of activities that might help you to decide:

- Reading information on websites about different subjects
- Talking to older students, members of your family or friends
- Doing research online about careers, and what qualifications you need to work in that career
- Look online at Springwood 6th Form and other post-16 providers. What courses are on offer?
- Think about and mind-map out what jobs you might like to have.

Section C—Additional Guidance

Questions you might have

You may already know what you want to do after Year 11, or you may not. Use the spaces below to think of any questions you need to ask your teachers.

| Subject | Question | Answer |
|----------------|-----------------|---------------|
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