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# KS4 Choices Booklet

2019-2022

Name .....

Tutor Group .....



## GCSE Options Choices 2019-2022

Dear Parents/Guardians,

We are delighted to be sending you our GCSE Options Choices information for 2019-2022. This informative booklet highlights the courses on offer, along with guidance on how students should progress their Options Choices. Also included is the timetable for Subject Presentations for the Options Choices evening on Thursday 31st January 2019, to help students plan which talks they wish to attend.

The next couple of months will be very important for our students as they make choices that will influence their future careers and lives. Our new curriculum provides a broad range of courses to prepare students for the next stage of their education, ensuring each child feels supported and challenged appropriately. Having access to a wealth of information and advice is essential in making the most appropriate choices.

Over the coming weeks, students will have the opportunity to discuss the process and their choices with staff – and we would encourage everyone to make the most of these, asking as many questions as possible! We will help with guidance towards courses and pathways most suited to individual skills and abilities, leading to the most appropriate progression route when leaving Marshland.

Students may be asked to choose different options if we do not believe the choices are right for them. Some courses can become oversubscribed meaning we have to restrict places. In this instance we will use Options Choices forms, attainment evidence and our understanding of each individual to help us decide who should go forward. Conversely, if a course is not chosen by sufficient numbers to make it viable, we may have to withdraw it and ask students to choose a new subject.

Thank you for your support and encouragement as we complete this process. It is often an uncertain time, and any support we can offer really helps students focus and settle on a suitable set of choices. Once the process is complete, we will be in touch later in the year to confirm exactly which subjects each student will be studying from September 2019.

Yours faithfully,



D. Nicholls

Assistant Headteacher – Curriculum, Staffing and Exams

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Headteacher: Mr C Jansen

**Success through Learning**



# Contents

	Page Number
Options Choices Timeline	4
Subjects taken in Years 9, 10 and 11	5
Choices you have, and key contacts	6
Choices Checklist	7
<b><u>Section A—Core Subjects</u></b>	
English Language and English Literature	8
Mathematics	9
Science	10-11
Culture and Beliefs / Skills for Life	12
Sources of additional information and guidance	13
<b><u>Section B—Selected Subjects</u></b>	
Art and Design	14
Art and Design: Photography	15
Art and Design: 3D Design (Resistant Materials)	16
Business and Enterprise	17
Computer Science	18
Digital i-Media (ICT)	19
Drama	20
Food Preparation and Nutrition	21
French	22
Geography	23
German	24
Health and Social Care	25
History	26
Film and Media Studies	27
Music	28
Physical Education	29-30
<b><u>Section C—Additional Guidance</u></b>	
Guidance on making your Option Choices	31
Timetable for Options Choices Evening	Back Page

# Options Choices Timeline 2019

**Mid-January**

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

**Thursday 31st January**

## **Options Evening 5.00 – 7.00pm**

- Talk for Churchill and Gainsborough families in Main Hall at 5.00pm
- Talk for Newton and Shakespeare families in Main Hall at 5.15pm
- A timetable for presentations at Options Choices evening is at the rear of this booklet for you to plan your evening
- Our SENCO Ms Dawson will be available in the Conference room at Options Choices evening for discussions if needed.

## **Year 8 key dates:**

**Thursday 31 January 2019**

Options Choices Evening 5.00 – 7.00pm

**Thursday 28 February 2019**

Year 8 Parents Evening 4.00—6.30pm

**Tuesday 5 March 2019**

Year 8 Options online submission deadline

# 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) Core Subjects**

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

- English Language and Literature
- Mathematics
- Science
- Core Physical Education
- Skills for Life (inc. our Core Culture and Beliefs curriculum)

## **(B) Selected Subjects**

These subjects are described in Section B. You need to choose four additional subjects to complete your individual curriculum pathway, and two additional reserves.

### **Please consider the following points as you are selecting subjects:**

- You are going to follow the course for three years, so you need to choose subjects you enjoy and excel at.
- Rank order these in order of preference 1-4 (with 1 being the most important)
- In addition, you should identify two reserve subjects. Reserves selected must be suitable to be swapped in without issue, and the Rank Order entered should be carefully considered.
- 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 Sixth Form or Further Education courses 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 either Art and Design or 3D Design—not both). Please check with your teachers if you are unsure.
- It can be good to select a variety of subjects if you are not sure what your future career will be.

