

Year 8 Options 2019



ST CLEMENT'S
HIGH SCHOOL



West Norfolk
Academies Trust



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Introduction


Dear Students

In order to provide the best possible opportunity for you to achieve your full potential at GCSE level, you will choose your options in Year 8 and begin your chosen courses in Year 9. This options process involves important decisions and the school will guide you through the process, to ensure you have a balanced curriculum that suits your needs.

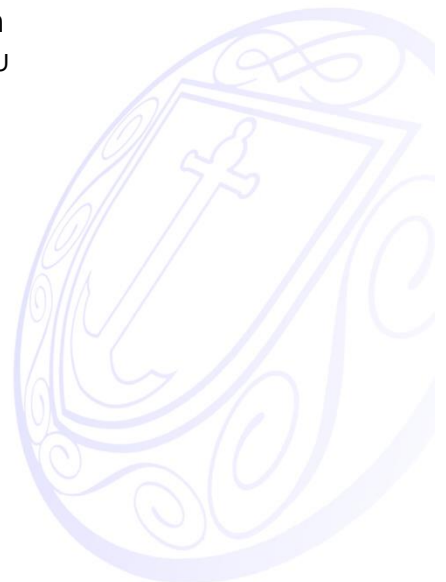
All students will study English, Mathematics, Science, and PE. Government requirements mean that all students' options must include either French, Geography or History. **Whilst we encourage students to pick one of these subjects, we have not made French a compulsory subject. However it is worth noting that other schools around the country have, so when you leave School and go into a further career or educational establishment you will be competing for a place with people who have a language. Therefore as a School we highly recommend you consider taking a language, French, as a GCSE option.**

This booklet provides an overview of each subject; please take every opportunity to talk to your teachers to ensure you understand the requirements and content of each subject you intend to choose. Many subjects are still managing syllabus changes due to government reforms, so please bear in mind that some aspects of the course shown in this booklet may change.

This is an exciting opportunity for you to make important decisions about your education; we understand choosing your options can be daunting, but, always remember, staff are on hand to guide you



Mr N Willingham
Headteacher



About this booklet

The information in this booklet is divided into two sections:

CORE SUBJECTS

(ie. those taken by all Key Stage 4 students)

OPTIONAL SUBJECTS

(ie. those that students may select or are nominated to by school staff)

Whilst the information in this booklet is as accurate as we can make it, some aspects are subject to change - for instance, specific course content and the likely cost of materials and work wear. In all instances, the respective subject teacher is the best source of information and advice.

For all non-subject specific concerns, there are a number of people available in school to offer support in a range of areas and ways.

These include:

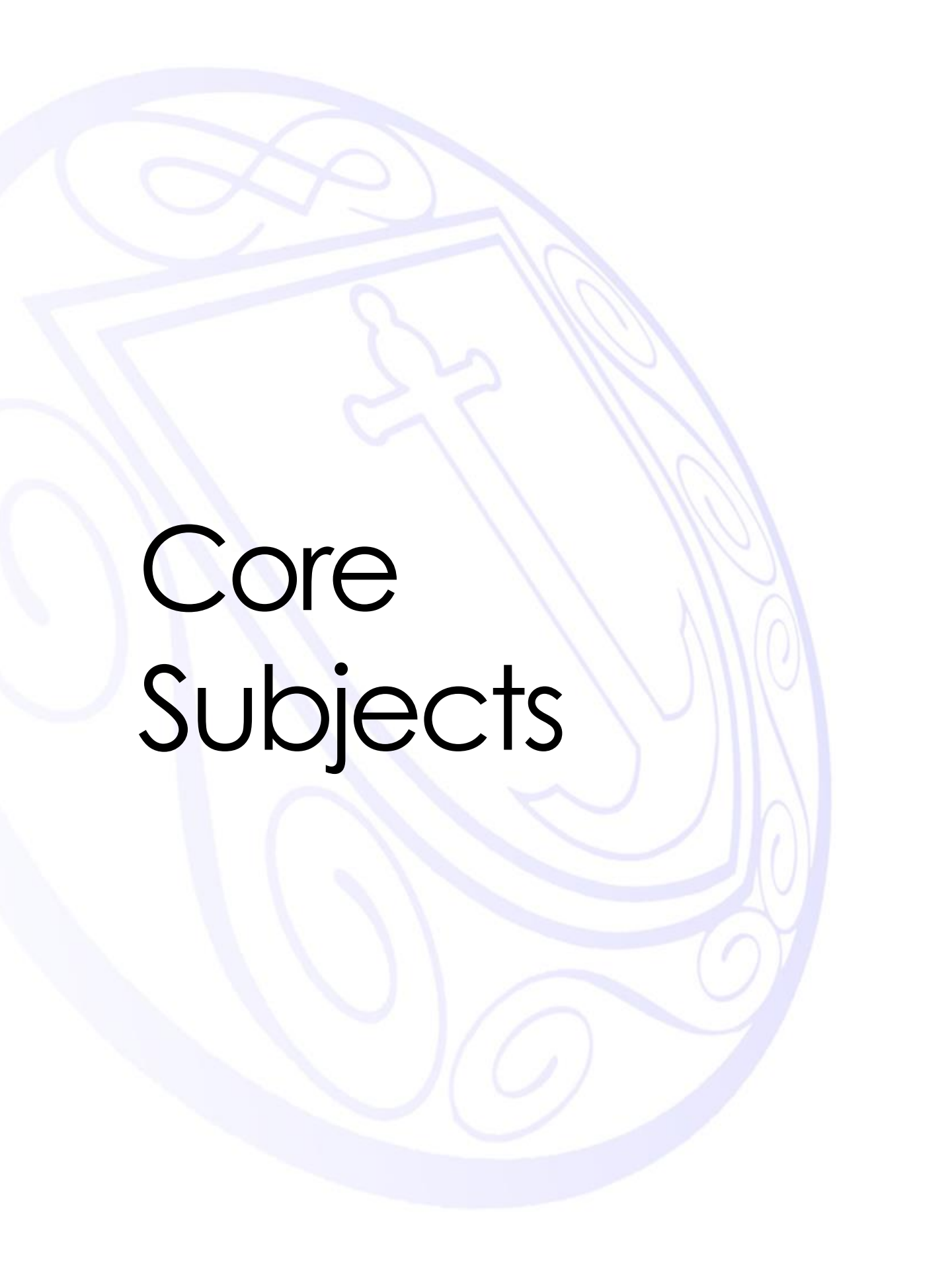
Mr Willingham - Headteacher

Mrs Towle - Achievement Lead Key Stage 3

Mrs Cawston- Pastoral Support Officer Key Stage 3

The table below shows the key dates relevant to the options process;

