

# KEY STAGE 4 OPTION INFORMATION

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## INTRODUCTION

Making your options choices is an exciting and important time. You should give great thought and consideration to making your options this booklet is designed to help you through this process. This booklet contains all of the information you will need when making your Option choices.

Option choices should be made in discussion with your parents and your teachers. Below is the key dates for your consideration:

Thursday 3rd March	Parents Evening to discuss progress in subjects this academic year.
W/B 14 <sup>th</sup> March	Options launch in tutor time outlining process
Monday 21 <sup>st</sup> March	Launch of Options Homepage. The homepage will include the options booklet with all the relevant information regarding the subjects. In addition to this there will be videos from some subject areas for parents and students to watch at a time that suits you.
Wednesday 23 <sup>rd</sup> of March	PSHCE lesson dedicated to careers and option choices. This will be followed by tutor conversations with tutees about the potential choices.
Friday 25 <sup>th</sup> March	Release date of the options form. This will be an electronic form emailed directly to the students.
Wednesday 6 <sup>th</sup> April	Deadline for submission of the options form.

**Core Curriculum** - Most students will study a core compulsory curriculum with exams at the end of Year 11:

- English Language and English Literature
- Mathematics
- Science
- Religious Studies
- Geography **or** History
- French **or** Spanish (based on the subject you have studied at KS3)

Students will also study the following compulsory subjects that do not have an examination

- Physical Education
- PSHCE (Personal, Social, Health, and Citizenship Education)

### **Options Curriculum**

The number of options available to you will depend on your chosen Science Pathway.

The **trilogy science pathway** is worth 2 GCSEs and students will be able to choose 2 further option subjects from the list below.

The **separate science pathway** is worth 3 GCSEs and students will be able to choose 1 further option subjects from the list below.

You should discuss your science pathway with your science teacher. We recommend that electing for the separate science pathway is based on high performance in Science during Year 7,8 and 9 and a desire for a science based career.

### **Options Subjects**

- Art and Design
- Business (GCSE) (Cannot be chosen with Business Enterprise)
- Business Enterprise (Level 2 BTEC) (Cannot be chosen with Business GCSE)
- Computer Science
- Dance RSL (Cannot be taken with Drama RSL)
- Drama RSL (Cannot be taken with Dance RSL)
- Design Technology (Product Design) (Cannot be chosen with Textiles)
- Design Technology (Textiles) (Cannot be chosen with Product Design)
- Food Preparation and Nutrition
- French\*
- Geography
- Health and Social Care (BTEC)
- History
- iMedia (Level 2 Cambridge National)
- Music (RSL)
- Spanish\*
- Sport (Level 2 BTEC)

\*Some students may qualify to study two languages if they have completed additional extra-curricular study or are native speakers. Please speak to Miss Franklin in the first instance if this is something you wish to pursue and meet these requirements.

## OPTIONS CHECKLIST FOR YOUR CHILD

### STUDENT ADVICE - DO

- Consider whether your choices are flexible for a variety of routes post 16.
- Think about progression into the Sixth Form where a range of A level and vocational courses are available.
- Think about why you like or dislike subjects.
- Think about which subjects you enjoy and why and find out about the new subjects on offer.

### STUDENT ADVICE – DON'T

- Choose a subject just because you like the teacher. You may not have them next year.
- Choose a subject because you think it is easy. All exam subjects will be demanding.
- Choose a subject because your friend is doing it. You may have different career plans and may end up in different groups.

### NEXT STEPS FOR PARENTS

- Read the detailed information on the Year 9 Options homepage on the 21st of March. Watch the subject videos, even if your son/daughter says they are not interested in the subject, as it may inform their choices.
- Read the report which was published in December via Go4Schools to help with the choices.
- Complete the Options choice form with your child by **Wednesday 6<sup>th</sup> April**.

### IMPORTANT INFORMATION TO CONSIDER:

- **The reserve subject may be used in the event that we are unable to offer your chosen combination of subjects.**
- We cannot guarantee that you will get exactly what you ask for.
- This will depend on the demand for each subject and staffing limits.
- The final decision on options sits with the school although we will always seek to act in consultation with students and parents.

FORM TUTOR CONVERSATION

Name		Tutor Group		Date	
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**Preparation**

Picking the right subjects for you is important. To ensure that you are fully informed in your decisions have you:

Read your option booklet (also available on-line)	
Spoken to students who have taken those subjects?	
Spoken to teachers of those subjects?	
Discussed with parents	

**Points to consider when making your choices:**

- What are you thinking and planning to do post 16 (after your GCSE's)? Will this influence the subjects that you should/could be taking at GCSE?
- Have you made sure that you fully understand the subject and the topics/units you will be studying within it, to make sure that it's right for you?
- Do not make choices based on the hope that you will be taught by a specific teacher, as this is not a guarantee
- Choosing a subject because all your friends are doing it may lead to disappointment, as being in the same class cannot be guaranteed or requested
- Once you have decided and have made the final submission of your option choice, changes are unlikely, so pick carefully to avoid disappointment (**this includes your reserve subject choice**)

What have you done to find out about subjects that interest you?