## Choices you have, and key contacts

(Section A) Core Subjects	For more info please see...
English Language and Literature	Mr Mackett
Mathematics	Mr Lucas
Science	Mrs Whitehouse

(Section B) Selected Subjects	For more info please see...
Art and Design	Mr Nicholls
Art and Design: Photography	Ms Ruskin
Art and Design: 3D Design (Resistant Materials)	Mr Beck
Business Studies	Mr Hambright
Computer Science	Mr Lucas
Digital i-Media (ICT)	Mr Lucas
Drama	Mrs Dix
Food Preparation and Nutrition	Mrs Seymour
French	Ms Roeder
Geography	Mr Moore
German	Ms Roeder
Health and Social Care	Ms Mowat
History	Miss Beatty
Film and Media Studies	Mr Hudson
Music	Mr Hester
Physical Education	Mr Swinburn

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

## Choices Checklist

**Tick off each bullet point when you have completed it**

- ◇ Read the 'Choices Booklet'
- ◇ Think about subjects which interest you
- ◇ Think about subjects you enjoy
- ◇ Look carefully at your last report and your grades
- ◇ Discuss your initial thoughts with your parents/carers
- ◇ Start to think about what you want to do when you leave Marshland, or what areas interest you as a career
- ◇ Think about the information you get from 'Fast Tomato'
- ◇ Make sure the subjects you are considering are relevant to your skills and your future progression plan
- ◇ Talk to the teachers who teach each subject you are considering
- ◇ Understand the skills needed for, and course demands of each subject you are considering
- ◇ 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, it is a basic necessity of everyday life.

### **The course:**

All students will be taking the reformed English Language 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 a variety of texts 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).

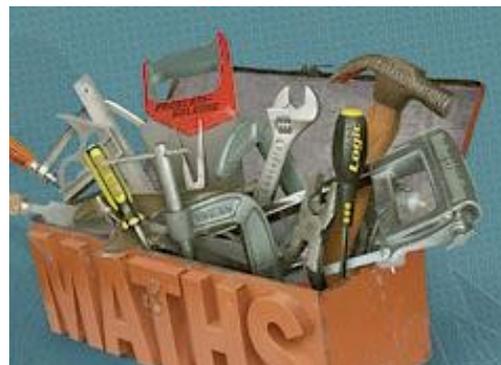
## Section A—Core Subjects

# Mathematics

### The course:

Some would say that maths can only be used in the confines of a classroom but actually it is a necessary life skill which is essential both for employment and within our daily lives.

Virtually all employers will require a solid understanding of maths, and it is a prerequisite for numerous careers including medicine and allied subjects, the sciences, engineering, computing, and finance, amongst many others.



### There are 5 main themes of study:

1. Number
2. Algebra
3. Geometry & Measures
4. Ratio & Proportion
5. Statistics & Probability

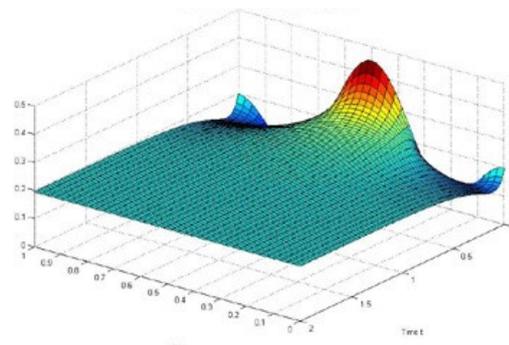
These all build upon the work studied during Key Stage 3.

### WHAT SKILLS WILL I DEVELOP?

The ability to solve problems is at the very heart of maths, and is why employers value the subject so highly.

Maths teaches you how to draw together different techniques to enable more complex problems to be solved. It nurtures resilience and builds perseverance.

It teaches you to work efficiently and accurately, but also allows you to think creatively; there are often many ways of solving any particular problem.