9th May	Options Evening	The evening will begin with an explanation of the options process and a description of the guidance that will be provided for students. There will be then an opportunity to speak with subject teachers, see examples of the type of work completed in each subject and ask specific questions.
w/c 13th May	Individual Options Meetings	Each student will have an individual meeting with a senior member of staff during the school day, to discuss their subject choices.
22nd May	Options Deadline	Students need to submit their options choices on time.
July 2019	Individual Parental Meetings & Confirmation Letters Sent Home	Once all the forms have been processed, individual letters confirming the subjects studied in Year 9 will be sent home. Individual meetings will be held with the parents of any students who still have concerns or whose choices cannot be accommodated.



Core Subjects

CORE SUBJECT

Subject	English Language and English Literature	Exam Board	Edexcel and AQA
Examination	100%	Coursework	-
Teachers/Mentors	Mrs Russell, Mrs Payne, Miss Bird, Mrs Brockman-Smith, Mr Smith, Mrs Ambrose-Bone, Mrs Schwarz, Miss Franklin and Miss Ballard		

STRUCTURE OF COURSE

Students will achieve two GCSEs in English; one each for Language and Literature.

To gain the Language GCSE the students will learn and hone the following skills:

- **Reading** – to read and understand a range of fiction (particularly pre-1914 texts) and non-fiction writing and to be able to analyse the writer's use of language, structure and techniques to create particular effects
- **Writing** – to write in a range of formats and styles, using appropriate language and techniques
- **Speaking and Listening** – to express and present their ideas and viewpoints in a way that suits their audience and situation
- **Basic skills** – to use correct punctuation, grammar and spelling in order to make their writing clear and/or to create particular effects

To achieve a Literature GCSE students will be:

- Reading a number of texts from a range of time periods. This will include drama, poetry and novels
- Closely analysing extracts of texts, looking at language and techniques used by the writer
- Considering the impact of whole texts by studying characters, themes and structure
- Learning about the social and historical context that surrounds the texts they have studied

RESOURCES/EQUIPMENT

- Revision websites
- Literature texts and study guides (available in the school shop)

PROGRESSION

English skills are essential in everyday life and success at GCSE will open the doors to a range of courses and careers.

EXPECTATIONS OF STUDENTS

We expect all students to arrive in lessons focused and equipped to learn. There is a lot of content to cover in our lessons and often it relies on students being actively engaged in polite classroom discussions. Sharing our ideas with each other and respecting others' contributions is essential.

We would also encourage students to do as much of their own private reading as possible. Visiting the St Clement's High School website and looking under 'About Us' and then 'Curriculum' will lead you to the English Department page where you will find the KS4 reading list as a starting point.

CORE SUBJECT

Subject	Mathematics	Exam Board	AQA
Examination	100%	Coursework	-
Teachers/Mentors	Mr Batchelor, Miss Waterman, Mr Brooks, Mrs Wagstaff, Mrs Carter, Miss Towler.		

STRUCTURE OF COURSE

Students will start their Year 9 GCSE course in the tier of entry that should be appropriate for their predicted GCSE Level. Students in sets 1 and 2 will follow the Higher Tier course. Students in sets 3 to 5 will follow the Foundation Tier course. Sets are fluid and students can change class if it is appropriate for them and their tier of entry.

The new GCSE course requires students to demonstrate understanding of their Mathematical ability and reason why they have chosen one method over another to solve a problem. We encourage students to develop their skills and understanding of mathematical methods in readiness for their final examinations.

The Mathematics GCSE examination consists of three papers: one non-calculator paper and two calculator papers, each lasting 1 hour 30 minutes.

RESOURCES/EQUIPMENT

- Students should come to all lessons with appropriate equipment, these are: a scientific calculator, pencils, pens, rulers, eraser, protractor and a pair of compasses. Equipment and maths revision guides can be purchased from the school shop
- Access to the HegartyMaths and PIXL website is provided by the school

PROGRESSION

Mathematics is a fundamental part of everyday life and work. It is our aim to ensure that all students get the best possible foundation to be confident with the subject, whether or not they continue to study post-16. This GCSE can lead directly to a range of A-Level and degree courses and supports many more, including apprenticeship courses.

EXPECTATIONS OF STUDENTS

Students are given one written homework each fortnight; we expect them to spend an appropriate amount of time revising the questions before answering the questions, and to show all of their working out in full. Work is expected to be neat and well presented, with dates and titles underlined and all calculations shown in full. In addition to set homework, we expect students to use Hegarty Maths from home, revising topics they have not understood by watching the videos in full and completing the short tasks at the end of the presentations.

CORE SUBJECT

Subject	Science	Exam Board	AQA
Examination	100%	Coursework	-
Teachers/Mentors	Mrs Bennell, Dr Withers, Mr Wood, Mr Reynolds, Mr Bailey and Mr Collinge		

All students will study either Combined Science (awarding them two GCSEs) **OR** GCSE Biology, Chemistry, and Physics as the triple award (awarding three GCSEs). Students will be selected to study the separate science GCSE's. These students will be informed by the Head of Department, after discussion with their subject teachers.

STRUCTURE OF COURSE

Combined Science and Triple Sciences will be a linear GCSE course, meaning all written examinations will be taken at the end of Year 11.

Students will be taught each of the separate science subjects (Biology, Chemistry and Physics) by a separate teacher as part of their timetable.