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Do you have any plans for when you leave school, or a career path in mind?

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Do you know recommended subjects for those choices?

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## OPTION

### ART & DESIGN

Interest, determination and commitment to the subject are the most important qualities needed to study Art at GCSE. To succeed with the course, students must have been positive about their artwork and shown enthusiasm and ability during Key Stage 3. It is not an easy option, but you do not have to be another Leonardo Da Vinci to achieve success.

The new AQA course is split into two coursework units plus one examination unit. The coursework units each consist of 45 guided learning hours (lesson time) and with this time constraint students must work with a real sense of purpose in every lesson. Additional work may also be produced by students in their own time.

Students will experiment with a variety of media, some of which they may not have handled before.

As well as the traditional media of drawing and painting students may explore a range of printmaking techniques, ceramics, 3D wire or card construction, textiles, graphics and mixed media. They will be shown how to manipulate ideas in new and innovative ways. Students will also be introduced to the work of a range of artists, designers and craftspeople.

Towards the end of Year 11, students are entered for the GCSE examination unit. The completion of detailed preparatory work forms the majority of the marks and leads to the 10 hour exam, usually spread over three days.

The coursework portfolio will count for 60% of the final grade and the exam for 40%.

The course is designed to allow students to use their powers of observation in initial drawings and research, and to develop ideas in a personal and individual way. There is also a critical and contextual element to the course where students look at and respond to the work of relevant artists and designers.

**Contact: Mrs. Monteiro,  
Faculty Leader for Art, Design & Technology**

## OPTION

### BUSINESS (GCSE)

Students study such things as the organisation and structure of businesses, the importance of communication, people at work, government and trade, finance and marketing

In Years 10 and 11, students will study in greater detail the core functional areas of Business. Looking in particular at:

- How and why businesses start
- Marketing & the importance of customers
- Business Operations, including production methods and distribution both locally and internationally
- Human Resources - how best to manage and motivate staff
- External influences - investigating ways to best deal with competition
- Finance – how it is raised, recorded and how the figures are analysed

This content is assessed in two examinations at the end of Year 11 which are worth 62.5% and 37.5% of the overall grade respectively. No part of the course is assessed through a controlled assessment.

The course is suitable for students who wish to find out more about the world of business and those who want to investigate how businesses become successful. The course relies on students taking an interest in what happens in the real world and is meant to be relevant in every way.

Students will gain business knowledge, understanding and skills and begin to understand current events in local, national and global contexts. Students will develop as independent learners and will be encouraged to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgements. This subject in the future could lead to a career in finance, advertising and managing people. As with most GCSEs however it offers a foundation to build on and will help a student to be more commercially aware when entering the workplace.

*This course cannot be taken with Business Enterprise (Level 2 BTEC)*

**Contact: Mr. Birch**  
**Faculty Leader for Business & Computing**

## OPTION

### BUSINESS ENTERPRISE (LEVEL 2)

The course is ideally suited to students who wish to take on the challenge of a new and relevant subject with the assessments being made primarily through coursework rather than examinations. 75% of the final grade will be coursework based; the remaining 25% will be in the form of an examination. To be successful on the course you must pass the external assessment.

The course will provide opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. This BTEC course is an opportunity to take a subject where the assessment is mainly coursework based. All students will study 4 units. These are expected to be:

#### 1. Enterprise in the Business World (coursework)

This unit introduces you to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success.

#### 2. Finance for Business (exam)

In this unit, you will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running the business. You will then explore the ways in which the sale of products and services generates revenue, so that you can develop your understanding of profit. Next, you will examine how businesses plan for success and learn about the techniques used to assist the planning process.

#### 3. Promoting a Brand (coursework)

A successful business promotes itself to customers through its brand and image. In this unit, you will find out what it takes to build a brand and what a business has to consider when planning brand development. You will investigate the importance of branding to a business, the types of branding that are available and why businesses need to review and update their brands.

#### 4. Principles of Customer Service (coursework)

This unit develops and broadens your understanding of customer service in different businesses. You will develop your knowledge and understanding of customer needs and expectations and be given the opportunity to examine a wide range of different types of internal and external customers.

Students can achieve the grades at Level 2 (Distinction to Pass) or Level 1 (Pass). To be successful on the course, you must be responsible in your approach to coursework, be self-disciplined, be able to research and develop your work from a range of sources and be committed to meeting deadlines. This course differs from GCSE Business in the way that it is assessed. This is something you need to think very carefully about. Much of the basic content is the same although everything done in this course has to be applied to actual businesses being investigated.

*This course cannot be taken with Business (GCSE)*



**Contact: Mr. Birch**

**Faculty Leader for Business & Computing**

## OPTION

### COMPUTER SCIENCE

Computer Science can open doors to a number of interesting, challenging and rewarding careers. Technology is firmly embedded within our society and there is great demand for highly skilled, technically able individuals.

We study the EDUQAS Computer Science GCSE syllabus which will provide students with the opportunity to learn exactly how computers work and how to create complex computer applications. This will provide a solid basis for further study of Computing at A Level and beyond.

The course is split into theory and practical components, with a heavy bias towards the theory concepts of programming.