### 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

# Combined Science

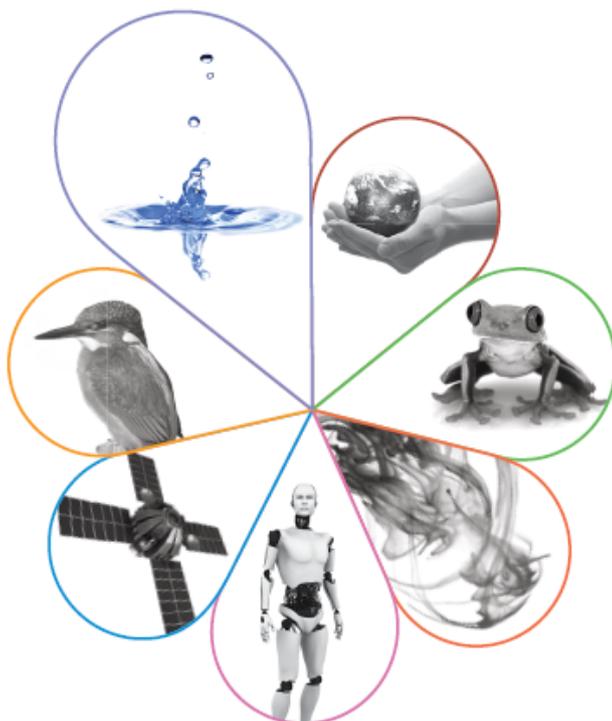
### GCSE Combined Science

Most students will follow GCSE Combined Science (Trilogy Pathway). This course covers a wide range of interesting and relevant topics in the areas of Physics, Chemistry and Biology.

**Biology** - cell biology, infection and response, bioenergetics, homeostasis, inheritance, evolution and ecology.

**Chemistry** - atomic structure, bonding, chemical and energy changes, organic chemistry, chemical analysis and chemistry of the atmosphere.

**Physics** - electricity, energy, forces, laws of motion, radioactivity, waves and magnetism and electromagnetism.



### Assessment and Qualifications -

The course is assessed in six exams: two each for Biology, Chemistry and Physics. All papers are 1 hour 15 minutes and carry equal weighting. The qualification received at the end of the course is a combined grade where students will receive two grades 9-1, with 9 being the highest grade.



### The practical element

All students are expected to complete a number of required practicals in Combined Science. These practicals are linked directly to the content students are learning and exam questions can ask students about the specifics of these investigations.

### Where next?

- All Science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in Science are highly regarded when considering students in this competitive environment. Alongside this, Science provides skills which can be applied to all aspects of life.
- Although triple Science is preferred by organisations when students are going on to study A-levels in Science, it is still possible to continue to A-level from Combined Science GCSE.

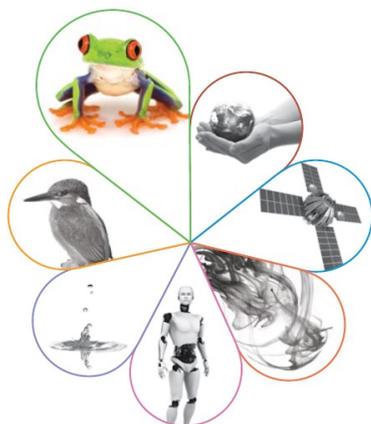


## Section A—Core Subjects

# Triple Science

### GCSE Triple Science

Some students will follow Triple Science. This course acts as three separate GCSEs in Biology, Chemistry and Physics therefore students will achieve three separate GCSE qualifications for Science. The content of Triple Science covers the same course structure as Combined Science, but will include content and applications that bridge the gap between GCSE and A-level. This is a challenging non-modular course covering additional topics such as:



**Biology** - microbiology, plant infection and disease, the brain and the eye, controlling blood sugar levels, cloning and food security.

**Chemistry** - use of nanoparticles, percentage yield, titrations, cells and batteries, polymers, chemical spectroscopy and the Haber process.



**Physics** - static charge, pressure in gases and liquids, nuclear fission and fusion, moments, levers, gears, changes in momentum, the national grid, the solar system and red shift.



### The practical element

All students are expected to complete a number of required practicals in Science. These practicals are linked directly to the content students are learning, and exam questions can ask students about the specifics of these investigations.