The following topics will be studied:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> Cells and Organisation Co-ordination and control Preventing and treating diseases Effects of human interactions on ecosystems and biodiversity Bioenergetics 	<ul style="list-style-type: none"> Rate of reactions Our atmosphere Reactivity Series 	<ul style="list-style-type: none"> Space physics Radioactivity Electromagnetic waves

RESOURCES/EQUIPMENT

- Revision Guides – which can be purchased from the School Shop in the Library
- Seneca Learning – an online platform which is designed to support knowledge recall.

PROGRESSION

Science qualifications will enable students to go onto A-levels and Further Education opportunities.

Triple Science qualification will support students wanting to continue to develop their understanding of the sciences, to enable them to pursue University based science courses towards their chosen career.

EXPECTATIONS OF STUDENTS

Students need a good ATL and be able to work independently, they need to take ownership of their learning and be able to recognise areas of weakness and ask for help/extra work.

Students will be invited to attend after school and intervention sessions, and spend at least one hour a week reviewing past topics independently at home.

CORE SUBJECT

Subject	Physical Education
Teachers/Mentors	Mr Osler, Mr Arndt, and Miss Frostwick

STRUCTURE OF COURSE

Students continue to develop their skills in a broad range of activities during Year 9. When they move into Years 10 and 11, emphasis is placed on the different roles within physical education. These roles include player/performer, coach, choreographer and official. Students will learn to organise their own activities and take responsibility for the learning environment.

There will be opportunities to try new activities, as well as selecting from those they have already participated in during their time at St Clement's.

Core Physical Education will not end in the awarding of a GCSE qualification but is a compulsory subject by the Government. Students will, however, be given the opportunity to complete Sports Leader Award Level 1 and Level 2 during their time in Key Stage 4.

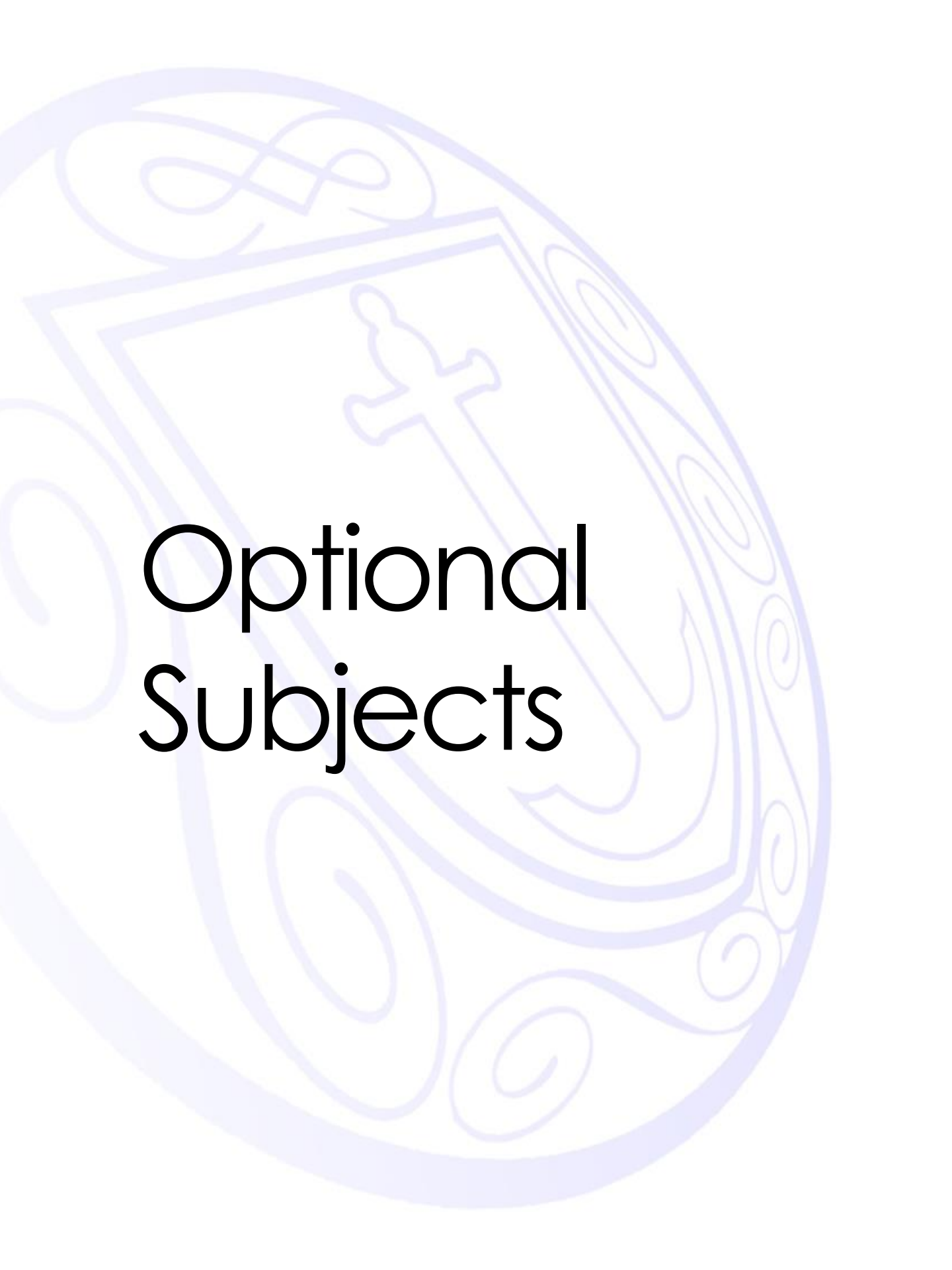
PROGRESSION

The Key Stage 4 programme will focus on the development and application of skills and preparation for participation in a variety of physical activities outside and following compulsory education.

Physical Education remains a compulsory subject up until the completion of Year 11. It plays a significant role in the development of a healthy and active lifestyle, alongside the development of leadership, teamwork and communication skills.

EXPECTATIONS OF STUDENTS

Students will be required to wear the correct PE uniform in all lessons. Full details are included in the student planner and are available from the school reception or the PE department.