All courses are currently using the following structure for assessment:

- Component 1: Understanding Computer Science - Written examination: 1 hour 45 minutes
- Component 2: Computer Programming - On-screen examination: 2 hours

Students will learn the fundamentals of computing through Component 1. They investigate hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of digital technology on wider society as well as algorithms and programming constructs.

Component 2 investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. Learners are required to produce a programmed solution to a set task which will then be the basis for examination.

Computer Science is a rewarding but specialised option choice which demands dedication and hard work from those who complete it. Students undertaking Computer Science enjoy Mathematics, solving challenging problems and working outside of lesson time on tasks. They have an interest in understanding how things work and are willing to repeatedly experiment whilst not being afraid to make frequent mistakes.

**Contact: Mr. Tracey, KS4 Lead for Computing**

## OPTION

### DANCE (RSL LEVEL 2 CERTIFICATE IN CREATIVE AND PERFORMING ARTS)

#### **What is a level 2 qualification?**

The RSL Technical Award for Creative and Performing Arts is a level 2 qualification, so carries the same weight as the GCSE. The course is fully approved by Ofqual in recognition of its content and level of assessment. This means that this qualification is equivalent to the GCSE and will be recognised as such by sixth form centres, colleges, apprenticeships and future employers.

#### **Why should I consider this course?**

RSL Technical Award for Creative and Performing Arts in Dance is a really exciting course that will develop students as both performers and choreographers. The course has been designed by industry specialists to be reflective of the way in which professional dancers and choreographers work. It provides opportunity for our students to produce work that they are passionate about, whilst learning about a range of styles and cultures, giving them understanding of how Dance as an art form has developed throughout history. The students are at the centre of this course and has been designed to be adaptable to the strengths and interests of each cohort of students. The course recognises that students have different skills and abilities and provides opportunities for everyone to succeed, if they have a good attitude and work ethic.

#### **What is the course structure?**

##### Core Unit

Live Performance Unit. Externally set by the exam board.

Students are provided with a performance brief. They work together to create a 6-10 minute performance that answers the brief. They plan, create, perform and evaluate their work. Supporting written evidence is provided to explain decision making, rehearsal timetables, health and safety and research.

##### Optional Units

Internally assessed, externally moderated.

For this unit schools choose from 4 possible options:

- Performance & Technique
- Choreography
- Performance in an Ensemble
- Global Dance Styles

#### **How will I be assessed?**

There is no written examination for this course. Each unit has a practical element and a written element. The written work can be presented as prose or as a presentation and describes the process and development of the practical work. The written work and practical work are marked in conjunction with each other and a unit grade is then awarded (Pass, Merit or Distinction)

*This course cannot be taken with Drama RSL.*

*This course is subject to being accredited by OFQUAL. If this course is not accredited, we will select an alternative Dance GCSE course offered by a different exam board.*

**Contact: Mrs N Jordan, Dance teacher.**

Drama is an exciting course that provides the opportunity for students to develop their practical skills and their understanding and appreciation of Drama and Theatre.

### **Devising Drama (30% of total GCSE)**

The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama within a group. Students will individually write a 2000-word portfolio of evidence during the devising process and an evaluation of their final performance. This is internally moderated and sent to the exam board.

### **Presenting and Performing Texts (30% of total GCSE)**

Students will study and explore a performance text and perform 2 extracts from the text to a visiting examiner. Students will complete a written concept pro forma describing the research they have done on the text and their artistic intention for the performance.

**Drama: Performance and Response (40% of total GCSE)** Students will sit a 90 minute written examination in the summer of Year 11. The paper is split into 2 sections; Section A and B. Section A questions are based on a set text students will have studied on the course, but different from their performance text. For Section B students will be required to have seen a live theatre performance and will be required to analyse and evaluate the performance.

### **What Drama Offers?**

Drama also offers development in a wide range of transferable skills that will support all other subjects. Some of these skills include communication, reasoning, teamwork, self-discipline, time management and creativity.

### **Who should take GCSE Drama?**

Anyone who enjoys performing. Anyone who thrives when working with others. Anyone who enjoys a challenge. Anyone who wants to improve skills in communication, self-discipline, teamwork and creativity. Anyone who loves Drama and Theatre.

### **Why study GCSE Drama?**

This subject in the future could lead to a career within the Theatre (including stage management, directing and performing), media and television (journalism, presenting and writing). It doesn't just offer a future within the Performing Arts, Drama can help you develop transferable skills which you can take into any career or job, these might include careers in such fields as education, retail, travel and tourism, sales and marketing or any career that involves meeting people face to face.

### **Considerations**

Students will be expected to rehearse their work outside of lesson time and so will need to be committed to their group.

*This course cannot be taken with Dance RSL. This course is subject to being accredited by OFQUAL. If this course is not accredited we will select an alternative Dance GCSE course offered by a different exam board*

**Contact: Mrs. R Wadsworth, Subject Leader for Drama**

## OPTION

### DESIGN TECHNOLOGY (PRODUCT DESIGN)

#### What will I study?

The study of design and technology seeks to prepare students to participate confidently and successfully in an **increasingly technological world**; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. In **Design & Technology** you will be expected to create prototypes both physical as well as through CAD to test and develop your ideas and design at least one product by undertaking an iterative design, make and evaluate project based on a set design brief. When completing their project students will apply the **designing and making principles** and their **technical knowledge and understanding (Including understanding of Maths & Science)**.