### Where next?

- All Science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in Science are highly regarded when considering students in this competitive environment. Alongside this, science provides skills which can be applied to all aspects of life.
- Triple Science is particularly valuable for anyone intending on carrying on Science at A-level, leading into the many courses and careers which depend on a background in Science.

## **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, enable students to identify diverse religious beliefs, and 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 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 for example, decision making, finance or health education could be discussed in relation to a natural disaster.

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

To support progression beyond GCSEs the school holds visits to Sixth forms, colleges and universities, and staff are always willing to answer any questions.

## Section A

# Sources of additional information and guidance

You should make use of a range of support 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

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

### **Websites:**

- |  |  |
|--|--|
| • <a href="http://helpyouchoose.org">helpyouchoose.org</a>                                       | Norfolk's 14-19 careers information, advice and opportunities website for young people |
| • <a href="http://gov.uk/apprenticeships-guide">gov.uk/apprenticeships-guide</a>                 | Information about becoming an apprentice   |
| • <a href="http://icanbea.org.uk">icanbea.org.uk</a>   | Information for young people on career opportunities across Norfolk and Suffolk        |
| • <a href="http://apprenticeships.org.uk">apprenticeships.org.uk</a>                             | Includes a parent's guide to apprenticeships   |
| • <a href="http://icould.com">icould.com</a>   | Career videos with information on choices  |
| • <a href="http://nationalcareersservice.direct.gov.uk">nationalcareersservice.direct.gov.uk</a> | 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 Sixth 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 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 final outcomes, responding to and analysing work of 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, in order to excel, students need to be committed throughout, have good organisational skills and a personal interest in Art to excel in this course.

### Assessment

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

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.



### Where next?

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

Graphics, illustration, fashion, textiles, photography, advertising, printmaking, 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 will also put together a portfolio of their work to take to college/sixth form interviews.

## Section B—Options Choice Subjects

# Art and Design: Photography

### The course:

Photography GCSE is a new and inspiring course during which students will take a creative journey through the process of lens and light-based media. This could include work created using film, video, digital imaging or light sensitive materials, and subject matter such as documentary photography, photo journalism, studio photography, location photography, experimental imagery, installation, and the moving image.

Coursework is completed throughout the course. For the final exam in April/May of Year 11, students are required to express themselves and communicate their ideas through a variety of approaches, forming a personal response. Students are also expected to keep a sketchbook for each 'assignment', to document evidence of and document the development of their ideas to final outcomes, responding to and analysing the work of any photographers who have connections with their own personal work. Furthermore, the word photography can be taken to mean 'a graphic representation with light' therefore drawing will be part of the course.



### **The syllabus aims to give the students opportunities to develop:**

- Practical skills to enable more advanced creativity and expression
- Knowledge of the camera and its functions, including depth of field, shutter speed, focal points, viewpoints
- Independent investigation, analytical skills and good communication skills
- Self-confidence, perseverance, self-discipline and commitment.

Owing to the nature of the subject and the strong coursework weighting, students need to be committed throughout, have good organisational skills and a personal interest in photography to excel in this course.

### Assessment

- Coursework portfolio including two controlled assessments and sketchbook and/or sheets
- A final controlled assessment with sketchbooks and/or sheets in April/May Year 11

Throughout the course students' work will regularly be given a mark by their teacher. Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.



### Where next?:

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

Photographer: fashion/food/freelance/forensic/travel/environment/documentary/ studio, illustration, advertising, retail buying, theatrical support, film and television, graphic design.

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

## Section B—Options Choice Subjects

# Art and Design: 3D Design (Resistant Materials)

### The course:

3D Design GCSE is a new and inspiring course during which students will take a creative journey through creating a range of three dimensional outcomes; this could include work created using hand tools, machinery or CAD/CAM. All of the project work focuses on the design process, and creatively producing solutions to design problems. This course has replaced Resistant Materials GCSE, and has some common ground with the previous qualification - what is different is that the course allows for more creative freedom, and a sharper focus on craftsmanship.

Coursework is completed throughout the course. For the final exam in April/May of Year 11, students are required to express themselves and communicate their ideas through a variety of approaches, forming a personal response. Students are also expected to keep a sketchbook for each 'assignment', to document evidence of the development of their ideas to its final outcome, responding to and analysing the work of designers that 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 expertise with practical work
- Knowledge of the creative design process and how this underpins product design
- Independent investigation, analytical skills and good communication skills
- Self-confidence, perseverance, self-discipline and commitment.