Optional Subjects

OPTIONAL SUBJECT

Subject	Fine Art	Exam Board	Edexcel
Examination	40%	Coursework	60%
Teachers/Mentors	Mr Bennell and Mrs Rigby		

STRUCTURE OF COURSE

The course begins by introducing a wide variety of skills and techniques, which enables students to push their creative skills and become confident, independent learners with a clear understanding of all GCSE assessment criteria. Students will produce a variety of small and large-scale pieces of work designed to cover the assessment objectives.

The coursework units are longer, more sustained projects, designed to get the very best out of each student. The externally set assignment consists of an open-ended starting point set by the examining board; students then have approximately 20 hours preparation time, and a 10 hour concluding examination, during which they produce their final piece.

RESOURCES/EQUIPMENT

Please speak to departmental staff for details

PROGRESSION

A GCSE Fine Art qualification can lead to:

- A-Levels in: Art & Design, Photography, Publishing, Media Studies, Theatre Studies, Publishing
- BTEC courses in: 3D Design, Design Crafts, Fashion, Graphics, Textiles, Computer Game Production, Visual Art
- Degree studies in: Animation, Advertising, Illustration, Printed Textiles, Jewellery Design, Automotive Design, Packaging Design, Performance Art, Sculpture
- Careers in: Photography, Graphic Design, Architecture, Fashion Design, Set or Stage Design, Animation, Community Art, Gallery Conservation, Medical Illustration, Press, Print and Product Design

IMPORTANT DATES

- Coursework Unit 1 due May 2021
- Coursework Unit 2 to be completed for December 2021
- Examination starts January 2022

EXPECTATIONS OF STUDENTS

Students will need to work outside of the lessons, either at home or in school, if they wish to achieve a higher grade.

OPTIONAL SUBJECT

Subject	Photography	Exam Board	Edexcel
Examination	40%	Coursework	60%
Teachers/Mentors	Mr Bennell and Mrs Rigby		

STRUCTURE OF COURSE

The course begins by introducing students to a wide variety of photographic skills and techniques, both digital and wet. Once students have mastered a variety of processes, they will complete three coursework projects, where they are encouraged to develop their own independent ideas based on a given theme. These units of work build upon previous knowledge and experiences, enabling students to successfully meet the assessment objects.

During the course, students will be taught to use traditional and digital SLR cameras, along with appropriate editing skills using the darkroom and Photoshop. They will cover digital techniques including HDR, 3D, Tilt Shift and Motion Photography in addition to more traditional techniques such as Cyanotypes, Photograms and Chemigrams.

The externally set assignment consists of an open ended starting point set by the examining board; students have approximately 20 hour preparation time and a 10 hour concluding examination, where they produce their final photographs.

RESOURCES/EQUIPMENT

- Use of a computer with Adobe Photoshop and PowerPoint
- Digital SLR Camera. However, this is not essential as we do offer the loaning of photographic equipment in school with a deposit, but it is an advantage if students have access to their own

PROGRESSION

A GCSE Photography qualification can lead to:

- A-Levels in: Art & Design, Photography, Publishing, Media Studies, Theatre Studies, Publishing or BTEC courses in: 3D Design, Design Crafts, Fashion, Graphics, Textiles, Computer Game Production, Visual Art
- Degree studies in: Animation, Advertising, Illustration, Printed Textiles, Jewellery Design, Automotive Design, Packaging Design, Performance Art, Sculpture
- Careers in: Photography, Graphic Design, Architecture, Fashion Design, Set or Stage Design, Animation, Community Art, Gallery Conservation, Medical Illustration, Press, Print & Product Design

IMPORTANT DATES

- Coursework Unit 1 due December 2020
- Coursework Unit 2 to be completed for June 2021
- Coursework Unit 3 to be completed for December 2021
- Examination starts February 2022

EXPECTATIONS OF STUDENTS

It is essential that students work outside of the lessons, either at home or in school if they wish to achieve a higher grade. Deadlines are to be adhered to!

OPTIONAL SUBJECT

Subject	Hospitality & Catering	Exam Board	WJEC
Examination	40%	Coursework	60%
Teachers/Mentors	Mrs Clarke		

STRUCTURE OF COURSE

Unit 1: The Hospitality and Catering Industry (40% of overall grade)

External exam

Duration: 90 minutes

Number of marks: 90

The exam component will consist of structured, short and extended response questions to assess content related to food preparation and nutrition.

Unit 2: Hospitality and Catering in Action (60% of overall grade)

Internal Controlled assessment totalling 9 hours and production of a portfolio of work

The controlled assessment will require you to plan, prepare and cook a range of dishes to meet a brief

FURTHER INFORMATION

The course has been designed to develop knowledge and understanding related to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws and regulations and food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

PROGRESSION

Successful completion of this qualification could lead to a number of possibilities. There are colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and level 1 to 3 courses.

You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.

EXPECTATIONS OF STUDENTS

Students are encouraged to work as much as possible at home to practice the techniques that we will be studying in school to achieve a higher grade. It is recommended that students purchase a set of chef's whites and bib apron.

OPTIONAL SUBJECT

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You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.

EXPECTATIONS OF STUDENTS

Students are encouraged to work as much as possible at home to practice the techniques that we will be studying in school to achieve a higher grade. It is recommended that students purchase a set of chef's whites and bib apron.

OPTIONAL SUBJECT

Subject	Design Technology	Exam Board	AQA
Examination	50%	Coursework	50%
Teachers/Mentors	Mr Falco		

STRUCTURE OF COURSE

The course begins by introducing a wide variety of skills and techniques, which enables students to push their creative skills and become confident, independent learners with a clear understanding of all GCSE assessment criteria. Students will complete a number of smaller projects designed to cover the assessment objectives. These projects will introduce students to the drawing and writing aspects of the course, as well as build their practical skills.

FURTHER INFORMATION

Students need to be aware of the structure of the course, and know that written and designing work make up a larger part of the marks available. Please see Mr Falco for information and guidance.

Students will need to work outside of the lessons, either at home or in school, if they wish to achieve a higher grade.