#### Some Projects we will study include:

- Structures and Forces
- Ergonomics & Anthropometrics
- Design and Make (Wood, Metals & Plastics)
- Sketching and Designing including marker rendering
- CAD 2D: Photoshop, Coreldraw
- CAD 3D: Sketchup and Creo engineering modelling software
- CAD/CAM: Laser Cutting & 3D printing
- Designers in History and Design Styles.

#### How will my work be assessed?

You will be expected to create a range of practical, research and design assessments; all of which you will be assessed upon. Your knowledge and understanding will be assessed as part of written assessments—this element will bear a larger weighting in the reformed GCSE.

#### How will it help me after I leave school?

If you are looking towards a career in the creative, design, construction and engineering industries then this is the course for you. With this course completed at GCSE, you can easily progress straight onto an A Level in Product Design, engineering and then onto a Degree or Foundation course at college. Careers include product design, graphics, interior design, web design, construction, engineering, fashion, retail, teaching and education. The course is divided into 2 units:

**Unit 1** (50%) is a design exam at the end of the course where you will need to demonstrate your ability to think creatively to solve problems applying your knowledge and understanding of materials and industrial processes.

**Unit 2** (50%) is the controlled assessment (coursework) where you will design and make a product of your choice and its accompanying promotional material.

*This course cannot be taken with Design Technology Textiles.*

**Contact: Mr. Kinsella, Subject Leader for Design Technology**

## OPTION

### DESIGN TECHNOLOGY (TEXTILES)

#### **What will I study?**

The study of design and technology (Textiles) follows the same structure as Design Technology with a marked specialism in Textiles for both the exam and the NEA Design & make assignment. In **Design & Technology** you will be expected to create prototypes both physical as well as through CAD to test and develop your ideas and design at least one product by undertaking an iterative design, make and evaluate project based on a set design brief. When completing their project students will apply the **designing and making principles** and their **technical knowledge and understanding (Including understanding of Maths & Science)**.

#### **How will my work be assessed?**

This is part of the newly reformed GCSE's and as such will be assessed using 9-1 grades. You will be expected to create a range of practical, research and design assessments; all of which you will be assessed upon. Your knowledge and understanding will also be assessed in written assessments.

#### **How will the course be structured?**

In year 9 & 10 you will develop a wide range of skills and competencies in both exam theory and the practical textiles specialism. Year 11 will mainly focus on the NEA (UNIT 1) as well as preparation for the exam (UNIT 2). **Unit 1** (50%) is a design exam at the end of the course where you will need to demonstrate your ability to think creatively to solve problems applying your knowledge and understanding of materials and industrial processes. **Unit 2** (50%) is the NEA (coursework) where you will design and make a product of your choice and its accompanying promotional material.

#### **How will it help me after I leave school?**

This subject in the future could lead to further education at A Level (Product Design (Textiles)) and various Textiles related degrees. Careers could include working in:

- Clothing/textile technologist
- Colour technologist
- Interior and spatial designer
- Fashion designer
- Textile designer

*This course cannot be taken with Design Technology Product Design*

**Contact: Miss. C Smith, Teacher of Product Design (Textiles)**

OPTION

**FOOD PREPARATION & NUTRITION**

**What will I study?**

GCSE Food Preparation and Nutrition educates students about the impact of eating well on their health and wellbeing. It supports them in planning, preparing, and cooking a variety of dishes which embed new skills as well as nutrition knowledge giving them the power to thrive independently.

The subject also nurtures creativity through the planning and preparation of their own choice of dishes at GCSE. Practical's focus on medium to high level practical cooking skills to ensure students develop a thorough range of skills to equip them to prepare an array of nutritious and aesthetically pleasing dishes.

At its heart, this qualification focuses on understanding of eating well for health, food provenance, sustainability, and the working characteristics of food materials.

**Who should take GCSE food?**

Anyone who is passionate about working with food. Anyone who regularly prepares food. Anyone who enjoys being creative with food. Anyone with a keen interest in nutrition and health.

**Questions you must ask yourself if you are considering the Food Preparation and Nutrition course:**

Are you prepared to purchase, and bring into school, ingredients? Are you willing to collect prepared products at the end of the day? Are you prepared to undertake written coursework and food practical exams?

**What is the course structure?**

This course follows the AQA syllabus and is made up of 50% exam, at the end of year 11, and 50% coursework. Coursework is completed during lesson time.