Owing to the nature of the subject and the strong coursework weighting, students need to be committed throughout, have good organisational skills and a personal interest in working practically to excel in this course.

### Assessment

- Coursework portfolio including two controlled assessments and sketchbook and/or sheets
- A final controlled assessment with sketchbooks and/or sheets in April/ May Year 11



Throughout the course students' work will regularly be given a mark by their teacher. Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.

### Course Progression

A-Levels in Graphics, Product Design, Textiles, 3D Design. BTEC in Engineering, Diploma in Fashion and Textiles, Furniture Making, Site Carpentry, 2D and 3D CAD design. Creative Media HNC. Bench Joinery, Animation and Computer Illustration, Architecture and Interior.

### Careers associated with this qualification

Product Designer, Architect, Fashion Designer, Graphic Designer, Carpenter, Engineer, Prop/Set Designer, Interior Designer, Game Designer, Furniture Designer, Construction Apprenticeships and Motor Industry Apprenticeships.



## Section B—Options Choice Subjects

# Business and Enterprise



### The course:

The Business and Enterprise course has been designed to provide an engaging and stimulating introduction to the world of business. During Year 9 students will study an 'Introduction to Business' course to give a sound basis from which to progress. In Years 10 and 11 they will follow the BTEC Technical Award in Enterprise.

### By studying this course students 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

### During the course students will consider:

- The Business Environment
- Promotion, Sales and Finance
- Customer Service
  
- Two portfolio units (coursework projects)
- One presentation—like Dragons Den
- One exam based on core content knowledge

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

### Topics of study could include:

- Brand Promotion
- Sales and Personal Selling
- Providing Business Support
- Principles of Customer Service
- Introducing Retail Business

### In order to succeed students will need:

- Commitment to work steadily throughout Years 9, 10 and 11
- 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

### The final award will be:

L1/2 Pass, Merit or Distinction. Equivalent to 1 GCSE.

### Where next?

The course could provide a starting point of a route to employment in many of the diverse areas of business, including marketing, finance, customer service and 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 in Business and A Level: 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 understanding pseudocode language.

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

**Component 1** - Principles of Computer Science (written exam) The 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.

**Component 2** - Application of Computational Thinking (written exam) The unit focusses mainly on problem solving and programming, what algorithms are, what they are used for and how they work.

**Component 3** - Project (Non-Examination Assessment) This is the programming aspect of the course where pupils design, implement and test a program written in Python to solve a problem. A written report on the program forms part of the assessment that is conducted in controlled conditions.

### Assessment

Exam paper 1 - 2 Hours - 50%

Exam paper 2 - 1 Hour and 40 mins - 50%

Programming project - 20 Hours

### 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

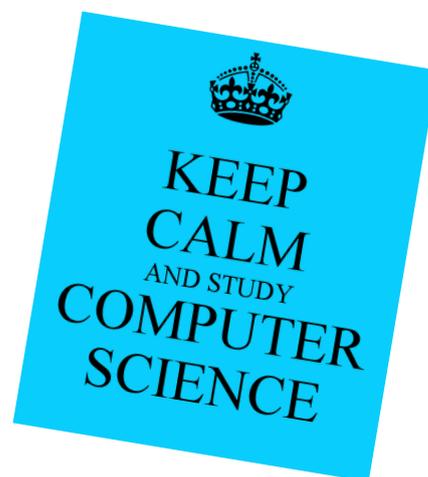
### The final award will be:

Grades 1-9 with 9 being the highest.

### 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, cyber security, science and medicine.





## Section B—Options Choice Subjects

# Drama

### The course

Year 9,10 and 11 students will study Eduqas GCSE Drama, a course which allows them to experience different aspects of Drama and practical exploration. The 40% coursework element will be split into 10% practical - where students create their own performance, and 30% written coursework based on the creation of their performance and an evaluation of it. The other 60% is achieved through two examinations, 40% from a written paper and 20% from a scripted performance to a visiting examiner. 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, Stanislavski, Brecht and Frantic Assembly
- Masked theatre
- And much more...