- Coursework Unit 1 due May 2021
- Coursework Unit 2 to be completed for December 2021
- Examination starts January 2022

PROGRESSION

- A Level in design subjects
- Degree courses in design or engineering
- Apprenticeships and the workplace

EXPECTATIONS OF STUDENTS

As students will be completing a number of design and written tasks, they are expected to have the correct equipment for all lessons. This includes: pens, pencils, 30cm ruler, coloured pencils, sharpener and rubber.

During practical tasks, students may be asked to provide their own materials or components if they are not readily available in the department. All students will be expected to catch-up on any classwork missed due to absence.

OPTIONAL SUBJECT

Subject	Music	Exam Board	Edexcel
Examination	40%	Coursework	60%
Teachers/Mentors	Miss Kemp		

STRUCTURE OF COURSE

The course is designed to allow the students to continue to develop their musical skills, focussing on listening, performance and composition. Through the course, we will explore and develop a wide range of musical skills, relating them to pieces we study, and using them as inspiration for our own performances and compositions.

The course has one externally examined listening paper. Performing and composition are assessed in the form of two portfolios.

Performing - Two recorded performances; one solo (performing on your own) and one ensemble (performing with other musicians). The performances will be recorded in Year 11. For these assessed performances, there is no requirement to perform in front of other people. You can sing or play an instrument for these

Composition - Two compositions; one following a brief set by the exam board and one composition where you can follow your own ideas. The composition will be worked on in school using Music Technology to help. This includes recording and notation software.

Listening Exam - Four areas of study; each one focuses on two set works:

- Instrumental Music 1700-1820
- Vocal Music (songs, including pop songs)
- Music for Stage and Screen (music for films and theatre)
- Fusions (music that draws together different cultures)

The exam is based on listening to extracts from these pieces

FURTHER INFORMATION

This course will suit you if you:

- would like to develop your instrumental or vocal skills
- sing or play in a band
- want to develop your song writing skills
- like to listen to a range of music
- have an interest in the rapidly developing technical side of music

PROGRESSION

- **Further Education** - Study at Level 3 (BTEC and A-Level courses)
- **Higher Education** - University degrees in Music and Music Technology
- **Careers** - Employment within the music industry

EXPECTATIONS OF STUDENTS

For both the performing and composition portfolios, you will need to complete work in your own time. This includes practising your pieces as well as completing homework composition tasks. There will be a dedicated lunch and after school session if you would like to use the school equipment (details will be given in September about which days this is). You will need to choose which instrument you will perform on or if you are going to sing.

OPTIONAL SUBJECT

Subject	Drama	Exam Board	Eduqas
Examination	40%	Practical	40% + 20%
Teachers/Mentors	Mr Schwarz		

STRUCTURE OF COURSE

This new GCSE drama course has been specially designed to give our students an excellent and rewarding three years in performing, creating, directing, lighting, sound and much more. Throughout the course, we will explore and develop key performance techniques. During Years 9 and 10, students will focus on building their confidence as performers and they will also have the opportunity to perform in many new and exciting styles.

In Year 11, students will be working towards their final drama exams: **Component 1:** Students will create a group performance, based upon a performance style of their choice. Students will keep an Actor's Log and Portfolio throughout the process and complete a final evaluation. In **Component 2**, students will choose a play script of their choice and rehearse/perform (in groups) a section of the play for a visiting examiner. In **Component 3**, we explore a play text and live theatre, both through performance and as a director/designer, ready for our final exam.

FURTHER INFORMATION

Useful resources for the course;

- Actor's Log Book/Diary (purchase), Published Play Text (purchase) Revision Guide (purchase)
- www.nationaltheatre.org.uk www.royalcourttheatre.com www.mydrama.co.uk

Key Dates;

- Nov/Dec 2021 - Component 1: Devised Performance/London Theatre Visits
- January 2022 - Component 1: Portfolio & Evaluation completed
- April 2022 - Component 2: Scripted Performance
- May 2022 - Component 3: Live Theatre & Play Text Examination

PROGRESSION

▷ **A Level/Diploma:** Acting, Theatre Studies, English Literature, Media, Art, Law, Psychology, Philosophy, History, Dance, Music, Business etc.

▷ **Degree Courses:** Acting, Theatre, Directing, Film/Media, Law, Costume Design, Technical Design, Philosophy, Psychology, History, Dance, Education, Business, Music etc.

▷ **Careers: Any career that requires creativity and strong interpersonal skills.** Actor, Director, Law, Nurse, Teacher, Designer, Writer, Police, Social Worker

EXPECTATIONS OF STUDENTS

Our GCSE Drama students are continuously encouraged to develop key transferable skills throughout the course: creativity, building confidence, working with others, problem solving, leadership and an independent/collaborative desire to succeed. Students of drama are expected to rehearse/develop their work beyond the core lessons.

OPTIONAL SUBJECT - HUMANITIES

Subject	Citizenship	Exam Board	AQA
Examination	85%	Project	15% (examined)
Teachers/Mentors	Mrs Morton		

STRUCTURE OF COURSE

For this GCSE students will study four units in preparation for two examinations, each 1 hour and 45 minutes in duration.

- **Life in Modern Britain** - immigration, British identity, UK and international relations & media
- **Rights and Responsibilities** - judiciary, court system, human rights & law
- **Politics and Participation** - democracy, government, devolution, local politics & British Constitution
- **Active Citizenship** - pressure groups, campaigning, advocacy and making a change in society

In addition, students complete an Active Citizenship project for which they are assessed during the examination and totals up to 15% of the overall grade.

FURTHER INFORMATION

GCSE Citizenship equips students with a comprehensive knowledge of current affairs, topical political issues and in-depth knowledge of how a democratic society functions. For this reason, it is incredibly important that students taking GCSE Citizenship have an interest in current affairs and are happy to keep up-to-date with the news. It is strongly recommended that students should regularly read a reliable newspaper **or** online newspaper and watch the national news on a regular basis. This will help to improve and support knowledge and understanding in preparation for the examination.

PROGRESSION

Citizenship helps your progression in life a great deal, regardless of what route you decide to take when you leave St Clement's. It helps you to understand the world you live in, how society works (and sometimes doesn't!) and how you can become a more involved and active citizen.