Assessment is made up of:

Written Exam (50%)	Non Exam Assessment 1 (15%)	Non Exam Assessment 2 (35%)
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The syllabus is divided into 6 main areas:

1) Food Preparation Skills	2) Food, Nutrition and Health	3) Food Science	4) Food Provenance, sustainability, and environmental issues	5) Hygiene and Safety	6) Food Choice
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**How will this help me in future?**

This subject in the future could lead to further education opportunities and such as food related degrees. Careers could include working in:

- Enforcement agencies such as Environmental Health, Trading Standards and Food Safety
- Product Development and Manufacture incorporating quality control and new product trialing
- Food Science and Microbiology
- Hospitality, Catering and Retail
- Dietetics, Food and Nutrition, Sports Nutrition

**Contact: Jill Patterson, Subject Leader for Food Preparation and Nutrition**

## OPTION

### GEOGRAPHY

Our aim is to give you the knowledge and geographical skills to gain an understanding of the complexities of the modern world.

If you want to know why 20% of the world's population own 80% of the world's wealth, why wildfires are becoming more common, when oil will run out, what is happening to Antarctica and the answers to hundreds of other topical, relevant questions choose Geography!

Rather than focusing exclusively on the many problems we face in the 21<sup>st</sup> century, GCSE Geography will provide you with an understanding of how these issues can be tackled and conflicts resolved.

As well as learning to use maps you will develop your ICT, literacy, numeracy, communication and presentation skills. You will learn to analyse data, identify bias, form and express informed decisions about contemporary issues and improve your decision-making skills.

#### **What work will I be expected to produce?**

Students will be studying the AQA GCSE Geography specification and will study the following units:

The challenge of natural hazards, the living world (tropical rainforest and cold environment options), physical landscapes in the UK (rivers and coasts options), challenges in the human environment, urban issues and challenges, the changing economic world and the challenge of resource management

Students will complete two local fieldwork investigations (one physical, and one human geography):

Has the regeneration of the Brindley Place area been successful?

How does the Quinny Brook change downstream?

There are three examinations at the end of Year 11:

Paper 1: Living with the physical environment (1½ hours, 35% of the GCSE marks)

Paper 2: Challenges in the human environment (1½ hours, 35% of the GCSE marks)

Paper 3 Geographical applications (1¼ hours, 30% of the GCSE marks); this paper examines the ability of students to evaluate a geographical issue, their knowledge of their two local fieldwork investigations, and their geographical skills (fieldwork, map, graphical and statistical).

**Contact: Mr. Napper, Subject Leader for Geography**



OPTION

HEALTH & SOCIAL CARE (LEVEL 2 BTEC)

**Course Rationale**

The Edexcel BTEC Level 2 Tech Award in Health and Social Care has been developed to provide an engaging introduction to the sector for learners aged 14 years and above. The course is ideal for anybody seeking to pursue a career within the health and social care sector or develop their understanding further.

The course aims to:

- Give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- Give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.
- Give opportunities for learners to achieve a nationally recognised level 1/level 2 health and social care qualification.

**Course Outline**

Students will have to complete **three** core mandatory units. 60% of the course is internally assessed with assignments, the remaining 40% is assessed externally in a written examination at the end of year 11. Students will gain an insight into various sectors, investigating the role of many practitioners and the care given. There is also a detailed insight into specific needs of individuals ranging from birth to later adulthood. This is an ideal course for those interested in pursuing a career working with others or for anyone that is interested in further their knowledge of Health and Social Care.

**Overall Grading:** Pass, Merit or Distinction, Unclassified.

Component 1	<b>Human Lifespan Development</b>	Assessed Internally- Coursework
Component 2	<b>Health and Social Care Services and Values</b>	Assessed Internally- Coursework
Component 3	<b>Health and Wellbeing</b>	Assessed Externally- Written Examination

**Contact: Mrs N Burton and Mrs Coombs, Faculty Leaders for Social Sciences**

## OPTION

### HISTORY

History surrounds us constantly, the phrases we use, language we speak and the communities we live in are all part of the rich tapestry of British History. The importance and esteem that History is held has made it a facilitating EBACC subject and the Russell group also considers History as one of the qualifications that is most credible to universities throughout the United Kingdom. The examination board's programmes of study include diverse and exciting topics. We get to study a wide breadth of History as three eras of history must be studied:

- Medieval (500 - 1500)
- Early modern (1450 - 1750)
- Modern (1700 – present)

At least 40 % of this will be British History and we will cover the following elements:

- A thematic study over time- Health and the people, where we investigate key developments in medicine from c1000 to present day. We look at why people drilled holes in skulls, the impact of the Black Death and how the NHS was created, to mention just a few fascinating topics.
- A period study of at least 50 years- Germany, 1890–1945: Democracy and dictatorship. This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – we will investigate the rise and fall of Nazism.
- One wider world depth study- Conflict and tension 1894-1918, where we learn all about the causes, nature and conclusion of WW1. We will investigate the causes of the First World War, trench warfare and why so many men joined the war, risking their lives.
- A study of a historical environment- Elizabethan England, here we investigate the fascinating years of Elizabeth's reign. We will investigate why she never married, the threats to her life she faced and how she managed to defeat the powerful Spanish, to name just a few of the interesting issues.

The assessment of this course will be 100% examination at the end of Year 11.

The skills developed are relevant in a wide range of jobs such as law, finance, journalism and politics.

The History Team are hugely excited by the wide ranging and interesting periods of History on offer. Please feel free to drop into the History department at any time to find out more.