There are written components throughout the course. The written coursework elements 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

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

Component 2 - 20%    Scripted performance  
Externally marked

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



**The final award will be: Eduqas GCSE Drama Grade 9-1**

### 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

# Food Preparation and Nutrition

### The course:

This Food Preparation and Nutrition course is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.



### Assessment

- Written Exam (50% of grade)
- Food investigation and Food Preparation Assessment (50%)

*The written exam has questions about the course content, including subject specific questions about Food preparation and Nutrition. Students will need to feel comfortable learning about Food Science— including topics such as enzymes, starches, how the body digests foods and so forth.*

### **Coursework task 1: Food investigation**

Demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this coursework task.

### **Coursework task 2: Food preparation assessment**

Demonstrate knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### The final award will be:

GCSE Food Preparation and Nutrition, Grade 1-9



### Where next?

After students have completed this course they will be able to study A-Level Food and Nutrition, Home Economics or Hospitality and Catering BTEC qualification. Achievement in Food and Nutrition will support students' employment in the Hospitality and Catering Industry.

## Section B—Options Choice Subjects

# French



### The course

In French, students will cover three themes: 'identity and culture', 'local, national, international and global areas of interests' and 'current and future study and employment'. The examining board is AQA.

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

- Listening
- Reading
- Speaking
- Writing

### Assessment

#### Unit 1

Listening: 25% of the final mark  
The exam is taken at the end of Year 11. There are 2 sections.  
Foundation tier: 35 minutes  
Higher tier : 45 minutes

#### Unit 2

Speaking: 25% of the final mark.  
The speaking exam is conducted by the teacher in Year 11. There are 3 sections, role play, picture based task and a conversation.  
Foundation tier: 7-9 minutes  
Higher tier: 10-12 minutes

#### 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.  
Foundation tier: 45 minutes  
Higher tier: 1 hour

#### 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.  
Foundation tier: 1 hour 10 minutes  
Higher tier: 1 hour 20 minutes

### The final award will be:

Grades 1-9 with 9 being the highest.

### Where next?

You can progress to A-level in French.

Some universities identify 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.

Remember, you will need a language at GCSE to obtain the EBACC.

## Section B—Options Choice Subjects

# Geography

### **The course:**

Students within Geography study the AQA 8035 subject specification. There are three main components:

#### ***Component 1: Living with the physical environment***

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

This unit aims to develop understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, the need for management strategies governed by sustainability; and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

#### ***Component 2: Challenges in the human environment***

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of contexts and at a range of scales. These include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

This unit aims to develop understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

#### ***Component 3: Geographical applications, fieldwork & Geographical skills***

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries. Enquiries can be based on any part of the content addressed in the units above.

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

### **Assessment**

Component 1: Written examination: 90 minutes – 35% of qualification

Component 2: Written examination: 90 minutes – 35% of qualification

Component 3: Written examination: 75 minutes – 30% of qualification

The final award will be grades 1-9 with 9 being the highest.

### **Where next?**

**Prepares you for** A-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.

## Section B—Options Choice Subjects



# German

### The course

In German, students will cover three themes: 'identity and culture', 'local, national, international and global areas of interests' and 'current and future study and employment'. The examining board is AQA.

- 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.  
Foundation tier: 35 minutes  
Higher tier : 45 minutes

#### Unit 2

Speaking: 25% of the final mark.  
The speaking exam is conducted by the teacher in Year 11. There are 3 sections, role play, picture based task and a conversation.  
Foundation tier: 7-9 minutes  
Higher tier: 10-12 minutes

#### 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.  
Foundation tier: 45 minutes  
Higher tier: 1 hour

#### 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.  
Foundation tier: 1 hour 10 minutes  
Higher tier: 1 hour 20 minutes

### The final award will be:

Grades 1-9 with 9 being the highest.

### Where next?

You can progress to A-level in German.

Some universities identify 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.

Remember, you will need a language at GCSE to obtain the EBACC.

## Section B—Options Choice Subjects

# Health and Social Care

### The course

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare workers, while social care roles include care workers, occupational therapists, counsellors and support staff.

Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

### **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  
Portfolio - internally assessed

Core unit 2 - Health and Social Care values  
Portfolio - internally assessed

Core unit 3 - Health and Wellbeing  
Written exam

### **The final award will be:**

Level 1/2 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 sector.

## 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 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:

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%



### Assessment

The course is assessed through 3 external exams.

### 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  
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

# Film and Media Studies

### The course

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to support learners in producing creative films and screenplays as well as enable their production work to provide an informed perspective from their own investigations.

### **Students following the Film and Media Studies course will:**

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- Explore the ways in which meanings and responses are generated through film
- Consider a contrasting, culturally diverse range of films from different national contexts
- Learn to understand film as an aesthetic medium
- Think about how films reflect the social, cultural and political contexts in which they are made



### **The final award will be:**

Grades 1-9 with 9 being the highest.

### **Where next?**

You can progress on to a Level 2 Diploma, or Level 3 (equivalent to A-level) Media course, which would cover various aspects of Media and Film, e.g. A-Level Media, or continue onto higher education music courses.

The skills developed are relevant to related careers such as Broadcasting, Media design, Reporter, Blogger, Correspondent, Screenwriter, Poet etc...

## Section B—Options Choice Subjects

# Music

### The course

The BTEC Tech Award in Music Practice is a specialist music industry vocational qualification with a practical focus. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful music performer and producer. The course is equivalent to one GCSE.

### *You will*

- Develop knowledge and understanding of styles and genres of music.
- Explore techniques used to create music products.
- Explore professional and commercial skills for the music industry including performing, recording, and remixing using software.
- Perform stylistically accurate cover versions.
- Create original music using existing stylistic frameworks and traits.

Music is both a highly academic and highly creative subject. It is recommended that you take formal instrumental lessons with a qualified teacher on your instrument or voice. You should be passionate about music in general, learning an instrument or singing, and open to writing your own music and performing in front of others.



### Assessment

This course is 100% coursework. Component 3 takes the form of a timed assessment under controlled conditions based on an assignment set and marked by Pearson.

**COMPONENT 1** – EXPLORING MUSIC PRODUCTS AND STYLES 30% (internally assessed)

**COMPONENT 2** – MUSIC SKILLS DEVELOPMENT 30% (internally assessed)

**COMPONENT 3** – RESPONDING TO A COMMERCIAL MUSIC BRIEF 40% (externally assessed)

### The final award will be:

Pass, Merit or Distinction. *Equivalent to 1 GCSE A\*-C*

### Where next?

The qualification could lead to a career in Performance, Recording, Music Production, Music Business, Band Management, Music Journalism, Music Therapy, Teaching and many more careers.

The qualification allows you to progress to Level 3 RSL and BTEC courses, A-Level Music and Music Technology courses, which lead to higher education courses such as degrees in Music, Popular Music, Music Technology, Music Composition, or Music Business



## Section B—Options Choice Subjects

# Physical Education

The PE department potentially offers two pathways at Key Stage 4. When opting for this subject you will start with an introductory unit of work based around the key principles of GCSE PE. This period of time will be used to determine and assess the strengths and abilities of the students. After this introductory period students will be placed onto either GCSE PE or Vocational PE course, and then follow this for the remainder of the course.

### Introductory Unit

#### GCSE PE

#### Vocational PE

##### The course:

Students will study a range of sports including football, hockey, netball, table tennis, trampolining, cricket, athletics, swimming, basketball, squash, badminton and tennis.

*(The definitive list can be found in the Edexcel specification document on their website)*

##### **Topics and themes explored include:**

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



##### The course:

The Vocational course has been designed to provide an engaging, broad and stimulating introduction to the world of Sport and Fitness. Students will study a course which is the equivalent to a GCSE but has the benefit of a larger coursework and practical content.

##### **Topics and themes explored include:**

- Gain personal development of knowledge and skills relevant to the sport and fitness world and working life
- Develop a wider understanding and appreciation of the broad range of sport specialisms
- Become fitter by following a personalised fitness plan they develop
- Develop communication, planning and team working skills
- Improve their ability to lead sporting activities





## Physical Education

### GCSE PE

### Vocational PE

#### Assessment

**Written exam** - 60%

**Personal exercise plan** - 10%

**Practical assessment** - 30%

Based on three sporting activities assessed continually throughout the course and verified by external moderation in Year 11.