- ▷ **Further Education** - Government and Politics, Sociology, Media Studies, Law
- ▷ **Higher Education** - Degrees in Law, Politics, International Studies, Journalism
- ▷ **Career opportunities** - Barrister, Solicitor, Teacher, Childcare, Doctor, Politics and so many more!

EXPECTATIONS OF STUDENTS

Students opting to take GCSE Citizenship should first and foremost have a keen interest in current affairs and politics; it is vital for enjoyment and progression in this subject! Keeping up to date about current affairs could be via the internet, newspapers & television news. This should be a **daily commitment** so students are equipped with relevant up to date knowledge of the world they live in, so we can apply their knowledge to content we cover in class. If you miss a lesson, it is your responsibility to collect catch up work at the next convenient time, preferably prior to the next lesson. You can always reach me via email.

OPTIONAL SUBJECT - HUMANITIES

Subject	Geography	Exam Board	AQA
Examination	100%	Coursework	Two pieces of fieldwork (examined)
Teachers/Mentors	Mrs Brassett, Mrs Towle, Mrs Rigby, Mr Feaviour		

STRUCTURE OF COURSE

This course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, approaching and examining the conflicts between the man made world and the natural. The new curriculum also involves application of knowledge and a high level of mathematical and cartographical skills. All students sit the same exams, there is no tier system of exam papers. Each exam will contain multiple choices, short open, open response and extended writing questions.

Paper 1 Living with the Physical Environment (35%)

Topics – Challenge of Natural Hazards, Living World, Physical landscapes in the UK.

Paper 2 UK Geographical Issues (35%)

Topics – Urban issues and challenges, Changing economic world, Challenge of resource management.

Paper 3 Geographical Applications (30%)

Students need to complete two pieces of fieldwork (one human and one physical). Fieldtrips will involve a small charge to cover costs; both field trips are a mandatory part of the course. Application of the skills learnt, for both field trips and unfamiliar field trips, are assessed in Paper 3. In addition to field work Paper 3 also requires pupils to investigate a topical issue which pupils have to interpret and evaluate information they have received. The information is supported through a resource booklet provided by AQA twelve weeks before the examination date for Paper 3

FURTHER INFORMATION

After school classes will be made available for students to practise exams and catch up in case of absence.

Students will be presented with a personal learning checklist in the first lesson of each new topic. This will enable pupils to see the content to be delivered and allow them to reflect on their understanding at the end. The geography exam requires pupils to apply knowledge, rather than to just be able to recall knowledge. The course includes about 10% mathematics and a large number of key words pupils need to understand and use.

PROGRESSION

Geography helps you to make sense of the world around you. It is hands on relevant learning. There are many career opportunities in Geography (marine biologist, teacher, social worker, marketing, cartographer etc) it is a highly recommended to continue to A-Level and is recognised and respected by universities all over the country. During the course pupils will develop skills in interpretation, analysis, application of knowledge and writing.

EXPECTATIONS OF STUDENTS

Pupils who are considering taking Geography should be willing to complete work to a high standard. Pupils should be able to link theory and concepts, beyond the basic levels, to enable them to apply knowledge to the real world. A willingness to interpret resources and contribute to class work is essential to fully gain from this course.

OPTIONAL SUBJECT - HUMANITIES

Subject	History	Exam Board	AQA
Examination	100%	Coursework	-
Teachers/Mentors	Mr Modica and Mrs Norton		

STRUCTURE OF COURSE

GCSE History has 4 exam courses over 2 exam papers. We are a literacy based subject that will require essay writing skills, interpretation and analysis of the usefulness of sources as well as interpretations of key events. These are skills that are transferrable to other subjects especially English. There is no coursework in GCSE History—100% Exam in Yr11. History is challenging but interesting and rewarding too.

Paper 1: 2 hours

- Section 1: Germany 1890-1945 WWI to Nazi Germany (3 x interpretations Qs / 3 x essays)
- Section 2: Cold War 1943-72 (2 x source based essays / 2 x essays)

Paper 2: 2 hours

- Section 1: Medicine Through Time (1 x source based essay / 3 x essays)
- Section 2: Elizabethan England (1 x interpretations essay / 2 x essays / 1 x Case Study essay)

FURTHER INFORMATION

You will learn key transferable skills that are not just useful in GCSE History but also your other subjects; skills such as communication, writing, reading, analysing, interpreting skills are developed throughout the course. There will be opportunities for role play, independent learning and group work.

- There will be in class assessments following all major topics to allow staff and students to monitor progress and be aware of any misconceptions that have arisen.
- The GCSE examination for History will take place at the end of Year 11.

PROGRESSION

Studies at A-Level, University and Post-Graduate levels could lead to a career in a wide range of professions, such as Law, Museum Curator, Journalism, Research Assistant, Politics, Acting and many others. Due to the challenging nature of History, success in History holds a great deal of credibility for employers and post 16 options as it tells an employer / FE supplier that you have developed key skills.

EXPECTATIONS OF STUDENTS

- Students choosing History will be expected to catch up on missed lessons independently.
- Historians will also be expected to be committed and resilient as well as prepared for plenty of essay writing but also orally contributing to class discussions.
- Historians will need to spend at least 2 hours a week on extra studying / consolidation of work
- Revision guides and workbooks are available and are an essential part of our course due to high content—further information will be available on commencing the course.

OPTIONAL SUBJECT - HUMANITIES

Subject	Religious Studies	Exam Board	AQA
Examination	100%	Coursework	-
Teachers/Mentors	Mrs Wood		

STRUCTURE OF COURSE

This is an optional course where students will receive five hours a fortnight of Religious Studies. This course will lead to a full GCSE.

This is a new course which includes studying two faiths, Christianity and Hinduism, to ensure students have a strong understanding of the central role of religion on British culture.