**Contact: Mrs Davis, Subject Leader for History**

## OPTION

### IMEDIA

iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

We study the Cambridge National in Creative iMedia specification. This qualification assesses the application of creative media skills through their practical use. The 'hands on' approach that will be required for learning has strong relevance to the way young people use the technology required in creative media.

The course is split into theory and practical components, with a bias towards the practical elements of media.

The course currently uses the following structure for assessment (each unit is equally weighted):

- Unit 1: Creative iMedia in the media industry – Written Exam (40%)
  - In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, Factors influencing product design, Pre-production planning and Distribution considerations.
  
- Unit 2 - Visual identity and digital graphics – Practical Assignment (30%)
  - In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Developing visual identity, Planning digital graphics for products and Creating visual identity and digital graphics.
  
- Unit 3 - Animation and audio - Practical Assignment (30%)
  - In this unit you will learn how to plan, create and review animation with an audio soundtrack. Topics include: Planning animation with audio, Creating animation with audio and Reviewing animation with audio.

Students undertaking iMedia enjoy creative subjects such as Art. They have an interest in understanding how the media industry works and how technology is used to create image, videos and animations.

**Contact: Mr. Tracey, KS4 Lead for Computing**

**Why study a language?**

- 75% of the world's population do not speak English at all. The ability to communicate in a Modern Foreign Language is widely recognised as an essential skill in education and business.
- Language GCSEs provide you with a range of transferrable skills which are invaluable for further study.
- Language GCSEs give you an opportunity to learn about other people, countries and cultures.
- Learning a language enriches travel experiences.
- Learning one language makes it easier to learn other languages.
- British businesses need employees with language skills, 77% of British exporters lose money due to lack of language skills.

This subject in the future could lead to exciting opportunities at home or abroad, professionally or personally, in a wide variety of contexts. Those with language qualifications, regardless of level are highly sought after and language studies blend seamlessly with the vast majority of higher education courses.

**How will I be assessed?**

French and Spanish follow the same assessment structure. You will be assessed in the four key language skills: Listening, Reading, Speaking, Writing (25% each), via terminal examinations at the end of year 11

**French**

Parlez-vous français ?

French is spoken by about 110 million people as a first language and by 190 million as a second language. There are significant numbers of French speakers in 57 countries. French is the official language of the European Union therefore an ability to speak French is extremely desirable amongst employers.

**Spanish**

¿Habla español?

Spanish is one of the most useful languages to speak due to the sheer number of Spanish speakers worldwide. It is an official language on four continents and is the mother tongue in 21 countries. Furthermore, 350 million people speak Spanish as a native language. As a result, the ability to speak Spanish is a huge benefit in the world of business as well as when travelling abroad.

Students need to have previously studied their chosen language in order to study it to GCSE level. A Block have studied Spanish. B Block have studied French.

Some students may qualify to study two languages if they have completed additional extra-curricular study or are native speakers. Please speak to Miss Franklin in the first instance if this is something you wish to pursue and meet these requirements.

**Contact: Miss Franklin, Modern Foreign Languages Faculty Leader**

## OPTION

### MUSIC (RSL LEVEL 2 CERTIFICATE IN PERFORMANCE FOR MUSIC PRACTITIONERS)

#### **What is a level 2 qualification?**

The RSL certificate is a level 2 qualification, so carries the same weight as a GCSE. The course is fully approved by Ofqual in recognition of its content and level of assessment. This means the qualification is equivalent to a GCSE and will be recognised by most higher establishments such as sixth forms, colleges, universities, apprenticeships and future employers. The qualification also links to the RSL Level 3 subsidiary diploma in performance currently being offered at Arthur Terry sixth form, which at A\* level equates to the equivalent of 1.5 A Levels.

#### **What does the course include?**

The course is heavily influenced by the modern-day music industry, written by musicians for musicians. The modules studied throughout the course are:

##### Live Performance (8 credits)

10 – 15-minute live stage performance to an audience based around a set brief.  
Controlled assessment which is externally marked by RSL

##### Composing Music (8 credits)

Students demonstrate their ability as a composer within a specific music style of their choice using Logic Pro X.  
Internally marked by department staff.

##### Music Style Development (4 credits)

Students demonstrate their understanding of contemporary music styles.  
Internally marked by department staff.

#### **How will I be assessed?**

There is no written examination, the course is built upon coursework modules and providing evidence of meeting set learning outcomes, unlike most linear GCSE's. Students will earn credits for each module completed which will contribute to their overall grade of either (Pass, Merit, Distinction).

#### **Notes**

- All playing styles and instruments (including voice) are recognized on this course
- Students will complete this course within the Autumn term of Year 11 – resulting in one less pressure during the exams period.
- The volume of work to be completed is similar to a GCSE – meaning expectations are the same.
- Students will need to be able to either play an instrument or sing in order to access this course, however, there is no minimum ability requirement.

**Contact: Mr D Loffman, Music Teacher**

## OPTION

### SPORT (BTEC LEVEL 2)

The BTEC Level 2 - Tech Award in Sport is a Level 2 qualification. The course is fully approved by Ofqual in recognition of its content and level of assessment, which means it is equivalent to a GCSE and will be recognised as such by sixth form centres, colleges, apprenticeships and future employers.