The sports followed need to cover the following criteria: one team sport, one individual sport and another (of either). Pupils will follow the two year scheme of work (practical) as a class, and be put into a sport to study. There is not a free choice.

**Final award:** GCSE grades 1-9, 9 being highest.

#### Assessment

Unit 1—Contemporary issues in sport

#### **Written Exam**

Unit 2—Developing sports skills

#### **Coursework portfolio**

#### Plus a selection of units from

- Sports leadership
- Sport and the media
- Working in the sports industry
- Develop knowledge of outdoor activities

#### The final award will be:

L2 Pass, Merit or Distinction. (Equal to 1 GCSE)



#### **In order to succeed students will need:**

- Commitment to work steadily throughout Years 9, 10 and 11
- To produce regular coursework and meet all deadlines
- A desire to act on feedback to improve
- An interest in participating in sport and a desire to learn more about how the sports and fitness industry works.

#### Where next?

These courses lead on to further L2 and L3 qualifications, including: A level PE, BTEC National Diploma, BTEC coaching courses, uniformed services.

Following further study, students could progress to employment in a related field, such as physiotherapy, leisure management, sports instructors/coaches, dieticians, nutritionists, and sports psychology.

## Section C - Making Your Choices

### How to select and identify your Options Choices

**In addition to the core subjects, students will study four optional subjects:**

- Choose Four subjects from the list below
- Rank their selected Options 1-4 and identify two Reserves
- Unless told otherwise, all students will be required to choose at least one of the subjects marked \*
- Only select one Art subject (marked with \*\*)

Subjects on offer	
<b>French *</b>	Health and Social Care
<b>German *</b>	Music
<b>Geography *</b>	Drama
<b>History *</b>	Photography
<b>Computer Science *</b>	Art and Design **
Digital i-Media (ICT)	3D Design (Resistant Materials) **
PE (GCSE and Vocational)	Food and Nutrition
Enterprise & Business	Film and Media Studies

#### Your Choices

- Once identified, you will have time to discuss Choices with subject staff and check on your suitability for GCSE study
- In a few weeks time you will receive additional guidance on how to enter your choices into the **online** Options Choices module
- Use the space to the right to jot down your preferred Options

Preferred Options Choices	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>Res 1</b>	
<b>Res 2</b>	

## Section C—Making Your Choices

# Options Evening Plan & Questions you might have

Below is a plan of the Options Evening talks. Put a circle around the sessions you want to attend.

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

**Year 8 Subject Presentations – Rooms and Times Thursday 31<sup>st</sup> January 2019**

Room	5.00pm	5.15pm	5.25pm	5.40pm	5.55pm	6.10pm	6.25pm	6.40pm
Main Hall	Welcome to Churchill and Gainsborough families	Welcome to Newton and Shakespeare families						
Support Centre			Drama	Drama	Drama	Drama		
IT Gates		ICT and Computer Science		ICT and Computer Science	ICT and Computer Science		ICT and Computer Science	ICT and Computer Science
L3		French and German	French and German		French and German		French and German	
S3		Food & Nutrition		Food & Nutrition		Food & Nutrition		Food & Nutrition
S4		Photography	Art		Photography	Art		Art & Photography
S5		BTEC Health and Social Care	BTEC Health and Social Care		BTEC Health and Social Care		BTEC Health and Social Care	
S6			Business & Enterprise	Business & Enterprise		Business & Enterprise		Business & Enterprise
Library			PE GCSE & Vocational	PE GCSE & Vocational		PE GCSE & Vocational	PE GCSE & Vocational	
Music room		Music		Music		Music		Music
Learning Suite 1			Geography	Geography	Geography		Geography	
Learning Suite 2			History		History	History		History
E1 <small>(upstairs English)</small>			Film & Media Studies	Film & Media Studies			Film & Media Studies	Film & Media Studies

**NB:** Students interested in 3D Design (Resistant Materials) should speak to Mr Beck or Mrs Swinburn separately to this evening please

Senior Staff will be available in the Main Hall to offer advice. Our SENCO Ms Dawson is available in the Conference room for discussions.

Subject	Question	Answer