The course will cover topics such as:

Thematic Studies (Christianity)

- Religion and life
- Religion, crime and punishment
- Religion, peace & conflict
- Religion, human rights and social justice

Philosophy (Christianity & Hinduism)

- Beliefs and teachings
- Practices

FURTHER INFORMATION

There are no special requirements and the course is not tiered, so all students sit the same level of entry and have the opportunity to score band 9-1. The AQA website contains links to the full course specification and to past examination papers and mark schemes. These can be downloaded for free. AQA have also produced very good revision guides.

PROGRESSION

- A-Levels and University courses
- Careers in Teaching, Law, Armed Forces, Police, Health Service

EXPECTATIONS OF STUDENTS

- Students choosing Religious Studies will be expected to catch up on missed lessons independently.
- Students should show compassion and empathy when learning about religions which have a central role in British culture.

OPTIONAL SUBJECT

Subject	Physical Education	Exam Board	Edexcel
Examination	60%	Coursework	10%+30% (practical)
Teachers/Mentors	Mr Osler, Mr Arndt and Miss Frostwick		

STRUCTURE OF COURSE

Theory (assessed by 2 examinations)

- **Applied anatomy and physiology:** the structure and functions of the muscular-skeletal and cardio-respiratory system
- **Principles of movement:** their effect on performance in physical activity and sport; including lever systems, planes and axes of movement
- **Principles of training and different training methods:** carry out, monitor and evaluate personal exercise and training programmes
- **Use of data:** data analysis in physical activity and sport; including qualitative and quantitative data and its presentation
- **Psychological factors:** how these affect performers in physical activity and sport
- **Socio-cultural factors:** engagement patterns of different social groups in physical activity and sport and commercialisation of physical activity
- **Benefits of participating in physical activity and sport to health:** the consequences of a sedentary lifestyle, energy use, diet, nutrition and hydration

Practical (assessment in three different activities in the role of player/performer and written coursework):

- One assessment must be in a team sport/activity
- One assessment must be in an individual sport/ activity
- The third assessment being from either a team or individual sport/activity
- Written coursework based on a Personal Exercise Programme

Please Note: School based activities are Athletics, badminton, football, netball, table tennis, trampolining. Students are responsible for collecting video evidence of any off site activity assessment.

FURTHER INFORMATION

- Personalised GCSE PE kit, including ID number (issued in Department)
- All students will have access to course textbooks and key all work in their course file
- They will have access to resources within school (Library, ICT and PE)

PROGRESSION

- A-Level Sports Studies (various courses)
- BTEC National Diploma (at different levels)
- Leisure Management, Fitness Instructor, Coaching

EXPECTATIONS OF STUDENTS

- Students **must** be engaged in regular physical activity at school
- There **must** be a clear **commitment** to regular attendance of PE and Sports Clubs
- Students need to develop **three** areas of strength and should aim to represent the school and/or local club in each activity
- Equal effort **must** be applied to theory lessons and examination preparation

OPTIONAL SUBJECT - INFORMATION COMMUNICATION TECHNOLOGY

Subject	Certificate in Creative Media	Exam Board	OCR Cambridge Nationals
Examination	25%	Coursework	75%
Teachers/Mentors	Mrs Spurrier and Mrs Melton		

STRUCTURE OF COURSE

This exciting award in Creative Media gives you fantastic opportunities to work with a variety of technologies and offers you choices such as web design, animation, video editing, multimedia, graphics creation and manipulation, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy and provide up-to-date skills, knowledge and understanding of the rapidly developing digital world. The course explores how digital technology impacts on the lives of individuals, organisations and society.

Mandatory Unit:	Optional Units: (teacher selects 2 units from the following list, all are centre assessed tasks.)
<ul style="list-style-type: none"> • Pre-production skills (written paper 1hr15 minutes) • Creating Digital Graphics (Centre assessed task. OCR moderated) 	<ul style="list-style-type: none"> • Story telling with a comic strip • Creating a multi-page website • Creating interactive multimedia products • Creating a digital video sequence • Digital photography • Designing a game concept.

FURTHER INFORMATION

Skills and Aptitude required:

- Preference for a hands on approach
- Imagination and the wish to develop a product (Graphical and Web)
- Ability to produce coursework
- Strength lies within the opportunity of a less theoretical exam

The emphasis is on creativity, skills and the use of IT within the workplace.

PROGRESSION

An Award in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. ICT qualifications open doors to diverse career paths such as games design, web and animation development and mobile application development. ICT is an exciting subject and the depth of coverage means that it will provide a solid foundation for either further study or employment.

EXPECTATIONS OF STUDENTS

You will need a very good level of organisation to complete course and a desire to learn and be interest in ICT. You need to have good attendance to complete coursework in set hours and be willing to catch up any work missed outside the classroom in your own time.

OPTIONAL SUBJECT - BUSINESS STUDIES

Subject	Business Studies	Exam Board	OCR
Examination	100%	Coursework	-
Teachers/Mentors	Mrs Spurrier		

STRUCTURE OF COURSE

Paper One

- Business Activity (eg types of ownership, enterprise and entrepreneurship etc.)
- Marketing (eg price, product, place and promotion, etc)
- People (eg Human Resource ,recruitment, selection and training of staff, motivation, etc)

Paper Two

- Influences on business (eg technology, ethics and the environment ,etc)
- Business operations (eg stock control, quality and customer service, etc)
- Finance (eg sources of finance, calculations for profit and loss, break-even, etc)

FURTHER INFORMATION

If you are to find this course worthwhile and enjoyable, you need to be the kind of person who has a keen interest in what is going on in the wider world. For example, if there is a major new development in technology like smart watches, you need to know about it and be able to think about the ways in which businesses could use this. It is beneficial for students to watch and read the business news and for their parents/carers to discuss with them what is happening in the workplace and with the economy.

PROGRESSION

The qualification provides an ideal foundation for A Level Business or other areas of vocational studies.

Future Careers; Accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations, retail management, sales & marketing.

Employability Skills you can gain with Business Studies are; analytical ability, communication & presentation skills, goal setting, leadership skills, numeracy, problem solving, team work and time management

EXPECTATIONS OF STUDENTS

Finance is a key part of an business course and requires mathematical skills which include **calculations of percentage change and averages, as well as interpreting charts, graphs and tables and the learning and application of formulae.** This means that you need to be able to cope with the mathematical side of the subject.