#### What does the course entail?

The course involves three components that are all underpinned by theoretical study and research into different aspects of sport and fitness. The units and how they are assessed are outlined below:

- **Component 1: Preparing participants to take part in sport and physical activity**

- A. Explore types and provision of sport and physical activity for different types of participants.
- B. Examine equipment and technology required for participants to use when taking part in sport.
- C. Adapting a warm-up for different categories of participants and different types of physical activity.

Internally assessed assignment (written and leadership practical); also subject to external moderation

- **Component 2: Taking part and improving other participants sporting performance**

- A. Understand how different components of fitness are used in different physical activities.
- B. Be able to participate in sport and understand the roles and responsibilities of officials.
- C. Demonstrate ways to improve participants sporting techniques.

Internally assessed assignment (written and practical); also subject to external moderation

- **Component 3: Developing fitness to improve other participants performance in sport and physical activity**

- A. Explore the importance of fitness for sports performance.
- B. Investigate fitness testing to determine fitness levels.
- C. Investigate different fitness test results.
- D. Investigate fitness programming to improve fitness and sport performance.

An External Written Examination Paper – 1 hour and 30 minutes worth 60 marks

#### Structure of the Course in summary:

Students will study each component in order; completing the respective assignment tasks / written exam during each year of the KS4 pathway. 5 hours of BTEC Sport Lessons will be delivered every fortnight; all of which will be predominantly classroom-based lessons, with some practical lessons to develop leadership skills.

#### Some questions you must ask yourself if you are considering the BTEC L2 – Tech Award in Sport course are:

- Will I be committed to studying a wide range of theoretical topics related to sport and fitness?  
*E.G. Learning about the rules and regulations; technology; training methods; and so on...*
- Will I be confident and motivated to plan and deliver a practical session for other students to engage in?

#### Where can this subject take me?

- Onto a range of post 16 courses related to sport and PE; including BTEC L3 that is offered here at AT!
- Opportunities to pursue higher levels of study at university in areas such as sport and exercise sciences!
- To a range of jobs within the sports and leisure industry; including physiotherapy, PE teaching, coaching; fitness instruction; personal training and many more!

**Contact: Miss Rafter, Subject Leader for Examination PE**

**Paper 1: Explorations in creative reading and writing**

**How it's assessed:** 1 hour 45 minutes written exam (80 marks; 50% of GCSE).

**Section A:**

**Reading:** one literature focused fiction text.

Students will be given an extract from a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers (Y11).

**Section B**

**Writing:** descriptive or narrative focused writing

Students will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image (Y9 and Y10).

**Paper 2: Writers' viewpoints and perspectives**

**How it's assessed:** 1 hour 45 minutes written exam (80 marks; 50% of GCSE).

**Section A**

**Reading:** one non-fiction text and one literary non-fiction text.

Students will read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader (Spoken language topical response: Y9, 19<sup>th</sup> Century: Y10).

**Section B**

**Writing:** writing to present a viewpoint.

Students will produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A (Spoken language topical response: Y9; 19<sup>th</sup> century text stimulus: Y10).

**Paper 1: Shakespeare and the 19<sup>th</sup> century novel**

**How it's assessed:** 1 hour 45 minute written exam (64 marks; 40% of GCSE).

**Section A**

**Shakespeare:** students will answer one question on the play of choice:

- Othello (Y9)
- Macbeth (Y11)

**Section B**

**The 19<sup>th</sup>-century novel:** students will answer one question on the novel of choice.

- Great Expectations (Y9)
- A Christmas Carol (Y10)

**Paper 2: Modern texts and poetry**

**How it's assessed:** 2 hour 15 minute written exam (96 marks; 60% of GCSE).

**Section A**

**Modern texts:** students will answer one essay question from a choice of two on their studied text (An Inspector Calls: Y10).

**Section B**

**Poetry:** for their exam, students will study one cluster of poems taken from the AQA poetry anthology, *Poems Past and Present*. The poems are all written between 1789 and the present day.

Students will answer one comparative question on one named poem and one other poem from their chosen anthology cluster (disturbed minds poetry: Y9; power and conflict anthology: Y10).

**Section C**

**Unseen poetry:** students will answer one question on each of two unseen poems and one comparative question (Y11).



Within each year students follow slightly different pathways dependent on what set they are in.