You also need to be the kind of person who can deal with "it depends" scenarios, as there are many solutions to business problems depending on the context of the business concerned. There require careful explanation and so you need to be the kind of person who can write well-structured extended answers using appropriate connectives and key business terminology.

OPTIONAL SUBJECT - RETAIL BUSINESS

Subject	Retail Business	Exam Board	WJEC
Examination	25%	Coursework	75%
Teachers/Mentors	Mrs Spurrier		

STRUCTURE OF COURSE

Unit Title	Assessment	GLH
Customer Experience	Internal	30
Retail Business	External	30
Retail Operations	Internal	60

FURTHER INFORMATION

Retail Business introduces students to one of the most important employment sectors in the UK, exploring various aspects of retail business and investigating a range of retailers from large chains and department stores through to independent and virtual stores. The qualification has been devised around the concept of a 'plan, do, review' approach to learning, where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work-related activities in retail business and retail operations and also provides for learning in a range of contexts

All units are taught with applied learning and enable students to develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project-based research, development and presentation
- the fundamental ability to work alongside other professionals in a professional environment

PROGRESSION

All qualification provides students with a broad appreciation of work in retail business-related industries and wider opportunities for progression into further education, employment or training.

Retail Business provides students with the specialist and general skills needed to start a career in a junior role, such as a sales assistant, stock control assistant, administrative assistant or apprenticeship. Alternatively, if they study retail business and related subjects at a high level, learners would be able to seek a more senior or specialist role including merchandiser, buyer, visual merchandiser or trainee manager.

EXPECTATIONS OF STUDENTS

This is a vocational course therefore there is a high level of **independent working**. The coursework element is under controlled conditions and is timed, students will need to research their chosen retail organisation in their own time and have their research ready to be able to work in controlled conditions. This course suits students who prefer coursework compared to examinations.

OPTIONAL SUBJECT - MODERN FOREIGN LANGUAGE

Subject	French	Exam Board	Edexcel
Examination	100%	Coursework	-
Teachers/Mentors	Mrs Drake, Mrs Groom		

STRUCTURE OF COURSE

Paper 1: Listening - Examination – 25% <ul style="list-style-type: none"> • Foundation - 35 minutes • Higher - 45 minutes 	Paper 2: Speaking - Examination – 25% <ul style="list-style-type: none"> • Foundation - 7-9 minutes • Higher - 10-12 minutes <p style="text-align: center;"><i>Both tiers will have 12 minutes preparation time.</i></p>
Paper 3: Reading - Examination – 25% <ul style="list-style-type: none"> • Foundation - 45 minutes • Higher - 60 minutes 	Paper 4: Writing - Examination – 25% <ul style="list-style-type: none"> • Foundation - 70 minutes • Higher - 80 minutes

In Year 9 students will consolidate and expand on what they have learn at Ks3 (grammar and vocabulary). The four papers are tiered (Foundation and Higher) and a decision will be made in Year 11 regarding which tier students will be entered for. Both the writing and reading examinations include a translation task.

Themes

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimensions

FURTHER INFORMATION

Each topic will be followed by an assessment. Students should have completed the majority of their course by the end of Year 10 on one of the focus skills. Students will be required to learn vocabulary regularly and to attend after school support sessions when necessary.

PROGRESSION

Universities and businesses look favourably on students who decide to further their language studies at GCSE. It opens up many avenues on a personal and professional level.

EXPECTATIONS OF STUDENTS

- Regular learning of vocabulary is essential
- Extra work spent at home to consolidate what has been learn in lessons is also expected.
- Any work missed due to absence needs to be caught up before the next lesson.

OPTIONAL SUBJECT - PERSONAL & SOCIAL DEVELOPMENT

Subject	Personal Development	Exam Board	Asdan
Examination	-	Coursework	-
Teachers/Mentors	Mrs Carter		

All ASDAN programmes and qualifications focus on the development of the whole individual, enhancing young people's self-confidence, ambition and contribution to their communities.

The Bronze/Silver/Gold Personal Development Programmes are based on gaining a number of credits (6/12/18) from a variety of different modules. These include modules on Communication, The Community, Sport and Leisure, Home Management, The Environment, Number Handling and Health and Survival. The students have to complete challenges to show where they have developed their skills in the use of English, Maths and IT, Teamwork, Coping with problems and Learning.

All the work is coursework and evidence based so they build up a portfolio of work to show how they have developed key skills. The portfolios are sent for external moderation.

STRUCTURE OF COURSE

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FURTHER INFORMATION

Short courses are offered for students in a range of areas; animal care, careers and experiencing work, food wise, hair and beauty vocational taste, living independently, personal finance, road wise, uniformed services vocational taster, gardening, activities & peer mentoring.

These are more individual to each students looking at the future and wishes when leaving school.

PROGRESSION

To gain some knowledge to help prepare the students for further education and adulthood.

WHAT HAPPENS NEXT?

You will need to consider carefully which subjects you would like to study for the next three years and then enter your choices on 'options online' by **Wednesday 22nd May 2018**.

It may help you to track and record your thoughts here, before entering your information online. As ever, look for subjects that you enjoy, have an interest in and for which you have received good teacher grades and comments. Don't pick subjects because your friends are or because you like the teacher - all things can change!!

The Core Subjects - ie those that you do not have a choice about studying are:

English	<input checked="" type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Science <i>(Guidance will be provided about the best course for you)</i>	<input checked="" type="checkbox"/>
Core PE <i>(You can still choose PE as a GCSE subject)</i>	<input checked="" type="checkbox"/>

You need also to choose **at least** one from the following three subjects:

French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
History	<input type="checkbox"/>

Then, you need to choose **three** from the Optional Subjects:

Option 1	<input type="text"/>
Option 2	<input type="text"/>
Option 3	<input type="text"/>

Finally, you need to choose **two** reserve Optional Subjects:

Option 1	<input type="text"/>
Option 2	<input type="text"/>

Please make sure you put subject choices in order of preference.