**Year 9**

Sets 1-3	Sets 4-6
Calculate with roots and integer indices	Apply the four operations with negative numbers
Manipulate algebraic expressions by expanding the product of two binomials	Convert numbers into standard form and vice versa
Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$	Apply the multiplication, division and power laws of indices
Understand and use the gradient of a straight line to solve problems	Convert between terminating decimals and fractions
Solve two linear simultaneous equations algebraically and graphically	Find a relevant multiplier when solving problems involving proportion
Plot and interpret graphs of quadratic functions	Solve problems involving percentage change, including original value problems
Change freely between compound units	Factorise an expression by taking out common factors
Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle	Change the subject of a formula when two steps are required
Solve problems involving similar shapes	Find and use the nth term for a linear sequence
Calculate exactly with multiples of $\pi$	Solve linear equations with unknowns on both sides
Apply Pythagoras' Theorem in two dimensions	Plot and interpret graphs of linear functions
Use geometrical reasoning to construct simple proofs	Apply the formulae for circumference and area of a circle
Use tree diagrams to list outcomes	Calculate theoretical probabilities for single events

## Year 10

Sets 1-3	Sets 4-6
Manipulate fractional and negative indices	Calculate with roots and integer indices
Solve problems involving direct and inverse proportion	Manipulate algebraic expressions by expanding the product of two binomials
Convert between recurring decimals and fractions	Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$
Solve equations using iterative methods	Understand and use the gradient of a straight line to solve problems
Manipulate algebraic expressions by factorising a quadratic expression of the form $ax^2 + bx + c$	Solve two linear simultaneous equations algebraically and graphically
Solve quadratic equations by factorising	Plot and interpret graphs of quadratic functions
Link graphs of quadratic functions to related equations	Change freely between compound units
Interpret a gradient as a rate of change	Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle
Recognise and use the equation of a circle with centre at the origin	Solve problems involving similar shapes
Apply trigonometry in two dimensions	Calculate exactly with multiples of $\pi$
Calculate volumes of spheres, cones and pyramids	Apply Pythagoras' Theorem in two dimensions
Understand and use vectors	Use geometrical reasoning to construct simple proofs
Analyse data through measures of central tendency, including quartiles	Use tree diagrams to list outcomes

## Year 11

Students follow a personalised pathway based on what topics need revisiting and will therefore change year to year.

They will then sit the following examinations at the end of year 11:

Foundation Level	Higher Level
Three Papers	Three Papers
Paper 1 Non- Calculator (1 ½ hours)	Paper 1 Non- Calculator (1 ½ hours)
Paper 2 Calculator (1 ½ hours)	Paper 2 Calculator (1 ½ hours)
Paper 3 Calculator (1 ½ hours)	Paper 3 Calculator (1 ½ hours)
Grades available: 5-1	Grades available: 9-4

## CORE SUBJECT

### RELIGIOUS STUDIES

*Throughout history, religion has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilizations and cultures. Religion is powerful and persistent, and it shows no signs of disappearing. It provokes heartfelt commitment, eloquent expression, forthright action, and intense debate.*

GCSE Religious Studies is compulsory for all students at The Arthur Terry School. It is studied from Year 9 until Year 11 following the AQA Religious Studies A specification 2016. Below is an outline of the course.

The GCSE assessment of this course will be 100% written examination in Year 11.

Paper 1 – The study of religions: belief, teachings and practices

- Buddhism
- Christianity

Paper 2 – Thematic Studies (*to include religious, ethical, philosophical and non-religious perspectives*)

- Religion and families
- Religion and Life
- [Peace and Conflict](#)
- Crime and Punishment

**Contact: Mrs Shakeshaft, Subject Leader of Religious Education**

## COMPULSORY CORE SUBJECT/ OPTION SUBJECT

### SCIENCE

All students will study Biology, Chemistry and Physics topics. The number and depth of these topics will depend on the pathway chosen. Both pathways allow for study of Science at A level and Post-16.

The Core Science pathway results in two GCSE qualifications in Science that include Biology, Chemistry and Physics topics. There are 2 exam papers in each subject, each of 75 minutes, and students receive a double grade based on the total marks achieved across all 6 papers.

The Separate Sciences pathway results in students achieving one GCSE in each area of Biology, Chemistry and Physics. There are 3 exam papers in each subject (1 hour 45 mins long) and students can achieve different grades in the different science subjects. This pathway is most suitable for students with a real passion for Science because students can only choose **one** other option subject if they choose this option.

Both courses involve extensive practical work including specific experiments that students are expected to have completed. Students will develop a range of investigative skills.

All exam papers are offered at Higher or Foundation Tier. The Higher paper gives access to grades 5 and above, the Foundation tier awards grades upto Grade 5. We use the assessments and lesson time in Year 10 to help identify the most appropriate tier for students to be entered for in Year 11.

Students follow the AQA specifications for Trilogy Science or Separate Sciences based on their option choice.

#### Science content

Biology	Chemistry	Physics
1. Cell biology	8. Atomic structure and the periodic table	18. Energy
2. Organisation	9. Bonding, structure, and the properties of matter	19. Electricity
3. Infection and response	10. Quantitative chemistry	20. Particle model of matter
4. Bioenergetics	11. Chemical changes	21. Atomic structure
5. Homeostasis and response	12. Energy changes	22. Forces
6. Inheritance, variation and evolution	13. The rate and extent of chemical change	23. Waves
7. Ecology	14. Organic chemistry	24. Magnetism and electromagnetism
	15. Chemical analysis	
	16. Chemistry of the atmosphere	
	17. Using resources	

**Progression to A Level Sciences**

Both pathways allow students to access Science A Levels. Either a grade 6/6 in Double Science or a 6 in the relevant individual Science subject are likely to be required.

**Contact: Anna Haslam, Core Leader of Science**